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ELT Quarterly

An International Peer-Reviewed Journal

Volume: 21 | Issue: 4 | December – 2022



Published by

H. M. Patel Institute of English Training and Research

Vallabh Vidyanagar, Dist. Anand, Gujarat, India.

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Chief Editor

Dr. Mayur Parmar

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ELT Quarterly (ELTQ), as a rule, publishes only original and unpublished texts on the following focus areas:

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Contents

Sr. No.	Title and Author's Name	Page No.
1	Is English a nemesis to learners' academic progression? A case study of the rural college entrants in Medinipur - Kanak Kanti Bera, Sanjida Parveen, Momin Ali	1
2	Advanced Technology-Based English Language Teaching Methods for Local Students - Dr. Asha Rani Anto	16
3	Utilization of YouTube for Self-Learning Material Production - Hinabahen Ramanbhai Patel, Dr. Shivkumar D Singh	23
4	Importance of English Language learning with special reference to English Speaking Skills in India - Surbhi Gour	31
5	Teaching Communicatively: Exploring Grammar with Metaphors - Ms. Deepali Dinesh Shahdadpuri	38

Is English a nemesis to learners' academic progression? A case study of the rural college entrants in Medinipur

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Abstract

A good number of Bangla-speaking undergraduate students from the rural lower-class families of Medinipur, West Bengal are lagging much behind in terms of their acquisition of and proficiency level in English as a second language. Owing to this inadequate L₂ proficiency, they face severe challenges in coping up with the demands of English medium higher education institutes. Consequently, higher academics becomes a threat to most of them, to progress turns into a stiff struggle for some, and even to merely survive a far-off possibility for few. Hypothetically, the case may be ascribed to the academic affairs like the exam-oriented school curriculum of English, the gap between the school and undergraduate levels of study. From the non-academic perspective motivated by the sociological theory of Bourdieu (1984, 1986), it may result from the vicious habitus-capital-social fields nexus. Our primary data collected through personal interviews and questionnaire responses substantiate that, at the higher education institutes where English is chief medium of instruction, cases of drop-outs and transfer in the first semester classes are significantly higher than in the institutes where a bilingual approach is adopted. This points fingers to some form of academic Anglophobia that affects progression of the weaker section (mostly with rural background) of the college entrants. Our empirical investigation and findings also confirm that the non-academic affairs have just reinforced the academic loopholes. As a remedy to this, necessary measures like enhancing listening skills and alternative evaluation processes have been examined for their applicability, with a special attention to the introduction of a compulsory course on English language and communication recommended by the UGC.

Keywords: *English as L₂, higher education, medium of instruction, rural lower-class background, habitus-capital-social fields nexus.*

Of late the arena of higher education (HE) being widened and opened up for most of the aspirants in West Bengal, a large number of students (from both the rural and urban areas) are getting into the HE institutes where the medium of instruction is mostly English. The article explores the linguistic predicament of the undergraduate (UG) learners with a humble rural socio-economic background when they enter into the urban or semi-urban colleges after passing out from schools. This empirical study focuses on the 18 school-leaving rural students in Medinipur (both East and West), a district in West Bengal, who belong to the lower middle-class society. For various reasons they have remained underprivileged back-benchers from the point of view of their acquisition of and level of proficiency in English as a second language. While in school Bangla their mother tongue is used as the medium of instruction, and English is just the second language. But the UG curriculum demands a fair amount of English proficiency to pursue higher education where both the classroom lectures and text/reference books are available in English. Under this situation, to thrive in higher academics becomes a challenge for most of them, to progress turns into a stiff struggle for some, and even to survive merely a distant possibility for few. Depending chiefly on the empirical data collected through questionnaire and interviews, the article makes a critical analysis of the nature of this problem encountered by the rural students in the HE arena, the prospects and the measures being adopted for the redressal.

Before we go into further details about the study findings, the status quo of the intermediate examination results and some recent tidings in the field of English pedagogy would be useful for us in mapping the whole scenario. In the +2 examination (also called HS), conducted by the West Bengal Council of Higher Secondary Education (WBCHE), success rate is consistently high, success-failure ratio approximately ranging from 5:1 to 7:1 except the era of pandemic (*cf.* Table 1).

Table1: West Bengal HS result statistics (last 8 years)¹

Year	Exam. Mode	No of Students	Boys %	Girls %	Overall Pass %	Failure %
2022	Offline	7,44,655	90.19	86.58	88.44	11.56
2021	No exam*	8,19,202	97.69	97.69	97.69	02.31
2020	Offline**	7,61,583	90.44	90	90.13	09.87
2019	Offline	8,09,752	80.69	86.15	83.75	16.25
2018		8,04,895	NA	NA	83.57	16.43
2017		7,44,507	85.15	83.26	84.20	15.80
2016		5,79,204	88.91	87.35	83.65	16.35
2015		5,67,462	85.23	84.88	86.74	13.26

(* Evaluation was done on the basis of internal marks submitted by the respective schools

**Exams for the last three dates were cancelled to prevent coronavirus infection)

We made our investigations through questionnaires in the select HS schools of rural Medinipur to look at the cases of failure alone. Supporting the trend found in the official announcement (for the whole state, not district-wise), this revealed that, failure rate of the Medinipur rural students is the highest in English (L₂). This shows a severe drawback in English pedagogy on the side of the policy makers or educators. As the other side of the coin, it leads to a deplorable condition of acquisition of English skills on the learners' side. Even those who succeed in the HS examination are hardly spared from such linguistic hick-ups. The fact becomes evident after they get into the higher education institutes, when, because of their poor proficiency level, they have to face problems to cope up with the growing academic demands.

The present study is motivated by the primary question, why the Medinipur rural students are lagging so far behind in their linguistic proficiencies. Intuition and previous studies on the rural learners' problems in acquisition of English as L₂ lead to the hypotheses that (i) lack of exposure, (ii) gap between the curricula of the 12th and UG, (iii) exam-phobia and exam-centric study, (iv) socio-economic background, and (v) pandemic-induced shift to online mode of classes and examination are primarily responsible for this.

The higher education institutes are offering their courses and curricula mostly through the medium of English because English has become the *lingua franca* and the common linguistic link in this globalized village. Though it is officially the second language in the educational system of India as a developing country, English is gradually gaining even more important today as the language of technical achievement and modernization. As English is being widely used in business and industrial concerns, offices and, above all, in academic institutes, teaching of English in schools has gained importance in the education system of our country (Ghosh 2014). Therefore, by no means can we look at English any more only as the remnant of the colonial rule over India. On the other hand, in the Indian context, in spite of the long history of the English language or English being the integral part of the formal study and academics, there should be no denying the fact that its access has still remained limited to the urban boundaries, and it's not that effective as a medium of formal instructions in school or other institutes or social interactions, as Pai & Shaji (2017) observed.

In this respect, we can delve in more details into the problem with the significant remark Gomathi (2014: 66) made:

Since 70% of the students in India are from rural background and most of them are first generation learners, they lack guidance of English language from their parents and others. Learning English is their Achilles' heel.

The rural background of the learners hardly provides them with any good opportunity to use English outside the classroom and thereby learning the language through practices and social interaction. Even in classroom teacher uses vernacular language in order to help the students to learn (Snell 2008). Not only it has created a huge linguistic divide between the rural and the urban, it also has given rise to class-divided rural society creating a gap between the English literate and the English illiterate population in rural areas in India (Anisaa & Mohamed 2016).

As Anisaa & Mohamed (*ibid*) pointed out, the major issues interfering greatly with the rural learners' acquisition of English as the second language include:

- Psychological, financial and environmental interference
- Problem in understanding the abstract idea
- Learning method
- First generation learners
- Mother tongue influence
- Pronunciation difference in language
- Lack of interest
- Lack of practice
- Lack of motivation

Lack of exposure indoors or outdoors in the rural setting force the students to depend heavily on their vernacular as the medium to learn English. It paradoxically gives way to a kind of teaching about English rather than teaching in English.

