

**PROCEEDINGS OF NATIONAL CONFERENCE ON
ELT for MANAGEMENT AND TECHNOLOGY: RECENT TRENDS**

(NCEMT 2017)

27-28 February, 2017

**UNDER TECHNICAL EDUCATION QUALITY IMPROVEMENT
PROGRAMME
TEQIP-1.1, PHASE-II**



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ABOUT THE INSTITUTE

Narula Institute of Technology is a leading Engineering & Management college under JIS Group, located at Agarpara in West Bengal. Approved by All India Council for Technical Education (AICTE) and affiliated to MAULANA ABUL KALAM AZAD University of Technology (MAKAUT). The college offers NBA accredited degree programmes in engineering. The four year B.Tech course is imparted in the streams like CSE, ECE, EE, CE, IT, EIE & ME.

The institute provides a brilliant platform for pursuing higher studies through PG courses like M.Tech (CSE, ECE, VLSI & Micro Electronics, EE- Power System, CE- Structural engineering), MBA and MCA. It has expanded to include diploma programs in EE, CE and ETC under the affiliation of West Bengal State Council of Technical Education. The Institute is eligible for receiving Central assistance under the recognition of 2(f) & 12(B) under UGC Act. The institute is also accredited by National Assessment and Accreditation Council (NAAC). The college has also received the notable World Bank Assisted and MHRD approved TEQIP (Phase II) grant for the advancement of Technical Education and is a one-stop venue for promoting a vibrant and sustainable atmosphere for teaching-learning. The Institute has the Quality policy: Maintaining Excellence in Quality Education. Academic success is the key for laying the foundation for the students and therefore the College emphasizes on quality academic delivery in their stride towards excellence.

The institute boasts of a powerful R & D cell with immense contribution from the scholarly faculty members. There is an enormous repository of International and National Journal publications which have drawn nationwide attention. The college is in collaboration with Oracle, INFOSYS, TCS, NIT Sikkim, IIT-KGP, AIT Bangkok and other organizations of repute. The students get an opportunity to interact with foreign experts all across the globe through seminars, conferences and special teaching-learning sessions. The student chapter plays a crucial role in organizing informative technical events within the campus. At present there are five student chapters in our college: IETE student forum of Electronics & Communication Engineering Department, ICE & ASCE of Civil Engineering Department, CSI of Computer Science Engineering, Information Technology & MCA Department and Institute of Engineers of Electrical Engineering Department.

NIT is a one-stop venue for promoting a vibrant and sustainable atmosphere for teaching-learning. Besides academics, the students get an exposure to the world of co-curricular activities which help them in shaping their personality. Thus, the cornerstone of the successful evolution of Narula Institute of Technology lies in its meticulous tutoring and mentoring of the future professionals of the industry as well as of academia and citizens of the society where the Institute's success has always been directly proportional to the success of the students.



PREFACE

English as a language of the privileged class has always been the dominating thought of the third-world countries. The non-native speakers are till date somewhat intimidated when the medium of interaction becomes English, often labeling these situations as ‘formal’.

The purpose of the two day conference, “ELT for MANAGEMENT AND TECHNOLOGY: RECENT TRENDS”, was to bring the language down to the everyday purpose of technical and management students, not just as a mode of thought, but as a language of function.

Academia and syllabus has long forced the students into thinking English language as a herald to the literature. The seminar was specially designed to focus on the recent developments in English Language and its applications in real world. It is a fact that ELT concepts are transforming everyday for the betterment of the students and the society at large. This was the focal point of discussion in the conference. The conference also encouraged academicians, researchers and students to develop various competencies and enhance their self-efficacy in different ELT techniques. The overall ambience of the conference naturally motivated the students to study ELT with deeper interest and in acquiring new skills to solve difficult technical problems.

Prof.Ashoke Hui, the Key Note Speaker said, that language has long been bound to the constraints of literature, making it difficult for a common student to access. In this particular conference, eminent Professors, students and young researchers have gathered to foreground the unique elements and arenas of language. From role- playing to synthesizing language to the needs of a student, the different voices shared a common platform with a view of catering the language to everybody from transactions to communication. The conference came to an end not just with a motivation but as a guiding force for the students. They realized that English language is not just a tool used in literary discussions but it has become the new medium of worldview.

I take this opportunity to thank our honorable Managing Director, Principal, Registrar, Head of the Department ,BS& HU and the organising chair of the Conference, the organizing committee, the reviewers, all colleagues and friends, the entire cast and crew who helped us to organize this Conference.

Dr. Leena Sarkar Bhaduri
Former TIC (English), Assistant Professor, Department of BS & HU

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MESSAGE FROM CHAIRMAN, JIS GROUP



"Vision looks inward and becomes duty. Vision looks outward and becomes aspiration. Vision looks upward and becomes faith."

I always experienced a yearning to acknowledge my responsibilities and reciprocate by contributing to the growth and development of our society. Years ago when I visited my son's school, I perceived that the best way to advance society is by fostering education and it was at that moment that the dream and vision of JIS Group Educational Initiatives was conceived. Now, when this vision of duty, aspiration and faith has become a reality, it is a proud moment for me and my team to see thousands of students pursuing higher education in JIS Group of Colleges and equipping themselves to become industry ready

professionals for successful careers. Our vision is to create a knowledge hub of Research and Development to offer the entire spectrum of education which we understand is one of the foundations of society. But in today's world ,technical and job –related skills are not sufficient when it comes to finding a job ,so it is my firm conviction that this kind of conference will help the students and professionals to be industry ready .

I earnestly welcome such highly desired effort and wish the organizers good luck to make this event highly successful.

Sardar Jodh Singh

MESSAGE FROM CHAIRMAN, BOG, JIS GROUP



It's a great pleasure to observe that the Basic Science and Humanities Department in association with Business Administration of NiT is organizing a National Conference on ELT for Management and Technology: Recent Trends (NCEMT 2017). It is indeed a relevant topic in the present scenario. I am confident that this conference will come up with new findings, strategies and innovations on various issues lay out by the Organizers and will brainstorm the mindset of the participating faculties, researchers and students. I wish the conference to be a grand success

Prof. (Dr.) Sparsha Mani Chatterjee

MESSAGE FROM MANAGING DIRECTOR, JIS GROUP



I am happy to share my enthusiasm about this National Conference organized by Basic Science and Humanities Department in collaboration with Business Administration of NiT on February 27-28, 2017 at Narula Institute of Technology, Agarpara, Kolkata. This National Conference promises to be a forum of research scholars and professionals across the various parts of India. This will certainly provide a platform for the sharing of experience and the exchange of thoughts on ELT and Management advancements. With the growing advancement in technology, proficiency in English and managerial skills have become the need of the hour. The engineering students need to be convinced about the necessity of English language in the professional sphere. A conference like this will be a platform for sharing of knowledge and gaining of experience for our young student learners. I believe this will be an enriching experience for all the participants and delegates. I convey my best wishes to the organizing team for their great endeavour

Mr. Taranjit Singh

MESSAGE FROM THE PRINCIPAL (CONFERENCE CHAIR)



On behalf of the Organizing Committee, I welcome all the delegates and participants in the National Conference on ELT for Management and Technology: Recent Trends (NCEMT 2017), to be held during 27-28, February, 2017, at the Campus of Narula Institute of Technology. National Conference is a gathering of academicians, researchers and students from several parts of our country in a single platform which provides the opportunity to interact and exchange ideas among themselves. On behalf of the Organizing Committee, I would like to convey my sincere thanks to TEQIP for sponsoring this event. We are privileged to have delegates and participants from different institutes who will share with us their novel ideas. I convey my special thanks to the CONFELT organizing team for their hard work and dedication to make this event a grand success.

Prof. (Dr.) M. R. Kanjilal
Principal, NiT

MESSAGE FROM THE ORGANISING CHAIR



I take immense pleasure to write this message on behalf of the Conference Committee of the 1st National Conference on ELT for Management and Technology: Recent Trends (NCEMT) organized by our Basic Science & Humanities Department & Business Administration Department. One of the prime mission of our institute is to develop competent engineering and management professionals with good interpersonal skills who can take up the challenge to place themselves in the global market.

We are highly honoured to have the eminent resource persons who have consented to grace our conference and enlighten our participants with the novel strategies of teaching-learning. I would like to thank all our faculty, staff and students for their immense cooperation in organizing this event.

Dr. Sumit Nandi
HOD, BSHU & Conference Organizing Chair

MESSAGE FROM THE CONVENER



The Department of Basic Science and Humanities and the Department of Business Administration of Narula Institute of Technology is organizing a two day National Conference on ELT for Management and Technology: Recent Trends (NCEMT 2017) from 27th to 28th February 2017. The conference is specially designed to focus on the recent trends of explorations in English Language Teaching and its applications in Engineering and Management. English is the key factor in improving the employment prospects. Irrespective of the number of academic degrees or technical qualifications, not being able to communicate effectively in English is the greatest barrier to career growth. Knowledge of English is the most sought after in the corporate world as English is now the global lingua-franca. This conference thus aims to create a teaching-learning environment and encourage academicians, researchers and students to develop various competencies and enhance their self-efficacy in different ELT techniques. From the perspective of management studies, the conference aims to explore the various emerging areas and issues related to management, technology and sustainable development. We have invited lectures by eminent speakers from reputed University and Institutions, paper presentation sessions and interactive sessions. Young researchers will be given opportunity to demonstrate their own works and get valuable suggestions from experts.

