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ELT Quarterly

An International Peer-Reviewed Journal

Volume: 21 | Issue: 2 | June – 2022



Published by

**H. M. Patel Institute of English Training and Research
Vallabh Vidyanagar, Dist. Anand, Gujarat, India.**

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Editor-in-Chief

Dr. N. V. Bose

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Problems Encountered by Translators in Translating English Language

Dr. Babina Bohra

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Abstract

Translators ought to be ready to deliver the meant that means written within the linguistic communication to the target language while not dynamical the aim of the supply text in the slightest degree. The initial observation during this study found that the majority of the start translators in translation category tend to translate without reading the complete text 1st and infrequently render the text word for word. As a result, issues in the translation are often inevitable in translators` writing thanks to the inadequate ways of translation. This analysis aims to search out the interpretation issues on translators` educational essay. the info of this study was obtained by the qualitative method. This theory is employed to finds the linguistic and non-verbal downsides found within the translation of essays by translators. The results show that the translation problem enclosed many linguistic aspects, like grammatical problems, vocabulary choices, rhetorical and pragmatic problems.

Keywords: *Translation Issues, Translators, Target language , Source language*

INTRODUCTION

Translation is one of the cornerstones of any language competency, which is incredibly important to learn for translators and translators in the relevant field of study who need to become skilled translators in the future. Translation can be a type of activity that a translator performs when translating, i.e. H. in a text from one language to another language. This analysis established that the results of the translated work should not correspond to what was written in the Communication Linguistics (SL) text; however, the source language target must be sent once it is the target text (TL).It states that translation can be a method of mobilizing the resources of a selected text from one language into the close equivalent of the target language (TL). The target of the text in the translation job means that the exact meaning of the delivery text must be conveyed in the target text. In addition, translators must be aware that from one language to another they only express ideas that are written with those in the linguistic communication text, without changing the ideas written in the source text. Therefore, translators are expected to understand the delivery text better before translating a text from the spoken communication into the target language as the goal or intent of the text is not usually conveyed in the source language. when it comes to the text in the target language. As a result, translators' credibility is underestimated.

This study is worthy for translators, teachers and more researchers. For translators, you will find information on the translation problems, which are made explicit in the Findings and Discussion sections, and on the causal factors behind the problems themselves. Teachers

involved in interpreting lessons can also benefit from this study. As a result of this study, the translation technique that can be used to reduce the problems in translating the tutorial essay is also defended. In addition, this study is useful for those analysts who want to learn more about translation issues that they may not have discovered during this study in the first place. Therefore, this study can be used as an additional reference.

Translators of English are expected to possess the power to translate a text from linguistic communication (SL) text to the target language (TL), as a result of they need accomplished all linguistics courses reminiscent of Introduction to Linguistics, Phonetics, and Phonology, Morphology, English Syntax, Sociolinguistics, linguistics and Pragmatics, and Psycholinguistics. Further, English translators are principally coping with tutorial essay nearly within their all courses throughout learning in the English Department. Hence, per the many tendencies that translators liquidate the interpretation category as mentioned above, this study aimed to explore a lot of regarding translators' ability in translating academic essay and finds the dominant problems in translators' tutorial essay translation.

Translation issues

It has been expressed earlier that translation is just transferring the ideas from the language to the target language, not dynamical the content or the needs of the text. In addition, translation is like several different ability of English that largely deals with issues that cause the results of translation appreciate the result of translated work cannot be understood as what has been written within the source language text. To illustrate, a shopper who asks his/her engineering document to be translated, thence he/she ought to give terms that are normally utilized in the engineering world by giving translators at least references appreciate list of engineering words especially dictionaries, or a shopper will provide translators a definite web site whose contents are concerning the which means of engineering words. this system can end in the foremost correct translation. Equally important, this study will primarily finds the merchandise of educational essay translation that is translated by translators.

The five common problems that seem within the translation world; they're Lexical-linguistics Problems, Grammatical Problems, Rhetorical Problems, Pragmatic Problems, and Cultural Issues.

1. Word-selection issues. Word-choice issues within the translation world, the lexical decisions which are utilized by translators have an effect on the which means of the target text. Additionally, every single word that's on the market within the dictionaries can have obvious meaning once they are concerned in the context. On the opposite hand, the word itself may be understood if it's been written in the sentences as a result of one word has thousands of meanings. Thus, the context of the text will elucidate the apparent meaning of the word itself. Moreover, word-choice problems can be resolved by consulting the right dictionaries for deciding the actual meaning of each single word, translating collocations and idioms that have meaning by themselves, and looking for the equivalent word or the opposite word of each word. thence during this way, the interpretation won't be scan monotonously by the readers.

2. **Grammatical issues.** The translators cannot deny the problem of grammatical side in translation. Further, this study explains that what becomes problematic in translating a text from the language to the target language is that the issue of grammatical aspect, that is totally different between the supply language and also the target language. Most translators commit to modify the grammatical structure of the target text in translating the source text while not fixing the which means or the aim of the supply text. during this way, the text are going to be scan as if the readers fancy the initial text albeit the text has been translated into their first languages.
3. **3 .Rhetorical issues.** Rhetorical problems on translation modify the translator’s inability to understanding the figurative language within the source-language text. It leads to the reckless translation of the figurative words and figurative sentences. As a result, the figurative words and sentences cannot be understood once they get translated into the target language. Additionally, the precise which means of that phrase is that my brother is just too angry at something.
- 4 **Pragmatic issues.** Linguistics within translation deals with the way translators interpret the text's linguistic medium of communication before translating the text itself into the target language. In addition, pragmatic problems arise when translators fail to transfer the meaning of the text from the source language to the target language.
- 5 **Cultural issues.** The analysis states that cultural issues are the issues that change the cultural background differences between 2 countries, values and philosophical viewpoints. In addition, he notes that the cultural references that correspond to the food, the cultural connotations of the competition, are difficult to translate into the target language. Therefore, translators should be forced to focus on matching the meaning or purpose of the source text in the target text when considering the strategy of translating a text with many cultural terms that require proper translation. For example, translating a phrase "as white as snow" can be problematic for countries that never have snow when countries have cotton as an object to posit snow. Therefore, the target readers will know if the translators are translating it into the close match of the target readers.

CONCLUSION

This study aimed to analyze the problems of the translators of the translation class in translating the practice essay and thus the factors that cause the translation problems themselves, according to the research question: “What translation problems do the translators cause in translating?” The scholarly essay the idea which consisted of many problems of translation, choice of words, grammatical, rhetorical, pragmatic and cultural problems .Also in response to the research question related to the translation problems, the study showed that the grammatical problems related to the Since the main problems discovered in the translation work of the translators lie in the eristic and in the comparative and distinguishing essay, there were many words and phrases of the text of linguistic communication that were not clearly translated into the target English language due to the chosen words ideas revealed at all not the meaning of the language of Indian origin. Also,

grammar issues, choosing the right words or phrases when translating texts from the Indian source language to the English target language, the difficulty of translating certain words or phrases corresponding to the translation problems of rhetorical expressions discovered in the Indian language Linguistic communication that causes the sense that the medium of the source language written in Indian language has not become very clear in the target language English, which is why the target or important messages of the source text.

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Using Interactive Multimedia in Teaching D. H. Lawrence's Novel 'Sons and Lovers' as a SL at Undergraduate Level

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Abstract

The present study was undertaken with the above thought and aim of preparing, validating and tryout of the multimedia material for teaching novel of undergraduate level student of Gujarati medium. It is different from traditional teaching of novel. The present study is experimental research. Two identical groups were selected. Tools like Microsoft Power Point, Hot Potatoes, Audacity, internet-based audio-video materials, pictures, C.D.s and clipping has been used to develop the multimedia materials. The author has prepared a questionnaire to collect expert's comments about the multimedia material. He has included both, open ended and close ended kinds of questions in the questionnaire. The author has prepared Pre-test and Posttest for each class to measure the effectiveness of the multimedia material. Finally, a non-structured informal interview pattern was used to collect the student's feedback. This was done mostly through Gujarati language, the L1 of the groups. The study showed that multimedia plays vital role compared to traditional teaching method of novel. Both rural as well as urban area students were equally benefitted in terms of learning. In short, the use of the multimedia helps students to develop their vocabulary, language proficiency, helps to work in groups and so on. The results of the study show that participants enjoyed learning along with serious learning through multimedia as a practical learning tool.

Keywords: Interactive Multimedia, Second Language, Undergraduate Learners

Introduction

So far as my knowledge of teaching English as a language continuously for ten years are concerned, it is truly to say that the process of teaching and learning of a second language is complex. However, in recent years the advancements in technology have made it much more easy and interesting even for a beginner. Therefore, the use of multimedia and technology integration into the curriculum has acquired tremendous significance which is completely inevitable. In the present day scenario of language teaching, the teacher is not far away from multimedia. Now-a-day, the experimentation in the use of multimedia has culminated into exciting developments in the teaching of languages, particularly in English language teaching (ELT) and revolutionized the process to a great extent.

Dynamical progress of information technologies in a modern society causes a necessity to change educational process, specify the purpose, develop new pedagogical technologies, and introduce more effective methods and means of teaching. Multimedia becomes one of the leading means of teaching today. Studying potentialities of multimedia in media education of students shows that multimedia can be used as means of teaching English

language and means of media education. As means of teaching English, multimedia fulfills the didactic function and increases efficiency of the teaching process. As means of media education, multimedia aim to form media competence of students, skills to select, evaluate and independently create messages.