Gomathi (2014: 66) explained the reasons the rural students lag behind in using English in their communication:

The city-bred children are exposed to a lot of modules and they have the privilege of learning English through different methods. Special training is available in the city schools to improve the students' Listening, Speaking, Reading and Writing skills which are the basic skills for learning any language whereas the rural students have only limited exposure to learn English. The training provided in schools, is purely theoretical and bookish and English is taught only in the exam point of view. Hence, even after twelve years of learning English as a subject the students hesitate to communicate in English.

Sunitha & Jayanthi (2019) found the core areas of a language like vocabulary, grammar and pronunciation to be very difficult in English, as encountered by the rural students. They mentioned the following as the primary obstacles to their learning English as a second language,

(i) Unqualified teachers, (ii) Inadequate learning materials, (iii) Poor/limited learning environments, (iv) Lack of commitment to learning (v) Apprehension and Hesitation in speaking (vi) Over-Using Native Language in the Classroom (vii) over-dependence Teacher (viii) the Class Domination by the Strong/advanced Students.

The review above coupled with investigators' experiences and intuition has naturally led to the primary hypothesis. It was hypothesized that the whole issue in the context of rural areas of the district of Medinipur may be ascribed to both academic and non-academic affairs. The academic affairs may include school curriculum of English (that being exam-oriented fails to develop the required skills and proficiency) or the immitigable gap between the school and undergraduate levels of study. When non-academic perspective is applied, it may result from the lower middle-class socio-economic background of the learners and also from the pandemic that induced shift to online classes and examination system.

To test the hypotheses, personal interviews and the questionnaire responses were conducted and they prove the hypothetical notions (mentioned above) to be true and well-founded. Now in the following sections, the true nature of the problem has been analysed in details; and through the close examination of the UGC initiative to redress this issue, probable revolutionary measures have been discussed.

In the rural areas of Purba and Paschim Medinipur districts, school students study in Bangla medium schools and use English neither on campuses nor in their social interactions. In formal businesses in the offices, its written form is used most commonly. Very few students belong to the educated families who read English newspapers; others (including the student community) read Bangla newspapers. Beside higher education, advertisements, live telecast of cricket/football matches and news channels on TV are the fields where they can get some exposure to both written and spoken English.

The recent upsurge of the pandemic created a void in the field of teaching-learning as a whole. But learning English was affected at the maximum, since it hit hard whatever space for exposure was there for these rural learners. The processes of teaching-learning and evaluation got infested with opacity and arbitrariness. Things got diluted to a great extent. This runs the risk of blurring the line between skill-acquisition and non-acquisition, between success and failure. West Bengal has been no exception to all these. It lead to this dismal situation that was recently manifested there in three palpable ways: i) post-result protest of the unsuccessful learners demanding (legitimacy controversial) pass-marks in English (see Appendix-I(A)); ii) drop-outs from UG first semester Social Science classes (in premier institutes like Jadavpur University, Kolkata) as a desperate effort to run away from English as the

medium of instruction, and iii) demand of the university/college students for online examination even after the pandemic threat lost pungency (see Appendix-I(B)).

It has been observed in our study that most of our students can analyse as well as describe the rules of English grammar, and know about the rules for the correct use of English, but are unable to speak or write correctly.

The following reasons may be referred to as responsible for this deplorable reality:

- Too much dependence on the memory work: Learners memorise ready answers for the exam purpose. Memorise grammatical rules too. But they don't relate those rule to their other language lessons, or to their own English. They work hard to memorise but not rationalize things.
- Inadequate practices (e.g. existing curriculum in the middle school has very little scope for spoken skill development)
- Lack of exposure and pressure (e.g. they are not writing and speaking adequately because they can afford to dribble these skills somehow in the classes or outside)
- Curriculum neglects spoken practices (e.g. spoken form of a language is most difficult, as it varies across dialects, genders, individuals, regions etc. Practically no school infrastructure or curriculum can afford to provide orientations on these all to drill the students' spoken English.)
- Today's students have great aversion to writing (e.g. writing softwares and gazettes are the recent worries telling upon the learner's urgency to learn writing.)
- Personal factors like anxiety, shyness;
- Poor resources and poor Infrastructural inadequacy (e.g. Most of the public schools have no language laboratory; they have large classes, inadequate number of teachers, etc.).

The personal interviews with both the teachers and student in the rural schools in Medinipur reveal two different sides of the scenario:

- i. Teachers are mostly from the rural areas themselves, thereby they were quite aware of the learners' need and limitations;
- ii. Learners, though broadly heterogeneous in nature, feel more comfortable with writing English than speaking English.

These two are complementary and supportive to each other. Students always come from different backgrounds with different obstacles, different levels of proficiency and needs. Teachers should understand all these, and identify the areas the focus should be on. At the very beginning, the teacher should develop a positive attitude to the learning process in the students. To do it, he should provide proper meaning contexts in which students would practice the English language.

For the beginners, the primary agenda that the English language learners bring to the classroom is that they must have better proficiency in English to be more eligible for the job market. The proficiency in English communication coupled with the fluency in Spoken English skill is held to be the most desired professional qualification. Another agenda observed in the English language classroom is the social prestige associated with the knowledge of the language, too often misjudged through the spoken English fluency.

But the English learners, who completed the preliminary level of study and have been through to the advanced-level, have a different set of agenda. They have a dream to speak English as a foreign speaker, as they find on TV. They desire to interact freely and fluently with the native English speakers with improved confidence. In doing so, they need to identify their probable weaknesses and overcome them. English skills are expected to yield academic/professional benefits, like an extra edge at the interview or big exams in the national/international level. Advanced learners are also interested in making their linguistic skills more profitable in their commercial/business activities.

All these expectations, learners' orientation or future plans guided to a great extent the way the privately-run English training institutes run their courses. It happened so, since the success of these training courses depend a lot on the fulfillment of the aspirants' professional/academic goals and attainments.

To improve speaking skills and communicative competence of the learners is one of the objectives in an English classroom in India. As the rural students hardly listen to English, they are not comfortable with speaking. As they struggle to communicate orally, educational system should make scopes for listening in classroom. On one hand, without learners' communicative competence, the process of learning the second language is to face a number of hurdles, though Prabhu (1987) thought, for most of the learners in India, more important issue than communicative competence is the acquisition of a basic or fundamental competence in English. On the other hand, there should be the approach that focuses on raising communicative competence as the primary goal of L₂ learning. Classroom creates a space where the theoretical knowledge can be tested in relation to the practical context. Communicative competence, as a concept, can mean different things for different groups of students. The concept gives rooms to this heterogeneity. But in the classroom, the planners, trainers and teachers will be in a better situation to pay attention to the learner-specific needs and then provide prolific instruction in terms of the specific communicative purposes for which the language is to be used.

The teachers, being the facilitators in rural classrooms, should manipulate and utilize the available resources to create a language learning environment. It is almost an imperative for them to create awareness among the students about the place of

English in the modern world, and to motivate them from their early school days. To achieve the goal, the teachers teaching English in rural areas must have the commitment and an honest approach.

The rural Medinipur students, who mostly come from a weak socio-economic background, are genetically the 1st or 2nd generation learners. So, there must be working an unhealthy nexus among the habitus, capital and social fields, as Bourdieu (1984, 1986) or Navarro (2006) talked about. Teachers' responsibility multiplies here, as mere an aim at developing skills work any further, if the nexus cannot be properly understood and redressed. Provided the teachers are familiar with the students' social background and their needs, in the classroom they can better prepare the students to fulfill their respective professional/academic ambitions by helping them improve the required communicative competence. In the classrooms, many students are always there who have hardly talked, hardly communicated to their teachers. Their requirements need to be properly conveyed, so that those issues can be addressed, and helped for improvement.