Ms. Rajasi Ray
Asst. Professor, English



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INVITED SPEAKERS

- Prof. Ashoke Hui, Burdwan University (Retd.)
- Prof. Manas Kumar Sanyal, Dean Engg, Tech & Mgt, Kalyani University
- Prof. Sharmistha Banerjee, Kolkata University
- Prof. Sharmistha Chatterjee Srivastava, Aliah University
- Prof. Baisali Hui, Kalyani University
- Prof. Malay Kumar Banerjee, Heritage Business school



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AUTOMATED SHOPPING MALL WITH HELP OF ARTIFICIAL INTELLIGENCE

Tamasree Biswas

Assistant Professor

Narula Institute of Technology

Ashutosh Shukla

Student

Narula Institute of Technology

Abstract

In the present decade of the 21st century IOT is the most discussed topic because it has rapidly changed the way we used to think about internet and services connected to the internet. So here I am going to discuss about fully machine controlled shopping mall (i.e, Advanced version of IOT). System will detect products using sensors that will be given to user in the form of gloves and few sensors will also be in the ground. Entire mall will be covered with the laser sensor so that the movement of an individual can be noticed. Every product will be presented with the MICR chips so that it can be easily detected by the laser beams. Human information detection and payment acceptance will be done through UAIDI (i.e, AADHAR).Modern application will be developed which can identify the shape of the human body and then respond accordingly. Human support will only be needed before the entrance of the mall to fetch the users UAIDI information in the sensor gloves and for setting products in the mall.

Introduction

Human Being has adopted themselves in such a way that they cannot live without technological devices even just for a moment. Technology has paved a way to save a lot of time, labour, hard work and money. Today with the help of modern computers we can do and manipulate such tasks that required more than 6-7 people to do the same task. Here we are going to discuss the ideology of making a shopping mall that can fully be controlled by artificial intelligence using internet of things. Here we will be using different type of sensors to detect product and visitor movement respectively. As per our ideology entire shopping mall will be covered by laser beams, capable of sensing and Wi-Fi to connect all the devices from the server network. Laser beam sensors will be used to detect that the particular type of product is being picked up from which part of the shopping mall. We will use MICR system to detect the product information such as product price, ISBN, Bar Code, Manufacturing Date, Expiry date etc. Our shopping mall will be providing users with the virtual payment system, user will just need to pass from that zone and payment will be automatically be done from his/her credit or debit card. Exit of the mall will be controlled by advanced laser technology which will check whether all the products that are with the visitors are purchased or he has mistakenly took the wrong item and will acknowledge the mall authority.

Customer Detection

It is very important for any type of business to identify its customers so why it shall be exceptional here? To do away with this we have devised way of detecting our customers and customer type. When user will enter our mall at the very entrance of the mall he will be given hand gloves which will be containing different type of sensors to sense what it is touching. These hand gloves will be containing micro chips in which mall authorities will be filling desired information about customer using UAIDI. These hand gloves will then store the same information on the server database so that when the same customer visits the store again store owners can offer and find information about what type of product does that particular visitor needs.

User Product Interaction

Suppose you are going in a shopping mall and you are having trouble finding certain type of information about few products then what do you expect? Answer is obvious that we want mall sales person to introduce us to that item. We have also covered that aspect of mall in our artificial intelligence controlled mall. Here we will be providing user with special type of headsets and 3D VR Glasses which will also be connected to the hand gloves and mall database using network. So when visitor touches certain type product hand glove sensor senses certain type of sense and searches for that type of sense in network database, now when sense is found then it is known what type of product is being is being touched by the sensor and information of that is sent to the VR Glasses and headsets. Now headsets will begin displaying certain type of audios related to the product and VR glasses will find videos and other information which will be displayed in front of user in video form using virtual imaging method. These audios and videos will include information such as product name, price, Bar Code ,manufacturing date, expiry date etc.

Product Detection

There are different types of products within a shopping mall and to detect all these product using artificial intelligence we need to apply some sort of technical concept. Hand gloves can sense products but not so accurately because there are some products that have almost same type of sensing pattern. This can be overcome by using MICR information system. Here when user will touch a product the laser beam those are present in that zone of mall will sense which hand glove is touching product in that zone and will update the system about that. To make it easy for mall authorities to understand what type of product is being selected a certain type of product will be placed only in particular section of mall so that our laser beams can inform us about product just from the location where they are tampered from hand gloves of visitors.

Virtual Payment

We have talked above all about how to use technology to automate shopping malls so using cash payments will not be in standard with this type of advances shopping mall. Our mall system will have card swipe zones as well as virtual payment options. Our system will be updating users cart whenever user will put that item in shopping cart (this shopping cart will also contain same product detection system as described above).Then it will be summed up and a receipt will be shown to user at the time of exit from mall using 3D glasses.

Conclusion

After seeing the speed our country is developing it and it can be predicted within early 2018. This type of shopping mall will be reality and will be serving the society for saving time and develop much more advanced technology.

The Efficacy of Debating for Engineering Students in India

Mr. Preetam Mukherjee
Assistant Professor in English
Department of Humanities
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Abstract

Communication serves various purposes. We communicate to agree, to disagree, to negotiate, to inform, to express. The list is endless. Of all the diverse functions of communication, the art of debating is the most valued skills for engineers. Good debating skills train an engineer to be a creative and analytical thinker, a good communicator, a skilled negotiator, a meticulous interpreter, a team player, and above all, a person with indomitable problem solving and logical thinking skills. This paper explores the way debating as an art can benefit the students of engineering in India. It first describes in brief the history of debating. The subsequent discussion involves the structure and format of debate. The final section summarizes the discussion and elucidates the role of moderator in debate.

Key words: Debating Skills, Engineers, Moderator

Introduction

M.G. (Ron) Britton, currently Professor Emeritus at The University of Manitoba, Canada, once said, “Being a Professional Engineer does not define what I do, it defines who I am.” The making of a professional engineer is grueling. Unlike general education, where a learner can simply focus on their area of interest, an engineer has to have knowledge of various other subjects which are directly or indirectly associated to his area of interest. Hence, an Electrical Engineer has to study many non-discipline subjects like Strength of Materials, Engineering Mechanics; various Behavioural subjects like Values and Ethics in Profession, Life Skills Development, Technical Report Writing, Human Resource Management; several Science subjects like Physics, Chemistry, Economics; along with core subjects like Circuit Networking, Transmission and Distribution of Power, and so on. All these are meant to bring out the best of an engineer. However, the skill which infuses life into these subjects is the skill of argumentation. What separates human beings from animals is the power of reasoning. Unless we are satisfied with the explanation of any proposition, we never internalize the concept. So, for better absorption of a proposition, we argue, sometimes with ourselves, and sometimes with others. Argumentation is also useful for negotiation. Debate is the refined version of argumentation. Whereas argumentation may be illogical at times, debate is supposed to be consistently logical. Having said that, it is also true that, “Debate is an activity that could hardly exist without argumentation” (IDEA, 2007)¹.

The History of Debating

The history of debating can be traced back to Ancient Greece, where the discourse predominantly centred on politics and the language was rhetorical. Debate was oftentimes referred to as Rhetoric Art. In fact, the Greek teacher Protagoras of Abdera (c. 481-411B.C.) is widely believed to be the ‘Father of Debate’. After the Greeks, it was the Romans who carried on the legacy of the Greek and the best declaimer of that era was Marcus Tullius Cicero (106-43 B.C.). However, it was the Age of Enlightenment (1685-1815 A.D.) in Europe when debate as an art germinated and slowly gained recognition in public sphere. Melton J.V.H (2001) reckoned that the public sphere, during the Age of Enlightenment, became a “...realm of communication marked by new arenas of debate, more open and accessible forms of urban public space and sociability, and an explosion of print culture...”². Debating, albeit informally, started taking place in pubs, in Mooting clubs established by law students, and in Spouting clubs intended to teach acting to budding theatre actors. While the topic of discussion during the Greek age was Philosophy and Religion, in the 17th and 18th Century Europe, it was Politics which took the centre-stage. Public debates created “public opinion that began to stand out as a counter-authority to kings, religious leaders, and states” (Soll, 2015)³. More recently, one of the chief examples of the pervasiveness of debates is the Presidential Debate of The United States, which has been taking place regularly since 1976, and has since played a decisive role in the election of the Presidential candidate. Debating in modern Greece, in Manos Moschopoulos’ words, has “evolved over time”. He further says that the focus has shifted to “logos” rather than the “ethos” and “pathos”⁴.

Structure and Format of Debate

What is a Debate?

In 4th Century BC, Aristotle said in ‘Rhetoric’, “There are only two parts to a speech: You make a statement and you prove it”⁵. Ever since, this has been the guiding principle for a debate. In a debate, there are two sides and both the sides want to prove that their case is the best. At first, the speaker puts across a thesis statement, and, in the subsequent statements, s/he tries to validate it.

Purpose of a Debate

A debate:

- i. Improves critical thinking skills,
- ii. Helps in improving communication skills,
- iii. Teaches how to put across arguments in a rational manner,
- iv. Refines negotiation skills,
- v. Increases tolerance,

- vi. Upgrades the art of persuasion, and
- vii. Enhances capabilities for working in a team and managing time effectively.

The Resolution

The first and foremost requirement of a debate is the Resolution. It begins with 'That'. The topic in a debate is open-ended, in order to facilitate arguments on either side.