I taught literature to undergraduates at VNSBL Arts and Commerce College, Vadnagar (Gujarat) and in the classroom, literature, in particular novel is taught in a traditional way i.e. line by line and most times using grammar-translation method. It really kills the charm of learning a novel. However, the use of interactive multimedia can help to learn and teach novel in an interesting way. For example, the novel 'Sons and Lovers' written by D. H. Lawrence (1885-1930) is hard to teach in the country like India for the second language learners because the it was located in England and its plot is constituted of 'psychological realism'. While most of the students do not know what 'psychological realism' is? Therefore, in that situation a teacher can use the multimedia to explain 'psychological realism'. It may also help a teacher to learn students' learning psychology. The teacher can use picture of the principal characters of the novel and ask them to relate their qualities of a particular character. It will help student to learn about the principal characters of the novel along with their traits. A teacher can play a video prior to plot discussion and it will certainly help them to understand well while teacher discuss the original text in the classroom. A teacher can use video for beginning-ending as guessing work. On the other hand, the students can understand any difficult word, phrase, jargon easily using internet because the novel was written in late ninetieth century and translate it in case of difficulties as and when it is required. Thus, one can teach novel in an interesting way through the multimedia and can decrease the complexity of the novel. Hence, the author intended to use multimedia in teaching novel to feel the learner sublime joy of the novel along with the development of English language.

Study Problem

The study problem is focused in finding out the effectiveness of interactive multimedia in teaching one of the literary genres 'Novel' at the higher education level in Gujarat. The experiment was done in two different colleges, i.e. rural and urban.

Objectives of the Study

The objectives of the study were as follows:

1. To review related literature to the interactive media in general.
2. To design a set of multimedia materials to teach novels at undergraduate level as a second language (SL).
3. To validate the prepared materials by the experts.
4. To find out the effectiveness of interactive multimedia in teaching novel through tryout regarding the differences between rural and urban area.
5. To analyze the experience of preparation, validation and using the interactive multimedia materials.
6. To offer suggestions for all the stakeholders regarding the preparation and tryout of the interactive multimedia materials.

Scope and Significance of the study:

The findings of the study are relevant to materials production in general and interactive multimedia based materials producers. The discussion of problems related to selection, production, validation and use of multimedia material and the possible solutions worked out are useful for syllabus designers, administrators, practicing teachers and future researchers.

Teachers: The study explored possibilities of creating need based materials that are user friendly and cost effective. Thus, the study could be useful to the teachers of English in preparing interactive multimedia materials for a specific group of learners.

Students: The study is also being useful to the student of the undergraduate level. Students will come to know about interactive multimedia materials. The materials will help students to comprehend the novel in an easy and interesting way simultaneously English language competence will be developed.

Multimedia Materials' Producer: It could be significant to the software providers and multimedia materials' producers in preparing need based, adaptable and user friendly materials based on communicative approach

Fellow Researchers and Research Institutions: Finally, this study may encourage the other research scholars to conduct further studies on the same topic, which will enrich both the local and international literature. The results of the study and recommendations may lead them to select new directions of the research.

Answers to Research Questions

The study answers following research questions:

1. Is it possible to teach novel to students through interactive media?
Answer: Yes. In comparison to traditional teaching of novel, participant enjoyed learning through multimedia materials. There was a serious learning along with joy.
2. What kind of multimedia tools help students to learn a novel?
Answer: Multimedia tools like Microsoft Power Point, Hot Potatoes, Audacity, internet-based audio-video materials, pictures, C.D.s and clipping can be used develop the multimedia materials and teach a novel.
3. What difficulties might teacher face while using interactive media to teach novel?
Answer: The author faced problems with the internet connectivity while playing clips and took a help from the experts having mastery on designing materials with software as and when required.
4. What parameters one should keep in mind while preparation of multimedia materials?
Answer: Level of the learners along with principal of multimedia materials design.
5. How does teaching with interactive media differ from traditional materials?
Answer: Its live mode of learning. A teacher can bring whole world within the four wall of the classroom.
6. Why should multimedia be used to teach students in classroom?

Answer: New era demands new paradigm. The students are much more advanced in terms of using technology and orthodox classroom now-a-days will no longer work in the 21st century.

7. Can multimedia be used in both rural and urban colleges in a same way?

Answer: Certainly. The present study showed that both rural as well as urban students can be benefitted through proper usage of the multimedia. A teacher must be well trained prior the implementation in the classroom.

Delimitations of the Study

1. The study was limited to first, second and third year university students of Gujarat.
2. Only one novel was taken for the present research.
3. The novel was adapted from their university syllabus they are studying in.
4. The materials were validated by the ELT experts and revised after their valuable feedbacks and suggestions.
5. After revising the materials, the researcher tried out the materials in two different colleges: one college in rural and another in urban area.

Hypotheses

The following hypotheses were undertaken in the research:

1. Linguistic skills of the students will be well enhanced using interactive media as a tool.
2. It is feasible to teach English novels effectively at undergraduate level using multimedia.

Rationale for the Study

English is an international link language. It is not only a link language at the international level but also at the national level too. English is used in a variety of fields today. The industry wants English because of inter and intra communicational needs with different linguistic regions of the country as well as with the world outside. Thus, English promises to open the golden road to success in all walks of life- political, financial and educational (Kanasagara, 2012, p. 6).

According to the need of English, now-a-days anyone hardly thinks of success in any carrier in India without adequate proficiency in English. Because of the current mania, recent years have seen exciting developments in the field of English teaching. Some have been at the level of syllabus design and others are concerned with methodology. We also see the growth of interesting new procedures and techniques and many of which challenging traditional view of what should happen in the classroom. Multimedia today plays a vital role in teaching of English. Along with a firm hold over English, now-a-day the teachers need to be competent to make effective use of multimedia in classroom. Therefore, the author has decided to take up the study to access the effect of multimedia material in a real classroom situation. The government of Gujarat has taken the initiative to provide computer with internet facility in all schools as well as language labs in colleges of Gujarat. However, the mere presence of the hardware does not guarantee the use and benefits. Today in Gujarat, many students are not able to learn English language satisfactorily even after ten years of learning English as a second language. A large number of them cannot use language in real life situation. Therefore, it happens that the study of novels for the learners is for the sake

of examination. Most of the time students are not interested to learn the novel because it is hard to comprehend and boring to understand. Even sometime students are not conscious about the form of the text, for them novel or fiction is just a lesson to learn for the examination. As a teacher, I have seen that many a students read Gujarati version of the English novel and try to write it in examination. Thus, they don't even read the original text of the author. So many a times teachers discuss the story in vernacular language in classroom and students are not getting an environment of learning English. This is because of the traditional methods used in the classroom. On the other hand, many students are not aware about multimedia materials because mostly language teaching is not appropriate with such technological equipment in schools as well as colleges. Hence, to counter above problems some interesting materials such as teaching novels with interactive multimedia material should be tested and adapted. It also affects positively to the classroom atmosphere, language learning process and the effort of the teacher in this way. There are certain advantages as follows:

- It is different from chalk and talk method so it can replace traditional, monotonous classroom with interesting live atmosphere.
- Teacher can provide different activity with the help of audio, video, pictures, animation shapes and other educational software.
- Teacher can assess any kind of material and information online in the classroom with help of multimedia. Thus, the whole world within classroom can be brought.
- Learner will get acquainted to extensive information through multimedia on a particular topic rather than rote textual information.
- Some of the software like 'Quiz Creators', 'Hot potatoes' and 'Vida' also provide self-directed learning. With the help of such software the active learner can learn on his own whatever he wants to learn.

Previous Studies (Literature Review)

Reading the previous studies is essential for providing some scientific facts which serve the study. Many researchers were concerned with studying the influence of the use of multimedia on the students' academic achievement and teacher-students' attitudes. The following are the most prominent studies.

Ahmad (2012) conducted a study as "English Language Teaching (ELT) and Integration of Media Technology". The aim of this study was to statistically explore EFL learners' response towards media technology in general and its impact in improving accentual patterns of individual English words in particular. All three statistical surveys carried out speak volumes of the excellent impact of integration of media technology in English language teaching. Almost all the students and the teachers strongly supported the use of technological devices for teaching English. They were of the view that media technology increase learners' enthusiastic participation and hence turn the whole learning process learners centered and hence exciting. (p. 928)

Aloraini (2012) in the study entitled "The impact of using multimedia on students' academic achievement in the College of Education at King Saud University". The study showed that there are statistically-significant differences between the experimental group and the control group at a significance level of 0.05 for the interest of the experimental group.

According to study conducted by Sadagheyani et al. (2020, p. 154), it has been found that multimedia-based education has been effective in controlling students' anger. The study further states that given the effect of multimedia-based education on anger control skills, this approach can be used to teach other essential topics to students, including life skills, especially in health science students.

According to the study conducted in China by Chen & Xia (2012), it has been found that multimedia technology can produce and dispose words, language, pictures and videos better with speedy expression and rich network recourse, which favors knowledge renovation. The study further states, multimedia technology improves physical teaching quality and effect a lot with various functions. Its lively language and vivid pictures can arouse students' attention and stimulate students' interests, which is opposite to stiff traditional teaching. Besides multimedia technology can expand students' thinking and improve their ability to put forward, analyze and dispose problems. College physical teaching becomes easier because multimedia technology can slow, freeze and magnify videos and pictures, which make it simple to explain high difficult and new learning actions with exact action presentation. (p. 4216)

Kanasagara, J. (2012) carried out her MPhil study on use of multimedia in teaching poem as a second language at secondary school level. The study revealed that students respond to poems more effectively and appreciate poems through the multimedia material in a better way compared to traditional teaching methods. The study also shows that the students of urban area performed in a better way in comparison of the rural area's students. That happened because the students of rural area were not as habituated as the students of urban area were. Finally, in terms of development in general competence, the respondents indicated that they develop basic language skills, ability to communicate, conceptual understanding, and their interest in learning English. Language learning becomes more enjoyable, meaningful and challenging.

