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ELT Quarterly

An International Peer-Reviewed Journal

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Contents

CLASSROOM MANAGEMENT ISSUES IN ONLINE TEACHING

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Abstract
This article is a research survey report on issues and challenges in online teaching faced mainly by Indian teachers who experienced full-time online teaching during the Covid-19 pandemic, between 2020 and 2022. Student disruptions, instances of negative behaviour and low motivation level emerged as some of the issues in the online classroom. Teachers' means of addressing these issues via more interactive teaching, and rapport-building measures like messaging, quizzes, tutorials and feedback sessions also emerged from interactions with the teachers. Teacher preferences regarding the frequency, interactivity, impressionability and enduring value and significance of online teaching also emerged from the study. One of the main findings regarding the teaching preferences of practicing teachers was the desire for a more hybrid mode, combining online classes with direct classroom teaching, enabling greater connectivity with and control over students.

Introduction:
Effective classroom management and coordination of students by teachers is ultimately crucial in creating a conducive teaching-learning and/or training environment in the classroom as Bozkuş (2021) notes, enhancing in-class participation and checking potential problem behaviours. Postholm (2013) cites the seminal study by Doyle (1986), positing a two-fold constructivist aim of classroom management, that of creating a serene classroom environment and that of promoting social and moral development of the students. Other studies (M. Erdogan and A. Kurt, 2015, Lewis et al, 2008, Friedman, 2006, Pane,2010) have all stressed the demotivating effects of disruptive student behaviour on teachers and the need for better understanding of classroom dynamics and student background and involvement.

While the critical literature on classroom management challenges, tools and strategies is no doubt illuminating in developing perspectives on online teaching, the interface of online teaching being markedly different from that of the face-to-face classroom, demands the development of appropriate interventional strategies consonant with ICT and web tools and practices. The purpose of this study on online teaching is to contribute meaningfully to the steadily developing literature of critical enquiry in the area. It is hoped that the study will motivate further research, teacher reflection and exploratory enquiry in the area and aid those who are working in the field of online teaching pragmatics.

With the physical distancing between teacher and student that is germane to the online classroom and, an at times tenuous online connectivity, the difficulties of creating and sustaining motivation, interest and understanding in the online class are intrinsically great. On-screen visibility may be absent if the teacher and students choose not to appear on camera. Students' proclivity to indulge in negative or even potentially disruptive activities is naturally greater in these circumstances. Coupled with this is the existence of a parallel

online environment of multimedia apps, games and social media to which students have continual access and which acts as an alternative alluring and congenial working space for students in contrast to the teacher-facilitated online classroom. The challenges posed to teachers from student disconnect and disruptions are significantly explored in the study.

Methodology

This paper is based on an online research survey of classroom management and interaction in teaching in the online mode by 46 teachers, teaching online mostly at the secondary or tertiary level in India, during the almost ubiquitous pandemic-induced online teaching in 2020-2022. This study used both quantitative and qualitative methods of data collection and analysis. Quantitative data samples were collected through an online questionnaire (see Appendix A). The samples were analyzed using bar charts, frequency tables and comparison charts. This was the first phase of the study. In the second phase, interviews (telephonic, online and face-to-face) of the focus study group were taken (see Appendix B). The teachers contacted recapitulated various problems and teaching difficulties, including that of managing disruptive and refractory learners. An exploration of these problems encountered and also some of the solutions implemented are instructive in terms of teaching pragmatics.

Student Disruptions in Online Teaching

Occasional negative and disruptive behaviour by students in the online class emerged importantly in the study. 60.9% of the teachers in the survey reported that they had experienced classroom management issues, 10.9% reported they had often experienced, while 23.9% reported rare instances and only 4.3% reported that they had never experienced such issues. These issues ranged from unauthorized entry and exit in online class sessions, taking fake or assumed identities, to the sharing of objectionable content.

Among the instances of disruptive student behaviour was that relating to delayed entry and early exit from classes. Students frequently joined the class late, often putting in joining requests after the teacher had started teaching. Attending to these requests was somewhat distracting for a teacher when the lesson was already underway. Usually, connectivity issues were cited by students as reasons for joining the class late. But there was some prevalent skepticism among teachers in the study as to whether this delay was always due to poor connectivity. Likewise, students tended to exit from classes suddenly, before the ending time of the lesson. This was quite disconcerting for the teacher who was remotely connected with the students and trying to hold the class together. Again, these exits were ascribed to connectivity issues. While teachers in the study commented that though some of these exits were unplanned and spontaneous, more often they were due to unwillingness of students to remain in the online classroom till the completion of the lesson. This behaviour raises queries regarding student motivation, as low student motivation is obviously a causative factor in such transgressions. However, as teachers reported in the study, apart from being potentially distracting, such behaviour consumed some proportion of the teacher's time and attention in the lesson, which would have been more profitably employed in teaching.

A far more disturbing instance of disruptive student behaviour was the entering of some students into the lesson with an assumed name/identity. By remaining incognito they were able to perpetrate acts of indiscipline, thereby seriously hampering the onset and flow of the lesson. In some cases, these students even resorted to acts of rampant indiscipline by starting screen sharing without permission and uploading objectionable content in the video display mode. These instances of extreme non-normative and deviant behaviour constituted a new teaching challenge in the online classroom which teachers had to grapple with. As they would be rare in the face-to-face mode, they were intrinsic difficulties of the entire mode of remote teaching and needed appropriate interventional strategies.

The teachers in the survey were mostly in favour of cautioning students or giving them additional work responsibilities rather than penalizing them. Only in rare instances were teaching sessions terminated by teachers due to aberrant student behaviour.

Preferred modes of dealing with student disruption	Cautioning	Penalizing	Giving additional task responsibilities	Session termination
	52.2%	2.2%	43.5%	2.2%

Table 1: Preferred teacher modes of dealing with student disruption in the online classes.

Lack of Learner Involvement and Participation
Apart from the admittedly seriously disruptive acts outlined above, there were also multiple instances of lack of learner involvement and participation in online classes. One of the major problem areas was the unwillingness of learners to appear in the camera mode in the course of online classes. In the study, 60.9% teachers reported that students did not prefer to be in the camera mode except when needed, or otherwise instructed, 21.7% reported that they came rarely on camera and only 4.3% that they came often.

Usually students cited reasons for unwillingness to be in camera mode like insufficient bandwidth, lack of adequate infrastructural support, higher costs involved in more expensive top-ups, but teachers interpreted this reluctance as a general unwillingness to join the class and participate in teaching-learning activities. Owing to the generic physical separation between teacher and students in the online class, enhanced student visibility in the camera mode tended to bolster teacher motivation. There was a closer physical connect, interactivity and involvement with students visible on camera in the online classroom.

A related issue was student reluctance to unmute the microphone in the online classroom. Teacher elicitation questions, concept checking and even getting simple responses were made difficult by student delays in unmuting themselves. Poor sound quality, lagging of sound and speech and other technical problems were fairly frequent according to the teachers. But teachers noted a general reluctance to speak most often. Additionally, there was the observed tendency of students in the classroom of indirectly responding to teacher questions by typing in the chatbox.
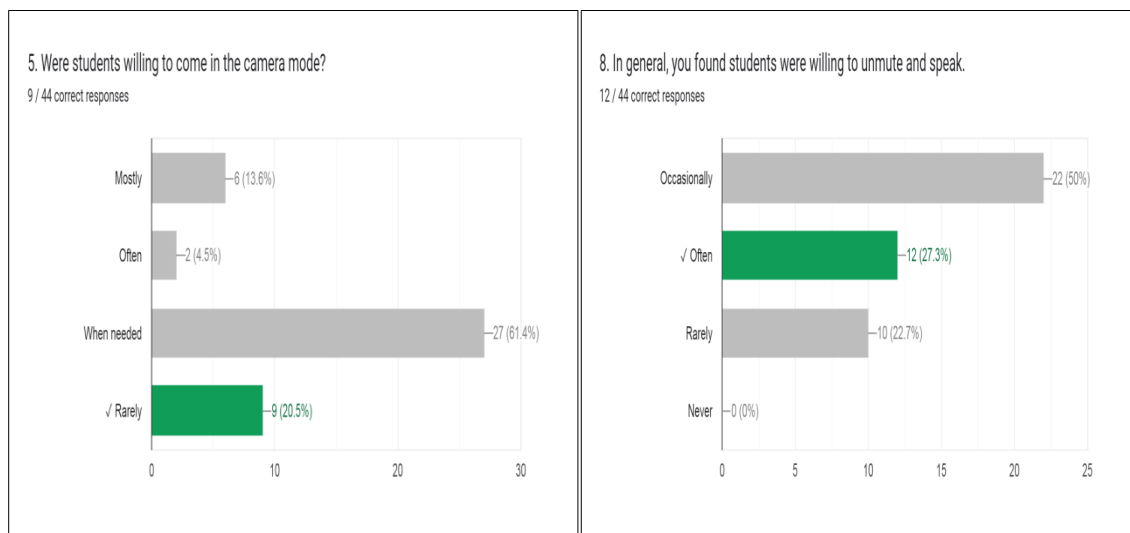
Figure 1: Representation of teacher responses to students' willingness to come on camera mode and to unmute and speak during online classes.

Teachers reported the use of the following strategies to deal with silent or unresponsive students

- Referring to students individually by their names
- Giving praise and positive feedback
- Direct messages and phone calls
- Use of quizzes and competitive tasks

Teacher Intervention in the Online Classroom

The prevalence of student disruption, occasional negative behaviour and non-participation by students necessitated appropriate interventional strategies. Since the visible presence of the teacher carried a positive impact teachers appeared often on camera. Some of the issues were behavioral, and to address these teachers in the study reported the use of strategies like briefing the students in advance about online class etiquette via WhatsApp groups, providing guidelines regarding appropriate classroom behaviour, interactional modes and patterns like the use of handraising signals and chatbox messages. Cautionary advice was given in cases of extremely negative behaviour.