Sample Resolutions:

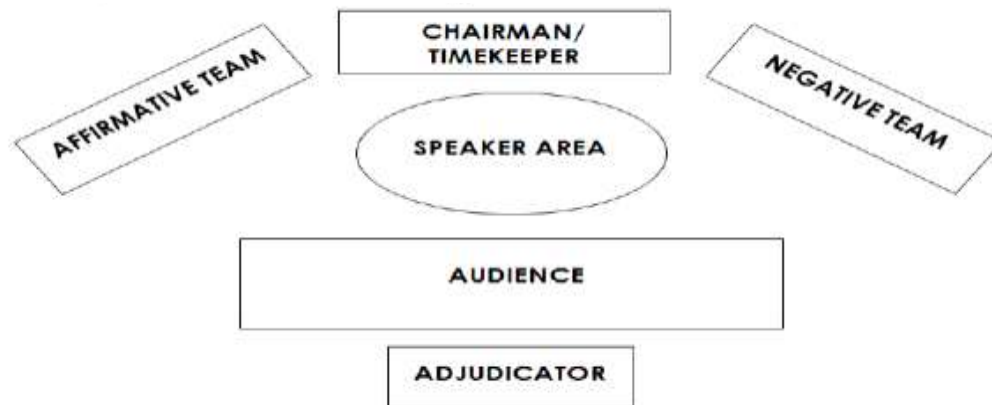
- i. That using mobile phones should be banned in engineering colleges.
- ii. That Technical Education makes a better professional than General Education.

The Teams

There are two teams in a debate session. One is the Assenting or Affirmative Team, which defends the resolution, and the other is the Dismissive or Negative Team, which opposes it. Usually there are more than two members in each team. However, the number of participants may alter depending on the nature of the debate. Usually, it is the first speaker in each team who introduces all other members of that team.

Room Layout

Debating SA, one of the largest associations for conducting debates within Australia, lays out the room layout during a debate session⁶.



Content

A debate is expected to be full of opinions, supported by facts. Hence, the first thing the teams must do immediately after getting the topic is to research well. A debate is judged on three parameters:

- i. **Style** – The *way* an argument is presented. Including elements of humour as well as concrete facts often go a long way in establishing credence for the debater.
- ii. **Material** – It is concerned with *what* is included in the argument. In addition to the general strength of the argument, the debater's forceful statements for supporting as well as explaining the matter is also given due consideration.
- iii. **Method** – It is concerned with the *structure* of an argument. More clearly, it refers to the sequence of the speech. A good argument is expected to be clear, concise, and definite, with enough logic to keep the audience hooked.

Timing

Ideally, two to three minutes are allotted for each speaker during the Argument round. Twenty minutes are reserved for the Rebuttal round, out of which ten minutes are allotted for each team.

Rebuttal Arguments

The Rebuttal round is the most prominent round after which the winning team is selected, especially since the arguments in a rebuttal round cannot be prepared in advance. Every speaker (except the first speaker) gets a chance to argue the points made by the opponent team. A team which has researched their topic well will excel in the rebuttal round, since they will have enough points in advance to counter any negative arguments raised by the opponent team.

Body Language and Voice during Presentation

Debate SA has recommended five handy rules for the required body language and voice during presentation⁶:

- i. Develop eye contact with the audience.
- ii. Use your hands and body naturally to emphasise points.
- iii. Speak Clearly.
- iv. Vary your voice pitch and modulation.
- v. Don't speak too quickly.
- vi. Also, don't look at notes or shuffle pages while speaking.

Role of Moderator

What is referred to as an Adjudicator in parliamentary debates is known by the name of Moderator in School/College Debates. A debate moderator is always neutral in so far as his/her personal viewpoints are concerned. The primary task of a moderator is to ensure that the participants stick to time, and also to make sure that they don't deviate too much from the topic. A debate can be confrontational. However, it is the duty of the moderator to control petty arguments.

Conclusion

In this age of cutthroat competition, employers look beyond mark-sheets while selecting an engineer. The qualities they need in a candidate range from good problem-solving abilities to presentability, from good critical thinking skills to one who handles negotiations well. Regular debating session may aid a candidate overcome public speaking fear as well as teach skills that they will need throughout their lives. Since the main target of a debate session is to refute the arguments made by others and establish a team's superiority, while preparing the counter-arguments, a debater will slowly develop improved logic, better reasoning, and sharp communication skills.

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6. <https://www.debatingsa.com.au/Schools-Competition/Documents/Debating-An-Introduction-For-Beginners.pdf>

Linguistic Variables

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Abstract

The process of communication is mutating rapidly with the evolution. The pigeon has long been transformed into mail and voices of the subjugated shifted our focus from mono-lingualism to bi/pluri- lingual domains. However, the bridge between L_x and L_y is still under construction because unlike the signified picture which the sound- image 'bridge' compels us to visualize, this 'bridge' remains transcendental to the sensory details as it is non- linear and works on multiple levels of human comprehension.

Aliens arrive on earth and unlike the popular myths, they want to communicate. Authorities summon a linguist to decipher the language, because again unlike the popular myths, verbal communication fails. With many trials and months of hard work, she finds a way to translate their gestures into language with the help of sign- language, as, like human written communication, the aliens too had symbols to represent their thought. She becomes the first human to communicate with them through their language and prevents conflict. However, the movie doesn't end here. She starts dreaming glimpses of her past and future life as a result of immersion, her dreams remain normal, but they are non-linear, as she is dreaming in their language. The Linguist's condition may be better interpreted with the help of 'Sapir- Whorf Hypothesis', which states that the structure of a language determines or greatly influences the modes of thought and behavioral characteristic of the culture in which it is spoken. The movie, 'Arrival' shows that the process of communication is not linear and feedback works on multiple layers of interpretation.

Now, if we consider a multicultural ELT classroom, we may witness the failure of verbal communication with a student from vernacular medium at the moment of first contact and thereby may arrive to a conclusion that in order to communicate with anyone who has linguistic competence, we may take recourse to sign language to reinforce an effective communication.

Keywords: Communication, Lingual, Language, Variable

The process of communication is mutating rapidly with the evolution. The pigeon has long been transformed into mail and voices of the subjugated shifted our focus from mono-lingualism to bi/pluri- lingual domains. According to Uriel Weinrich bilingualism is “the practice of using two

languages simultaneously”. [1] In the words of Diebold it is “the ability to use two language in the environment of the native language”. [2] Bloomfield’s claim that a bilingual should possess “native like control of two or more languages”. [3] We can also denote the term as bilingual or multilingual speech communities where two or more languages serve the communicative and interactional needs of large groups of people. The concept of Speech Community however suspends one’s belief in the ‘one-language: one’s community’ equation. In a broader context we can think in a different way- each speech community acts as a social aggregate and should be viewed as operating not just with one language but with a verbal repertoire. A lot of research has already been done with the concept of bilingualism. A number of studies have documented the cognitive outcomes associated with bilingualism. Some studies have also focused on the effect of bilingualism on verbal and non verbal intelligence. However, the bridge between Lx and Ly is still under construction because unlike the signified picture which the sound- image ‘bridge’ compels us to visualize, this ‘bridge’ remains transcendental to the sensory details as it is non-linear and works on multiple levels of human comprehension. The attempt in this research paper is to discuss the potential relationships between bilingualism and linguistic variables. It also attempts to focus on the impact of Whorfianism on verbal and non-verbal communication in bi/pluri-lingual domains.

It is generally accepted that in an ELT classroom L1 is English and all other vernacular and regional languages stand as L2. However, the aspects and avenues of the Lx-Ly/L1-L2 relationship do not remain constant all the time. Perhaps Chomsky’s idea of the LAD or Language Acquisition Device would help us to comprehend the situation better. In 1960, Noam Chomsky came up with a theory that an individual is born with some innate facilities or attributes which helps him/her to understand language in future. This theory discards the earlier one that one’s mind is like a blank page and installs a new idea that mind is not blank; it is already pre-programmed to understand language.

Now let us consider a scenario. In an ELT classroom, the teacher tries to establish communication in L1 or English. For him, English becomes the language of thought and expression in the classroom. However, the students, as non-native English speakers, try to express himself/herself in English while the process of comprehension goes on in vernacular. Generally he/she would try to process the words of the teacher through vernacular and in this regard for that particular student, at the time of communication, vernacular becomes L1 while English, the language of expression, remains L2. The relationship of L1-L2 is often conceived in various independent versions by both the teacher and the students, especially during the time of verbal communication.

Let us consider another scenario. In a recent movie named ‘Arrival’ [4], Aliens arrive on earth and unlike the popular myths, they want to communicate. Authorities summon a linguist to decipher the language, because again unlike the popular myths, verbal communication fails. With many trials and months of hard work, she finds a way to translate their gestures into language with the help of sign- language, as, like human written communication, the aliens too

have symbols to represent their thought. She becomes the first human to communicate with them through their language and prevents conflict. However, the movie doesn't end here. She starts dreaming glimpses of her past and future life as a result of immersion, her dreams remain normal, but they are non-linear, as she is dreaming in their language. The Linguist's condition may be better interpreted with the help of '*Sapir- Whorf Hypothesis*', which states that the structure of a language determines or greatly influences the modes of thought and behavioral characteristic of the culture in which it is spoken, thus, while the linguist finds a way to communicate to the aliens, her own perception and worldview goes through a complete metamorphosis and she starts dreaming in their language, irrespective of the presence of her own L1. The movie, 'Arrival' shows that the process of communication is not linear and feedback works on multiple layers of interpretation.

The movie shows us another important aspect of communication. It shows that the reason behind the failure of verbal communication is the presence of sound-image. Human verbal communication uses distinct sound-images which are attached to the world around us. For example, when we say 'Table', we tend to focus on a distinct object and the persons spoken to also conceive the same image while relating or replying. However, in the movie, aliens' language is semasiographic or the sign-language; it conveys meaning without representing sound. For this reason, they failed to communicate as the medium of human verbal communication opened up a second communication channel to them. The linguist though, understood this problem and bridged the gap with the help of sign language, establishing a meaningful signifier-signified relationship. With her instruction, a man would walk and on a nearby signboard the activity signified (walking in this case) would be written. Aliens mimed the activity and came up with a symbol which would signify the same activity in their language. Very soon, the linguist came up with a glossary of symbols, like a thesaurus to communicate to the aliens in their language.