As Pope and Golub's (2000, as cited in Ahmad, 2012) study asserted, it is also important for English educators to model effective practices of teaching with technology. As students perform diverse task with the computer, they broaden their repertoire of metacognitive, cognitive and effective learning (p.925). As Kajder (2003, as cited in Ahmad, 2012) wrote, "Focus has to be placed on learning with the technology rather than learning from or about the technology". He further claims that with the help of hypermedia (e.g. World Wide Web), multimedia becomes a more powerful tool for language learning. He maintains that one of the advantages of using hypermedia for language teaching is that it provides learners with a more authentic learning environment, as, for example, listening can be combined with seeing. (p.925)

The appropriate use of ICT in teaching transforms the learning environment from teacher-centred to learner-centred (Coleman et al., 2016) just as it is transforming all aspects of human life (Guan et al., 2018). Coleman et al., (2016) emphasised that the shifting from teaching to learning creates a student-centred learning where teachers are there as facilitators and not sages on the stages, thus changing the role of the teacher from knowledge transmitter to that of a facilitator, knowledge navigator and a co-learner.

Keengwe et al., (2008a) concluded that the application of multi-media technologies ensures a very productive, interesting, motivating, interactive and quality delivery of classroom instruction while addressing diverse learners' needs.

Implications for the current study: the review of researcher shows that multimedia offers many advantages for enhancing English language teaching-learning. Hence, a gap can be observed that only one study is conducted to teach poetry through multimedia materials at secondary school level whereas the author in the current study tried to teach novel through the interactive multimedia materials at the higher education level.

Methodology

Methodology section includes details of the research design, the tools, sample, validation and tryout.

1. **Research Design:** The study begins with the analysis of university syllabus and special English courses, especially novels. Finally, D. H. Lawrence's novel 'Sons and Lovers' was selected after a critical review of the course. The next stage was the production of interactive multimedia materials. Then the materials had been validated by the experts of ELT. The further procedure was modifications of multimedia materials by keep in mind the suggestions of the expert. Finally, the author has tried out that material in two different colleges. One college from a rural area and the other is from urban area.
2. **Tools:** The following tools were used in the study.
 - I. Microsoft Power Point, Hot Potatoes, Audacity, Quiz Creator, Internet-based audio - video materials, pictures, C.D.s and clippings were used to develop the multimedia materials.
 - II. A questionnaire was prepared for collecting the expert's opinion about the materials.
 - III. The author has prepared Pre-test and Post-test for each year students to measure the effectiveness of the interactive multimedia materials.
 - IV. A non-structured informal interview pattern was used for collecting the students' feedback. This was done mostly through Gujarati language, the First Language of the groups.
3. **Sample:** The developed multimedia materials have been tried out with groups of the first year, the second year, and the third year students of two colleges i.e. rural and urban schools. As this study is based on experimental design, the experiment was done in two different colleges at the undergraduate level. The colleges which were selected for tryout were from different areas i.e. one from rural and another from urban area. The college from a rural area was VNSBL Arts and Commerce College (Vadnagar) and Shri BPB Arts and MHG Commerce College, Unjha was from urban area. There were 30 students (both boys and girls) in each class. The role of the teacher was active in the class and he gave the same treatment to both the colleges. The investigator has selected two different colleges because he wanted to get the variables from a rural area and urban area as well as the difference between impact of multimedia teaching on boys and girls.
4. **Validation:** The validation of the sample interactive multimedia materials was conducted in three stages as under:

- I. **Stage One:** -The interactive multimedia materials was first showcased to peer researchers who are working on a topic like using multimedia material to teach fiction, preparing tasks for teaching short stories, video as a supportive tool to enhance reading skill; with their feedback the first level of revision was carried out.
 - II. **Stage two:** - In the second stage, the interactive multimedia materials were showcased to English Language Teaching Experts, such as Experts from the English language teaching (ELT) Institutes; Renowned professors and Heads of universities and award winners who are deeply involved with ELT and interested in multimedia materials production.
 - III. **Stage three:** - In the last stage, the materials were improved on the basis of experts views and suggestions. Finally, the multimedia material was tried out in both the colleges' i.e. rural and urban area.
5. **Try out:** The interactive multimedia material presented through PowerPoint presentation in real classroom situation, in two different colleges: One is in the rural area and the other is in the urban area. The author has selected only one novel for undergraduates i.e. first year, second year and third year special English students. The author had prepared multimedia presentation to teach novel which includes pre-task, listening task, while reading, reading comprehension task, vocabulary task, appreciation task, speaking task and writing task. He has also prepared worksheets according to the need of the tasks. Before the try out, he has taken pre-test and after the tryout he has taken posttest to measure the impact of multimedia materials.

Results and Findings

The study has yielded some significant findings regarding the impact of the interactive multimedia materials in real teaching learning environment. The following major findings were arrived at regarding teaching learning environment.

- The result shows that students respond to novel more effectively and appreciate novel through the multimedia material in a better way compared to traditional teaching methods.
- According to the findings the students of urban as well as rural area performed in a better way. That happened because the students were given materials as per their level and in an interesting way.
- The more time the researcher spends in treatment i.e. tryout, the satisfactory result can be achieved in reading comprehension. Because in the first year, the second year and the third year classes, the worksheets of post-test show a better respond in comparison to the worksheets of pre-test.
- Vocabulary increases very fast because of the references and with the help of visual impact i.e. images, videos and tables. According to the students' informal interview through images and videos, they can visualize the vocabulary and it helps them to recall any particular meaning of the word in a natural way.
- Teaching basic language skills become more effective through multimedia material in comparison of the traditional teaching. Especially in writing and speaking skills, the related images, videos, animation effects and points helped them to expand and concentrate their idea on focused direction.

- The use of the multimedia material helps students to work in the group which has contributed to more interaction in the classroom. Because of such interaction reading comprehension happened in a friendlier atmosphere and it led to more cooperative learning among the students.
- In terms of development in general competence, the respondents indicated that they develop basic language skills, ability to communicate, conceptual understanding, and their interest in learning English. Language learning becomes more enjoyable, meaningful and challenging.
- The students found the multimedia material interesting and they liked the variety in the types of exercises which gave them changes from monotonous traditional novel teaching. They asked the author everyday whether he would come the next day. From now onwards they wanted to learn the novel, poem and other literature through multimedia material.

Study Recommendations

On the basis of the research, it is recommended that the further research should be carried out in the following areas.

- It is necessary to explore further research in development of the multimedia materials to have effective output in learning English as a second language.
- Take at least 2 to 3 novels in each classroom to get the perfect and detail idea regarding the result of multimedia material in teaching novels. The more the period of tryout is, the more the effect of the multimedia material is.
- Gujarati medium students are not habituated to have the instructions in English, for that, the teacher has to guide them in their mother tongue if needed.
- If the students are taught English with the bridge and connection of students' mother tongue (i.e. Gujarati), they learnt English quickly and clearly.
- There must be some changes in the text book of university level. The experts of the text should add some worksheets in the section of pre-task, comprehension, vocabulary, appreciation and four basic skills. Worksheet should be well designed in terms of instruction and it must be based on multimedia task. On the other hand, multimedia task for the worksheets should be produced and provided through CD/DVD with teacher edition text book in each university. In this way, the use of multimedia in teaching novel and other forms of literature can happen in real classroom situation.
- English teachers of the college should be given special training for how to use the multimedia for teaching novel and other types of literature like poems, tragedies, fictions and so on.
- With the help of multimedia tools like PowerPoint, Wida, Hot Potato, Quiz Creator, Audacity etc., material producer or teacher can produce the self-directed learning material for teaching English novel.

Discussion

During the whole investigation, the author faced some problems in the beginning; he was highly confused because he did not know how to begin and which steps to follow. He faced lots of problems in material production and tryout. However, all those problems seem minor obstacles at this stage because these stumbling blocks taught him many things.

English is going to be a compulsory subject from class V until the end of the under-graduation according to the new educational act of Gujarat government, Ministry of Education, further, the new syllabi have been designed keeping in mind the language functions as the focus of teaching. This necessitates both the materials production as well as the teachers to shift their emphasis from the expertise (of the teacher) to participation (by the learner), so that the method of teaching novels in English can be transfer from translation of novels to comprehension and appreciation of the novels through the use of multimedia.

The present study was undertaken with the above thought and aim of preparing, validating and tryout of the multimedia material for teaching novel of undergraduate level student of Gujarati medium. As it has been discussed in the first chapter of this study, it is different from traditional teaching of novel. The use of technology and multimedia is increased day-by-day. In this situation, now a day education field is also not exception in the use of multimedia to teach various subjects. However, for the teacher it is necessary to know the utility of multimedia in teaching of any subject at each level of education.

In the case of this research, the investigator prepared the multimedia material for teaching novel to college level students of Gujarati medium on the basis of their study text book. These materials are useful to measure the impact of multimedia in teaching novel. The multimedia material has been developed with the use of lots of images, audios, videos and animation effects so that the materials can maintain the level of interest of the students. On the other hand, students are given maximum opportunities to interact with each other as well as with the teachers. Most of the works are based on group work or pair work. The materials were validated by the experts and actually tried out with the first, the second, and the third year university students of Gujarati medium i.e. one college from a rural area and another from urban area. Based on the observations taken during the tryout of materials and pre-test/posttest data, some suggestions and findings were drawn.