Teacher collaboration in student activities, the planning and developing of these activities in such a way as to direct positive synergy towards the flow of the lesson, the building of a positive atmosphere, as Doyle (2009) notes, is vital. In fact, Doyle says, activities with a "person-centred orientation" (Doyle, 2009, 394) create "responsibility and a sense of belonging"(Doyle, 394). This has a great impact on student motivation. Wubbels (2011), in his comparative study of international classrooms, speaks of classroom management strategies as also rooted in cultures. The obvious applicability of this contention in the case of online teaching lies in the understanding of students and their backgrounds. Teachers reported a positive connect with students after making enquiries into their local environments and contexts. Teachers also reported positive instances of student behaviour after the setting of additional tasks and assignments, online quizzes, feedback on teaching sessions and online tutorials. Tutorial groups contained smaller numbers of students and

involved a non-demanding and more relaxed atmosphere, unlike the usual online classroom, and made more personalized interactions possible. As emerged from the study, additional efforts by teachers were necessary to bridge the gap created by remote learning.

Teacher requirements	Strongly Agree %	Partially Agree %	Disagree %	Neutral %
More preparation(materials, assignments, instructions)	32.6	28.3	19.6	19.6
More planning and activities	45.7	39.1	4.3	10.9

Table 2: Additional preparation needs for online teaching

Empowering Teachers

There were some initial difficulties reported by teachers in managing the various interactional modes in the online classroom, especially during the early days of the Covid-19 pandemic. However, teachers gradually became more proficient users. An additional aid in empowering teachers to take control of their online classrooms is in educating them in the use of online tools and resources. The following might help in making teachers into more efficient classroom managers:

- Knowledge of Photoshop
- Knowledge of video and sound editing softwares
- Knowledge of blogs and online message boards
- Making videos and animations

The knowledge of these tools and resources can aid the teachers in preparing suitably stimulating materials to stir student engagement and motivation.

On the whole, however, teachers did not regard online teaching as capable of high levels of interactivity. 56.8% of the teachers regarded it as only moderately interactive. When questioned about their teaching preferences, 45.7% said they preferred the physical classroom, 41.3% said they preferred hybrid teaching or blended learning. Only 13% said they favoured online teaching.

The highest score in terms of teaching preferences were as follows:

Teacher Preferences		%
Frequency of online class	Weekly	34.8
Teaching mode	Physical classroom	45.7
Class control in online class vs physical classroom	More difficult	32.7

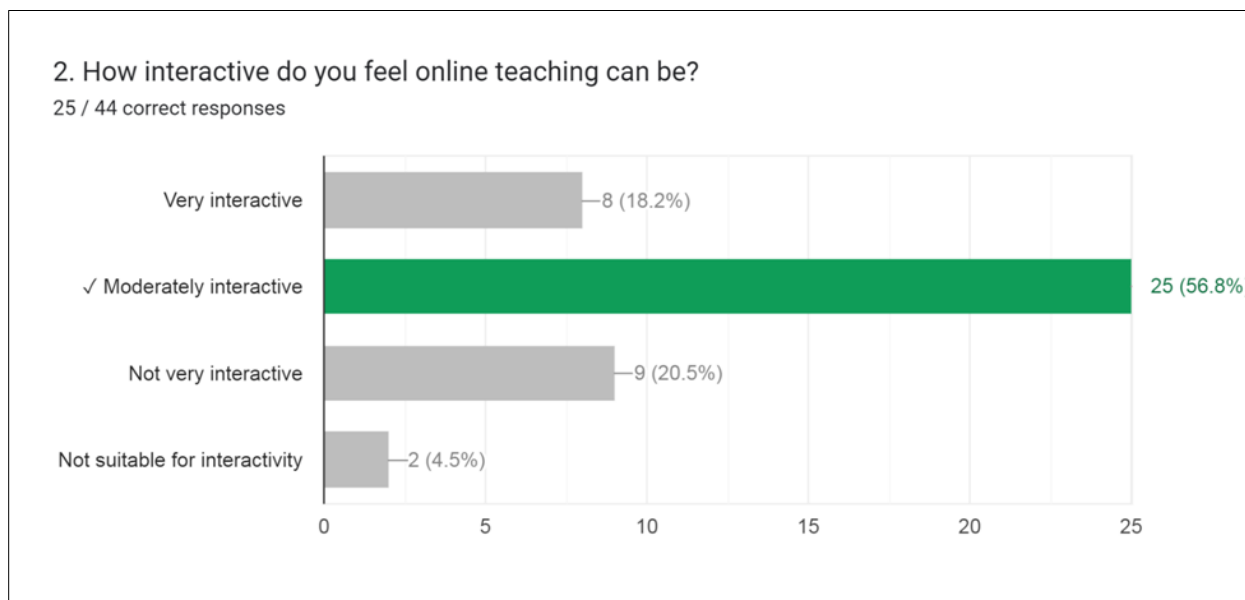*Table 3: Cross section of teacher preferences*

Figure 2: Teaching preferences of teachers in terms of learning modes

The Way Ahead: Towards More Organized Teaching

On the basis of the survey and interactions with practicing teachers, some of the important research findings were as follows:

- In the absence of direct physical interaction in the online classroom, students tended to take recourse to aberrant or disruptive behaviour
- Motivation levels in the online classroom were lower than in the physical classroom
- Teachers' motivation levels and morale tended to drop as a result of negative student behaviour

Some of the recommendations to be made from the study include the following:

- Issuing and following of more detailed online classroom etiquette would be a required and useful strategy
- Positive reinforcement and teacher feedback and enhanced rapport-building with students, both in and out of class, would be a great support
- More detailed lesson planning by teachers, with additional online resources and supporting materials would be invaluable
- Suitably motivating resources would enhance learning motivation
- Educating teachers in the use of online tools and resources would lead to greater empowerment for teachers and improved abilities to deal with online classroom management issues

Conclusion:

The findings in the study indicate that teachers are not overly optimistic regarding online teaching. Apart from the inherent challenge of the medium itself, the absence of physical connect between the teacher and students, there are serious issues in terms of student behavioral issues. A finer attunement of teachers with student psychology, more comprehensive deployment of online interactional strategies and online tools and resources might go a long way in alleviating some of the challenges of classroom management in the online classroom.

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Appendix A
Issues in Online Teaching
Teacher Questionnaire

Name_____

Institution_____Subject_____

1. Which online teaching platforms have you used?
   - Google Classroom
   - Zoom
   - Microsoft Teams
   - Several of these

2. How interactive do you feel online teaching can be?
   - Very interactive
   - Moderately interactive
   - Not very interactive
   - Not suitable for interactivity

3. Did you experience any classroom management issues during online teaching?
   - Often
   - Sometimes
   - Rarely
   - Never

4. How did you deal with disruptive students?
- Caution
- Penalize
- Give them additional tasks
- Terminate the session

5. Were students willing to come in the camera mode?
- Mostly
- Often
- When needed
- Rarely

6. Did you communicate with student queries via chatbox?
- Mostly
- Often
- Rarely
- Never

7. Class control is easier in the online mode than in face-to-face teaching--would you agree?
- Mostly
- Often
- Rarely
- Never

8. In general, you found students were willing to unmute and speak.
- Occasionally
- Often
- Rarely
- Never

9. What channels of communication with students did you use?
- Chatbox
- Whatsapp
- Direct message
- All of these

10. How responsive were students to online assignments?
- Very responsive
- Moderately responsive
- Delayed in their responses
- Unresponsive

11. Teaching online with Powerpoint display made teaching easier.
- Frequently
- Sometimes
- Not easier
- No comments

12. Time management was easier in the online class.
- Sometimes
- Often
- Rarely
- Never

13. More preparation is necessary for teaching in an online class than in the face-to-face mode.
- Strongly agree
- Partially agree
- Disagree
- Neutral

14. You found no substitute for blackboard work in the online classroom.
- Strongly agree
- Partially agree
- Disagree
- Neutral

15. More planning and activities are needed in the online classroom than in the face-to-face teaching mode.
- Strongly agree
- Partially agree
- Disagree
- Neutral

16. How lasting is the impact of an online class in your view?
- Long lasting
- Memorable
- Not very memorable
- No comments

17. How often would you like to take an online class?
- Every day
- Every week
- Every fortnight
- Rarely

18. Online teaching makes students explore more online materials.
- Sometimes
- Often
- Rarely
- No comment

19. Online teaching can be an effective teaching option in the long run.
- Agree
- Disagree
- Neutral
- Undecided

20. On the whole, you prefer
- Online teaching
- Face-to-face teaching
- Hybrid or blended learning
- No opinion

Appendix B
Issues in Online Teaching
Teacher Interview Questionnaire

Q. 1 - How would you describe your experience of online teaching?

Q. 2 - What kind of classroom management issues did you usually experience?

Q. 3 - What are your views about low student motivation levels?

Q. 4 - How did you deal with behavioral issues in the online classroom?

Q. 5 - What measures did you take to increase student interactivity?

Q. 6 - Did you feel yourself technically challenged at any point during the taking of online classes? What suggestions would you give regarding empowering teachers with more ICT skills?

Q. 7 - What are your views regarding the future of online teaching?

THE ROLE OF TECHNOLOGY USING AUDIO AND VISUAL AIDS TO DEVELOP COMPETENCY OF ENGLISH IN A LANGUAGE CLASSROOM

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Abstract

Language is an important element for effective and efficient communication. So English is considered to be a global language and it is essential for the non-native speakers to learn and speak good English with correct accuracy to attain command over English. Audio and visual aids helps the learners to grasp the language fluency easily. It helps to record the speech or conversation for future use. Audio and Visual aids in a language classroom helps to develop the competency of both the instructor and the learner. It interconnects all the four language skills together. Technology supports effectively for handling these audio visual aids inside the English classes. Students actively participate in various activities and makes class discussion lively. Though there are latest online tools available for effecting teaching and learning of English, these audio and video technologies promotes to learn the language using Communicative Language Teaching and so. every activities is recorded for future references. Thus, language becomes efficient among the second language learners. Tape recorders in a language lab enables an individual to clear and rectify doubts in a flexible manner. It improves the vocabulary and authentic level of the learner in a high manner. These Audio and Visual aids paves a way to promote Information and Communication Technology in an advanced manner.

Keywords: Competency, Information and Communication Technology, Teaching aids, innovative gadgets, Language Lab, Video Tapes, Independent Learning.