The cumulative result of this vicious nexus manifested through lack of exposure, *Anglophobia* and is the large number of failures in English paper at the school level and the drop-outs and Anglophobia even among the successful students getting into the higher education institutes. The UGC has rightly introduced the AECC (English Communication) course for all the college students to improve their levels of communication at least at the college level. The course is designed in such a way that it caters to help both rural and urban students. But the course would be more effective for the students from urban areas as they are in a position where the environment of teaching and learning is more favourable. Access to the language since early childhood surely enhances the communicative skills thereby boosting confidence and personality. On the other hand, students from rural areas can find it difficult in enhancing their language skills efficiently. Especially they find it extremely difficult to have some fair amount of spoken communication. More than anything else, their lack of exposure, practices and confidence are responsible for this. It has also been observed that their understanding of Reading and Writing might be comparatively better than their speaking skills. Students receive help in understanding the factors that may lead to miscommunication, forcing them to confront the pitfalls of communication while helping them comprehend how these pitfalls can be overcome when they find their backs against the wall in expert settings.

It is observed that the UGC-recommended syllabus covers diverse aspects which would help learners to overcome many problems. It would be beneficial for them in understanding the theory, fundamentals and tools of communication. This is helpful for developing their personal, social and professional interactions. The overarching intention of UGC is to help the students have a fundamental grasp of the English

language so that they can extend their extant English language skills and consequently, expand their employment opportunities. The course gives the students of the college a brief overview of the theories of communication in currency, and of what makes for successful verbal and non-verbal intrapersonal and interpersonal communication. Through discussions of monologues and dialogues, group discussions, interviews, and public speech, the faculty members teaching the course help groom students for specialized settings. The course must help the students garner the means for mass communication and for idioms of communication used by people in personal, social, and business settings, especially since employment is watchword of the course—and of the student's life in the long run.

However, the measures UGC have taken can fix the issues with the college entrants' language skills and communication. But we need to look after the (English-driven) school failures and drop-outs at the first step. To improve the scenario especially in the rural areas, two things can be revolutionized:

- i. Inclusion of listening practices (as human beings naturally start learning their language first through listening);
- ii. To get rid of the traditional system of evaluation.

But the problem is that problems outnumber the corrective measures by large. We have identified seven major reasons why development of the listening and speaking skills has not been targeted in the school curriculum:

- i) Proper training in listening and speaking skills may be expensive. Infrastructural facilities like language lab, software, and audio-visual aids, more professional and commercial orientation, etc.
- ii) Prosody, segmental phonetics and phonology, suprasegmentals, blurry word/syllable boundary, gestures and body language of the reader/speaker/teller;
- iii) Listening or speaking skill includes many problematic physical issues, like difficulty in hearing/fluent utterance, question of clarity, acoustic inadequacies, etc.;
- iv) Listening and speaking anxiety (lack of confidence) of the learners.
- v) listeners normally having no control over the speech rate that can affect comprehension;
- vi) culture-specific lexis may be a challenge to proper comprehension;
- vii) in the spoken form English has too many varieties with different regional accents

Thus, it can be said that listening and speaking tasks have not been included, because serious problems are there in the type of input; the

support provided by the listening/speaking context; and the type of task involved.

There should be no denying the fact that listening should make an important module in the process of instructed language learning. We start learning the language with listening (even in the womb). Secondly, without receiving properly, how can one produce—having no training to listen properly, how the learner can speak effectively? It simply makes the point that for the learners listening, compared to any other skill, is equally (or even more) important to be trained in. A good training in listening can expose the learner to the vaster world of inputs that may play a vital role in L₂ learning and acquisition. In general, in our social and domestic spheres, we have to listen far more than to speak or write. So, some listening module in the instructed learning might lead to a better comprehension while listening. Listening is obviously more than a mere skill. It's a gateway to the non-linear processing of language; and through proper listening skill learners will be encouraged to develop holistic strategies to texts. So, even if the curriculum doesn't include much listening practices, teachers should innovate ways to help students undergo sufficient practice sessions.

In order to encourage the rural students and help they learn English more spontaneously and naturally, some revolutionary steps are needed in the classroom as well as in the exam hall (or the whole system of evaluation). Conventional testing methods do not always reflect the actual language proficiency of learners. The learning achievement refers to skills, knowledge and understanding that learners gather finally. Testing evaluates the extent to which they have been achieved. But the problem is— tests do not show the achievement of the students, it just shows what you got right and what wrong. Very often testing does not reflect the true achievement of the learners. Tests may either under-evaluate or over-evaluate.

This test result-and-proficiency mismatch often results from:

- i) Exam-driven curriculum constraints: Consequent upon this, instructions turn out to be exam-centric. Very often teachers have no other option than using short-cut methods, and somehow to ensure good results. The teachers prepare learners on answering examination questions disregarding the various aims, objectives and approaches in the curriculum. This is the direct outcome of the prevalent practice of assessing teachers' performance from the grade/marks of their students, irrespective of their true achievement.
- ii) The mismatch between the testing method and teaching method;
- iii) Tests chiefly designed to evaluate memory power, not much of the true language proficiency or skills;

- iv) Students' sole dependence on the ready-made study materials, notes, guide books;

The system should redress this gap so that testing would be more reflective of the actual proficiency of the learner

- i. By restructuring both the curriculum and evaluation system this paradox of proficiency-results mismatch can be minimized certainly. First, coming to curriculum, it can be strongly assumed that the curriculum should offer to the learners ample scopes for more electivity rather than compulsoriness. We all know, we learn the lesson faster and better where our special strength and comfort lie.
- ii. As regards testing, testing system should be on the mode of continuous evaluation. Besides, tests should aim at some kind of criterion-referenced assessment, so that learners are given liberty and riddance from the unhealthy rat-race. Grading system should be adopted for the sake of better parity between results and learners' proficiency.
- iii. To conclude, it can be said that in framing both the curriculum and evaluation system, Learners' originality and innovativeness of the language learners should be encouraged.

Besides, there should be grading system instead of marking system and a criterion-referenced assessment that must work upon the fixed criteria for the evaluation of students' achievement. Its features include:

- i) Based on specified criterion/task elements
- ii) Tools used for measuring skill-achievement
- iii) Judgments done through pre-determined standards/criteria more consistent acceptable
- iv) Achievement in relation to standard

In the first kind of test, certain criteria may include MCQs, true-false, and open-ended questions, quizzes, written and brief reports prepared at different stages. Test scores judge students and are used as their reference. The main objective of this is to check whether students have learned the topic or not.

Grading aims at measuring how much the students have learnt after pursuing the course and participating in their classrooms. Grading system codifies their attainment by awarding letter or number grades. It has many advantages, such as,

- i) The administrators or the system can easily add up and record the grades;
- ii) At the instant, teacher or anybody else can have an idea about the student's success or failure by having had a look at the student's grades. The students themselves and their parents can easily understand the result, and will be

- better oriented about the feasibility of the goals already set.
- iii) Through grading, nationally or internationally there can be a better uniformity in stating the students' achievement.
 - iv) Data are always measurable on which this grading system is based. So the system is transparent and objective.
 - v) It can keep the students free from the undesirable effects of marking system, e.g. unhealthy competition among the toppers, frequent misclassification, societal pressure;
 - vi) It can make learning a joyful experience, as a better learning environment is ensured.