According to the interpretation and findings, the research can safely derive at the conclusion that the use of multimedia is very useful in teaching novel. The learner got more interest in multimedia teaching than the tedious traditional teaching. The visual impact not only enrich interest and learning but also assisted to visual vocabulary learning. It has helped learners to remember the content naturally and with long term impact. On the other hand, they are not habituated to learn with such equipment. Therefore, teachers should make the learners spend their more time in learning with multimedia equipment. According to the recommendation, the trained teacher and necessary changes in the text book of the university level is must.

In this way, this study is valuable not only for the investigator, but also for students and teacher. Teachers who want to take the teaching of English relevant to the learners' study and needs will benefit from the study. This study will be useful for not only practicing teacher but also for future researchers and materials producers.

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The Significance of Need Analysis in ELT programs

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Abstract

English language, being an international medium of communication, is used globally. It has become a necessity of the mode of the worldwide communication system. It opens the wide door of opportunities for people. Hence, a huge number of masses want to become proficient English users regardless of what age and profession they belong to. It has boosted the requirement of English language learning programs for specific purposes, and it is constantly growing. This indicates clearly that different people learn the English language for different purposes such as educational, personal development, immigration, or business. As a result of this evolution of interest from versatile groups and mixed purposes, the ELT programs worldwide have recognized the need for curriculum review. And so, before applying any curriculum for this purpose it has to go through a rigorous process to get the effective and appropriate outcome of the program. This article discusses the significance of needs analyses in designing the curriculum.

Keywords: English language, International Language, ESP (English for Specific Purposes), Review of curriculum, Need-based analysis

Introduction:

Language teaching is an activity that is successfully executed only with the appropriate curriculum. It clearly states the crucial role of designing the curriculum. The role of curriculum development is to decide:

- The knowledge, skills, and values that the learners learn during the teaching process,
- The experiences to bring out expected learning outcomes,
- How teaching and learning processes in every educational system can be managed, measured, and evaluated.

Furthermore, this process of syllabus planning defines an international collection of procedures that focuses on design, reviewing methods, implementation, and evaluation of language programs.

A syllabus is known as a branch of the curriculum. It provides details about the index of a course of instruction and details of what will be taught and examined. Hence, the program for an English Language Teaching course may indicate the types of competencies that will be developed and performed during the course performance, the language functions, themes, or other aspects of language that will be taught, and the order in which they will be introduced in the course. With the wide use of international language English globally, people have now started learning it for various purposes such as profession, business, or academic. The researcher is intended to discuss the meaning of need analysis in curriculum

planning and its application such as how it can be used in designing an ESP curriculum. Also, a sample of the demonstration is also provided in the form of brief details about a practical application of the same at J.S.Ayurvedic Mahavidhyalay, Nadiad. The research has referred to a few pieces of literature which are as follows.

Review of Related Literature

Significance of Need Analysis in ESP:

According to Schutz and Derwing (1981, 30), it was an emerging apprehension with ESP: "most language planners in the past have failed to consider a logically necessary first step: they have assumed to set about going somewhere without first deciding whether or not their planned destination was reasonable or proper." Currently, there are multiple barriers prevailing in setting a curriculum for teaching the English language for the specific purpose to ESL Learners. Various types of learners have a variety of language needs and the content they are taught should be confined to what they need. These requirements are particular; they can be discovered, and they should decide the content of any course. In ESP learners' needs are often described in terms of practical use which is in terms of what will be the outcome of the language course at the end of a course of study.

Language test, the purpose of an ESP course is to equip the learners to be able to use a specific task or set of tasks. Besides acquiring the exact language skills needed conditions by asking experts in the field, it has also become useful to define the overall needs as understood by the learners. The term "needs" here takes on a greater meaning than is often believed in as curriculum development.

Brindley (1984) describes the term "needs" as it is used in needs analysis for several objectives. In this context, it is sometimes utilized to refer to the wants, wishes, aspirations, expectations, motives, deficiencies, limits, and requirements. The significance of this wider concept of needs is underlined by the possible controversy that can arise when the syllabus and the student's attitudes and beliefs are different.

It has been argued by Nunan (1988) that needs analysis is the first and foremost step of the designing of a syllabus or a curriculum. It is very important to design a specific course that offers to the needs of different stakeholders, including learners, language teaching institutions, and employers.

Need analysis is a kind of assessment that is seen as an integral part of ESL curriculum development. Also, it is very important to determine the aim and objective of the course before designing a curriculum for any group. That works as a torchbearer to curriculum developers as the content is planned to depend on the need and requirements of the learners. The outcome of the course is directly connected with the curriculum design.

Hutchinson and Waters (1987) opine that learning needs are always insufficient to develop a course design on the main objectives, as same as it is never enough to only think about a journey planning solely in terms of the beginning and the endpoint. The requirements, possibilities, and limitations (learning situation) of the path have to be considered. Learning requirements are concerned about the path between the beginning (deficiencies) and the

endpoint(requirements). For example, students may be deeply interested in the subject or learning, but they may totally lose interest in the monotonous teaching methods and materials. The process of learning has to be pleasant, satisfying, adaptable, and easily executable. There is no concern with being aware, but the concern is hugely connected with learning. The idea of "learning needs" has been set forth by Hutchinson & Waters and their analysis of "learning needs" has been established to be most useful in practice. As a result, in the process of learning, learners' needs should always be the prime consideration. Scholars who design the curriculum need to analyze the learner's needs for learning according to their enthusiasm, the terms of the learning situation, and their current knowledge and skills. Besides, specific product and process-oriented needs which are the counterparts of target needs set forth by Hutchinson & Water (1987),

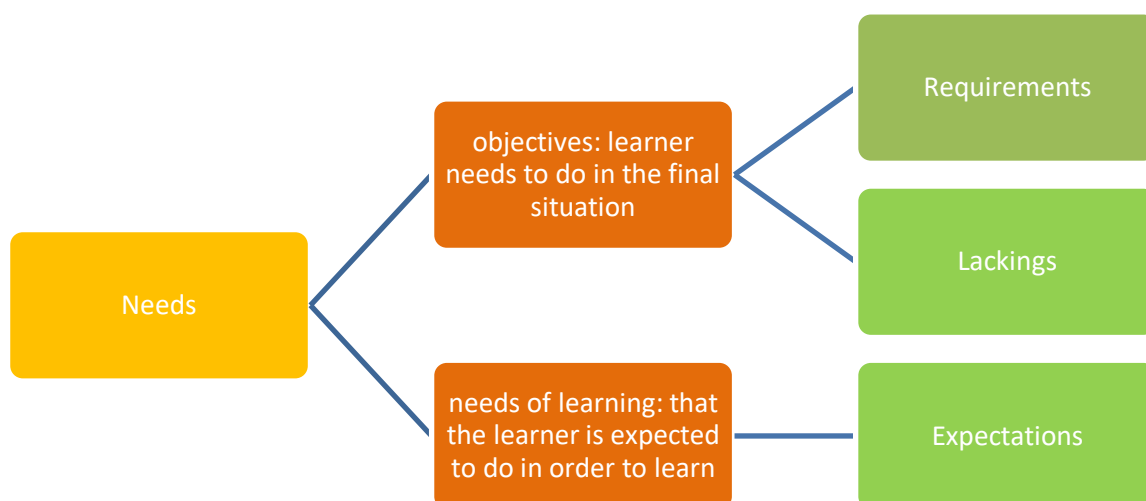


Figure 1. Hutchinson & Waters' (1987) Classification of Needs analysis

However, the selection of the method through which the tutor finds out the need or requirement of learners is totally depends on the purpose of curriculum planning may it academic, career enhancement, or specific job role requirement. Although, there are various purposes the purpose of curriculum planning needs to be clear well in advance.

Purposes of needs analysis:

There are several reasons for which need analysis can be used such as:

- To discover what language skills a student needs to accomplish in a specific role such as teaching, admin, educational manager, or university student
- To help define if the current course (if any) effectively delivers to the needs of prospective learners.
- To figure out which learners from a group are most in need of training in specific language skills.
- To find a change of way that people in a reference group think about it is important.

- To recognize the gap between students likes what they can do and what they need to be able to do.
- To gather information about difficulties that the learners are experiencing. (Richards, 52)

Hence, the process of accumulating English language learner needs, with real linguistic needs as well as wishes and desires are viewed as progressively more important in the design of English language programs. As a result of heterogenous learners, social and professional factors, existing English language programs need to incorporate needs analysis as a part of routine program review. Recognizing and validating the various perceptual needs and requirements of the students at one institution. It is expected that the explanation and analysis of the existing needs will be performed at all levels of ELT programs.

Conclusion

To conclude, It is important to confirm that the needs analysis does not produce too much and ambiguous information. There must be a clear reason for collecting different kinds of information to ensure that collected information will be used only for research-related purposes and privacy of the participants will be maintained. The researcher has undertaken a need-based survey at Ayurvedic college Nadiad. The details are to be discussed in the upcoming paper. However, just as a short overview researcher has presented a summary about it to demonstrate the application of the Need-based approach in ESP. In investigating the language needs of non-English-background employees to enable them to use the English language independently at J.S.Ayurvedic Mahavidhyalay, Nadiad. The following procedures are being followed:

Literature survey details at J.S.Ayurvedic Mahavidhyalay, Nadiad.:

Aim:

- To enable, the administrative staff of the college, to use the English language independently for various work-based purposes.

Objectives:

- Develop reading and writing skills of administration staff
- Enable them to communicate independently with various stakeholders
- Enhance confidence to use the English language in day-to-day tasks.