1. Introduction

Technology is highly important and brings a change in business, Education, IT, Medical and other fields. It occupies a dominant position in Educational sector to promote desired teaching and learning. Information and Communication Technology (ICT) are connected with English Language Teaching (ELT). ICT helps in improving EFL classroom in a wide manner. English language plays a predominant role in Educational sector. It shows its influence in other technical and non-technical fields. English language stresses its importance to all sort of users. Moreover, English language becomes a standardized one for written communication .So, the usage of English language develops in all parts of the world.

2. The Benefits of Using ICT in a Language Classroom

The latest technologies have grown larger in the Educational Sector. The impact of ICT has grown larger and that it is to be used in EFL classroom. The functions and features of ICT is

systematic and logical throughout the teaching learning process. Communication is important in second language classroom to increase the language fluency of the learners. So, to make communication stronger and authentic, ICT provides more opportunities to share the thoughts, feelings and emotions among peer learners. Generally, communication means one should share inner feelings that will be received by the other. With the use of ICT, both teacher and students exchange and share their knowledge among them. The teacher abides key to the successful use of ICT for learning.

Nowadays, the need for learning English is developing throughout the world. So the importances of ICT techniques are also increasing day by day. Students show their interest in learning by using these technologies inside the classroom. These ICT technologies makes classroom with old blackboard methods. Generally, India needs modern technological information in every branch of knowledge. One need to receive benefit from the resources of the English language. English can play a catalytic role in changing our society.. People who live in rural India should receive benefits from English education. So, to make English effective, EFL classroom must be implemented with ICT technologies.

The following picture explains the objectives of ICT that can be implemented in EFL classroom to give additional benefit to learn the English language.
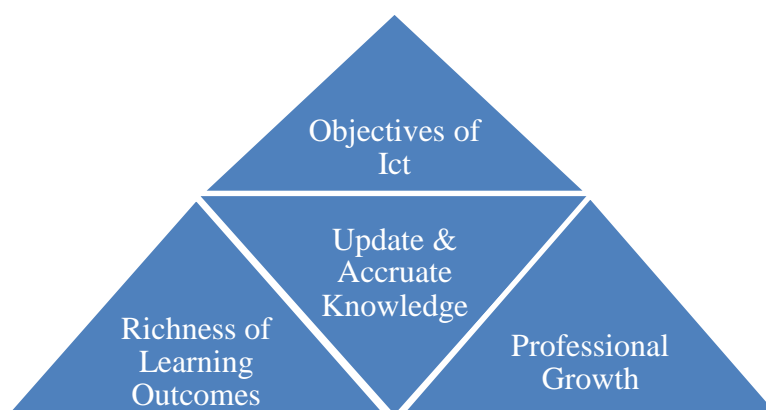
3. Role of Audio and Visual aids to Learn English

English Language is remarked to be a universal and global Language in and around the world. To improve the standard of English language, one has to integrate ICT with current learning methods. It develops the competency and acquisition of the learner. With the help of ICT enabled English language classes, the teachers feel easy to handle the second language learners easily. ICT enables classes are more flexible and lively. The researcher speaks about few technologies that helps in improving teaching and learning English. It can be implemented both in language lab and also in classroom for EFL students. The following ICT technologies are as follows,

AUDIO AIDS
- Recorded player or Linguaphone
- Radio
- Tape Recorder
- Wired and Wireless Headphones

VIDEO AIDS
- ❖ Video and Television
- ❖ Computers
- ❖ Mobile Phones

4. Audio Technologies

In teaching and learning English, some of the important audio aids are briefly discussed. These teaching audio aids develop the importance of ICT among EFL learners in the class

4.1. Recorded Player or Linguaphone

This is an essential audio aid in teaching and learning English. Generally, it is costly aid but it has high benefits in the classroom situations. The listener can hear the recorded speeches which develop and kindle the language speaking ability among the students. It also equips the listening ability with correct accuracy that is used in the recorded speech. All educational institutions, these recorded players can be used in language lab and that can be played before the students. It develops their language skills. Students try to listen to talk on the recorded player and try to practice it. It develops their language fluency and helps to know many new similar words. To make EFL classroom effective, language skills helps with ICT to learn and speak English in an effective manner.

4.2. Radio

In these days, Radio helps to improve learning ability of both the instructor and the learner. Though the speaker is not visible one can hear and listen to new programmes, information, and latest news in English which are broadcasted on the radio. The speaker in Radio explains and conveys the topic with proper accent, pronunciation, punctuation and modulation of voice to give effective narration. So far as the teaching of English is concerned, radio can be useful in the following ways.

- ❖ The learner of English can listen to updated news in English and other events which are broadcasted on the radio. In this way, the pronunciation of the students can be improved considerably.
- ❖ With the help of radio, listening ability and speaking ability of English can be improved.
- ❖ Lectures, talks and addresses of important personalities from any corner of the world can be heard on Radio.
- ❖ The general knowledge of the students in widened. The radio helps to decrease the vague and monotonous effect in class rooms that makes classroom teaching more interesting.
- ❖ Community FM radio helps the learners to speak English language effectively. They can conduct and listen to a community radio. It can be arranged by the educational institution for the better usage of students. Both teachers and students can conduct debate, quizzes, storytelling, reporting news that enhances the language development of the EFL learners easily.

4.3. Tape Recorder

Tape can serve many useful ways for the purpose of in teaching and learning English. It helps EFL classroom active and develops the students' communicative skills. It grasps the hearing attention of the person who is listening to the content played in tape recorder and improves their learning ability and interest in learning English.

Tapes are necessary for speaking with correct accent and pronunciation for reading text, poem, novel, short story etc. The students may be asked to use tapes which are prepared with personal interest and efforts taken by the teacher. Tapes can be practiced not only in EFL classroom but also in home and in an institution. It will improve their language vocabulary and helps to learn many new words in English. It can also help in listening to the native speakers of the language.

Tape recorder can also be used for learning the spelling of difficult words. It can especially do for ear- minded children who get help in this connection. The tape recorder is essential for self-examination, self-criticism and self-education. A learner can record the speech and used it for future that will helpful to listen it. This will rectify his problem with the correct use of language. Using these tape recorders, one can record and listen to native dialogues and conversation in English. It also develops reading and writing skills. One can hear the conversation using tapes and they can write reviews, summaries based on the conversation. Thus, tape recorder functions as an important audio aid.

4.4. Wired and Wireless Headphones

Headphones play an effective role in developing communicative skills. There are both weird and wireless headphones that give benefits to students and the teachers. In language labs, the learner can use these type of headphones to develop EFL classroom. It develops the conversation in depth and they can learn the content of the subject easily. They can grasp and develop their communication skills with keen attention using the headphones.in modern days, wireless headphones plays a great advantage in all fields. It is more flexible that these wireless headphones will work without the support of technological devices it is generally connected with Bluetooth devices. It helps to listen to You Tube videos, lectures, online classes with proper attention and with good sound quality.

5. Visual Technologies

In teaching and learning of English, video aids play a great role. It helps in interactive learning and develops EFL classroom in an effective manner. Students try to follow and capture the concepts and techniques used through video aids that develop the learners' language skills.

5.1. Television and Videos

Using TV and combining it with video needs proper plan for acquiring it. It is not an easy task just like screening a movie in TV or theatre. Teachers must take the video or the TV as a video text or a TV text, like textbooks, they are texts in the sense that they provide an authentic piece of language that could be presented the audio-video as well as the written form. Teachers should select the video text or the TV text in the same manner, using the same criteria that are applied to the selection of any other reading or listening texts.

Video programmes can be presented by using a video cassette and an appropriate recorder or player. The video allows the user to locate specific frames or segments for reply. Since the TV is a familiar medium, students relate easily to it. When they understand portions of a programme, it improves the confidence level of both students and teachers. Teachers must be aware of the students' comprehension level and their interests in learning it. Comprehension can be analysed and checked through discussions, questions or quizzes. TV programmes can be recorded in earlier and played in the class to the students. As video and TV are interconnected, it develops students comprehension level. One can use the programmes telecasted on the Discovery Chanel or Animal Planet to develop the students' language competency.

In countries like the USA, there are separate channels for children and cartoon characters are used to educate them. Moreover, India is a multi-lingual country and there are no channels or programmes in English or for teaching and learning English, especially for the Indian viewers. One has to rely on BBC or CNN or STAR network. The teacher can make use of a regional language film or on programmes telecast on Doordarshan can be used for starting a discussion or a debate in English. The interface will enable us to enrich the teaching of English by making use of the resources in the regional languages. It will useful for the language learners to practice it in the Language classroom.

5.2. Benefits of Computers

Computer Assisted Language Learning makes both teacher and students literate. The positive attitude of using computer in all fields increase the demand of computer usage that makes the learners more interest in enjoying the benefit of it. Computer costs start declining and increases the usage of both hardware and software. Moreover, software offers many available sources that enhances language learning. Computers have four main advantages which are useful for EFL learners.

- ❖ Tasks carried out which are not available in other media sources such as automatic and instant feedback on some kind of practical exercises such as the multiple choice questions, true or false, fill in the blanks and few other objective type questions.
- ❖ Carry out the work that are easy, stable and flexible in other media tasks like editing a piece of writing, moving sentences or paragraphs, inserting and deleting sentences or texts, checking spelling and carrying out corrections and thus enhances all aspects of writing and listening.

❖ According to one's need, computers work the task based exercises and gives the expected output to the receivers

❖ Carry out in one's decision making by exploratory work to get desired results.

Computer technology provides virtual learning ability stimulation in which it represents the real world so that the learner can perceive the active learning through the use of technological sources. For instance, a conversational context can be virtually created, an animated image of the room containing several objects can be created on the screen, and the objects can be shifted in response to the commands of the student. An adventures scenario can be created in which students can manipulate the situation deal with problems and challenges posed by the computer. A number of new programmers using multi-media, the CD-ROM, the Internet and DVDs are arrived into the market. The students can select certain words with a mouse or cursor and get the meanings, paraphrases, grammatical analysis, maps, pictures, audio rendition and any other factual sources like Etymology within a stipulated time period.

There are both good and bad effects of language teaching and learning with the help of technology The good effect is the numerous potential applications have for developing language learning and on the other hand the bad effect is that it acquires at high cost to attain great knowledge in learning through technology Anyhow, these above mentioned technologies enlarges the EFL classroom which will satisfy the both instructor and the learner.