Now, if we consider a multicultural ELT classroom, we may witness the failure of verbal communication with a student from vernacular medium at the moment of first contact. This situation is not so different from the scenario in the movie at the first attempt to establish communication with the aliens. The presence of sound-image perhaps creates a problem for both the teacher and learner because of the variations of cultural and linguistic barrier as well as pronunciation. A Marathi or a Telegu student may not utter and comprehend 'Table' in the same way a student from West Bengal does. However, the sign for table remain same for both.

Therefore we may deduce that at the moment of establishing communication at the initial stage with a student, who is a non-native English speaker, we may take recourse to sign language to make an effective communication. In this way, the student will feel more comfortable and due to the synthesis of the communication channels the learning process will also be reinforced. However we have considered our assumptions from the perspective of the multilingual world and we incidentally have come across some perceptible challenges of bilingualism in a

multicultural world, which also plays a very decisive role in positing our framework of understanding the linguistic variables. The challenges are:

- a) L1 and L2, due to mutual influence, may undergo structural changes at the level of sound, syntax, vocabulary and semantics. In Indian context the effect of this is perceived as MTI. India is a multilingual country and for the predominance of L1 or native language in our life, it tends to influence the phonological structure we follow for L2. Mother Tongue influence (MTI) is a terrible threat to a multicultural work environment, where business out sourcing is a phenomenon encompassing the entire world and its work culture.
- b) Another popular threat to the speech community is the degree of importance we offer on L1 and L2. Due to various socio-cultural and historical factors, one language may be considered as the language of education, opportunity, prestige or status and the other may not be perceived to have these attributes. In the context of India, L1 is the native language of the individual province and L2 is primarily English. In a progressive and globalised country it is obvious that L2 is considered to be official language for all communication and L1 for social and emotional communication where perception is involved and not professional exuberance.
- c) Another potential challenge is the concept of ‘Code-mixing’ and ‘Code-switching’. There is a habitual use of L1 and L2 in different domains and situation. Borrowing, ‘Code switching’ and interference are part of the daily life of bilinguals. Psycholinguistic research shows that language contact phenomena are found in the speech community of all bilinguals and that completely suppressing (deactivating) one language while speaking the other is virtually impossible. Such switching is quite vulnerable as it may or may not be accepted in a speech community. In a very traditional work environment the occasional ‘code-mixing’ and ‘code-switching’ may lead to confusion. However in a very modern and progressive work culture this gets wide currency and social acceptability.
- d) Where institutional and educational support is given to L1 and L2 in a large measure, it may come to be viewed as an imposition or an unwanted burden. In Indian context L2 is viewed as language of power, prestige and opportunity, leading to negative attitudes towards L1. In this era every child accepts L2 more than L1 as L2 is getting priority in our life for professional competence in this competitive market. In such a situation there is a complete or partial loss of L1. As a result of this vernacular language is gradually losing its relevance in several speech communities.

So from this analysis we can deduce that the research is applicable in all types of lingual domains. The objective of this paper is to focus on the webbed impact of linguistic variables on multilingual/multicultural domains. In today’s world an individual (native and non-native both) is bound to face barriers/challenges while using verbal communication. The research of Prof

Mehrabian shows that the comprehension process of a verbal message consists of certain percentages, 7% of meaning in the words that are spoken, 38% of meaning is paralinguistic (the way that the words are said), and 55% of meaning is in facial expression. So, the essence of the message may disappear in our attempt to register. The reference of the movie “Arrival” is significant in this regard, where the aliens fail to obtain meaning from the human-spoken-words. The situation is more critical in an ELT classroom, where culture and background sometimes play a major role in the language acquisition of the first generation learners. A teacher’s attempt to establish an effective communication channel is often nullified due to the nuanced effect of translation. The ambience is another factor in a student’s learning and in some cases an enforced process of language-teaching may create adverse effects, while debilitating the learner’s process of acceptance. However, if the bilingual or multilingual speaker at first takes the help of the sign language to understand the concept and thereby to reciprocate, then perhaps the barriers faced by him/her would be less in number and it would also make the process of interaction interesting with a glossary of words (signifiers), giving meaning to each distinct signs (signified). This paper therefore tries to explore the multifarious arenas of lingual domains with a focus to the variables that shape our perception, while advocating the influence/inclusion of sign language to make the process of learning effective and reinforced.

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Role-play and word-play

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Abstract

English has always been an exotic cup of tea for a speaker to whom the language is not his mother tongue (an L2 speaker). With this aim, this paper foregrounds the difficulties along with the probable solution to the communication problem faced by an L2 speaker, as well as the ways in which a proper English language training can be made most effective to the L2 speakers, all this has been done, synchronizing with performance as the keystone for English language training. An empirical study has been adopted to procure the problems, solutions and probable effectiveness of an English language training session. The paper can be divided into two parts. The first part aims to find out the difficulties in communicating in English, faced by an L2 speaker, accompanied by some procedural strategies such as role-play, non-scripted plays and improvisation, which helps to overcome the difficulties in the process of communication. While, the second part of this essays consists of few hypothetical examples to substantiate and justify the cause of this paper. The paper concludes with an approach to bridge the gap between learner's real world and the abstract English language world.

We live in a global world where the knowledge of a foreign language, particularly English, is almost a must. English has become a natural part of our everyday lives, we can encounter it in media, advertising, shopping and it becomes absolutely inevitable when it comes to travelling and making oneself understood abroad. But what seems to be very easy to put on paper is equally difficult to accomplish in reality and it is to be kept in mind that acquiring a foreign language is not a matter to be achieved over night.

In 1980s, an American applied linguist Stephen Krashen came up with a theory about “two independent systems of second language performance: ‘the acquired system’ and ‘the learned system’”. The ‘acquired system’ or ‘acquisition’ is the product of a subconscious process, very similar to the process children undergo when they acquire their first language. Acquisition requires meaningful interactions in the target language, natural communication, in which speakers are concerned not with the form of their utterances but with messages they are conveying. The ‘learned system’ or ‘learning’ is on the contrary, the product of formal instruction and it comprises a conscious process which results in conscious knowledge ‘about’ the language. Taking into consideration the distinction between the ‘subconscious’ and anxiety-free acquisition and conscious process where separate items from the language are studied and practiced in turn, Krashen suggests that teachers should concentrate on acquisition rather than learning and that the role of the language teacher should be to provide the right kind of language exposure, namely comprehensible input.

However, second language learners have much less opportunities to be exposed to the language they want to learn than the children who acquire their first language in a natural way. That is why Harmer suggests that “a rich classroom environment should not only expose students to language, but also give them the opportunities to activate their language knowledge and to study language and the way it works”. (Harmer, 2007:48) In other words, both acquisition and learning should be provided to language learners because they both play an important role in the process of the second language learning and teaching.

Teaching literature is an easy job when compared to teaching language with its subtlety. Traditional methods such a frontal teaching has now almost become a relic. Today’s methodology admonishes to be engaging, to keep the students focused, but at the same time, to let them enjoy and therefore like their education at the same time. Although much has changed in the language teaching process but it is still true that the conviction that vocabulary and essential structures is the keystone of any foreign language, here in comes the necessity of some innovative procedure, such as drama for example.

Drama as a way of working is so unlike most other forms of learning that we must explore the nature of the concept itself. The implication of drama into teaching process is though unconventional and alternative to the regular standard but using drama in classroom teaching provides students with the best opportunities for active and involved participation. In foreign language learning, it is important to establish an atmosphere where students can freely explore the language. Since language means communication, it is essential to provide learners both with activities that help them to develop their communicative competence in English and a flexible atmosphere that is conducive to the application of these resources. Drama accomplishes many current trends of modern teaching. One of them is to take away attention from the teacher and give space to the learners instead who can direct their own learning and learn how to be autonomous, the use of drama makes the lesson more active and diverse. Drama education can be explored and exploited in several different ways. However, the most appropriate form of using drama education in the context of foreign language is to apply it as a method of work. Drama is based on the direct experience of the participants through acting and that is why it develops the whole personality of a learner, effecting on creativity, sensibility and sociability of each individual. Drama used in education, gives participants the chance to submerge into fiction, take on different roles, explore them, try things on their own, learn through their proper experience and thus form their positions and attitudes to the surrounding reality. In this manner, an experienced teacher using drama can link the language-learning experience with the students’ own experience in life. Such personalization of the subject matter can be very motivational and favorable for effective learning.

The relationship between drama and foreign language teaching naturally flourishes by virtue of all its benefits and drama does not have to be used just in order to practice language functions, grammatical structures or particular vocabulary. It can be easily, and most of all effectively exploited in cross-curricular teaching when studying and exploring topics related to the foreign culture or other school subjects. A good appreciation and reception of performance helps to increase motivation and good motivation is one of the factors necessary for efficient learning, it gives some kind of internal drive which pushes someone to do things in order to achieve something. The use of drama undoubtedly represents one of the methods of work used by

teachers to provoke intrinsic motivation. Not only does it help to build a good teacher-student relationship, but it also actively engages all the students and all the time, so in a sense motivation is not needed when working through drama, because enjoyment comes from imaginative personal involvement. Drama takes the advantage of the concept of learning by doing to the full extent. Not only is it motivating in terms of the reward of enjoyment when students are asked to get up and actively explore the world around them through their own experience, but the active participation also encourages the cognitive process, such as memory development and better information retention.