Steps being followed by the researcher:

- Analysis of a wide range of survey questionnaires
- Contact with others who had conducted similar surveys
- Interviews with admin staff to their language learning determine goals
- Presentation of project proposal to participants
- Development of a pilot staff questionnaire
- Review of the questionnaire by Experts
- Piloting of the questionnaire
- Selection of subjects
- Developing a schedule for collecting data
- Administration of the questionnaire
- Follow-up interviews with selected participants

- Tabulation of responses
- Analysis of responses
- Writing up of report and recommendations

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Recognizing and Understanding English Language Teachers' Online Teaching Challenges during COVID- 19 with reference to the experiences of Language teachers in Surat.

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Abstract

In the changed teaching- learning situations after COVID- 19 both the teachers and the learners face challenges. Though remote teaching and learning existed even prior to the pandemic crisis, experiences of teachers suddenly immersed in teaching at a distance due to the crisis have to be understood and discussed to resolve the crisis aroused after the pandemic. Teaching language in such changed scenario is even more challenging. Hence, the paper proposes to examine the emergency remote teaching experiences of Language Teachers in Surat. The paper would try to investigate some important areas: teaching in a stressful and anxious world, teaching with care and empathy, handling the emotional and behavioral challenges with patience, use of mother tongue and Bilingualism, using Discourse Oriented Pedagogy, telling stories to teach and developing need- based curriculum or syllabus. Though this new teaching learning situation is sudden, challenging and unexpected also for teachers, they should invariably ensure to build safe, empathetic and meaningful learning environment. The paper proposes to examine the new strategies and tactics to recognize such challenges and to make language learning wholesome, fruitful and rich among students in digitally divided students.

Keywords: Online teaching, Pandemic, emotional and behavioral challenges, coping tactics and strategies, Discourse Oriented Strategies.

Introduction

Though online classes have provided a very good solution to the crisis that education faced in the pandemic of COVID 19 (2019 to 2022), with this sudden shift away from the classroom in many parts of the globe, some are wondering whether the adoption of online learning will continue to persist post-pandemic, and how such a shift would impact the worldwide education system.

Even before COVID-19, there was already high growth and adoption in education technology, with global EdTech investments reaching US\$18.66 billion in 2019 and the overall market for online education projected to reach \$350 Billion by 2025. Whether it is language apps, virtual tutoring, video conferencing tools, or online learning software, there has been a significant surge in usage since COVID-19.

(<https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/>)

Many universities have introduced many new courses and teaching programmes through online mode. People have realized the fact that online learning is one of the very useful options to learn the desired subjects in the comfort of your home. For example, Zhejiang

University managed to get more than 5,000 courses online just two weeks into the transition using “DingTalk ZJU”. The Imperial College London started offering a course on the science of coronavirus, which is now the most enrolled class launched in 2020 on Coursera.

Many teachers are already touting the benefits of online lectures as they have already accepted them as a growth of educating strategies: Dr Amjad, a Professor at The University of Jordan says, “It has changed the way of teaching. It enables me to reach out to my students more efficiently and effectively through chat groups, video meetings, voting and also document sharing, especially during this pandemic. My students also find it is easier to communicate on Lark. I will stick to Lark even after coronavirus, I believe traditional offline learning and e-learning can go hand by hand.”

[\(https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/\)](https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/)

However, many teachers are not fully satisfied with the online education. In fact, they face challenges and problems that need to be understood so that both the teachers and students can be helped. Therefore, the present paper is an attempt to understand the challenges that the teachers have to face while teaching online, solving which, teaching learning activity can be made more productive and wholesome.

Objectives

The study aims to throw light on the language teachers’ online teaching challenges during COVID- 19, for which 43 responses were taken from language teachers teaching different languages in the reputed colleges in Surat. The responses of these teachers were then used in suggesting the tactics and strategies for better online education. Following are some of the objectives that were kept in mind while doing this research:

Research Objectives:

1. To realize the challenges faced by the teachers in conducting online classes during COVID- 19 lockdown.
2. To observe the students’ interaction and participation in the online classroom activities
3. To apprehend ease and effectiveness with which the teachers conduct the Online classes
4. To classify the technical Issues faced by the teachers during the online classes
5. To examine the students’ problems and teachers’ comprehension of them in the Online classes
6. To understand and appreciate the classroom management skills of teachers and the importance of such skills in the successful conduction of online classes
7. To evaluate the overall success and effectiveness of online teaching learning activity.

Materials and Methods

The presenter adopted Original Survey Research Method to assess the implementation mechanism, effectiveness and problems faced in COVID-19-induced emergency online teaching from the perspective of teachers’ experience and satisfaction. The responses of 43 established language teachers from reputed institutes, schools and colleges were collected with the help of a questionnaire. Considering the COVID-19 protocol, the questionnaire was structured in Google Form, which contains a total of 33 items and divided into seven sections considering the objectives of the study. The first section asked teachers some open-ended questions inquiring their name, email address, name of their institute and type of their employment as well as their total working years.

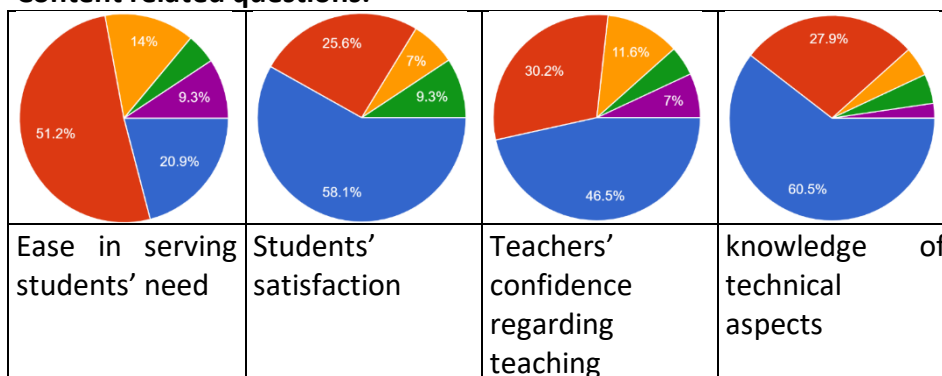
In the second section four close-ended content related questions were asked. The third section incorporated eight close-ended items related to the communication of students in the class, that included questions related to the concentration in the online class, interaction, disturbance in the online class and availability of separate room in the house. The fourth section included four questions related to classroom management in the online class. In the fifth section, five questions related to the punctuation of teachers were asked to understand whether language is taught properly or not. In the sixth section, eight questions related to the adoption of different methods and techniques in teaching language were asked. Incompetency of teacher and feedback were asked. In the last and seventh section four questions related to the students’ assessment in the online exam were asked. The collected data were then analysed and interpreted through using frequency and simple percentage.

Results

The survey of the responses given by the language teachers gave interesting and thought-provoking results. It revealed the experiences of 43 language teachers teaching in various well known academic institutes. Almost 65 % permanent teachers and 33 % teaching assistant responded.

After these basic details, the teachers responded to various close-ended questions like this:

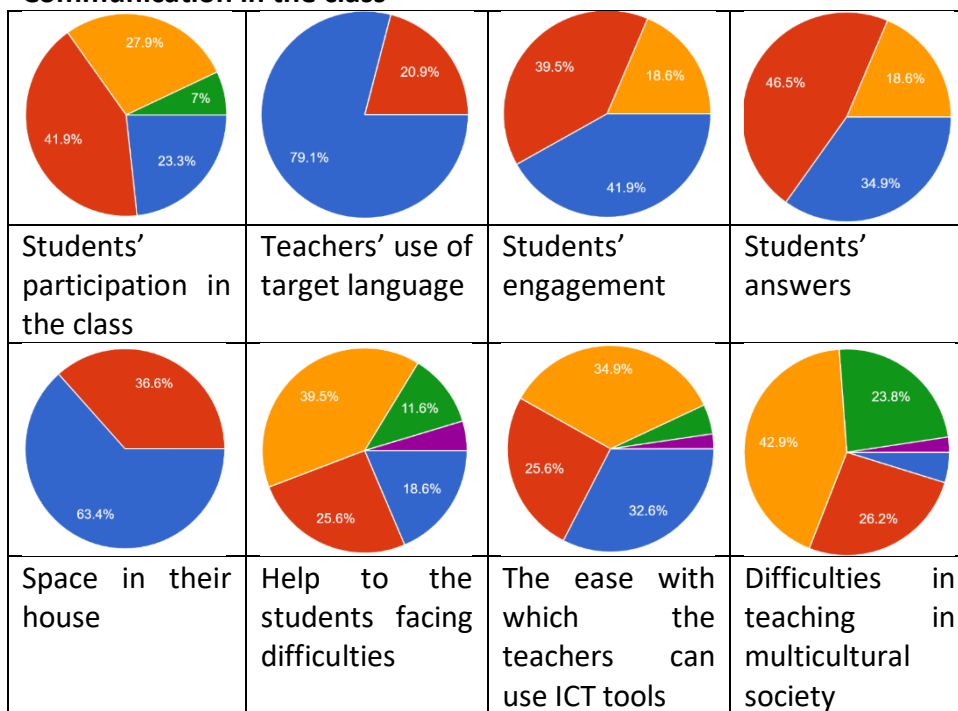
2. Content related questions:



51 % teachers believe that they probably serve all their students’ need in online classes. Almost 21 % are sure that they do so. 58% teachers believe that their students are definitely satisfied by how they teach their topics in online classes. 46.5 % teachers are definitely sure that they teach points easily

and efficiently in online classes. 60.5 % teachers feel that their knowledge of technical aspects of online teaching is required to be updated.