5.3. Mobile Learning

Mobile phones help a lot in Educational sector for both teaching and learning. It acts as a smart tool for school, college and university students. During and after the pandemic era, these mobiles phones severs a lot to share and upload study materials, listen to audio and video lectures, share the documents related to learning. EFL learners find quiet easy to everything with more interest using the mobiles. The following apps helps to learn in a continuous process. They are,

❖ SKYPE

❖ Google Duo

❖ Google Meet

❖ Telegram

❖ Teacher Tube and You Tube Videos

❖ WHATSAPP

Using the above mentioned apps, EFL learners find easy and interesting in learning a second language. Thus technology helps the EFL learner to learner the concept of the subject and the English language in a same time with easy understanding and flexible way of their own time and pace. Thus, the following picture explains the tools that can be used in EFL classroom to gain additional benefits for the learners.

Technology Classroom Tools
- PowerPoint
- Websites
- Blogging
- Moviemaker

6. Technological Tools to Build ICT in EFL Classroom

The Information and Communication Technology (ICT) enables EFL classroom in a great success. English is considered to be a communicative and practical language all over the world. Using latest technologies inside the classroom kindles the interest of the EFL learners to listen, speak, read and write the language with good accuracy and authentic way. Students learn English using audio and visual aids. Multimedia images attract the learners inside and outside the classroom to develop their oral communication skills.

The following table implies the technological tools that can be implemented in EFL classroom to gain great output from the Learners.

S.NO	INFORMATION ACTIVI IES	TECHNOLOGIES
1	Creation	Scanner, Digital Camera, Laptop
2	Processing	Calculator, PC, Mobile
3	Device Storage	CD, DVD, Pen drive, Microchip, Cloud
4	Display	Computer, Television LCD Screen, Smart Phone
5	Sharing Transmission	Radio, TV, Teleconference, Mobile Technology
6	Exchange	Blogs

ICT enables teaching and learning in a great success. Teaching aids inside the classrooom kindles the interest of the learner. Students get interested by seeing teaching aids used by the teacher. It makes easy way of understanding. It also strengthen a healthy relationship between instructor and the learner. These teaching aids are used for school students earlier. But nowadays, technological aids are used in all mode of learners in schools , colleges and universities. The importance of ICT is higly increased in the past two years. COVID-19 has opened the eyes of the ICT technolgies for the EFL classroom. Henceforth, these latest technolgies not only useful for non-native speakers of English. It is also useful for nataive speakers and other language speakers which supports them in learning. ICT technologies

gives additional beauty to teaching and learning process. The following tables explains as follows,

7. Findings

Technology occupies a dominant position throughout the teaching and learning process. It encourages and shows its importance for EFL learners in the language classroom. The researcher finds that learning a second language is huge task for EFL learners to understand the methods, approaches, techniques, usage in that particular language. Since EFL learners are non-native speakers of English, they are not able to speak and understand the fluency and accuracy of the English language. Though technology helps them to learn the English language easily, learning ICT techniques inside the EFL classroom is again a difficult task to the learners. They have to practice those ICT methods and tools for proper usage of learning the language. In recent years, COVID-19 has the educational sector upside down. It comes under the hands of technology. Many students and learners are unaware of using ICT technologies even in their mobile phones. Students who come from poor rural background area fail in knowing the basic methods of computer techniques. The latest technologies are new to students and teachers and the teachers find difficult in taking online classes using online tools and students struggle to understand the concepts that are done through ICT methods.

8. Suggestions

Learning a foreign language is not an easy task. So second language learners seek technology to learn the language in an effective way. The researcher insists that curriculum should be framed on the basis of ICT technologies. Syllabus must be included with basic and advanced level of ICT techniques for all level of learners. Likewise, classes can be conducted with implementing ICT technologies inside the classroom. It helps both the teacher and students to learn it. It not only helps them to study and learn the techniques from their syllabus, but also helps them to practice inside the classroom with the help of teachers. Even teachers can also learn the methods and techniques of ICT. For teachers, an institution can conduct workshop based on ICT technologies that makes teacher aware of the latest technologies aids to be used inside the classroom. So, ICT moves education into active and activity based teaching and learning.

9. Conclusion

Learning English language with correct fluency and pronunciation is hectic task for the non-native speakers of English. Passive learning inside EFL classroom becomes boredom to learner and it never gives desired output from the learners. So ICT technologies support as a backbone in learning a foreign language with utmost interest and gives good feedback from both teachers and the learners. Without knowing English it is difficult to sustain in all teaching and non-teaching fields. So, English language becomes a sign of utmost importance globally. It can attain through new and latest modern ICT technologies for non-native speakers of English.

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MALE EXISTENTIALISM, NATURALISM AND DETERMINISM IN METAFICTION: ANALYSIS OF VONNEGUT'S NOVEL *THE SIRENS OF TITAN*

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Abstract

Kurt Vonnegut is a prolific American writer who advocated Black Humour. Incorporating the key elements of French Existentialism into American Naturalism, his literary career mainly spanned between fifty years from 1952 to 1997. Intertwined with personal experiences, his fourteen novels repeatedly mirror the structure of his own life. Many important critics have carefully noticed his two antithetical leanings in his works on Existentialism and on Determinism. This overstatement of critics in his inclusion of deterministic philosophy, they partially neglected his innovative tendencies to the roots of naturalism in American literature which disconnected the influences of Existentialism in his works. This paper will discuss the significant elements of Male-Existentialism along with the analysis of major male characters and the influence of naturalism and determinism as the author's key techniques.

Key words: Masculinity, Existentialism, Naturalism, Determinism, Metafiction

Introduction

The Sirens of Titan, *Slaughterhouse-Five* and *Cat's Cradle* can be labelled as his signature texts which incorporate these two dimensions extensively. His people create an unresolved existential crisis through their actions of free will and determinism, instead of predominantly portraying Male Existentialism. When most of his contemporaries were writing about "the death of a novel" after the traumatic stuck of creativity caused by World Wars, Vonnegut explored the twisting and turning spaces in plots where growth is endless.

Metafiction constantly reminds the reader that he/she is reading a fiction apart from reality. To expose their own fictional foundations, these writers provoke the awareness of readers as Patricia Waugh defines in her work *Metafiction: The Theory and Practice of Self-Conscious Fiction*:

> *Metafiction* is a term given to fictional writing which self-consciously and systematically draws attention to its status as an artefact in order to pose questions about the relationship between fiction and reality. In providing a critique of their own methods of construction, such writings not only examine the fundamental structures of narrative fiction, they also explore the possible fictionality of the world outside the literary fictional text. (2)

A fiction about fiction, Metafiction self-consciously lets the readers know they are reading fiction for playful as well as profound reasons. Vonnegut's work nonetheless responds to the challenges of discovering new metafictional forms to reflect and critique an unreal America existed in his mind, though he did not overtly write "experimental" novels in his career.

The problems of pain and dilemma that have been universally endured by human beings, particularly white American males, surfaces in each of his notable novels by presenting this sort of a pain in an absurd manner to leave his readers unsure of whether to cry or laugh as a response. His irreverent treatment and dealing of serious themes and topics gave him a massive popular success in alleviating the trauma of World War II. With a smaller number of pages ranging from one hundred and thirty to one hundred and fifty, he chose to include serious themes such as death, war, apocalypse etc. in an inexplicable excellence of writing. With a resignation of the limitations of men, he incorporates the future of entire human race. He defied conventionality of all literatures too as *The Dictionary of Literary Biography* identifies him as "the first major writer since George Orwell and Aldous Huxley to bridge the gulf between science fiction and traditional fiction" (184).

With the blending of realism and fantasy he highlights his trademark in his works. For example, in his novel *Slaughterhouse-Five* he juxtaposes the firebombing in Germany during the World War in real, with the inclusion of time travel and aliens into the plot surface as he does in *Bluebeard* and *Mother Night* as well. The posthuman elements such as this one is highly remarkable as a pioneering thought among post World War American writers. Many people through many works have mentioned Vonnegut's influence of Camus's Existentialism as follows: Peter Reed describes his novel The Sirens of Titan as "existential science fiction" for the incorporation of fantasy through the central character as the means of understanding his reality (57). *Player Piano* comments as "an existential vision of mankind adrift (literally and figuratively) in a purposeless universe" (185); Vonnegut's connection is a "mixture of wistful humanism and cynical existentialism" (189). *The Dictionary of Literary Biography* portrays, "his existential theme is revealed through what has been called the extended joke conceit" (185) and Mustazza recounts that "Vonnegut owes much to the existentialists" for the "comic vision of mankind" and his calls for men to "escape into new fairytales" as a means to survive in this world (xxvii).

Many other critics have analysed how determinism plays a major role in his works as well. Marc Leeds explains on what he names as the philosophical or religious determinism of "structures in which we find ourselves" (100). David Bianculli highlighted that *Galapagos* is the entire culmination of Vonnegut's two decades of work and also refers to other sharp deterministic remarks and references in his earlier novels and concludes that in *Galapagos*, "Nature, not man, will ultimately rule the planet" in a paradise made by Darwin (277). Kathryn Hume critiques, "Vonnegut's (male) characters face ineluctable pressures exerted against their core identity" (4). All these examples denote the extreme powerlessness of Vonnegut's male characters in the world of fiction and imagination. Instead of focusing on the connection of his works between French Existentialism and Determinism of American Naturalism, critics have specified the lack of deterministic influence in his works with relation to other American literatures. With the implication of recurring themes blended with the unique hybrid of existential and naturalistic philosophies, his three works which had written in a same decade, *The Sirens of Titan*, *Cat's Cradle* and *Slaughterhouse-Five*, exhibit his mastery over male character analysis.

With a huge difference in their stance for individual freedom and male identity, both naturalism and existentialism equally espouse the view of the world as hostile and indifferent. The primary view of existentialism lies in the free independent will of human

beings. The major advocates of Existentialism insist on the isolation and uniqueness of human experiences and feelings and the freedom from stress on choices and responsibility of the consequence of a person's own deeds. However, the naturalistic writers see the people as trapped by their life's circumstances and because of the brunt of these circumstances, the do not have to take up the responsibility of their actions.