Review of Literature and Pedagogical Survey

Theoretically, all of the above statements are true to the core, but when it comes to actual practice, acquiring an altogether different language really becomes a tedious task. A speaker, whose mother tongue is any other language than English (an L2 speaker), actually finds it difficult to react to different situations and circumstances in any other different 'tongue'. To an L2 speaker¹, memorizing English is easy as he has already been through the process of the 'learned system' and if we can say, he has even acquired some knowledge of the syntax of the language through whatever minimal exposure he has got. But what becomes difficult and problematic is the rendition of the known facts in a completely different scheme of expression. Herein lays the limitation of the simple drama-education system. Even when a student is motivated to perform and his performance is well appreciated, an L2 speaker will still get stuck during the actual rendition of his known performance during and actual communication. As all of us know by now, communication is a two way process of speaking and reception of words, rather expressing the mind under true situation. This is what becomes all the more problematic to an L2 speaker. He is not aware and to be more precise, he is not ready and accustomed to perform to any live situation, his condition is much like a new musician's experience of his first performance with a trained orchestra. His language syntax though developed by know, he still feels them to be at their embryonic stage and he is not able to get out of his amniotic fluid, not yet ready to face the world, a bird not yet ready to fly. This dilemma in thought processing and articulation leads to what R.A. Hudson in his book coins as 'communicative incompetence' (Hudson,2015:224). According to Hudson, communicative incompetence leads to social inequalities.

In this regard, this is to be noted that the processes, involved in a drama-education system, such as warming up, recitation helps a lot but is not enough. Since the drama is all scripted, an L2 speaker's mind gets the time to develop the scene and form, which anticipate the dialogues one after the another, hence it makes him a good performer, or a good actor on stage, but he 'struts' and 'frets' upon the stage of everyday life. This happens because in a day to day activity, which involves various discourses, a human mind is not able to anticipate all the situations and hence acts out of impulse and emotion. The same thing is applicable to an L2 speaker but not in a foreign language (here, English), his conscious notion of a foreign tongue makes it all the more difficult for him to carry on a fluent conversation with his counter-part. Since this paper is aimed especially to cater to the need of English language training for management and technology students, we must shed some light upon the areas which the students of these two particular courses might find essential. For a management student, effective communication is needed to satiate the need of his client and the same goes for an information technology student, by now, we already know that communication is a two way process, not less than a live performance,

hence in this regard, we must note the importance of the act of ‘improvisation’, something which is very necessary to continue and contribute to the ongoing communication. Drama helps to improvise, but what is more important to initiate improvisation is ‘role-play’², ‘simulation’³ and acting ‘non scripted plays’⁴. These three special sectors of drama (if I may call them so), consolidates both the method and technique of effective communication. In their book, *Structuring Drama Work*, Jonathan Neelands and Tony Goode points out that all the above mentioned acts help in the process of ‘context building’, based completely upon the reflexive thought process of the participant. Similar phenomenon is observed by Paul Davis in his research paper, according to him, ‘role-play’ gives the speaker the functional cues to bridge the information gap of different scenarios and sequences. Davis further opines that drama activities, (such as ‘role-play’ and ‘mime’) “facilitates the type of language behavior that leads to fluency...” (Davis, 96). Such activities not only help in the rendition of the daily events but also help in the continuous and gradual screening process of ‘skill development’. If we are to talk on about the area of skill development, we must shed some light upon a recent survey conducted by British Council India. British Council India, in a survey on English Language training market in India, preferably noted that the English language training market in India comes under the area of ‘skill development’. In this survey, the council observes that the traditional chalk-talk method of teaching, won’t be of any help in the case of English language training, rather various ‘ELT games’ (as termed by the survey), facilitates in the process of language acquisition further it helps in the ‘skill development’ which in turn helps in both the qualitative and quantitative growth of an individual speaker and through the particular person, the complement development of the English speaking community (we can also take it to be an English speaking market) develops.

Research, Results and Discussions

In order to substantiate my claim to the topic, I must mention few practical studies that I have come across while conducting this paper and one that I have myself participated and have found effective enough. Yen-Hui-Wang, in her research paper finds out that using drama, specially activities such as warm up and games were effective to ease the atmosphere for the learners and at the end of her experiment, she observes that most of the students found it easy to communicate in a foreign language through the use of games involved with drama. Similarly, another scholar Mariko Mihashi, in her paper on a TESOL program, found out several importances for the use of drama and theatre techniques in teaching foreign language to students. Not only does she find the importance of the theatre techniques, in her paper she also states the effectiveness of such procedure on the communicative skill of the students. While these observations were found and their patterns were carefully studied, recently I was fortunate enough to participate in a UGC-sponsored three day workshop on “English Language Training: using performance as a tool”, held at Rishi Bankim Chandra College, Naihati, West Bengal. In this workshop, drama and theatre techniques were used to understand and developed the skill of communicating in English language. This must be noted that all the participants were primarily L2 speakers, having both acquired and learned certain soft skills in the mentioned language. The workshop began with warm up activities, followed by basic games to ease the tension of the students and other basic theatre activities such as ‘role-play’, ‘mime’, ‘gibberish’, ‘non-scripted plays’ were conducted.

Since the participants were already familiar with English, most of the activities were easy for them but what tested their communication skill were ‘role-play’ and ‘non-scripted plays’ and at

the end of the three day workshop, most of the students opined in favour of ‘role-play’ which had helped them to master the art of proper communication.

From the above mentioned arguments and study of experiments and a workshop, it becomes clear to us that the use of drama (though not conventional) has been of great help to master the communication skill in a foreign language such as English. The justification to the title of this paper lies in the fact that ‘role-play’, which is an essential part of drama and theatre arts, becomes essential for ‘word-play’⁵, rather it helps an L2 speaker to play with words and improvise at times of urgency. To conclude, it must be mentioned that this paper tries to focus on the use of drama to bridge the gap between course-book dialogues and natural usage, at the same time the fact that drama can also help to bridge a similar gap between the classroom and real-life situations by providing insights into how to handle tricky situations. Drama strengthens the bond between thought and expression in language, provides practice of supra-segmental and para-language, and at the same time offers good listening practice. If drama is considered as a teaching method in the sense of being part of the eclectic approach to language teaching, then it can become a main aid in the acquisition of communicative competence. Lastly, we can say that drama in the English language classroom is ultimately indispensable because it gives learners the chance to use their own personalities to express their feeling.

EndNotes

1. An L2 Speaker- a speaker whose mother tongue is not English , one who is trying to adopt and acquire an foreign language as his second language.
2. Role-play- a solo or a group act, where the performer(s) act(s) out an imaginary situation, involving imaginary people.
3. Simulation- it is an activity involved in theatre workshops where a learner discusses a problem (or perhaps a series of related problems) within a defined setting.
4. Non-scripted plays- usually a short play (single act), where the performers have to act out any random given situations, not included in the script.
5. Word-play- it is a literary technique and a form of wit in which the words that are used become the main subject of the work, primarily for the purpose of intended effect or amusement.

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Decoding Thieves' Cant, The Jargon Of The Miscreants

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Abstract

Thieves' cant, also known as the Rogue's cant or Peddler's French, is a secret language used by criminals and members of secret societies to prevent their conversation from understanding by the eavesdroppers and other people out of that specific group. This mode of communication is a type of anti language that is vastly used in all over the globe. An anti language is parallel to anti society which is set up with in another society as an alternative. It is a mode of resistance, active hostility and even destruction. An anti language is a socio linguistic phenomenon that drags the attention of the system (i.e. law and order). In Elizabethan England the counter culture of vagabond, gypsies, brothel runner started the early genesis of a special mode of communication which is called as thieves' cant or argot. This type of anti language is maintained by anti society and people belong to that sphere. Even today this language is used in a more complex way by the criminals of the underworld, member of terrorist groups, arms dealers and drug peddlers to maintain their secrecy and communication. We intend through our paper to unleash the use of thieves' cant, its evolution in a multicultural society that helps to create their own jargon which is dynamic and ever changing. In today's world police, intelligence, investigating agencies are compelled to decode this language to protect our society which is suffering from the atrocities of terrorism, human trafficking, drug dealing and cyber crime. Through this paper we have tried to cover certain areas, such as - what codes do the speakers use, genesis, use of cant language in different part of the world, examples of cant word, impact of popular culture on the jargon, cant language in literature, cant language in India etc. The study of thieves' cant offers further insights into the relation between language and multicultural social structure, and into the way in which the process of communication functions through the social aspects.

Key Words: Anti-Language, Anti-Society, Subcultures, Multicultural society, Counter Culture, Jargon, Cant Language, Popular Culture, Underworld

At certain time and places we come across special forms of language generated by some kind of anti-society, which may call "anti-language". An anti-language serves to create and maintain social structure through conversation, just as an everyday language does. It also concentrates in the social structure that is of a particular kind, in which certain elements are strongly foregrounded. An anti-language is not only parallel to an anti-society; it is in fact generated by it. Anti languages are typically used for contest and display, with consequent foregrounding of interpersonal elements of all kinds. At the same time, the speakers of an anti-language are constantly striving to maintain a counter reality that is under pressure from the established world. This is why the language is constantly renewing itself – to sustain vitality that it needs if it is to

function at all. An anti-language is not something that we shall always be able to recognize by inspection of a text. It is likely to be characterized by some or all of the various features and hence to be recognizable by its phonological or lexicogrammatical shape as a metaphoric alternate to the everyday language. Thieves' cant, also known as the Rogue's cant or Peddler's French, is a secret language used by criminals and members of secret societies to prevent their conversation from understanding by the eavesdroppers and other people out of that specific group. This mode of communication is a type of anti language that is vastly used in all over the globe. An anti language is parallel to anti society which is set up with in another society as an alternative. It is a mode of resistance, active hostility and even destruction. An anti language is a socio linguistic phenomenon that drags the attention of the system (i.e. law and order).