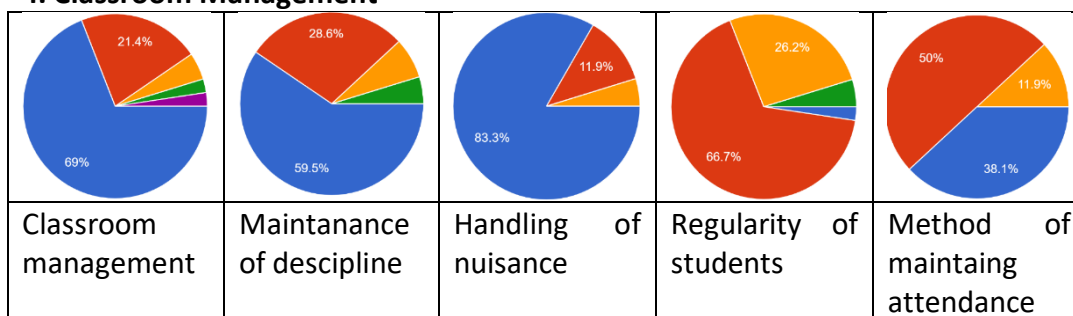
3. Communication in the class



Only 23 % teachers said that their students always participated in the classroom discussion, where as 41 % teachers said that their students participated most of the time. Almost 79 % teachers use target language in classroom discussion. Almost 42 % teachers believe that they can make their students to join in teaching learning activity. 46.5 % teachers said that their students answered their questions most of the time in online class.

63.4 % teachers said that they had enough space in their house for online class. 39.5 % teachers can sometimes help the students who have problems related to health, finances and family. 34.9 % teachers feel that they can sometimes use all the ICT tools for teaching in online classes and 32.6 % teachers feel that they always use all the ICT tools for teaching in online class. 42.9 % teachers sometimes face problem teaching English in multicultural society.

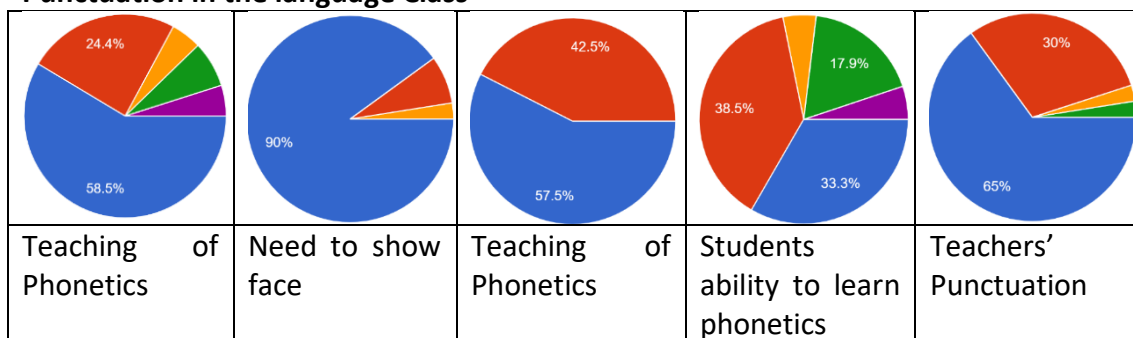
4. Classroom Management



69 % teachers believe that they definitely manage their class properly in online teaching. 59.5 % teachers are definitely contented at the way they maintain discipline in online class. 83.3 % teachers can definitely handle when their students created nuisance in online class. 66.7 % teachers said that

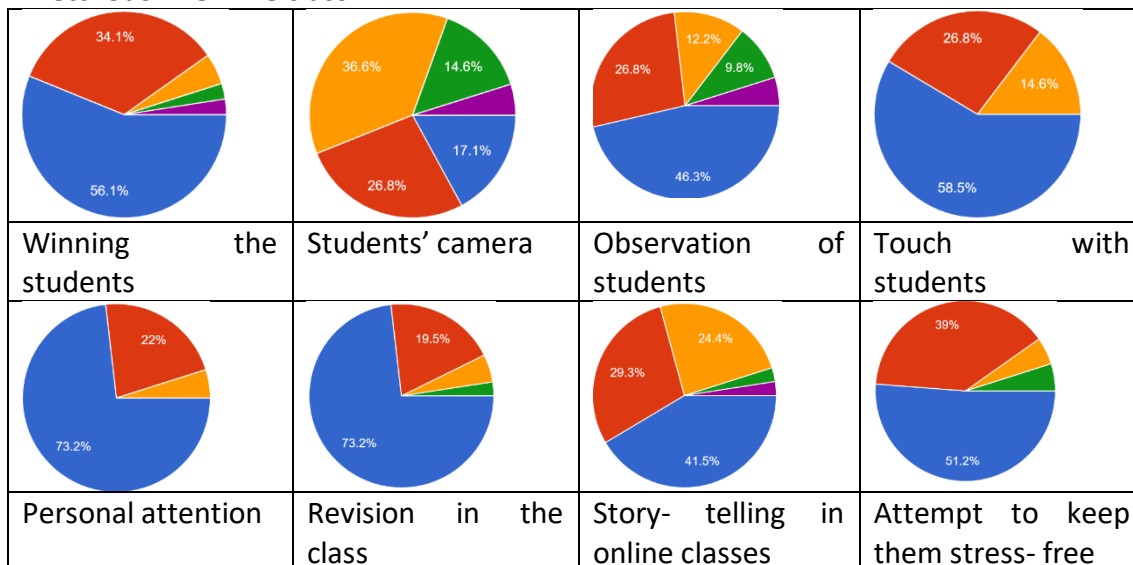
their students come regularly in online class most of the time. 50 % teachers feel that their method for obtaining their attendance is appropriate.

4. Punctuation in the language Class



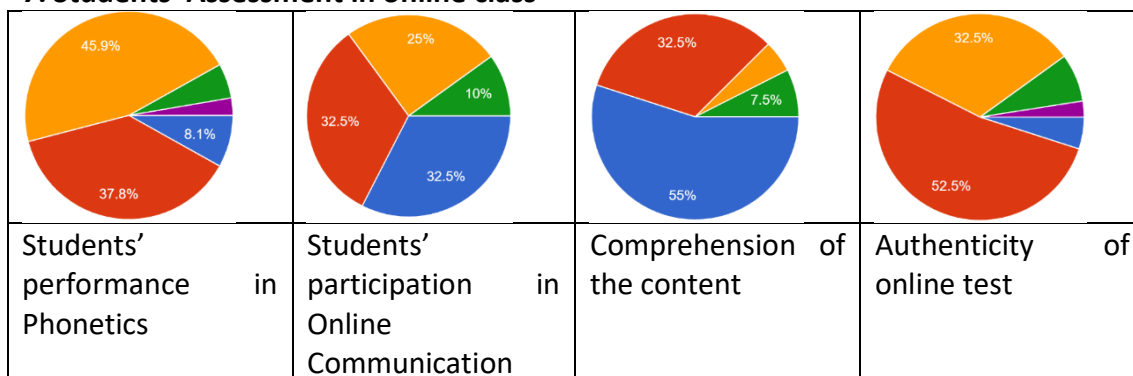
58.5 % teachers said that phonetics can be definitely taught in online class. 90 % teachers said that they definitely need to show their face during online class while teaching phonetics. 57.5 % teachers said that they did teach phontics in online class. 38.5 % teachers said that they probably studied it properly. 65 % teachers feel that they can definitely punctuate words properly while conducting online class.

5. Methods in Online class



56.1 % teachers said that they always won the students to talk before starting to teach. 36.6 % teachers said that their students sometimes kept their camera on and 26.8 % teachers said that their students kept camera most of the time. 46.3 % teachers said that they always watched their students to assure that they were studying. 58.5 % teachers always remain in touch with students in online class. 73.2 % teachers always call the students by name to draw their attention to the topic in study. 73.2 % teachers said that they always revise before teaching in online class. 41.5 % teachers always tell stories while teaching in online class. 51.2 % teachers always attempt consciously to keep their students stress free in online class.

7. Students' Assessment in online class



45.9 % teachers felt that the students' performance was satisfactory in Phonetics. 32.5 % teachers said that students always participated in classroom communication. 55% teachers said that students definitely receive all the content of the syllabus easily. 52.5 % teachers feel that their students' performance in the test is genuine. The survey clearly shows that many teachers have admitted that they feel they would be able to teach better if they can handle the gadgets better while conducting the online class. Most of them feel that if students keep their cameras on, their studies can run more smoothly. It is also understood that successful teachers try to communicate with students to confirm that they are paying attention to study.

Tactics and Strategies to help teachers

Looking at the responses of 43 language teachers working in different established institutes in Surat, the presenter of the paper has identified some of the common challenges faced by teachers in online classes such as, poor Internet connectivity, insufficient IT infrastructure, irregular electricity, significant cost involvement in data plans, lack of proper environment at home of students, lack of technical and pedagogic skills, students' comfort and lack of authenticity in the results of the online exams. Keeping them in mind, the researcher recommends some tactics and strategies that the teachers can use to make online classes smooth, effective and efficient.

- 1. Mastery in the technical skills:** As it has been realized from the study, many teachers are not well equipped with the proper technical knowledge and sufficient gadgets as well as suitable infrastructure for using the online mode for teaching. Therefore, well-planned training mechanism focusing on technical and online pedagogical skills with emphasis to collaborative learning, project-based learning, case studies, problem solving, debates, discussions, quiz, and drills must be materialized to ensure students' active engagement. As such, alongside teachers, students also need to be trained on technical skills related to online learning, that almost one-third of the students are not satisfied with their own technical expertise as evident in the result. The institutions must take cognizance to incorporate flexibility in their system to ensure the presence of these skills.
- 2. Comprehensive and helpful outlook of teachers:** The teachers should have a more sympathetic and kinder approach towards students and their needs during offline classes. The fact that many of them might be facing physical, psychological and emotional trials in these trying times should not be forgotten by teachers. Therefore, a more caring and empathetic approach towards the students should be maintained throughout the class. This is the only way to continue the teaching- learning activity

in this crisis. A little more care and kindness from teachers might turn out to be the combatant for the physical, mental and psychological wellbeing of the students.