Analysis of the Novel

Existentialism is a twentieth century philosophy that is concerned with the perception and nature of human existence. This very thought was embodied in the assumptions of Jean Paul Sartre that human existence precedes essence. In *A Handbook to Literature*, it is described as "the significant fact [of existentialism] is that we and things in general exist, but that these things have no meaning for us except as we can create meaning through acting upon them" (Harmon and Holman 203). Major existential philosophers like Karl Jaspers and Albert Camus had begun from the ideas with the assumptions of Sartre by adapting them for their assumptions. Although these existentialist writers have individual beliefs and assumptions, they share a common set of beliefs such as human existence can never be fully understood or explained and men must take the responsibilities of the impacts of their actions.

Freedom and responsibility of an individual have combined to make an important existential angst that is explained in *The Myth of Sisyphus* by Camus. Universally, the anguish is common for all but people are readily suffering the pain stoically. It is useful to connect the ideas of Camus in order to identify existential leanings of Vonnegut as a writer. One of his important critics, Jess Ritter connects his male central characters with Sisyphus by stating that they are "satisfied that recognition of the absurd is a sufficient point of departure" (37). Many American writers like William Faulkner and Ernest Hemingway are the believers of existential philosophy but the clear demarcation between French Existentialism and American offspring is the black humour which is a major feature of Vonnegut's fictional works.

While intertwining the existential thoughts and post World War American literature, Robert Hipkiss identifies that:

> The absurdists see man's institutions as corrupt, as do the existentialists, but the absurdists also find man's freedom very limited [....] man's instinctive drives [are] responsible for forming his intellectual realizations, his free choice [is] largely illusion (2-3).

Although he specified the divergence between post WW II American Literature and continental American male existentialism, he does not give valid reasons and causes for this distinction. Apart from the lack of extreme belief in individual freedom, it is evident from the analysis pf critics that black humour can be considered as the best offspring of existentialism from the deterministic portrayal of male characters and lives.

With the great association with the scientific determinism, naturalists view the world as filled with everything real and natural. *A Handbook to Literature* notes:

> From Newton it gains a sense of mechanistic determinism; from Darwin (the greatest single force operative on it) it gains a sense of biological determinism and the inclusive metaphor of competitive jungle that it has used perhaps more often than any other; from Marx it gains a view of history as a battleground of economic and social forces; from Freud it gains a view of the determinism of the inner subconscious self (338).

The writing style of Vonnegut is quite different from the realistic portrayal of the physical world as typically in the naturalistic philosophy but this feature alone can never exclude him from the naturalistic style of writing. He fails to resolve the contrast between free will and determinism while these two elements repeatedly appear in his novels. He questions the power of man in an indifferent and hostile world by directly dealing with the issue of free will in the novels *Slaughterhouse-Five*, *Breakfast Champions* and *Timequake* while in the novels *The Sirens of Titan*, *Cat's Cradle*, *Mother Night* and *Galapagos* he indirectly deals with it. In his fictional world, the human sufferings are both male existential as well as physical where he blends reality and fiction, fantasy and history and humour and pain. He also identifies that men hurt others for nothing and without considering the consequences as they are not the controllers of their actions but mere puppets in the hands of their situations and surroundings.

The quest for the meaning of life and for the significance of life makes his second novel *The Sirens of Titan* (1959) an apparent reflection of male existentialism. There is a heavy tension between naturalism and determinism for the perplexity of critics. This novel is set in a background where personal space travel as a possible mission where chrono-synclastic infundibulas set trap for these travellers. In a zany future, the aliens are portrayed with full control over the rise and fall of all human civilisations. In the opening part, the novel portrays a scene of materialisation. The author introduces an important character named Winston Niles Rumfoord who is a wealthy, authoritative and dominant person who piloted the spacecraft into a revolutionary *chrono-synclastic infundibulum* that materialises on planets that are intersecting its spiral orbits as a wave phenomenon. We understand that there is a huge crowd has been gathered in front of his house and he is now with his dog, Kazak. Both he and his dog travel to Earth on every fifty ninth day and appears to be innocent and harmless while waiting intentionally for his next Materialisation, Malachi Constant. When they meet, Rumfoord gives a number of shocking news to Constant sucha as he would travel to Mars, Mercury, Earth once again and Titan, he would make a son in Mars with Rumfoord's wife and he would have to end his journey on Titan by tempting Constant by showing three attractive women's picture to make him believe that these journeys will never take place.

Next time when we read about them, these two characters appear to be broken with chaos like Rumfoord's wife has lost in her investments and due to over spending Constant also has to join Martian Army in order to find another way to survive and eventually becomes confused as Mrs. Rumfoord gets kidnapped by Martians on the other side of the setting.

On Mars, Unk goes to find Chrono, his son with the wife of Rumfoord, who ignores him. In meantine, another character Boaz is also introduced. Almost everyone gets killed in the invasion of Mars, as Rumfoord has planned. As part of the attack, Chrono and Beatrice reach the Earth in a forest, while Constant and Boaz reach Mercury. Constant figures a way out to flee the Mercury but Boaz falls in love with the environment.

When he returns to Earth, Constant become a part of a religion established by Rumfoord, The Church of God the Utterly Indifferent. He fails to find a reason to cling on Earth and leaves for Titan with Beatrice and Chrono. There, he meets Rumfoord and a Tralfamadorian robot, Salo who was sent million years ago to deliver a message and got stuck there after shipwreck. Salo needed a replacement part and the Tralfamadorians manipulated human beings to develop civilisations and technology, instead of sending it to Salo. Then Rumfoord disappears and Salo rescues himself from a robot suicide. Finally Constant reassembles Salo by using "good luck piece" and flies to Earth and due to heavy exposure, Salo dies.

One major character Malachi Constant searches for the purpose and true meaning of life. As the author introduces the aliens and Malachi, he intentionally conveys two major aspects of human existence: 1) Human beings should carry power to search for the true purpose and meaning of their existence and 2) Always be aware of the unseen forces who are constantly watching over us and controlling our actions. As an echo of the previous deterministic elements of his naturalistic works of Theodore Dreiser and Stephen Crane, all the characters of *The Sirens of Titan* fall prey to the forces that are more powerful than them.

Instead of copying Sisyphus's stoic approach to his absurdity, Vonnegut promotes his male characters to create meaning for life through intense and true relationships, imagination and creative humour. He finds enjoyment in subverting the expectations of his readers with an extraordinary and abrupt intermixing of naturalism and existentialism. The entrapment faced by Rumfoord and his dog reinforces the elements of determinism where they are dominated by chrono synclastic infundibula and then Rumfoord becomes weak to change his condition. The account of Rumfoord denotes that the future is pre-written and people can see all the twists and turns of their future without being able to change them. This fascinating analogy frames the time in this novel as chaotic as a rollercoaster. The elements of posthumanism are also evident here from the themes of the novel.

Constant attempts to edit the prewritten future which gets revealed through the account of Rumfoord. In order to thwart the existing future, he sells all his holdings, minor and major to *The Whale,* which is the one and only space ship that is capable of shifting people to Mars. Beatrice also falsely believes that by controlling the entire ship she can also decide who all are going to travel on it. Both of these characters appear to be powerless for changing their destiny. After the sale to Intergalactic Spacecraft, Constant ruins his financial stability and eventually yields to the commands of the Martian agents as Beatrice does. Wiley and Helmholtz, two Martian agents who help Constant to get out of the chaos of life reinforce the observation of the critic Donald Pizer, who found that naturalistic novels usually depict the people who have potential to seek a way out of the mess and hopelessness in their lives sooner or later.

Tony Tanner observes:

> It is man's status as agent-victim which preoccupies Vonnegut; once one of his characters comes to see this double aspect of human life and action he usually, like Malachi, becomes engrossed in the intricate tactics of causing less rather than more pain (183).

According to this statement made by Tanner, the author creates male characters who manipulate their surrounding world and the characters like Boaz, who alienates himself without harming anybody else. This excellent dichotomy of human natures shows Vonnegut's attention to human relationships.

If we deeply observe the character Rumfoord, he also despises the idea of being used by others and plays a dual role of a manipulator and a manipulated, a victim and a culprit. This contempt is evident in certain instances like when he says, "It may surprise you to learn that I take a certain pride, no matter how foolishly mistaken that pride may be, in making my own decisions for my own reasons" (285). He also tries to impart his own will to evade from the dilemma, as he speaks from cocoon, "All I can say is that I have tried my best to do good for my native Earth while serving the irresistible wishes of Tralfamadore" (298).

The reaction of men to their life conditions determines their characters. As Rumfoord realises the Tralfamadorians have overpowered him, he chooses to manipulate other innocent and vulnerable people whereas Constant and Beatrice fail to change the circumstances by their love and will. Here, the complex blend of duality in male nature can be associated with the blend of existentialism and naturalism. By denying the solution as well as the cause for the life troubles, Vonnegut affirms the fact that complete knowledge about something is unattainable.

The character of Unk can be considered victorious for overpowering the ruling powers with own will. But he learns a list of things from the Martian life, as it is explained, "The more pain I train myself to stand, the more I learn. You are afraid of the pain now, Unk, but you won't learn anything if you don't invite the pain. And the more you learn, the gladder you will be to stand the pain" (125). As a clear example for the tension between naturalism and existentialism, Unk appears to be a character who tries to learn the meaning of life by dealing more with pain, instead of escaping from it. Thus, the ultimate truth behind life has been displayed by the author Vonnegut, whether men are demanded to live in a certain way or carry the freedom within themselves in order to choose between two paths, the final outcome and also the purpose of life is to spread love and to maintain healthy relationships with one another.

Conclusion

Apart from the traditional way of writing in which men are usually trapped in their physical environment, Vonnegut transplants the same idea with people as trapped in themselves. The weapon the carry is their own mind and they find solace within their own body and soul. No external source can help them to explore the true nature of their lives. As a paradoxical tension between naturalistic and existentialist mechanisms of themes, he parallels the traumatic constraints of men against themselves.

Kurt Vonnegut understands the duality of male existence, both physical and mental in one body. Thus, he gives space for performing the physical and existential purposes in their own world such as to eat, to procreate to express own self etc. By combining the two contrary ideas such as male existentialism and naturalism, he develops another paradox in his works that adds to the critical comments in his reader. By the effects of his influence on other philosophies, the critics restrict themselves to label him as a pure existentialist as his status and leanings can never be fit into scientific, naturalistic or deterministic philosophies individually.