The concept of an anti language throws light on many of the vibrant slangs at the edges of society, from Cockney rhyming slang and Victorian "Gobbledygook" to the "Mob speak" of the Mafia and "Boobslang" found uniquely in New Zealand prisons. Thieves' Cant, Polari, and Gobbledygook are just a few of examples from the past – but anti-languages are mercurial beasts that are forever evolving into new and more vibrant forms. Since at least Tudor times, secret argots have been used in the underworld of prisoners, escaped slaves and criminal gangs as a way of confusing and befuddling the authorities. A modern anti-language could very well be spoken on the street outside our house. Unless one is the member of an anti society, the strange terms would sound like nonsense. One of the first detailed records of an anti-language comes from a 16th century magistrate called Thomas Harman. Standing at his front door, he offered food and money to passing beggars in return for nothing more than words. "He would say either I throw you in prison or you give me your Cant," explains Jonathon Green, whose latest book is Language: 500 Years Of The Vulgar Tongue. In Elizabethan England the counter culture of vagabond, gypsies, brothel runner started the early genesis of a special mode of communication which is called as thieves' cant or argot. This type of anti language is maintained by anti society and people belong to that sphere.

A society is a junction of multiple culture, language and people. When the society is small, such as a small village in a traditional society, then all people may share the common culture or a common way of life. But when the same society grows up with diversity then it becomes more complicated. Then various small groups share different culture. Thus each group of culture, which is having the differences with other groups, can be called subculture. So, subcultures are those groups that have values and norms that are distinct from those held by the majority of people. In United States, subculture might include hippies, Goths, fans of hip-hop or heavy metal and even bikers, yet the examples are endless. In a different way, a counterculture is defined as a cultural pattern that strongly opposes those which are widely accepted in a society. The members of countercultures are likely to question the morality of the majority group and engage in some form of protest activities.

Although countercultures are not as predominant now as in the 1960s, which experienced militaristic groups who reject the legitimacy of the political system and sometimes engage in extreme violence such as the bombing of the California Hummer dealerships by "Earth Liberation Front" in 2003. In Elizabethan England, the counterculture of vagabonds, or "cursitors" in Thomas Harman's (1567) mock-stylish designation, a vast population of criminals who lived off the wealth of the established society, had their own tongue, or "pelting (=paltry)

speech”; this is frequently referred to in contemporary accounts, though rarely described or even illustrated with any detailed accuracy.

The anti-society of modern Kolkata has a highly developed language of its own, substantially documented by Bhaktiprasad Mallik in his book Language of the Underworld of West Bengal (1972). Even today this language is used in a more complex way by the criminals of the underworld, member of terrorist groups, arms dealers and drug peddlers to maintain their secrecy and communication. This language is no more than the technical and semi technical features of a special register; they amount to an anti-language only if we admit into this category something that is simply the professional jargon associated with the activities of a criminal counterculture. If we consider underworld languages in terms of a general comparison with the language of the overworld, we find in them a characteristic functional orientation, away from the experiential mode of meaning toward the interpersonal and textual modes. It is noticeable that even these purely technical elements seem to be somewhat larger than life. In Mallik’s account of the Calcutta underworld language we find not just one word for “bomb” but 21; 41 words for “police” and so on. Some examples have been cited below that are used by the Indian criminal in a profound way:

Thakela-A weak person.

Hari Patti - Money, directly referring to the 500 rupee note.

Churan- Lie spoken by a person

Taliya, Takla, Taliya is a slang used to describe a bald .

Bhiidu – Friend.

Bakri- Smartphone (with a touch screen)

Bhains- Laptop

Haathi- Desktop

Sumdi mein- Incognito or secret, to something without making any noise.

Bol Bacchan- Talk, Generally means a disparaging address to talkative person, indicating that the content of his talk is previously known and so is uninteresting (Boring out of predictability, repetitive or tedious) and perhaps empty talk.

Jhol- Scam Ghapla, Ghotala

Keeda - APest, A trouble or nuisance maker

Fund - Generally refers to a small robbery

Thanks to Bollywood films, by now people must be well-acquainted with few of Underworld’s code words like – bhai, khokha (a crore), peeti (a lakh), supari (contract killing), lambi (AK-47) and nine number ki chappal (9mm pistol). But Mumbai Police just cracked a new list of names that had them baffled, for quite a while now, when they heard them on tapped telephonic conversations. The secrecy remained with the names of popular bollywood stars. Such as:

Nargis Fakhri – Ecstasy

Anushka Sharma – Hashish

Priyanka Chopra – LSD

Katrina Kaif – Smack

Kangana Ranaut – Afeem

Alia Bhat – Cocaine

Ranveer Singh – Peddler

Ranbir Kapoor – Host
Salman Khan – Kingpin (drug mafia)

The most outrageous example was possibly Kenneth Williams' popular BBC radio show *Round the Horne*, which used graphic innuendo to bring gay culture into even the most conservative of living rooms. In David Bowie's latest album the song *Girl Loves Me* was written as a combination of Polari and Nadsat, the fictional anti-language in Anthony Burgess's *A Clockwork Orange*.

The thieves' cant also includes some intricacies that are not found in the informal language that we speak. They are perhaps best illustrated by a dialogue between two vagabonds, which Harman recorded in his book *A Caveat or Warning for Common Cursitors*. "*Byng we to Rome vyle to nyp a bounge, so shall we have lower for the bowsing ken,*" one suggests. Harman translates the phrase as "*Let's go to London and cut a purse, so we shall have money for the alehouse*" – a meaning that would be almost completely indecipherable for people who were not in the know. Four centuries later, Harman's glossary would help inspire British-born linguist Michael Halliday to define the term "anti-language" in the 1970s, to describe the words spoken on the fringes of society. Comparing thieves' cant to more recent analyses of the slang spoken in Kolkata and elaborate "Grypserka" found among the inmates of Polish prisons, he found striking similarities in the patois spoken by all three underground groups and the ways it shaped their interactions.

As with other anti languages we can witness the blossoming of words for the illegal activities that might accompany gang culture. "There are so many words for firearm, for different kinds of drug, for money," says Montgomery, who is based at the University of Macau. Montgomery points out those new, metaphorical forms of speech will also proliferate in areas threatened by state censorship; already, we can see a dozen euphemisms flourishing in place of every term that is blocked from a search engine or social network. He thinks that web will only encourage the creation of slang that shares some of the qualities of anti-languages. But we need to look at the rich online vocabulary that has emerged to describe prostitution; those seeking the service of a sex worker are "practicing the hobby", "trolling" or "mongering"; the police, for instance, are variously known as "berry", "elroys", "Penelope" etc; crack cocaine can be known as "German chocolate cake", "hubba", or "a slab".

The perspective of the anti-language is one in which we can clearly see the meaning of the language: in brief, the function of alternative language is to create alternative reality. A social dialect is the embodiment of a mildly but distinctly different world view – one which is therefore potentially threatening, if does not coincide with one's own. The anti-language is ever-changing. The much it is decoded, the more the language is taking a new form. So decoding the language from its root will not be easy. No one knows when the language actually got to start but this anti language has been flowed down to the contemporary society since approximate Elizabethan era. In today's world police, intelligence, investigating agencies are compelled to decode this language to protect our society which is suffering from the atrocities of terrorism, human trafficking, drug dealing and cyber crime. Though many words survive, and new words have entered the lexicon of the criminal underworld, the cant is no longer used as it once was. But, the legacy of thieves' cant lives on in people's desire to escape the constraints of mainstream society's policing or demarcate their own communities.

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Technological Advancement: An Instrument That Has Brought Revolutionary Changes in Business Communication

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ABSTRACT

The concept 'Business communication', with its ever changing dynamic features, has attracted the inquisitive minds of intellectuals and professionals all over the world for ages. One of the most important factors that have been instrumental to this unique dynamism of business communication is the rapid technological advancement that we are experiencing in last few decades. There is no single entity or unit in today's business world that has not been touched by this overwhelming and all encompassing phenomenon. In modern business houses every department, ranging from front office to the storehouse, uses a computer processing service. Practically, miniaturization of electronic devices and manifold use of teleconferencing methods have eliminated various challenges that bugged the business world previously.

The exchange of information via internet or the intranet is both time and cost effective and the data is precise and to the point, leading to a new way of simplified communication, regardless of time zone and linguistic issues. Technology has remitted transparent and fair dealing opportunities to the entrepreneurs, thereby fostering globalization and multiculturalism. Creative and critical decision making has become faster through instantaneous communication, like telecommunication. Even virtualization and social media marketing have offered a myriad of possibilities for emancipating market ranges. The biggest advantage however can be conferred to the financial savings which affords small businesses and global corporations alike, enabling the former to compete gallantly in the global market. The employment of technically skilled professionals in various jobs has surfaced solely due to continuous technological progress.

As we know pros and cons are as indispensable as Juno's Swans, specifically, the current communicational paradigm is quite distracting, as it demands multitasking. Less technically trained entrepreneurs, on the other hand, suffer. Besides the common hazards like health concerns, ecological imbalance and drainage of fuels, most threatening is the victimization in unscrupulous cyberspace intrusion; hacking or cyber crime. Nevertheless, recalling positivity, it can be concluded that technology is basically a driving force to the international economy.