3. **Better IT infrastructure:** Robust IT infrastructure installation irrespective of geographical locations is the prerequisite so as to bring all classes of people under the vicinity of connectivity. The students should be given compatible devices and data plans to help them continue their education. For this, Government should take required steps to facilitate the institutions to help their students to be able to continue education no matter how remote their home might be from the institute.
4. **Less Burden of Online classes:** Considering the high level of headache and poor eye sight that the students have been experiencing in the online classes, it is advisable that only a few hours of online classes should be conducted daily. Two to three hours per day should be ideal for students to be in good health. This would also result in better concentration of students and effective classes.
5. **More focus on feedback:** Having analysed the responses of so many teachers, one can easily understand that the most important thing in online class is students' continuous attention. For that, the teachers should find the tactics to engage them throughout the class. Beginning the class with a prayer, storytelling, projects assigned to students, making all of them to unmute themselves and speak sometime in the class, continuously asking for their feedback- these are some of the ways that teachers can use to help students to focus.

Conclusion:

The history says that major world events are often an inflection point for rapid innovation. Therefore, while most people associated with academic sectors believe that the unplanned and rapid move to online learning with no training, insufficient bandwidth, and little preparation is uncondusive to sustained growth and will result in a poor user experience, there are some who believe that a new hybrid model of education with significant benefits will emerge due to implantation of online classes in education.

Wang Tao, Vice President of Tencent Cloud and Vice President of Tencent Education has said, "I believe that the integration of information technology in education will be further accelerated, and that online education will eventually become an integral component of school education".

(<https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/>)

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Developing Creative Writing Skills of Young Learners of English

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Abstract

Creativity is purposeful and an integral part of second language learning. Both the teachers and learners are creative. However most of the time spent in language classroom is on learning the second language within the framework of target language systems and thereby less focus is given on the creativity. This paper reflects on which theory of language learning gives more space to practice creativity in the classroom and what input could be exploited to motivate the learners engage in the process of creativity in English classroom. A task based approach to using authentic movies for developing creative writing of young learners of English is emphasized and a sample task is presented.

Key words: Creativity, Young learners, Creative writing, authentic movies

Creativity is a complex concept to be explained. Since it is a 'multifaceted phenomenon' it won't be easy to define the term 'creativity'. However a working definition could be borrowed from Jones (2010) as "creativity is to a large extent a matter of finding our way around constraints or limitations placed on us by the discourses within which we operate". Creativity is not something that we invent as 'original' but is based on the existing resources and ideas. When it comes to language teaching 'creativity' should not be taken as an 'optional' component but as an integral part of language teaching. Creativity in English classroom should be considered as purposeful; it should manifest the aims and objectives of both teachers and learners. It should be a collaborative effort to promote using language creatively in classroom discourses as creativity is a social activity and not just an act of creating a product. It is transformation of existing notions and ideas into novelty.

Creativity and Language Acquisition Theories

The second language acquisition theories can be classified into three groups: The first view is that acquisition is primarily determined by the linguistic environment. This view is based on behaviorism as they define learning as habit formation. Learners are exposed to linguistic stimuli which help them to elicit responses in the target language. If the responses are correct they are reinforced with a reward; if not corrected on the spot. Errors are not tolerated and thereby no chance of creating their own linguistic objects. Learning is mechanical and teaching is focused on the expected 'product'. This theory therefore gives no scope for creativity in the process of learning second language.

The second view is heavily based on Chomsky's Universal Grammar and Language Acquisition Device (LAD). For Chomsky learning is primarily an internal cognitive activity and thereby learners are naturally creative. The linguistic surroundings play only a limited role in the creative process. All that language learners need to create new output is access

to input that is comprehensible. In contradiction to behavioral theories of language learning, the mentalist theories give space for learners' creative instinct though they struggle to explain how human instinct for creativity in language learning can be sufficiently constrained to 'enable learners to arrive at an end-state communal language'(Ellis 2016).

The third view is put forward by the Naturalists who argue that language acquisition as complex interplay between environmental and cognitive factors. Language learning is like learning any other skills and therefore no specialized language faculty is needed to respond to the linguistic forms in the input. The learning mechanism that the learners possess can handle the information in the input and build abstract 'constructions' that allow them to utilize the resources creatively in communication (Ellis 2016).

Since 'learning is both an externally driven and an internally driven process' (Ellis 2016) one has to consider both ; exposure to language input and facilitating conformity to target language norms. Exposure to input activates the internal creative processes and the norms of target language learning help the learner identify the flaws in their creation. A task based approach, which gives importance to the process of creativity, in developing creativity is more acceptable as against the theories focusing on conformity to target language norms.

Young Learners and creativity

Language teachers who want to develop creative thinking of young learners need not base their teaching on a well-defined single method or approach. They need to take bits from both constructivist and naturalist views of language teaching as these theories bring in a balance between creativity as process and creativity as product. The choice of method or approach should be based on the needs of the learners. When it comes to young learners they are more interested in producing their own creative works: be it a sketch, poem, story or dialogue. What the creative teachers should do is select appropriate resources suitable to their class and build tasks and activities which promote creative thinking and finally lead for creative responses. A few features of productive language learning tasks are:

- **Challenge:** problem solving tasks: tasks in which learners try to solve problems, overcome obstacles or find an information.
- **Interesting content:** stories/ topics related to entertainment personalities/ YouTube materials etc.
- **The personal element:** activities that make connections to the learners' lives and concerns.
- **The novelty element:** aspects of an activity that are new or different of totally unexpected.
- **The intriguing element:** tasks that concern ambiguous, problematic, paradoxical, controversial, etc.
- **Individual choice:** students can choose their own topics and group members in a discussion activity.

- **Tasks that encourage risk taking:** rewarding students for taking part in an activity and not only for success.
- **Tasks that encourage original thought:** activities that require an original response.
- **The fantasy element:** activities that engage the learners' fantasy and that invite the learners to use their imagination for creating make-believe stories, identifying with fictional characters, or acting out imaginary situations.

Adapted from Dörnyei (2001)

The above mentioned features could be incorporated in the tasks and activities designed on the select input materials. Creative use of technology in the classroom can also support the development of imagination and thereby produce creative works such as stories, poems, dialogues, characters, situations etc.

Creative writing skills

Most of the ESL classroom teaching focuses on developing academic writing skills rather than creative writing. There is no deliberate attention given to motivate creative thinking or giving a space for imagination. Things are presented in a top down approach to bring out a product that is academically acceptable and accurate as per the target language norms. The young learners of English are highly energetic and imaginative, ready to bring about unpredictable responses. The English teachers have a responsibility to encourage them to get involved in the creative writing process by assigning tasks and activities to develop creative writing skills which would ultimately help them to perform well in their academic writings. Tasks could be designed on select authentic movie clippings to develop creative writing skills: such as creating a script or story line.

Task: Creating a script/storyline

Materials: A clip of Life of Pie (two minutes long) with no sound

Instruction: Class will work in pair/group and try to answer the questions like: what is the situation?/who are the characters?/where are they?/what are they doing?/ what are they talking about? etc. Students will discuss the possible story lines to go with the clipping.

Writing task: After they have discussed for about 5 to 10 minutes, the teacher can elicit some examples of situations and story lines from each groups. Then they will work in pairs and write a two minutes script for the scene they have watched. The teacher may repeat playing the clipping if needed.

Comparing scripts: The groups can compare their scripts with each other and find out the differences and similarities.

Individual writing task: Each student can write a story line based on the script they prepared.

Movies are sources of authentic language and they contextualize language through the flow of images. Movies have the power to stimulate the cognitive faculties of young learners and help them develop their creative writing skills. Teachers need to select the sequences from the movies and build up tasks and activities and integrate them with the regular class lessons. This would help the young learners to think creatively and critically and produce original creative works of their own.

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Language Learning: Encouraging learners to improve communicative competence

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Abstract

The achievement of an activity based teaching methodology depends upon the active efforts of teachers and enthusiastic participation of language learners. Usually, active performances are greatly valued in every field. The assumption about activity-based training is optimistic among teachers of second language because, (activity based) practical training approach has great significance in developing second language literacy effectively. The blend of active participation and practical training approach is advantageous to ESL students. Nowadays, various education departments have welcomed the new development of using self-instructional material, authentic material, audio –video material and many more in teaching and learning. Nowadays, it is possible to achieve because of the spread of technology and expansion of internet facilities. The intentions of teachers are to carry out appropriate action research during classroom teaching and make necessary changes in teaching style in order to improve communicative competence of language learners. Apparently, so many noteworthy changes in the world have influenced different aspects of human's life. Froebel has rightly estimated that "Activities, and playing are the highest expression of human development in childhood" (Froebel 1826). Here, teachers are providing their active efforts in the classroom to promote activity based language learning and to encourage overall development of learner's ability.

Keywords: Activity based teaching, Communicative Competence, Second language Acquisition, language, literacy. Practical training, ESL. Authentic Materials

Significance of activity based learning.

Give someone a fish to eat, and you can help them not starve a day; but teach them how to catch a fish and they will never go hungry for their life.