Thus, the article examined the problem of English proficiency of the rural Medinipur students and tries to pinpoint the really problematic areas, and also suggest some of the remedies relevant to the pedagogical situations available. Through the personal interviews and questionnaire responses, we stumble over those findings that have sufficiently substantiated the fact that at the higher education institutes where English is used more thoroughly as the only medium of instruction the number of drop-outs and transfer cases in the first semester classes is always much higher than in the other institutes where a bilingual approach is adopted. This points fingers to some form of English-phobia that affects academic progression of the weaker section (mostly with rural background) of the college entrants. Findings also confirm that the non-academic affairs have just reinforced the academic loopholes. As a remedy to this, a few prerequisites and possible measures have been examined for their applicability, with a special attention to the introduction of a compulsory course on English language and communication recommended by the UGC. But for a better implementation of the official plan, we also need to look into the existing language resources and think over the further possibilities, need to take the improvement of listening skill into the scheme of things more seriously and refurbish the evaluation system to some extent.

Appendix

I(A). Glimpses of protest by the +2 learners (HS-2022) unsuccessful in English²





I(B) Demands for online examination by the UG learners from the University of Calcutta³



II. UGC recommended AECC (English Communication) syllabus

Units	Title	Content
1	Introduction	Theory of Communication, Types and modes of Communication
2	Language of Communication	Verbal and Non-verbal (Spoken and Written), Personal, Social and Business, Barriers and Strategies, Intra-personal, Inter-personal and Group communication
3	Speaking Skills	Monologue, Dialogue, Group Discussion, Effective Communication/Mis-Communication, Interview, Public Speech
4	Reading and Understanding	Close Reading, Comprehension, Summary Paraphrasing, Analysis and Interpretation, Translation(from Indian language to English and vice-versa), Literary/Knowledge Texts
5	Writing Skills	Documenting, Report Writing, Making notes, Letter writing

Notes:

1. Statistics Source:

1. <https://www.examresults.net/wb/west-bengal-hs-result-12th/#:~:text=Last%20year%20WB%20HS%20results,in%20the%20month%20of%20June.>

Picture Sources:

2. Links for the pictures in Appendix I(A)

1. <https://www.telegraphindia.com/my-kolkata/news/failed-higher-secondary-candidates-hold-protests/cid/1869832>
2. <https://tv9bangla.com/west-bengal/protest-of-students-who-has-been-unsuccessful-in-higher-secondary-examination-au50-581324.html>
3. <https://www.thestatesman.com/bengal/students-demands-passed-hs-eng-struggles-spell-umbrella-1503081422.html>

3. Links for the pictures in Appendix I(B)

1. <https://www.thehindu.com/news/cities/kolkata/bengal-divided-on-whether-college-exams-should-be-offline-or-online/article65480278.ece>
2. <https://www.thehindu.com/news/cities/kolkata/students-in-west-bengal-demand-online-exams-evaluation/article65453725.ece>

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Advanced Technology-Based English Language Teaching Methods for Local Students

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Abstract

The dominant language of communication today is English. As a result, the work of English as Second/Foreign Language (ESL/EFL) teachers is becoming more prominent, and teacher education for ESL/EFL students has gained significance. The creation of an interdisciplinary model for training foreign language teachers is discussed in this article. This innovative method of teaching languages intends to provide teachers with declarative knowledge, research tools, and the capacity to manage a diverse classroom in a multicultural society. Teaching English as a second language has the potential to aid language learners in moving forward with a thorough understanding of the development of literacy in both languages as well as the knowledge that the students; comprehension and verbal production are probably at a higher level in the mother tongue than in the foreign language. Since it is not the learners' native language, many cognitive processes are already in place, teaching ESL would target the learner at the level of foreign language acquisition demonstrated by the students.

Key words: ESL/EFL, Technology, innovative method

Introduction

The dominant language of communication today is English. As a result, the work of English as Second/Foreign Language (ESL/EFL) teachers is becoming more prominent, and teacher education for ESL/EFL students has gained significance. The creation of an interdisciplinary model for training foreign language teachers is discussed in this article. This innovative method of teaching languages intends to provide teachers with declarative knowledge, research tools, and the capacity to manage a diverse classroom in a multicultural society. Teaching English as a second language has the potential to aid language learners in moving forward with a thorough understanding of the development of literacy in both languages as well as the knowledge that the students' comprehension and verbal production are probably at a higher level in the mother tongue than in the foreign language. Since it is not the learner's native language, many cognitive processes are already in place, teaching

ESL would target the learner at the level of foreign language acquisition demonstrated by the student.

The Purpose of Education

It can be challenging to stay alert and interested in class. It's considerably harder to be in charge of keeping pupils awake and engaged, though. An ESL teacher's main responsibility is this. A competent ESL teacher inspires and empowers their students in addition to imparting knowledge. The objective is to motivate the kids to study, speak, read, write, and comprehend English. You will get closer to your objective if you apply the ideas in this article as a regular tool.

English as a Second Language -Teaching Challenges

A tough yet satisfying vocation is teaching English to speakers of other languages. ESL teachers must learn to adjust their lessons to the changing demands of their pupils. This frequently entails addressing a range of issues in the classroom, many of which are all too frequent occurrences. An effective ESL instructor must be able to identify these typical issues and attempt to discover solutions. Even a minor adjustment to your teaching strategies can promote a more relaxed and productive atmosphere for both you and your pupils. The majority of students in our schools are first-generation, which is a challenge for English language teachers in particular. Their language is not English. And professors of the English language deserve praise for inspiring students' desire to learn the language.

Common Issues ESL Teachers Run into in the Classroom

Students depend too much on their teachers

Many times, rather than attempting themselves, children would naturally turn to the teacher for the right answers. If the teacher always provides the solution, it could become a negative issue. Instead, put your attention on encouraging others. Students will feel more at ease and be more likely to respond as a result of this (even if incorrectly).

Use of First Language Continuously

This may be the most typical issue while teaching English as a second language. It's crucial for ESL teachers to insist that their students use English alone. However, if students start speaking in their first language, teachers can become closer to the

students and create a more favourable learning atmosphere. Establishing a set of classroom guidelines and creating a punishment scheme for when students speak in their native tongue are alternative methods.

Student Disinterest

No matter what, this will occur in every classroom. The teacher may be to blame if the entire class is acting out due to uninteresting subject or bad classroom management. If it's just one pupil, the ESL teacher needs to act quickly to assert dominance. An ESL instructor must be strict in these situations and impose punishment if necessary.

Students lack the clarity they need to make decisions.

In the course of teaching English as a foreign language, this occurs far too frequently. In actuality, the teacher is frequently to blame. Don't worry if the pupils' reactions to the teacher's directions for an assignment are puzzled eyes and quiet murmurs; there is a solution. It's crucial to make sure that the instructions are clear in order to avoid this issue. To make it plain to the students, use gestures, mime, and brief concise statements. The learners might also be given models and instances of the task, which is most crucial.

Students become disinterested, distracted, or unmotivated

The teacher is frequently to blame when class is in session. Fortunately, this issue may be resolved with careful planning. Choose a topic for the lesson that is interesting and to which the students may relate. They will naturally become motivated and interested as a result. The ESL instructor should get to know the students, find out about their interests, and determine what they need from the course.

Commanding Student Domination

ESL teachers will come across students with a range of abilities and linguistic competencies. Although it is beneficial to have certain students that perform well in the classroom, it is crucial that they do not detract from other students. Care should be taken to prioritise asking questions of the class's weaker members if a few students start to consistently steal the show. The teachers must softly but firmly

deflect some responses from the able pupils and allow other less able students in the class to engage and perform during production time.

Students lack readiness

Enhancing Education (Arts, Science and Technology) ESL teachers encourage students to discontinue their studies if they feel lost or unprepared. The focus should be on a more collaborative educational process. Before moving on to a new topic, the teacher must confirm that all of the students are on the same page by concept checking several times and promoting individual participation to include all of the students in the lesson.