This paper strives to explore how technology has brought revolutionary changes to the business world allowing owners and employees to be more efficient while spending less money and time to do so by the means of innovative and effective systems and devices.

Keywords: Teleconferencing methods, simplified communication, instantaneous communication, financial savings, cyber-crime, recent trends, business communication, social media.

Introduction:

Exchange of letters or documents has become unconventional with the advent of e-mail. Postal services have been replaced by free email services. Voice of Internet Protocol or VoIP technology and cellular telephone technology have eliminated expensive long distance telephone calls. Furthermore, 2G speed has been back staged by 3G and 4G speed. Business now, exchange documents or files in seconds over the internet, instead of waiting for days. Virtual offices have taken over real offices. Physical distance poses no hindrance in communication. Teleconferencing methods have enabled the stakeholders to communicate with the business core regardless of geographical location which earlier was a tedious task. Paperless offices are on the verge of introduction. Securing and stacking data had been quite a challenging task but cloud computing technology has made database management easier and simple. Now, business houses prefer skilled professionals, who can install, operate and maintain new IT tools. Telecommunications industry has emerged to meet the demands of business cores. Globalization and multiculturalism have reigned in, because business relations have witnessed broader platforms across the globe connecting millions. All these have been possible solely by the adoption of technology. Advanced communication technology has aided trade and commerce to flourish and meet the preferences of the new generations.

The Internet has made possible a wide range of new business communication tools including:

- I. **E-mail:** One of the most commonly used modes of digital communication for various businesses, as it is relatively cost and time effective, and can be used to forward as well as retrieve additional files attached to the text messages. Electronic mail has replaced telephony to a great extent.
- II. **Instant Messaging (IM):** Advancing years have demanded instantaneous communication to avoid wastage of the least time possible. IM has therefore emerged as a faster and more convenient mode of communication than e-mail or telephone. It is a first-rate way for employees to communicate in real time.
- III. **Telephone and Voicemail:** Telephone communication may be more time consuming than its recently evolved media-counterparts, but it still benefits impersonal world in a broad spectrum. Provisions for dialing to on-campus or off-campus numbers are available on most campus telephones. Bluetooth technology has incorporated hands-free dialing method, allowing receiving business calls safely while travelling, whereas IM or Email can prove hazardous in such circumstance. Phone calls however have a vocal backup in the form of voicemail. Spoken messages are digitized and played

- later to the intended recipient. However, sensitive issues or confidential matters are mostly avoided to be discussed through telephone.
- IV. **Social Media**: Another digitized platform for communicating on a much more personal level with the customer. Details about a business house are available on the social media. Feedbacks are also welcomed. A flexible and transparent relationship between the customers and business cores has been fostered.
- V. **Targeted Advertising**: As the name suggests, business cores nowadays target customers more accurately, focus on their interests and demands, and advertise their products or features likewise. E.g. : Adwords. It has proven beneficial for the advertiser as it is cost effective because, it prioritizes certain traits and only the customers whose preference matches the attributes of the products will receive the message, thereby, eliminating wastage.
- VI. **Cloud Computing** : It can be defined as a type of Internet based computing that provides shared computer processing resources and data to computers and other devices on demand. The AI (Artificial Intelligence) prowess has enhanced cloud computing to a higher level. Reasons behind popularity of this computing method :
- **Cost**: Reduces capital investment. Servers, hardwares and softwares, are no longer needed to be purchased. Infrastructure and database management has become more convenient.
 - **Speed**: Few mouse clicks save labor, making way for lucid capacity planning.
 - **Global Scale**: Allows employees to communicate with the computer and retrieve and send messages or information from remote locations. Geographical location poses no hindrance in work.
 - **Productivity**: “Racking and stacking” has been eliminated from the scenario and therefore more time is available to focus on different business goals.
 - **Performance**: These services are regularly upgraded to keep pace with the latest generation.
 - **Reliability**: Data backup and recovery has made business inconvenience free, easier and cost effective.
- VII. **Teleconferencing and Video conferencing**: Teleconferencing calls unite people from all over the organization, cutting down travel time and expenses. A toll free number and access code are needed to participate in virtual conferencing. Video conferencing can be used in conjunction to view presentations and conduct question answer sessions on the same via the Internet.

Top team communication apps:

Various applications have been developed for enhancing business communication:

- I. **Teambox:** It is a business collaboration application which works by integrating various planning tools, file storages, chats, texts and notes. It can even track time and basically acts as a task manager.
- II. **Hipchat:** A fast and secure data centric messaging service that provides infinite chatrooms, syncs across multiple devices and assures safe encryption of conversations obeying the same protocol as online banks use. It also facilitates video and voice conferencing and is one of the most popular business communication app used worldwide.
- III. **GoToWebinar:** The term “webinar” has come from Web Seminars. This allows virtualization of real offices and seminars can be conducted via web. This application can address up to 1000 people online, has practice sessions, question and answer sessions and enable users to share additional documents.
- IV. **Slack:** AI catalyses the smooth working of this app. Slack bots help new users to get acquainted with the service, thereby creating a user friendly interface. It helps search conversations based on topic. It has revolutionized internal communications.
- V. **Avaamo:** Keeping in mind the convenience of the mobile sale teams, this messaging has been developed. E.g. Vendors can enhance their sales rate via this app.

There are many other similar apps e.g.: Campfire, Basecamp, Redbooth, Wrike, etc. which are very popularly used for convenient and efficient business communication.

Implications:

The advantages of technical advancement in business communication are listed below.

- I. **Mobility:** Mobility has become a necessity. Advertising through YouTube, social media, channels, radio, etc, have almost eradicated the obsolete manual ways. Virtual offices are to be credited the most for mobilizing business communication. Regardless of time and location, communication and accessibility has been made possible.
- II. **Outsourcing:** The concept has come from ‘outside resourcing ‘. It reduces cost by shifting some portions of the work (non-core activities) to outside suppliers instead of completing the whole task internally. This has enabled communication with customers from differ parts of the world.
- III. **Globalization:** Development of new customer bases all over the world has expanded communication opportunities. Telecommunications have been one of the major factors in enhancing globalization. Economic globalization has been made possible by advanced business communication techniques.
- IV. **Remote Workforce:** New communication tools have enabled employees to work directly from home, saving money and time, enhancing life-work balance and productivity.

- V. **Reduced Travel:** The adoption of technology has cut down travel expenses to a mammoth extent, saving a great deal of money and time. Face to face conversations aren't required anymore.
- VI. **Enhanced efficiency and 24*7 availability:** Most people nowadays opt for online shopping services, which provide them detailed information about various products. Not only so, the products are delivered at their doorsteps and also virtual trial rooms are provided. 24*7 customer care services are available for feedback, enquiry, compliant, etc. Social media also keep the customers updated with the new products launch or likewise. There are various similar online services that have fostered flexible and transparent relationship between a customer and an enterprise and have also eliminated inconveniences in business interactions.

But, pros and cons are as indispensable as Juno's Swans. They are the two sides of the same coin.

We have had close approximated details of the pros. However, the cons in this field are also not lagging behind.

- I. **Loss to small businesses-** Small businessmen, retailers, budding entrepreneurs with limited or no technical skills lag behind in this ever demanding competition of excellence, of betterment where the interest and quest keeps on growing every working and non working day. The setup cost, the installation and update cost is huge which may overpower and exceed the budget of the budding entrepreneurs. The initial budget of the newcomers in the competition isn't very high and affordable. Hence, they suffer huge loss.
- II. **Increase in the amount of cyber crime-** Cyber crime as the definition suggests is 'Crime related to Technology, Crime related to Computers'. Hacking is one such crucial factor which contributes towards the now popular Cyber Crime. Basically, Hacking is the act of gaining unauthorized access to data in a computer or a system. A person who hacks is called a hacker. There are three kinds of hackers- The White Hat, The Grey Hat and The Black Hat. The Black Hat hackers or Crackers are hackers who steal, exploit and sell data from a computer or system on the basis of personal grievances. To name one of the most controversial cases of hacking is of Aaron Swartz who connected to an MIT network and downloaded 2.7 million academic papers and made it available to any campus visitor for free just by downloading an app.

Another specific and prolific factor in the contribution of Cyber Crime is Email viruses which are the viruses that are transmitted through email. They appear in the inbox just like any other normal mails without letting the user know if the attachment is viral or spam. They are usually delivered through attachments. Once the unsuspected person opens the mail, the virus gets executed in the system and starts destroying the computer

by changing and altering the data in the files and sometimes deleting it. It isn't possible for an antivirus to detect the virus when the viral activities are limited. And, sometimes by the time the antivirus detects the virus, maybe it's too late!

III. **Losing of jobs-**

Unemployment is posing a very big threat to the youth as well as the middle age generation. Unemployment is the phenomenon where a person is actively looking for a job but isn't getting one. Why would a company employ so many people when half of the work is done by technology as in the computers? To state a case, in the case of Civil Engineers, once upon a time making a building plan needed a minimum of 3-4 people because everything then was done manually. And, now with the introduction of AutoCAD, the software, things have become easier. It hardly takes just two people to complete a building plan. We're in a way bringing down labor cost but giving rise to unemployment.

Multitasking is also a core need in this generation. Not just good programming skills, but speaking and communication skills are also a must in this competitive world where everyone wants to succeed the other and there is a silent war for position.

It also leads to disconnectedness. Nobody now needs to refer a book or communicate with people to gain knowledge. The introduction of Google and Wikipedia in the scene has globalised the world and minimized the connectivity.

IV. **Hindrance in travel signals-**

Travel business is another hugely emergent giant in this era of communication comprising primarily of air and railway signals.