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A STUDY ON INTERACTIVE METHODS AND THEIR IMPACTS IN ELT WITH REFERENCE TO UNDERGRADUATE STUDENTS

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Abstract

To overcome the issues associated with limited language proficiency and to provide required information to commerce students through interactive methods, communication language teaching (CLT) and task-based language teaching (TBLT) were employed to provide appropriate input and task scaffolding. A hundred college students studying English as a Foreign Language (EFL) took part in a four-week experiment as part of a specific English course. They were either allocated to an experience group that participated in interactive tasks to enhance their reading and writing skills, or to a control group that did not participate in interactive tasks to develop their reading and writing skills. At the conclusion of the trial, a reading and writing competency exam was administered to determine whether interactive methods improved the course's learning outcomes. The findings revealed that interactive methods are effective. Additionally, the benefits of using authentic materials to improve reading and writing in an EFL situation are discussed.

Keywords: interactive methods; communication language teaching; task-based language teaching; commerce students; authentic materials.

1. Introduction

In most countries, educators teaching English as a foreign language (EFL) have widely adopted the interactive method. There is widespread agreement that an interactive method that includes speaking in a variety of ways helps language acquisition. In comparison to activities primarily concerned with language forms, tasks that support real input and output processes reflect those found in real-world settings (Richard and Rogers,2014). When interactive methods are used, the emphasis is on comprehension and meaning. Also, interactional tasks promote negotiation, adaptation, and experimentation by simulating realistic practises that are needed for language development (Nakahama et al., 2001). In terms of language learning in aggregate, empirical studies have indicated that including learners in conversational tasks not only enhances oral performance but also promotes the acquisition of specific components of linguistic information such as grammar (Fotos and Ellis, 1991; Nakahama et al., 2001; Fang et al.,2021).

Although interactive methods offer great pedagogical value, various challenges have been faced during the intervention. The primary challenge is that many EFL settings have high classroom sizes (Christ and Makarani 2014), which limits learners' active engagement in the intervention. Their low linguistic competence and a lack of feedback frequently result in communication breakdowns that impair task performance. Additionally, EFL students frequently avoid utilising the target language in favour of their native language, so defeating the purpose of the task (Fotos, 1994). Due to the difficulty teachers face in overcoming

these obstacles (Bruton, 2005; Carless, 2007), adopting tasks may not successfully stimulate language processing and conversational interaction, which are considered necessary for language acquisition (Mackey, 2006). However, technology, authentic materials, and interactive activities have the ability to enable the accomplishment of pedagogical tasks, which is consistent with the methodological principles of interactive methods.

The researcher used communicative language teaching (CLT) and task-based language teaching (TBLT) in the current study, both of which are considered interactive approaches by Bakhreddinovna (2020) and Rivers (1986). CLT, also known as the Communicative Approach, places a premium on interaction as a means to and end goal of language learning. Whereas task-based language teaching (TBLT), also known as task-based instruction (TBI), emphasises the use of actual language in order to accomplish meaningful tasks in the target language.

2. Literature Review

2.1 The meaning and significance of interactive methods in the classroom

The term interactive (translated as "inter" is mutual, "act"-act") refers to the act of interacting. In 1990, the interactive method was developed. In an interactive (or communicative) language classroom, engagement with students is at the centre of communication. Interaction (with students or with the instructor in the target language) is an important word for language teachers since it refers to the process of sending and receiving ideas in order to comprehend communications in the context of second language instruction. Numerous experts have researched the interactive method and concluded that "the best way to learn to interact is through interaction itself" (Brown,1994, p.165).

Theories of communicative competence emphasise the importance of interaction as using language to speak with others in diverse circumstances. Brown (1994, p165) defined interaction as " it is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other". Tatiana (2015) agreed with Douglas' description and added that interactive approaches are learner-cantered in order to improve communication skills and the capacity to think and respond promptly. It is the process of communicating and learning so as to solve linguistic and communicative problems (ibid).

2.2 Use of authentic material in the classroom

When students read and listen to authentic materials while using the interactive method in the classroom, they can improve their language storage (Rivers, 1987). Rivers (1986) and Tatiana (2015) have identified problem-solving exercises, conversation, video files, round table technique, and brainstorming method as distinct approaches for eliciting subject knowledge from learners. As a result, the interactive approach has shifted to communicative competencies (grammatical, discourse, sociolinguistics, and pragmatics) rather than language competence—the learners gain experience in production and understanding after obtaining understandable information. The interactive teaching techniques include a variety of effective tasks and approaches aimed at assisting with language comprehension.

2.3 Interactive language teaching

According to Rivers (1986), when looking back at teaching methods and approaches over the last few years (form audiolingual to the natural approach and the communication approach, via the Silent Way, Community language teaching, Suggestopedia, Task-Based Language Teaching and other bypaths), it appears that the methods of teaching are the act of communication, which is still central in English language teaching. Rivers (1987) also mentioned that numerous techniques in the history of language instruction have emphasised hearing in the early stages (direct method, audiolingual method), but with some output following closely on the listening experience. The primary goal of learning a language is to be able to send and receive authentic messages containing information of interest to both the speaker and the listener in a setting that is important to both- this is accomplished through interaction (ibid).

2.4 Communicative Language Teaching

Many scholars have researched CLT and classified it as a method of second language teaching characterised by a predefined set of classroom communicative practises (Larsen-Freeman, 2013; Richards, 2005). This has been proposed as a reaction to the ineffectiveness of traditional language teaching approaches in enhancing learners' communication abilities (Richards and Rodgers 2014).

Chomsky introduced linguistic competence, which he characterised as a set of language rules held by native speakers, as the conceptual underpinning for the communicative method (Savignon, 1991). Hymes (1972), on the other hand, believes that additional dimensions of language must be considered: social and cognitive. As a result, instead of traditional teaching methodologies, the CLT approach has shifted to communicative competence rather than linguistic proficiency.

According to Hymes (1972), communicative competence is " the most general term for the speaking and hearing capabilities of a person...competence is understood to be dependent on two things: (tacit) knowledge and (the ability for) use." As a consequence, there is a capability to communicate effectively and linguistically within certain circumstances and for specific purpose. Additionally, communicative competence refers to applying diverse communication methods to sustain communication (Richards,2005). Thus, communicative competence comprises both language proficiency and language performance.

2.5 Teachers' and students' roles

Teachers' behaviour and interactions with learners have a substantial influence on the efficacy of instruction. Teachers play a critical role in the teacher-cantered GT approach, since they lead each stage of the learning process (Klapper, 2006). By contrast, instructors who apply the CLT method take on the role of facilitators, assisting students as they perform specific activities and tasks (Breen and Candlin 1980). Furthermore, instructors are expected to create an interesting and comfortable atmosphere that encourages students to speak out and share their views verbally (Richards 2005).

Teachers' roles are to be autonomous participants, which includes organising authentic resources and providing appropriate information and help throughout classroom tasks (Breen & Candlin 1980). Moreover, Richards and Rodgers (2014) emphasise the significance of a role such as a needs analyst who is responsible for classifying and responding to learners' language needs.

The CLT method presents new roles for learners by emphasising the development of communication processes, in contrast to traditional language classes. To begin, learners are to be active participants and negotiators "between themselves, the learning process, and the learning objective" (Breen and Candlin, 1980, p.110). This demonstrates their engagement within the group, as well as their participation in collaborative classroom activities. As a consequence, students develop their ability to negotiate meaning through them, which improves their communication competence.

2.6 Task based language teaching

TBLT-informed tasks may be conceptualized and created along a continuum ranging from simple classroom tasks to more complex real-world tasks (Bygate, Skehan, & Swain, 2013; González-Lloret & Ortega, 2014). Willis (1996) defines a classroom task as a goal-directed communicative interaction focused on the exchange of meaning and the achievement of a defined objective. On the other hand, real-world tasks are more comprehensive activities in which language learners participate in a variety of activities to achieve a goal in the target language (Van den Branden 206). According to Norris (2009), such activities are a component of a well-structured TBLT program that incorporates features such as needs analysis, task selection and sequencing, material and instruction preparation, teaching, assessment, and evaluation. Numerous studies have been undertaken within this framework to examine various components of task-based learning, including the development of materials, instructions, and learning activities that maximize the advantages of TBLT approaches.

According to the study of the literature, the research used CLT and TBLT as interactive methods for the development of reading and writing skills. Both linguistics and task scaffolds were developed to facilitate language usage and task engagement for students with low skill levels.

3. Research Methodology

3.1 The objectives of the study

The researcher employed reading and writing skills to examine the impact of interactive methods in the classroom. The study's objectives were as follows:

a) To find out the difference in achievement of the students who underwent interactive tasks to develop reading skill.
b) To verify the difference in achievement of the students who underwent interactive tasks to develop writing skill.

3.2 Research Methodology

The study used a true experimental design, with participants divided into two groups—control and experimental—and a pre- and post-test to assess their reading and writing skills. And the sample group for this research consisted of fifty students studying in S.Y. B. Com 2020–21 with Communication English as a core module at Chaudhari Commerce College in Gandhinagar.

3.3 Data analysis

For the quantitative study data analysis, SPSS (Statistical Package for Social Science) was employed, which is often used to assess language test scores (Jin and Que 2018). As the study was true experimental with two groups (experimental group and control group), the data of pretest and post-test, and had been analyzed to get the valid data and to obtain the results of independent t-test and paired t-test of the experimental group and control group.

3.4 Research Hypotheses

The following null hypothesis guided the study:

1) There will be no significant difference between the means score of the learners who treated with interactive tasks and compared with traditional method.
2) There will be no significant difference between the pre-test and post-test mean scores of the learner who underwent interactive tasks to develop reading skills.
3) There will be no significant difference between the pre-test and post-test mean scores of the experimental group that underwent interactive tasks to develop writing skills.
4) There will be no significant difference between the pre-test and post-test mean scores of the control group that did not undergo interactive tasks to develop reading skills.
5) There will be no significant difference between the pre-test and post-test mean scores of the control group that did not undergo interactive tasks to develop writing skills.