The need for autonomy for ESL students

Some individuals confuse learner autonomy with self-education. Nothing is more false than it is. Learner autonomy is the capacity of a learner to determine acceptable learning objectives and manage his or her own learning. The creation and upkeep of learning environments that facilitate the growth of learner autonomy are, nevertheless, a responsibility shared by autonomous learners and teachers in some instances. It is simpler for teachers to establish the ideal learning environment to promote learner autonomy when they themselves serve as role models for reflective behaviours. Collaboration and social interaction are fostered in this environment, which is upbeat and stimulating. It incorporates reflective approaches into routine educational tasks. Learners take ownership of their education, analyse what they've learned, and assess its value. a greater.

Developing Student Autonomy

Since "the ability to conduct autonomously for pupils is contingent upon their instructor developing a classroom culture where autonomy is recognised," the role of a teacher is crucial in this process (Barfield et al., 2001, p. 3). Teachers should try to constantly encourage students to consider why they are learning certain things, exactly what they are learning, and the best way to learn. The ability to reflect and identify successful learning practises should be developed in learners. In order for students to uncover their strengths and highlight areas of difficulty, it is crucial that both the teacher and the students speak the target language as frequently as possible in class. Learners of English as a Second Language should have many opportunities to interact with peers in meaningful circumstances using the target language.

Intelligent Learning Strategies

Here are a few tactics that ESL teachers might use to create a self-sufficient learning environment.

- Learning together in combines or small groups.
- Situations based on problems that demand students to apply their knowledge to solve particular problems/
- Journaling and thinking about what they learn and why they learn it.
- Assembling portfolios that document their learning process over a period of time
- Using rubrics that include the learner's individual expectations and a self-co-assessment
- Peer assessment that allows students to evaluate each other using rubrics and clearly stated objectives.

Activities for Building Learning Autonomy

There are a number of activities that can be employed in ESL classes to foster student autonomy. Here are a few examples of activities that ESL students can participate in to foster self-directed learning and spark their interest:

- Learner logs
- Think KWL
- Pair Share
- L charts Application cards
- Admit and exit slips

Instruction in English as a Skill

Today's job market demands effective communication skills from applicants in order for them to flourish and survive in a global environment. English teachers must be especially careful to foster in their students LSRW, one of the four language skills. As a result, teaching English as a talent rather than just a subject becomes crucial. English is being increasingly associated with being an elite language in rural places. What makes things more challenging is the fact that even English teachers themselves struggle with this anxiety. One must keep in mind that an English teacher's duties go beyond simply translating prose or poetry into the vernacular.

Teaching with the Aid of Technology

Young people are the web generation, and they are constantly on the lookout for new technology. Our goal is to intentionally integrate ICT into the current foreign language classroom and harness the natural excitement our students have for it. There is significant value in implementing new technologies into processes, not as an add-on or incentive. Learning the four c's—communication, creativity, cooperation, and critical thinking—is made possible. ICT enables learners to communicate with virtual peers in actual, non-artificial circumstances and access authentic resources that foster cross-cultural understanding. Publishing multimedia student projects on a blog or wiki exposes them to a real audience, allows for peer evaluation through comments, and motivates them to improve their standards as a result. Students can access distant learning options anywhere, at any time, through virtual learning environments. Students are able to quickly collaborate with others as a class or in small groups and reflect on their learning thanks to tools like Pinterest, Padlet, Popplet, and Linoit.

Another effective tool, both within and outside of the language classroom, is video. Making videos stimulates creativity, teamwork, and many intelligences. As a result of the process, students feel more invested in their work and are more engaged. Students can make short films in the target language, use Explain Everything screencasts, Yakit Kids, and Puppet Pals to create animations, and peer-assess each other's work. Edmodo Showbie is another tool used for creating e-portfolios and turning in homework.

Another option is to use video to flip the classroom, where students watch the lessons they would typically study in class at home. This allows for extra practise time and access to higher-order thinking skills throughout class. Currently experimenting with flipping, the MFL department at Wildern School in Hampshire is documenting its findings on a dedicated blog. Flipping doesn't always require producing a tonne of fresh content. Sharing pre-existing screencasts or PowerPoint presentations can be done easily.

Conclusion

It is uncommon to find a language course that does not make use of technology in some way. Technology has recently been used to facilitate and improve language acquisition. Technology technologies give ESL teachers the ability to differentiate lessons, modify class activities, and homework assignments to improve the language learning process. While technology can support and enhance language learning, its

effectiveness depends on the knowledge and skills of the qualified language teacher who oversees and supports the language learning environment.

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Utilization of YouTube for Self-Learning Material Production

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Abstract

YouTube videos are playing key role in language learning programs. There are direct or indirect relation between YouTube videos and Language Learning. Some special channels are available to satisfy the need of self-learning. Many channels are famous among learners because of its worldwide popularity. Lots of new channels are added daily so variety of content is available for self-learners. As videos are pretty much shorter to help learners to remain focused in learning by self. This paper mainly focuses on English language learning with the help of YouTube videos. This paper focuses on utilization of YouTube for producing the Self-Learning Material.

Key-words: Language learning program, self-learners, self-learning, worldwide, channels

Introduction:

Can anybody learn by video materials? the answer makes us optimistic. To do so, the most famous platform plays vital role to encourage individual language learning programs. Language learning is not that much challenging nowadays due to internet facilities. The internet is available on affordable rates at the present time. Some of the countries, universities, private and public educational departments offer free internet in order to boost language learning programs. Usually, YouTube videos are the most dominated one. It's a fact which one can't deny. It has significant role to jog language learning programs rapidly.

Literature Review:

There is an increasing demand and remarkable use of the Internet, including websites and applications. Using the Internet in education has a positive influence on the learning and teaching process, particularly in classes (Rice et al. 2011). Wu et al. (2002) examined the effective use of videos on the Internet and recommended several directions and approaches that stressed the effectiveness of using videos in education. Additionally, the research reviewed various approaches and mechanisms

to stream videos and their applications. However, many researchers have observed the influence of interactive television and video-based media on students and teachers. Whithaus and Neff (2006) found that teachers can use videos as a Web-based mode of teaching and gave them the opportunity to use videos as a means of learning. In addition, videos can produce interactivity between students that supports social pedagogy. According to a study by Boster et al. (2006), videos can affect educational achievement in a positive way. Utilizing YouTube videos in teaching is useful and beneficial for teachers who are interested in technology for teaching purposes. According to Bonk (2009), YouTube is considered an attractive social medium that contributes to global education. YouTube is being increasingly used by instructors to teach the English language (Duffy 2008). It offers fun and fast access to instruction, culture-based videos, and languages from all over the world (Terantino 2011). In other words, the increasing demands of learning through YouTube can change the learning ecology positively (Kwan et al. 2008). Many researchers have tried to shed light on the vital role of YouTube videos for teaching and learning in classrooms and outside the classroom. To begin with, Berk (2009) emphasized the key role of teaching language in the college classroom by using YouTube videos. The researcher mentioned more than 15 benefits regarding why videos should be used in teaching. Another study by Seilstad (2012) investigated using YouTube clips as a new method for teaching English language students in Morocco. The research pointed out that using YouTube videos is a relatively simple strategy to create relevant and specific teaching material. Prensky (2009) asserted the effectiveness of using YouTube videos in teaching since then it contains videos from major scientists, authors, TV news broadcasts, politicians, and other TV programs. It can be concluded that YouTube videos have become a standard means of communication with important information that is available only in video which can be used as self-learning material.

The role of YouTube videos to promote language learning programs:

YouTube is too much active and I think sky is the limit.

There are direct and indirect relations in between language learning and youtube videos. If I brief, I suggest readers to quantify the number of YouTube channels i.e., available to us. It is for every age group and most of them are free. If someone wants to pay for it, some special channels are available to satisfy the intention of flexible learning. Though it contains some irrelevant content, still it's very effective. It is effective because of available variety and it can satisfy his/her demand. Simply, it means 'English for specific purposes', and it is available to everyone. It also replaces established self-directed learning because it is more suitable, convenient, and more effective. An active user can grow knowledge by simply watching videos and learning through it.