- old proverb

The core purpose of the student centric methodology is to help ESL learners to complete skills based training in a classroom, it facilitates them to acquire competence from activity based real-life language learning experience. Such acquired knowledge persists for a longer period in learners. And this is the prime advantage of the activity based learning practises. Predominantly, Activity based language learning practices in a classroom relies on authentic activities to encourage cognitive development of ESL learners. Nowadays, language learners

require more effective and innovative practices to survive in the professional fields. Significantly, carefully chosen materials and teacher's efforts can make it possible. Panko states that Activity based learning is defined as a learning process in which students are constantly meaningfully engaged (Panko et al., 2007.) In the past, most of the teachers relied on traditional method of teaching. Solitarily, teacher's eyes were fixed on long-established method of teaching through talking and explaining. But now, classroom environments and teaching methods become innovative, advance and attractive. A famous personality like Graddol predicted that by 2010, a surge in English-language learning will include a third of the world's people (Graddol 1997). Nowadays, learners are getting more opportunities to practice and polish their learning.

Practical training to build self-confidence.

There are numerous techniques to build confidence to use language effectively. Undoubtedly, it has various advantages. Practical training delivers a remarkable and diverse experience of independent learning by doing activities in a classroom to ESL students. It provides direct or indirect helps to learners to gain knowledge authentically. Here, Student gets a chance to boost their creativity by doing effective practices. Mainly, Students are active learners instead of inactive receivers of the facts and figures. Active learning can make effective learning possible and give rewarding learning experience to learners. Activity based learning has great importance in classroom teaching. It is advantageous for both the teachers and learners. It helps teachers to develop emotional bonding with learners and make them approachable. John adams notably mentioned the importance of Practice in his book "Diary and autobiography of John adams. He said 'Practice makes a man perfect' (John Adams1850). So, the development of cognitive skills off learners is enhancing. Ultimately, learners can build self-confidence by doing a lot of practice to polish their language. A famous Indian hockey player MR, Dhyanchand considered as 'Magician of hockey.'"The controlled practises of Major Dhyanchand made it possible to achieve prominent reputation in the field of hockey. Learners with brains and self-confidence gradually acquire better competence. Comparatively, they are more successful in language learning than introvert learners.Sometimes, Learners can't figure out their own learning. Perhaps they remain unaware about their own learning.

Creating activity based learning environment in a classroom:

The prime goal of a language teacher is to develop communication skills of learners. This can be achieved by providing active efforts and applying suitable as well as appropriate method of language teaching. Here, teachers and learners have pedagogical concern. It is possible to achieve by applying an Activity based learning method. The significance of activity based learning is already discussed in a critique. A teacher can create certain kind of atmosphere in a classroom where the learners can showcase and implement their skills. Every individual should have plenty of opportunities to perform well. Prabhu stated that English was taught

by the grammar translation method. In the late 1950s, structurally graded syllabi were introduced as a major innovation into the state systems for teaching English (Prabhu 1987: 10).

It is advisable to the teacher to provide extra efforts and care to weak and slow learners. Because, every individual in a classroom belongs to the different background. They have a different kind of level of understanding. They need a platform to flourish themselves. At this juncture, it can be possible by practicing adequately.

A perfect blend of activity based learning and authentic practices.

Gebhard 1996 (as cited in BeletBoyaci, 2018) classified authentic materials under three different categories.

1. Authentic audio/visual materials include TV commercials, quiz shows, video clips, cartoons, movies, soap operas, and radio dramas and commercials.
2. Authentic visual materials include slides, pictures, photographs, children's drawings, non-verbal street signs, skylines, magazine pictures, postcards, nonverbal picture books, and stamps.
3. Authentic written materials are newspaper articles, movie commercials, astrology columns, sports news reports, obituaries, advice columns, lyrics, restaurant menus, street signs.

Activity based training is attractive in real-life context. Because, it provides significant practises to solve problems of real-world inside the classroom. Nowadays, It is widely used in various pedagogical settings.

A teacher can assign oral or written communication task. i.e.

1. A visit of particular place (railway station, park, zoo, etc.)
2. Phone conversation,
3. Radio Show
4. Story Writing
5. Problem solving task
6. Creating poster
7. Solving puzzles,
8. Picture descriptions
9. Writing letters (request/permission/complain/acknowledgement letters)
10. Book review on favourite book
11. Interview
12. Group discussion task. Etc

If task-based activities are carefully planned; certainly, it will bring desirable result as well as become helpful develop speaking and writing skills in the classroom. At this juncture, the focus is on improvement of language and not on grammar. Ultimately, every individual in a

classroom will recognise their own mistakes at the moment when a teacher is explaining to him/her or anybody in the classroom. Some active and intelligent learners used to learn from other's mistakes.

Benefits of activity based language teaching.

1. Encourage ESL learners to learn effective communication skills:

Active learners need support to function in classroom environment. Here classroom assignment gives them a chance to robust their communication skill. Prabhu (1987) defines a "task-based" methodology that leads to the "negotiation of meaning" and "meaning-focused activity" in the classroom. Learners approach is to achieve notable competence and turn out to be a strong-language learner who is able to utilize language inside and outside the classroom. It is teacher's duty to take care of all the fundamentals of language learning during classroom sessions. A teacher should carry the responsibility and motivate learners to complete the given task. Moreover, If a teacher demands active participation of learners as well as motivate them simultaneously, the chances of effective learning will be higher. A responsible teacher makes learners aware about benefits of classroom activities. Learners should perform the assigned role properly and complete assignments accurately.

2. Provide opportunity to speak and write:

Task-based classroom activities make learners responsive physically as well as mentally. A teacher should give confidence to learners and support them when learners are trying to execute the given speaking and writing task. The purpose of supporting learners during classroom activities is to make them think and perform accordingly. Their classroom struggle, advance practises, suitable materials and teacher's dynamic efforts will help them to become proficient user of Language.

3. Supporting learners to be accurate:

A teacher should provide their support to develop accuracy in order to build self-confidence in learners. To do so, a teacher can use some reliable set of materials to provide real life practices. In addition to, it will give them experience of utilizing language for real-life purposes in a classroom. Significantly, executing the given tasks and achieving success helps learner to be more active towards the upcoming task or assignments.

4. Developing critical thinking of ESL learners:

Activity based learning provides a platform to function in a classroom. Indeed, it is good for intellectual development of learners. So, a teacher can form various activities which can make learners think so they can produce noteworthy verbal and non-verbal communication. Various problem-solving tasks can challenge students' intelligence.

5. Collaboration among learners:

Activity based teaching method provides opportunity to engage in pair work or group assignment to learners. Here, Learners remain engaged in group activities in order to complete the assigned task. Significantly, they build notions of teamwork among each other.

6. Developing creativity of learners:

A teacher should provide enough opportunity to learners to use their imaginative skills in order to bring fruitful result. Classroom activities can give platforms to students to use their exploratory skills for task completion.

7. Learner-centric environment:

Such activity based teaching/learning environment develops independent learning. Furthermore, it inspires learners to engage in various classroom activities by providing dynamic efforts.

Role of materials in a classroom:

Materials are known as any available resources which can be deploy for language developments. Certainly, a carefully chosen materials increases teacher's flexibility in a classroom. Undoubtedly, it is a mammoth task to made or select valid and reliable materials for target students. Tomlinson's 16 principles are applicable to all material design. Tomilson suggests, "Anything which is used by teachers or learners to facilitate the learning of a language" (Tomlinson 2012, p.1).

Teacher's role:

It is a priority of active teachers to stimulate learners to use their knowledge correlated to subject in order to achieve competence. An active teacher can assign various tasks to students and motivate them to complete given task. At this juncture, a teacher is not only a narrator of dialogues or an instruction giver, but also a facilitator as well as implementer. A teacher is significantly performing various duties while teaching in a classroom.

1. Developing curiosity:

A teacher performs a duty of the instructor, task developer and organizer, guide, motivator, facilitator, Classroom Supporter, class-controller, and mentor, etc. Teacher or mentor's role is important in building notions of teamwork in a classroom. The teacher turns out as an instructor when learners are working in pairs and performing given task. Learners should use their energy to practice a lot and work-hard while performing given exercises.

2. Scaffolding:

When learners find difficulty to perform in a classroom, a teacher is helping students to overcome from suffering. A teacher should motivate learners and boost their confidence by

encouraging them. Learners should get rid of shyness as early as possible. Learners should be bold enough while performing tasks, even they learn from their mistakes. Teachers should support learners and facilitate them only when necessary. A teacher should avoid unnecessary activities i.e. pointless as well as annoying. Some slow learner's activities are time-consuming. Here, a teacher has to manage to control their learning by giving them further space to complete tasks. Or help them to perform determinedly and confidently.

3. Real-world practice:

A teacher can rely on authentic materials to provide an experience of real-world language use. Activity based language learning can be incorporating by using authentic materials in classroom too. Certainly, The aim of developing the active learning environment through activities can be fulfil by using authentic materials in ESL Classroom: too, here, A number of activities based on authentic materials can be helpful to encourage language learning. A perfect blend of authentic materials and classroom practices is helpful to learners to achieve notable competence. To do so, a teacher should select reliable authentic materials and give chance to learners to perform.

Conclusion:

Consequently, Activity based learning will make learners more Imaginative, self-motivated, polite and collaborative. Pair and group-work develop mutual understanding among each other. To be sure, activities build responsibility in students. Here, Students use their skills to handle assigned tasks or projects. Activities should be carefully planned and error-free. An active teacher offers a platform to learners during classroom sessions to practise by emphasizing creative activities in order to provide real life learning experience inside the classroom walls.

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