4. Data Analysis

4.1 Hypothesis 1

There will be no significant difference between the means score of the learners who treated with interactive tasks and compared with traditional method.

Independent sample t-test

A t-test with an independent sample is used to compare two distinct groups of students. So as to evaluate this hypothesis, the researcher compared the mean post-test scores of the individuals in the two groups. After the SPSS analysis has been completed, the following value is given in table 4.1.

	GROUP TYPE	N	Mean	Std. Deviation	t value
POST SCORE	CONTROL GROUP	50	20.50	4.595	8.361**
	EXPERIMENT GROUP	50	29.44	6.004	

Table 4.1 Comparison of mean score of the groups

As shown in Table 4.1, each group included 50 participants. The control group's score was 20.50 with a 4.595 standard deviation. The experimental group's mean and standard deviation were 29.44 and 6.04. The t-value was 8.361, over the 2.58 criterion. As a consequence, the mean scores of the two groups varied by 0.01 points. The experimental group's mean score was 8.94 points higher than the control group's.

Thus, refuting the first hypothesis, there was a significant difference between the control and experimental groups' mean scores. The experimental group was exposed to interactive methods that performed significantly better than the control group.

4.2 Hypothesis 2
There will be no significant difference between the pre-test and post-test mean scores of the learner who underwent interactive tasks to develop reading skills.

Paired sample t-test
A paired sample t-test was used to evaluate the experimental group's performance on two different tests, namely the pre- and post-test, for this hypothesis.

Table 4.2 Paired Sample t-tests

	Paired Differences					t	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
Experimental Group Pre-Test& Experimental Group Post Test	6.140	2.548	.360	6.864	5.416	17.042	.000

Using the provided data, a paired-sample T-test revealed a t-value of 17.042. The P-value, or significant value, for the paired sample analysis of pre-and post-test scores is 0.0001 at the level of 0.01. The significance value shows a highly significant difference between the pre- and post-test scores at a 1% significance level. The difference between the pre-and post-test mean scores was 6.14, meaning the post-test mean was 6.14 greater than the pre-test. As a result of the intervention, the participants performed better in the post-test and scored higher than in the pre-test. The intervention and the interactive module to enhance students' reading skills were shown to be helpful in improving participants' reading skills. Thus, the analysis might help reject the study's second null hypothesis.

4.3 Hypothesis 3
Paired sample t-test

Table 4.3 Paired Sample T-tests

	Paired Differences					t	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
Experimental Group Pre-Test & Experimental Group Post Test	3.960	1.577	0.223	4.40	3.51	17.75	0.000

Using the provided data, a paired sample t-test yielded a t-value of 17.75. The P-value, or significant value, for the paired sample analysis of pre- and post-test scores is 0.000 at the level of 0.01. The significance value shows a very significant difference between the pre- and post-test scores at a 1% significance level. The difference between the pre- and post-test mean scores was 3.960, meaning the post-test mean is 3.960 greater than the pre-test mean. As a result of the treatment, the participants performed better in the post-test and scored higher than in the pre-test. The treatment, an interactive programme to enhance students' writing skills, was successful and increased participants' writing skills. Thus, the analysis might help reject the study's second null hypothesis.

4.4 Hypothesis 4

There will be no significant difference between the pre-test and post-test mean scores of the control group that did not undergo interactive tasks to develop reading skills.

Paired sample T-test

Table 4.4 Paired Sample T-tests

	Paired Differences					t	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
Control Group Pre-Test &Control Group Post Test	0.380	4.28	0.605	0.836	1.596	0.628	0.533

The paired sample t-test used to the collected data revealed a t-value of 0.628. The P-value, or significant value, for the paired sample analysis of pre- and post-test scores is 1.96 at the threshold of 0.05. The 5% significance value revealed no significant difference between the pre- and post-test results. Thus, the participants' post-test scores were not significantly higher than their pre-test scores, despite the treatment they received. The intervention, a

traditional method for enhancing students' reading skills, had no impact on the participants. Thus, the analysis might help reject the study's fourth null hypothesis. Thus, the fourth result may be that there is no significant difference in the total mean scores of the students who underwent the traditional method.

4.5 Hypothesis 5

There will be no significant difference between the pre-test and post-test mean scores of the control group that did not undergo interactive tasks to develop writing skills.

Paired sample T-test

Table 4.5 Paired Sample T-test

	Paired Differences					t	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
Control Group Pre-Test& Control Group Post Test	0.520	3.137	0.443	0.371	1.411	1.172	0.247

A paired sample t-test on the collected data provides a t-value of 0.520. The paired sample P-value for the pre- and post-test scores is 1.96 at the 0.05 level. The 5% threshold of significance means that there was no statistically significant difference between the pre- and post-test results. As a result, subjects' post-test scores were not significantly higher than their pre-test scores. The fifth finding from the study might indicate that there is no statistically significant change in the total mean scores on the pre- and post-tests for students who underwent the traditional method.

5. Discussion

The researcher designed tasks to support language use and task interaction in a large EFL classroom context. The study results show that students who underwent interactive tasks, received comprehensible input and performed well on the post-test. The results are consistent with prior research that examined the effects of using interactive methods and showed improvement in learning outcomes through facilitated task interaction (Lys, 2013), enhanced collaborative learning (Lan *et al.*, 2007) and reciprocal peer feedback (Vygotsky, 1978).

The interactive methods used in this research seemed to provide learning environments conducive to students acquiring receptive information necessary for comprehension of grammatical context. The linguistic scaffolds used in this study, such as unscramble games (i.e., did not graduate from high school/he), and linguistic hints (i.e., we (live) quite close to college), were designed to help learners focus on functional grammar by allowing them to apply newly acquired vocabulary and structures to specific topics. Confronting instances

mindfully may assist in the formation of form–meaning associations, allowing them to be stored in long-term memory (Ellis, 2005). The task scaffolds, such as corrective feedback, were developed to allow students to watch their conversation partners' oral answers, so encouraging students to focus on the input and output required to accomplish the tasks throughout interaction. This scaffolded interaction may have facilitated interactional modifications that result in comprehensible input, or learner-dependent $i+1$ input, and increased comprehensibility, both of which are advantageous for language acquisition (Ortega, 2013).

In summary, this study's outcomes indicated that interactive methods can be employed to facilitate comprehension in communicative classrooms. Participating in pedagogic language tasks also promoted improved target language processing while strengthening learners' oral communication skills, which helped in increasing conversational interaction during language tasks.

6. Conclusion

This study provides empirical evidence and interactive design tasks for EFL learners and researchers to explore interactive methods' impact in a large classroom. The results demonstrated that usage of interactive methods led to improvements in reading and writing skills. Additionally, further study demonstrated that integrating communicative language teaching (CLT) and task-based language teaching (TBLT) resulted in increased task completion and increased learner interaction. This study contributes to the field of methods and approaches for teaching English by investigating potential solutions to current EFL classroom challenges.

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SRI AUROBINDO ON TEACHING-LEARNING SKILL

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Abstract

Sri Aurobindo is known to the entire world as a great scholar, a national as well as a political leader. His literary excellence had been exemplary and brought him innumerable acclaims. The study is more focused on the teaching skill qualities recommend by Sri Aurobindo. The two books were selected as the sample for the study. Data collection and analysis was done by using Content Analysis method. Major findings of the study are: Developmental learning methods should be used in the classroom and in terms of education he added that it is the process for students and not for the teachers.

Key words: Sri Aurobindo, teaching skill

1. Introduction

Philosopher Sri Aurobindo (1872-1950) can be viewed as a 20th century renaissance person. Born in Kolkata, India, Aurobindo was educated at Cambridge University. He was an intellectual who intensely analyzed human and social evolution. Aurobindo Ghosh was an Idealistic to the core. His Idealistic philosophy of life was based upon Vedantik philosophy of Upanishad. He maintains that the kind of education, we need in our country, is an education "proper to the Indian soul and need and temperament and culture that we are in quest of, not indeed something faithful merely to the past, but to the developing soul of India, to her future need, to the greatness of her coming-self creation, to her eternal spirit."

Sri Aurobindo's concept of 'education' is not only acquiring information, but "the acquiring of various kinds of information'', he points out, "is only one and not the chief of the means and necessities of education: its central aim is the building of the powers of the human mind and spirit".

Sri Aurobindo: "Education which will offer the tools whereby one can live for the divine, for the country, for oneself and for others and this must be the ideal of every school which calls itself national".

2. Review of Literature

Shashtri (2007) critically analyzed Educational Thoughts of Shri Pramukhswami Maharaj. In this study, the researcher used the Historical Method, Library study, interview technique and the Content Analysis Method. The major objectives of the study were – to know the religious, social and political thoughts of Shri Pramukhswami Maharaj; to study his educational thoughts in relation to different points like philosophy, education and educational philosophy and the foundations of education; and to study the utility of his educational thoughts in the present education system. In conclusion, it was found that developing the social values along with the personality development is significant in education process. Further it was derived that Swamiji emphasized on life-oriented and society oriented objectives of education considering the aims and objectives of education the foundation of social and individual awareness. Swamiji was against of the western

culture and advocated to establish the values of Indian culture in order to recreate the society.

Mahida (2013) undertook a study of Educational Leadership as Emerging from the Interpretation of Auto/Biographies of Selected Leaders. The investigator followed the Content Analysis Method for deriving leadership qualities from the auto/biographies of selected leaders – Dr. V.K. Kurien, Dr. Abdul Kalam, Mrs. Indira Gandhi and Mother Teresa. The study was aimed at studying life happenings, situations, interactions and social relations of the selected leaders; identifying the factors responsible for leadership development and defining leadership in an educational perspective. In conclusion, it was derived that taking initiative and exploring various possibilities lead to new inventions. In situations of crisis and conflicts, the leader resolves the way forward. Further it was found that the leaders have social entrepreneurship, self-relevance, readiness to learn, going beyond, integrity, being honest and assertiveness and unwavering belief in the innate capacity of all people to contribute meaningfully to the need of the nation.