“In addition to enhance learning, video can also reduce training time. It’s easier and takes less time to watch a well-made video than it does to read through pages of dense text or complicated diagrams to grasp a concept.” – Andy Cole, The Benefits of Video in eLearning

One simply searches and encounters pre-loaded content related to language learning. It’s good to search in order to satisfy emerging or urgent demand of language learning. The main instinct is a natural feeling to make oneself ready to learn something before self-realization. It makes us to search and explore the YouTube way. It is broader and wider than our expectation. Users should make sure that they are learning through suitable and attainable resources. It is obvious that such variety may confuse us. The diverse content of YouTube channels along with suitable and appropriate search results and vivid advertisements may appear to confuse us. Of course, it is a problem to be addressed. One has to set the goal and avoid misleading content in order to justify individual self-learning goals.

Famous YouTube channels:

If we search on YouTube, we will simply come across some videos that has attractive tag lines,

like ‘learn in 30 minutes’, ‘learn English in one hour.’ We will also come to such content like ‘English speaking/reading/writing/listening activities’ or ‘English language course.’ Likewise, there are lots of self-practice videos available too. Eventually, it offers and promotes flexible language learning. Moreover, the demand of YouTube video makers is increasing every day. Lots of new videos and channels are added every day.

The video makers are earning handsome amount. Obvious reason behind uploading language learning is to earn money or fame or both. Some of them are free, some of them are chargeable. Various language learning channel cover various topics. They are based on common usage of English. They have attractive content, easily accessible and downloadable, one can pick a video according to personal learning needs. They fit to user’s choice. They almost satisfy learning needs. Some good YouTube channels contain attractive content and correct pronunciation. Some native speakers handle such channels by following more professional way. They are attractive because of their variety of content. One can pause and rewind as many times it is required. Now, let’s quickly discuss about famous YouTube channels.

1. ‘BBC Learning English Channel’, is a big name. This channel has incredible language learning resources.
2. One more useful name is ‘Jennifer ESL.’ It offers videos based on four elements of language learning. (Listening, speaking, reading, and writing)

3. If someone wants to encounter the real-life language conversational videos for listening purposes, 'Easy English' is a nice option for them. It offers an experience of some real-life conversation.
4. One more famous name is 'English Class 101'. This channel is mainly concern to users of the crucial language learning lessons. They are related to native English language speaker's culture. They have official websites too.
5. 'Learn English with Misterduncan' a nice and freely accessible video channel. This one is active since 2006. The developers of this channel focus on English speaking rather than grammar.
6. FluentU language learning videos cover TV shows, helpful podcasts, news and films. This channel improves learners' vocabulary, and it has authentic touch.
7. 'Real English' provides us so many free lessons. This channel is very famous among beginners.
8. 'British Council: Learn English Kids.' This name is very famous among kids. It is full of animated videos and nursery rhymes that attracts kids.
9. 'EF podEnglish' is famous because of less time-consuming videos. They are Five minutes videos.
10. 'Learn American English' channel is specially made for quick learners. One can learn American varieties of English language like slang, phrasal verbs and idioms.

Such channels are famous among learners because of its broad horizons and the world-wide popularity. Language learners have different demands and motives behind watching educational videos. Even teachers take the help of such videos to clarify their own doubts. They play some pre downloaded videos in a classroom too. Language trainers play a role of facilitator in a classroom. Perhaps, such videos are little or more relevant to learners' need. But they are still effective because they cover key points as well as generate interest among students.

Why the self-contributors prefer YouTube videos?

"Videos provide greater engagement than text or images for the simple reason that it combines audio, video and text... It helps to know that your audience is already watching tons of videos online and accepts video as a format for information delivery." – Amit Garg, The Return of Video to eLearning

Correctly quoted by Amit Garg (The Return of Video to eLearning) that videos can engage self-learners actively as those videos are combination of audio, video and text.

The main advantage of using YouTube for Self-learning is; this generation is exposed to digital environment from a very early age. YouTube being a very popular social site, it has a lot of users and is already being used as formal or informal learning source. Most of the educational institutes have their recognized YouTube channels from where the learners can get information required to proceed their self-directed learning. Learners can access the information at any time or any place that is feasible for them because of the easy internet access and smart devices. So, through sharing of the videos and discussions learners master the art of critical thinking and knowledge. It is very essential to use suitable videos for this purpose so, through two-way discussions learners can present their opinion and ideas. There must be clear knowledge of the Internet and computer literacy in order to use YouTube as a teaching and learning resource. The requirement to acquire learning abilities which will be lasting for lifetime is a feature of critical learning. It is evident that learners need to acquire critical learning approach to use YouTube as a learning tool (Clifton & Mann, 2011). Videos can become influential learning tool to achieve learning objectives. Learners are gradually using YouTube as a step-by-step resource, for educational videos to online spaces for sharing user developed content (Roodt & Villiers, 2011).

Individual efforts are all about contribution to make oneself better, individual efforts are a kind of activity where one should appear as motivator as well as learner simultaneously. Here, the individual has to control one's own everything i.e., time, learning needs, pre-owned resources, and also improve existing knowledge. There are many ways of making one better user of foreign language. Beyond doubt, because of low cost and liberty of accessing the internet; the YouTube video materials are widely used. Some online language learning platforms like Coursera and Udemy offers various language learning courses. Users will have a scaffold of various academic experts. Without a shred of doubt, their comments and opinion will play vital role in language learning. They will remain there to keep tracks of your learning needs. Additionally, Moderator is available to control pace of learning. But the entire story would be different while undertaking self-directed or self-contained language learning task.

While using YouTube as Self-Learning tool, audio and video representations develop learner's interest and keeps the learner engaged during whole learning process with a variety of material available related to the subject. Learner has different options to choose during the learning process related to the specific subject. YouTube also opens doors for additional recommended videos on topics related to the subject giving a vast space for life-long learning (Berk, 2009). In this

technological era learners are motivated by visual experiences and by doing multi-tasking by the usage of multimedia and audio-video platforms (Greenberg & Zanetis, 2012).

The talk is mainly concerned to English language learning purposes of YouTube channels. Moreover, it promotes flexible learning. Video materials are pretty short but rich in quality. The quality of video content determines by available explanation whether it is oral explanation or depicted in subtitles. It covers topics like business English lessons, basics of English grammar, illustrated interviews and group discussion lesson, bilingual videos for ESL student and many more. It gives us self-practice and also boosts our confidence. Some youngsters generally prefer YouTube search and evade grammar books, they find it convenient, rapid and entertaining. They explore and select best videos to watch. The attainable self-explanatory video materials are good for professionals too. They have limited time to attend classes. They can open their own class i.e., a good YouTube channel or a series of well explained videos.

Conclusion:

The huge advantage of YouTube video channel is that anybody can access it from anywhere and anytime. And, thousands of videos are made and pre-uploaded assuming learner's need. The self-explanatory YouTube videos are more famous among self-directed learners. Even, these videos are available with no deadlines and time limits. If it is convenient, anybody can explore. Here, active learning is more efficiently possible if someone is careful enough while undertaking self-learning task.

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Importance of English Language learning with special reference to English Speaking Skills in India

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Abstract

In the globalized world scenario, the need for the English language is crucial. People are getting connected with each other universally. Globalization made it possible for all to work together extensively. In this state it is very important for individuals to have a lingua franca. The English language became the lingua franca of the world. Therefore it becomes very important for people to speak the global language. India is a multilingual country, it is very important for people in India to develop English language to connect globally. To compete with the futuristic sphere, English Language skill is unavoidable. The paper aims to proffer the demand of English Language with the global perspective and history of English in India. Also it discusses the difficulties in front of non-native English speakers like Indians to learn English speaking.

Key words: English Language, Communication, Lingua Franca, India

Introduction

As the world becomes a global village, the world keeps on moving towards globalization that requires more connectivity and interaction. Every human being spends the majority of his life communicating with others through reading, writing, speaking, or listening. Although, communication does not talk about any particular language, the very important aspect of communication is understanding and choosing the correct medium. Here the relevance of communication skills with English language can be understood because English is accepted by many countries and the language has not kept any field untouched. Further, in the area of research and development the English language also has its key role because technology has interfered with the English language.

With the global perspective, no Nation can survive without keeping strive with other countries. Many countries have established various organizations such as League of Nations, United Nation for Peaceful coexistence and cooperation. Some continents such as SAARC NATO, European Union also started various organizations to discuss and analyze local issues. To run such multinational organizations, it is important to have a lingua franca.

In the context of workplace, communication skills is not limited to sharing messages to each other. It involves strong social bonding, development of good relationship, smooth working environment and better understanding. Good communication has a budding capacity to make a person in demand professional competent and to enhance goodwill of an organization. In Multinationals, large business organizations, and big companies executives spends lot of time in Meetings, Interviews, Conferences, giving Instructions, preparing notices, circulars, Memorandums, advertising, handling Emails etc. and Employees also gets involved in following instructions, handling Emails, dealing with clients and customers, Meeting with executives etc. Hence, effective communication is the key element to handle a lot of things in a day. Most of the activities at workplace involved Oral and Written communication. It is observed that time spent for written communication occupies much of working hours.

Importance of English Language

From the beginning learning stage, people start learning English language that continues till graduation or his last academic qualification. Still, many of them fail to speak English. They are unable to actively involved in discussion. Generally, in English language classes emphasis is given to listening, reading and writing while speaking is considered less. This enforce lack of ability and confidence to speak. Oral communication plays a vital role for every individual whether he or she is literate or illiterate. Further, if we talk about professionalism, the English language emerged as an indispensable tool to communicate with one another especially in white-collar. Is it easy to know each and every language spoken in the world for global interaction? The majority of answers would be, No. For this, one can go with the option that could be accessible and acceptable to all, and that is the English language. Out of the world's approximately 7.8 billion inhabitants, 1.35 billion people speak English. All these 1.35 billion people aren't native English speakers; however, 360 million people speak English. Many Non Native English speakers also speak fluent English. In India English is considered an official language. English is the most important language in India and most commonly spoken after Hindi. In the classroom when we start learning second language, speaking the language is largely consisted to reading aloud from the text book and give the framed answer. Exams are mostly focused on structured answers, grammar and comprehension that may help to improve writing. In some cases it is practiced in Co-curricular activities such as Elocution, Debate, news reading and so on in schools and colleges. We all know these activities are not actually work to speak fluently. It does not mean we should stop conducting such activities but, more efforts and regular practice is required.

It is observed that initially, people feel hesitate to speak new language. The reason is, activity of speaking happens face to face or sometimes on phone other than reading or writing. Also, spoken words cannot be taken back, erased, or edited. In today's

world employees with good English proficiency are considered an asset to the companies. Focusing on the present scenario, Indian parents make all efforts for their children to provide the environment with which they can become good professional competent. Financially poor people also prefer their wards to study in English Medium schools to be good professionals. English in India is very much emphasized with due consideration of the importance of the English language. In the Indian education system, English is made compulsory in all streams and all fields. Many educational institutions arrange English Spoken Classes as add-on courses to enhance English proficiency. If we talk about the profession, it is very important for every graduate to have good knowledge of the English language, especially English oral communication to perform adequately in this advanced era. It is seen that not only to the students but in many business organizations and educational institutions for employees also English communication trainings are arranged. Therefore, educators are also required to keep themselves upgraded to provide every possible environment to make students ready to compete globally. Any platform without English is globally inaccessible. With the emerging demand for English, instructors can play a key role to develop peers professionally. At the present time, in every company, organization, institution and all other profession recruiters seek the candidate with proficiency in English. Today's workplace demands an employee to be a professional who communicates effectively with coworkers from different areas for this, as per global demand an employee needs to hone their communication skills.

The outstanding development in Information technology and communication has increased the demand of communication competency that increased the necessity of learning English Language. Importance of English is demanded in every field due to explosion of information. Almost in all fields English has its reach. Technology and internet played a vital role for English as lingua franca of many countries. Some conventional people believe to run primary education through the medium of their mother tongue, they create such perception for the thought of being comfortable in the initial stage of learning. Such thought became outdated now. In today's era, the area of learning is limitless, earlier people did not felt the necessity of learning foreign or second language. But the drastic change in technology and education influenced people to develop their skills similarly the conventional thought started becoming contemporary. The invention of printing press by Johan Guttenberg increased the interests of people to communicate and connect to each other. The people started showing interest in happening all around. Earlier people used to connect to each other only to full fill their requirements but, the invention of printing press created zeal among people to come out of regular practices and connect to others. From the time of industrial revolution the English speaking countries played the vital role in promoting English Language. The leading countries evolved with science and technological enhancement. With the evolution of Information

Technology, the launch of the internet came with the drastic demand of the English Language. As more and more countries got connected with each other, an invisible web created onto the world. And the web was created mostly of English Language. In many countries now days English is not considered just as a second language but it became the professional language. More and more countries started attributing the status of English Language demand to developing the skill also increased. The educational curriculums of almost all nations have not only updated the syllabuses in respective faculties but also seeking better opportunity to increase competency. Many parents are also focusing on English medium education considering it as more beneficial for their wards from elementary education itself. The person, who knows English well, can travel at any place of the Globe.

English Language teaching and learning in India-

It is widely known that the roots of the English language in India were established with the advent of Britishers in India in the 17th century for the purpose of trade. The first step of English in India was initiated by Christian Missionaries. Initially there was no forceful official attempt for use of the English Language on the masses. Moreover, the British army attracted many Indian armies where the language spread swiftly from the settlers strand to Indigenous Residents strand. Besides, there was a vast cultural difference between Settlers and Indigenous. At that moment English was considered as foreign language for Indigenous. The history of colonial age in India describes the British Empire's increased the intrusion from trade to administration. The English came in the 17th century and till the end of the century and early 18th century the Language got control over many parts of India. Until the early 18th century, English was successfully settled as the official language of Administration. In addition to this, by the year 1857 Bombay, Calcutta and Madras had opened their respective Universities. Soon the reach of the Language increased and was widespread all over India till late 18th century. In 1835 English Education Act was introduced under the Governance of Lord William Bentinck. On 2nd February, 1835 British Historian and Politician Thomas Babington Macaulay presented his 'Minute of Education' that sought to establish the need to impart English education to Indian natives. Macaulay believed English as the supreme language, he held the views that English should be the only medium of education in India. This was making English the language of the nation, not the foreign language. The consequences of the act increased centralization of education and implementation of British Politician Charles Woods's dispatch of 1854 that introduced the three-tier educational system that we know today, with education in the native languages at the primary stages but an increasing focus on English at the higher level.

India is a well-known and celebrated country for being multilingual. While talking about the importance of the English language, native language or mother tongue is

unavoidable. Native dialect has a significant role in learning the acquisition of a second language. The language policy of the country recommended three language formulas. This ensured no disparity towards north Indian and South Indian learners. The learners are expected to have the ability to communicate in English and lecturers are expected to teach solely in English. Thus the journey of establishment of the English language had a lot of conflicts and barriers due to the diversified culture of India. Despite a huge condemnation of Britishers, India has received a lot of knowledge and lifelong learning. The language brought many positive changes that helped in development. A great evolution is experienced with the language.