Dodiya (2017) conducted a study on an educational thoughts reflected in APJ Abdul Kalam's writings. The objectives of the study was to analyze the content by keeping in mind some points like aim of education, parents role, educational perspective and educational implications according to APJ Abdul Kalam. Eight books were selected as the sample for study and the method used by the researcher was content analysis method. Some of the major findings are: Education is a lifelong process with three components: learning to learn, learning to live, and learning to survive. Education encompasses teaching and learning specific skills, and also something less tangible but more profound; imparting good judgement and wisdom. The three main objectives of education should be- preparing students for jobs, preparing students to be responsible citizens; and preparing students to appreciate the deeper forms of beauty. Education must be concerned with the deeper freedom of the psyche and the spirit.

Chauhan (2017) conducted a study on thinking on education of APJ Abdul Kalam. The objectives of the study were to study the thinking of Abdul Kalam on education and value education. And to study the thinking of Abdul Kalam regarding nationalism, leadership, science and technology and religion and spirituality. Twenty eight ideas were selected as the sample of the study. The idea analysis method was used. The findings of the study were: In the words of Dr. APJ Abdul Kalam, the objective of education is to bring out creativity hidden in the person and to shape it. When creativity and honesty connect with each other, creation of an ideal citizen can be possible, by which the person faces each challenge of own life very courageously. The goal of education should be not only to get job, but to get desirable eligibility and trust to make the person diligent. Youth is in the centre in the aims of education of Dr. APJ Abdul Kalam ever. Youngsters should be free to acquire education.

3. Definition of Key terms

Sri Aurobindo. Aurobindo Ghose, better known as Sri Aurobindo is known to the entire world as a great scholar, a national as well as a political leader. He was born in Kolkata on 15th august, 1872. His father name was Krishna Dhan Ghose and mother name was Swarnalotta Devi. His Spouse name was Mrinalini Devi.

His literary excellence had been exemplary and brought him innumerable acclaims. He returned to India as a civil servant to the 'Maharaja of state of Baroda' Shri Aurobindo's participation in the Indian national movement was short but impactful. His writings promoted the idea of complete independence for India thereby landing him in jail for political unrest. He came to limelight with his active participation in the freedom struggle against the British in India but he gradually evolved to become a spiritual and yogic guru. Some powerful visions backed by spiritualism encouraged him to move Pondicherry where he worked on human evolution through spiritual activities such as 'Integral Yoga'. Having chosen the mystical path for the rest of his life, he collaborated with the people with similar pursuits. He was died on 5th December, 1950 in Pondicherry.

Teaching- learning skill. Teaching skills are the hard and soft skills that help teacher to keep students engaged. Teaching skills refer to different direct or indirect practices or behaviours adopted by teachers to enable a better learning experience for their students. Whereas learning skill describes the tasks involved in learning, including time management, note-taking, reading effectively, study skills, and writing tests.

4. Objectives of the study

- To study the thoughts of Sri Aurobindo about teaching-learning skills.

5. Questions under the study

- What will be the thoughts of Sri Aurobindo about teaching-learning skills?

6. Methodology of the study

It is a qualitative type of study and the method used for the same is content analysis method. In which the selected content was analyzed by adopting the content analysis method. Record sheet was used as the tool for the data collection and data analysis. The book Psychic Education and Sri Aurobindo and the mother on education were selected as the sample of the study. The purposive selection of the sample was done for the present study.

7. Data analysis and Interpretation

The analysis of the data from the selected book is given below:

Table No. 7.1
Analysis of the content from Psychic Education

Sr. No.	Name of the Book	Key Ideas of the book	Page No.	Key words
1.	Psychic Education	"Nothing can be taught"	132	Principles of Teaching
2.	Psychic Education	"Teaching in most classrooms is product oriented."	147	Understanding based learning
3.	Psychic Education	"This self-awareness helps you to…. …..the teacher wants him to do."	150	Development based learning

Content analysis:

The first key idea describes about the principles of true teaching. When talking about the principles of teaching, Sri Aurobindo tells that the first and foremost principle of teaching is nothing can be taught. The teacher is not the instructor or taskmaster; he is a helper and a guide. He should not train the pupils mind but his duty is to encourage them to learn. What Sri Aurobindo tries to tell is real knowledge is already hidden within each human being.

In the next key idea, it is discussed that the teaching that happens in school seems the product oriented. It should be process oriented. The method which we are following helps the students to memorize the content so the real understanding of the content went missing. Students are taught the method for answering questions in a mechanical way to targeting the highest possible marks in the examination. Learning should mean to be for the self-development of a student.

The third key idea describes that the learning should be based on the development of the child. The teacher is the helper of a child and it is the child who is to become a motor and a master of his own learning. Self-awareness is an important tool in this process and we have to help the students to develop the same.

Table No. 7.2
Analysis of the content from SAAMOE

Sr. No.	Name of the Book	*Key Ideas of the book*	Page No.	Key words
1.	SAAMOE	*"In India the disastrous effects of the system on body, mind and character are only too apparent. The first problem in a national system…* *…and not till then, great fears of intellectual strengths strength can be required of them."*	22	Training of the mind
2.	SAAMOE	*"The first rule of moral training is to suggest and invite, not command or impose. The best method of suggestion is by personal example, daily converse and the books read from day to day.*	31	Moral Training
3.	SAAMOE	*"reductio ad absurdum"*	35	*reductio ad absurdum*
4.	SAAMOE	*"The old system was to teach one or two subjects well and thoroughly and then proceed to others…* *…the most perfect and rapid means of mastering knowledge."*	35-36	Appropriate teaching method
5.	SAAMOE	*"The mother tongue is the proper medium of education and therefore the first energies of the child should be directed to the thorough mastering of the medium."*	37	Medium of Instruction

6.	SAAMOE	*"A general perception of an object is what we all usually carry away from a cursory half-attentive glance. A closer attention fixes its place,…* *…which may be only close or close and minute?"*	49	Faculty of Observation
7.	NATE	*"The first problem in a national…* *… great feasts of intellectual strength can be required of them."*	1-2	Instrument of Knowledge

Content Analysis:

The first key idea describe about the training of the mind. Sri Aurobindo gave an example of the European system of education. He said that we should offer an education as comprehensive as European and more thorough. He added that that can only be possible by studying the instruments of knowledge and finding a system of teaching. The system of teaching must be natural, easy and effective. He said that the muscles of the mind must be trained thoroughly by simple and easy means. The development of the intellectual structure must be developed and strengthen. Such teaching method must be used by the teacher which enables the child to develop fully.

The second key idea portrays the method of moral training. Sri Aurobindo put focused on the reading of the book. We need to encourage them to read the books not for teaching them moral lessons, but to develop their interest in reading and to set fire to their highest emotions and prompt their highest ideals and aspirations. He added that we as an educationists need to suggest and invite them for reading the books. We are not supposed to command or impose them. The selection of the books was done by the teacher. He needs to select appropriate books for the different level of students. The books that contain lofty examples in it should be selected for the younger children while the books that prompt the highest ideals and aspirations should be selected for the elder students.

In the third key idea, *reductio ad absurdum* is discussed. *Reductio ad absurdum* is the practice of teaching by snippets. A subject is taught a little at a time, in conjunction with a host of others, with the result that what might be well learnt in a single year is badly learned in seven and the child goes out ill-equipped, served with imperfect parcels of knowledge, master of none of the departments of human knowledge. So to develop the thorough understanding of the content, we need to teach them one or two subjects at a time.

The next key idea discussed about the old system and the modern system of education. Sri Aurobindo said that the old system was seems to be rational as it built up a deeper, nobler and more real culture. The one defect in old system was that the subject earliest learned might fade from the mind of the student while he was mastering his later studies. At last, he added that we need not to bind ourselves either to ancient or the modern system, but we need to find and select most appropriate way to mastering knowledge.

In the fifth key idea, the proper medium of instruction is discussed. Sri Aurobindo said that education must be imparted into the mother tongue only. Mother tongue is the best and proper medium of education. Almost every child has an imagination, an instinct for words, a

dramatic faculty, a wealth of idea and fancy. These should be interested in the literature and history of the nation. They should be introduced by rapidly progressive stages to the most interesting parts of his own literature and the life around and behind him.

The sixth key idea describes about the development of the faculty of observation in the pupils. Sri Aurobindo said that a closure attention fixes the place, form, nature as distinct from its surroundings. Full concentration of the faculty of observation gives us all the knowledge that the three chief senses can gather about the object, or if we touch or taste, we may gather all that the five senses can tell of its nature and properties. The curriculum must have focused on the development of the observation power of the students.

The next key idea describes about the importance of knowledge acquisition. Sri Aurobindo said that the mind of the child must not be train for the cramming of the content. But that should be done in natural, easy and effective way. It will be helpful in strengthening and sharpening the utmost capacity of the child.

Interpretation:

On the basis of the above analysis; we can interpret that:

- The learning process is all about the students who learn and not the teachers who teach.
- The learning should be made by self-realization.
- The encouragement should be given by the teachers to make students learn by themselves.
- Learning should be process oriented and not a product oriented.
- Understanding based learning should be done.
- Developmental learning method to be used in the regular classroom.
- Self-awareness learning should be done with the help of a teacher.
- The teaching method shall be natural, easy and effective.
- It should focus on strengthening and sharpening the utmost capacity in children.
- The muscles of mind must be thoroughly trained.
- Child's cognitive as well as intellectual structure must be strengthening.
- The moral training of the students must be done by practicing such activities in daily routine.
- Best method of teaching is to suggesting and providing personal examples and daily converse with the students.
- The practice of teaching by snippets must be adopted for the thorough understanding.
- The ancient method of teaching was more rational than the modern. But we need to select most perfect and rapid means of mastering knowledge.
- The Education must be imparted through mother tongue.
- The observation power of the students must be developed.
- Teaching method shall be natural, easy and effective.

8. Major Findings

- The learning process is all about the students who learn and not the teachers who teach.
- Developmental learning method to be used in the regular classroom.
- The teaching method shall be natural, easy, and effective.
- Best method of teaching is to suggest and provide personal examples and daily converse with the students.
- The ancient method of teaching was more rational than the modern. But we need to select most perfect and rapid means of mastering knowledge.
- The Education must be imparted through mother tongue.

9. Conclusion

The essence of the suggested teaching-learning skill is that it should be focused on the development of the child and the appropriate teaching-learning method should be adopted by the teacher for making the process easy and interesting. On a concluding note, I quote Sri Aurobindo's words that, "It is for the student who learns, and not for the teachers who taught.

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