The research is objectified to English oral communication of students of degree colleges of south Rajasthan. The degree college students are to be identified with the problem faced by them in development and improvement of English speaking. It is observed that even after studying in English medium schools right from the beginning, clear communication in English is not ensured. Students are unable to talk in English. The research is focused to spot the difficulties in inculcating English oral communication and suggest some promulgating ideas to develop Effective oral communication. In the sphere of life, students who are attending universities and colleges are expected to have a good command on all four skills of languages specially Speaking Skills. Major difficulty in front of most of degree college students is belonging to nonnative English language. Also they don't get proper environment to develop their language. Because of English as compulsory subject, they are given drill in reading, writing, and listening skills, but speaking or oral communication is mostly avoided. Some English language students are unable to communicate in English. Train remains busy in completion of syllabus that results less emphasis on Speaking Skill. With the review of Literature the research has recognized the difficulty in front Indian students to have fluency in English Language. It has been confirmed by many lecturers that students find lack of confidence and lack of communication when they are told to communicate in English Language. Therefore, the research tried to investigate the effect of using a program based on oral communication skills of second level students, at the degree colleges of South Rajasthan.

Conclusion

The present complex global environment seeks for the prominent English speaker that became a key requirement everywhere. Hence it is the prime requirement for graduates to be fluent English speakers. Native English students have to work only on their communication skills but for non-native, vernacular background students it is challenging. To vanquish the challenge, both students and teachers have to make some extra efforts using some strategies. Teachers of English should always have a mindset to not only impart the knowledge but to make them aware, enrich, and implement. To develop the English language productively, learners need to be keen

on it and teachers should be always attentive to provoke them within teaching and out of the classroom also. Through proper incentives and superintendence, students will have the opportunity to practical implementation. Other than the regular subject-related knowledge drill and practice sessions in an informal way can be implemented for better results.

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Teaching Communicatively: Exploring Grammar with Metaphors

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Abstract

Metaphor, in Greek – metapherein – means to transfer. It is also used to compare two unlike objects, that is a word or a phrase is brought into a connection with a concept or an idea. Johnson (1980) stated, “Metaphor is a matter of in, not a Language Device.” However, David Nunan, 1998 introduced a concept of teaching and learning grammar through metaphors – i.e. Brick Wall Approach and Organic Garden Approach. Traditional methodologies in grammar teaching have often created language acquisition hitches and students hardly participate in an ineffective teaching-learning environment.

In the present research paper, the researcher will explore ways of teaching grammar communicatively with reference to an article “Teaching Grammar in Context” by David Nunan and the possibilities to make grammar communicative in an English Language Classroom. The paper, further elaborates about adopting SARS for Integrating Grammar and Teaching Skills.

Key Words: *Teaching Grammar Communicatively, Methodologies*

Since years, ‘Grammar Translation Method’ is the most common way of learning the English language. The grammar is taught through translation of the target language in their native language and vice-versa. Other method is where the learners learn the grammar through repeated speaking drills, i.e., ‘Audio-Lingual Method’. The focus, then shifted on the using of the language in a realistic situation. The emphasis is given on communication rather than grammar in ‘Communicative Approach’. The conclusion is that the instructors are not following any one method. The different approaches are used according to the situations and targeted topics of the grammar. The following table elaborates each method on the basis of the rules of grammar, skills to be focused on, and teacher-student roles.

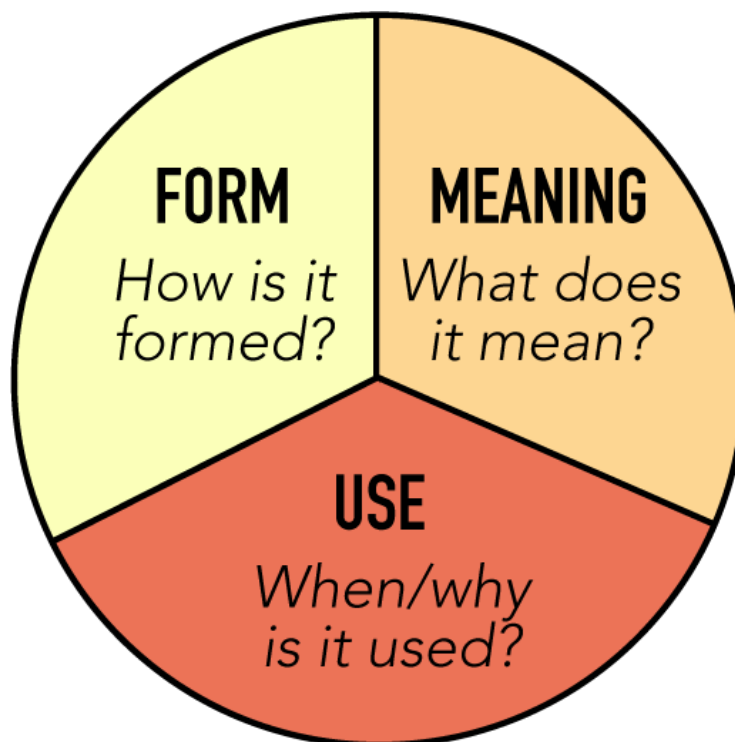
	Grammar-Translation	Audio-Lingual	Communicative Language Teaching
Rules of Grammar	Fundamental Feature	No Explanation	Wherever Necessary
Roles for Teacher-Student	Teacher Centred	Teacher Centered	Student Centered
Language Skills	Reading and Writing	Listening and Speaking	According to the students' needs
Use of Translation	Fundamental Feature	Not Allowed	Wherever Needed
Communication	Not Important	Less / Limited	Fundamental Feature

David Nunan, 1998 introduced a concept of teaching and learning grammar through metaphors – i.e., Brick Wall Approach and Organic Garden Approach. Metaphors are used to familiarise a concept or an idea easily. Metaphors play an important role in teacher education and professional development: they are frequently used as a reflection tool and an awareness raising instrument (De Guerro, M., O. Villamil 2002:95). Traditional methodologies in grammar teaching have often created language acquisition hitches and students hardly participate in an ineffective teaching-learning environment. Grammar Metaphors is learning grammar with the use of metaphors (a comparison between two unlike objects). David Nunan’s article “Teaching Grammar in Context” (1998) elaborates about the two approaches: 1 – Brick Wall Approach and 2 – Organic Garden Approach.

Brick-Wall Metaphor means the focuses on learning one grammar topic at a time and does not include to teach / learn grammar to use in context. This approach talks about how grammar is taught structurally, “one linguistic brick at a time” (Nunan, p. 101) and that bricks must be set in proper order or else, the wall will fall. This approach targets on detailed knowledge of Grammar topic, providing less space to develop the use in ‘context’. Example – Teaching ‘Active to Passive’ in detail.

Organic-Garden Approach, learning a grammar topic along with use it in context. In this approach, the learners will “learn numerous things at the same time” (Nunan, p. 102). Just as flowers do not grow at same rate, similarly students do not learn one topic at a time, but multiple topics which gradually develop the concepts. Example –

Teaching 'Active to Passive' along with 'Report Writing' for learners to learn how to use grammar in practical life.



Furthermore, the three dimension of the grammar i.e., morphosyntactic, phonemic and graphemic patterns are to be taken care of. This elaborates how a particular structure of grammar is formed, its sequence and pronunciation, grammatical meaning. 'Grammaring', as termed by Larsen-Freeman, takes "the dynamic nature of the grammar learning process" (Larson-Freeman, 2003). Time-to-time, syllabus should be updated according to the learners' needs. SARS (Supplement, Adapt, Reject, and Substitute) is one of the techniques that can be used by the teachers while planning and implementing the lesson in the classrooms.

'Supplement' should be used when a textbook material doesn't help learners to achieve decided goals. 'Adapt' is used when available material is not contextualized or personalized according to the learners' needs. 'Reject', when an activity is not useful. There may be two three exercises that are too easy. That can be provided as a self-study for the students to drill on their own. Or if too easy, possibly upgrade them. 'Substitute' is useful if the material lacks any type of activity which learners' need to learn. As the textbook is filled with controlled and drill practice exercises, such as oral presentations prepared by students themselves and shared that with the whole class followed by a group discussion and doubt-solving session.

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