There is a kind of signal called distress signal which an aero plane sends it needs help from the base station. Sometimes due to climatic factors and other natural and technological calamities signals do not reach the ground as a result of which the aircrafts are lost! As is the case of the Bermuda Triangle – the infamous unsolved mystery till today.

Another is the case of railway communication. The thing which happens in this communication is that the signals are sent to the next arriving station when a train is arriving at a platform. When the announcer doesn't get proper information of a train arriving there's miscommunication which takes place and as a result there is bloodshed, loss of lives, accidents giving rise to strikes which leads to travel hindrance.

The Future of Today:

Teleportation, which means transportation over space and distances instantly. Teleportation has taken the place of transportation. We now don't need to travel distances

or move out to communicate with people. With the advancement in technology life has got easier and handy.

But with the overuse of technology the **power is being over consumed**. And, power is generated from one of the most important non-renewable natural resource named coal. Coal is already nearing its extinction and over power consumption is just catalyzing this process further.

But we are saving paper. A new concept which has come up is to go paperless. We'll soon come to the concept of **paperless offices**. After a decade or so, a time will come when papers will be replaced by mobiles, laptops, tablets giving rise to paperless offices. We've already come across online examinations. All the big competitive exams are now becoming online. We're in a way saving tress.

But a problem deliberately coming up these days is the **Identity Theft**. Identity theft means deliberately using a person's identity usually for financial advantage. This activity has increased globally and is a major concern for the near future.

Technology has both its good and bad sides. We would like to draw the conclusion with a few recommendations as listed below.

Conclusion :

Technology has both, merits and demerits. On one hand, we see technological invasion has configured business communication in a very efficient and convenient manner, while on the other hand, it has complicated certain arenas. Miscommunication, lack of job opportunities, cyber crime etc. have increased manifold, posing a serious threat to mankind. Another key consequence is disconnectedness owing to technical glitch. To conclude safely, certain recommendations are ought to be highlighted. They are as follows:

- I. Initiatives should be taken by the government to educate the youth and make them aware of technology and its excavations, its merits and demerits.
- II. Training and workshop programs should be set up in schools, colleges.
- III. Technology should be made cheaper and more easily available to the citizens.

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Learning ‘via’ media to Learning ‘with’ media: Evolving trends in Computer Assisted Language Learning

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Abstract

Developed sometime around the 1960s, Computer Assisted Language Learning or CALL is a comparatively recent trend in the English teaching- learning scenario. Designed by integrating technology in the learning environment, CALL aimed at constructing a learner-centred learning environment as opposed to traditional teacher-oriented environment. It is an “amorphous discipline”, as Beatty calls it, constantly transforming and evolving- in pedagogy as well as technology. The objective behind using this method was to reduce the “language learning anxiety” of a student by providing him/her a “input rich” (NCERT, 2006) virtual domain to learn the language without being afraid or conscious about his/her linguistic and communicative competence and thereby reduce the “affective filter”(Krashen,1982). To implement this method, there was a demand for the students as well as the language teachers to have access to and be adequately skilled in digital technologies. Besides, the curriculum of language teaching had to effectively integrate the unlimited resource of multimedia. However, in reality, instead of the curriculum being designed ‘around’ the media, CALL was looked at as an aid. In India, as aptly mentioned by A. Usha Bala in her doctoral dissertation, CALL is more of a “support system to regular classroom teaching” not to mention the acknowledged digital divide across the nation. In spite of desperate attempts to bridge the digital divide (which in Indian context is a reflection of the socio-cultural stratification), there are still many educational institutions where there are no computers and those which have provisions for computers and internet, often lack properly oriented teachers- educators who can utilize the media to harness the four basic skills (listening, speaking, reading and writing) associated with language learning. With the technological boom and streaming digital resource, there has been a marked growth in the users of multimedia. However, despite this mass proliferation of digital media, there has been very little effort to develop a curriculum for language acquisition blending digital media in real environment to effectively fulfill the needs of a language learner. As rightly noted in the essay Contemporary computer-assisted language learning: The role of digital media and incremental change by Michael Thomas, Hayo Reinders and Mark Warschauer, CALL needs to rid itself of its “technological determinism” and overt optimism that generates a perspective to look at it as replacement of language instructors. Only then can it produce authentic and collaborative learning environments utilizing a task-based method where the language learners are actively engaged with the mediating interface to reach their desired level of competence. My paper aims to explore these emerging dimensions and trends in Computer Assisted Language Learning and examine its scope in the language classrooms of Bengal.

Key words: Language, Multimedia, Digital, Teachers, CALL

Taking the CALL

With the advent of computers and proliferation of the ‘many-faced God’ named Internet, there has been a radical change in the field of language teaching and learning. It has not only changed the method of language teaching-learning but has caused a paradigmatic shift in the perspective with which the dynamics of language learning is looked at. In the introductory essay of *The Routledge Handbook of Language Learning and Technology* titled “Language Learning and technology”, Fiona Farr and Liam Murray comments: “Technology- enhanced practices have revolutionised the ways in which we learn and teach languages”. In recent times, with the ramifications in technology and its diverging scope in the field of education, Computer Mediated Communication (CMC) and Computer Assisted Language Learning (CALL) has faced changes in their approach, structure and texture as well. Richard Watson Todd traces the journey of integrating technology in language teaching- how with the creation of the first language learning software back in the 1960s and subsequently the designing of the “first artificial intelligence program specifically designed for language learning” in 1976, ICT was becoming an integral component in language teaching methodology (Todd, 89-90). While audio tapes and video cassettes were already used in the language classroom, computer was a later addition, being initiated in language teaching around the 1980s. This addition surprisingly coincided with the focus on targeting communicative competence among language learners and it was not long before theorists and teachers started discussing the potential of technology in communicative classrooms. During 1989 in their book *Mindweave*, Mason and Kaye discussed the wide range of possibilities that CMC could offer and within a span of a few years, computer- mediated communication gradually entered the domain of language learning and consolidated its position as CALL or, Computer Assisted Language Learning, a term that was agreed upon at the 1983 Convention in Toronto on TESOL (Chapelle, 3).

Looking back: A historical perspective of CALL

The term CALL has been defined by Michael Levy as “the search for and study of applications of the computer in language teaching and learning” (Levy, 1). During 1950s, mainframe computers dominated the technological environment. They were huge and available at limited facilities with almost no knowledge or expertise about harnessing it for language teaching process. Writing about the early days of CALL, Ken Beatty notes how the first CALL programs were created at three pioneering institutions namely Stanford, Dartmouth and Essex, all of them initially targeting the teaching of Russian language. The PLATO system (Programmed Logic/ Learning for Automated Teaching Operations) developed in 1959 at the University of Illinois was one among the initial approaches to use computer and its technological peripherals for teaching language. The focus was imparting the knowledge of Russian language and the method used was grammar-translation which encompassed techniques like oral drills, grammar

explanation and translation tests. The earliest forms of language learning programs were developed in a linear, structured questionnaire form which required the learners to answer some questions that determined the learner's proficiency level and assessed his/her competence in the target language. (Beatty, 18-22). These tasks, however, did not recognize and/or implement the special features that computer could offer. With the turn of the decade, the need for a simulated environment in language learning was felt and the curriculum was designed accordingly. This recognition allowed language instructors explore multifarious avenues in using technology to create simulated environments and use them for classroom purpose. Such a move was accentuated by the advancement in technology and rise of microcomputers in the hands of IBM and Apple. The content of language teaching which previously was basic grammar principles, aiming at the learners' linguistic competence now experienced a shift towards the curriculum being more adaptive, accommodating role-plays which were closer to the learner's practical experience. Such a shift in perspective heralded the wave of harnessing technology in language classrooms to develop what will be later termed as a 'learner-centered' environment. When CALL began to change its approach and dimension radically around the 1990s, the various phases covered by it could be traced distinctly and an assumption could be made where such a journey could lead to. Classified on the basis of methodological and pedagogical approaches as examined in *Contemporary Computer Assisted Language Learning*, Warschauer (1996), Warschauer and Healey (1998) identified three phases of CALL naming them Behaviourist CALL, Communicative CALL and Integrative CALL. Behaviourist CALL, conceived during 1950s and implemented around 1960s, used the computer as a tutor which was used as a tool for delivering curricular materials. Around 1970s and 80s, Communicative CALL developed where though the computer was still used as an assisting tool, the methodology was more learner-oriented. Finally, in and after the 1990s, with the growth and development of multimedia and internet, a new phase of CALL was seen- the Integrative phase. As opposed to this chronological classification offered by Warschauer and Healey, Bax (2003) proposed a methodological history of CALL, naming the three phases: Restricted CALL, Open CALL and Integrated CALL. Bax observed that as of 2003, we are "using the second approach, Open CALL, but that the aim should be to attain a state of 'normalization' in which the technology is invisible and truly integrated into teachers' everyday practice". This in fact, is the central argument of my paper- tracing the evolution in CALL; its journey from learning 'via' media to learning 'with' media.

Why 'CALL' for a change?

A relatively new approach in the field of English Language Teaching, CALL has been termed by Beatty as an "amorphous discipline", constantly evolving both in pedagogy and technology (Beatty, 8). The primary reasons for using this method in ELT include: (i) experiential learning- where the learner can engage in an empirical method of learning in a more autonomous learning environment (ii) motivations- CALL being an audio visual medium will generate more interest in the learners. Besides, Internet and multimedia is the ultimate magic box that a learner can explore to learn. (iii) enhancing student's achievement- as the learner is drawn towards the

process of learning, with a self motivated interest, automatically the competence and performance level of the learner will increase. (iv) authentic materials for study- as already noted, with the internet at the disposal of a language learner, the learner gets to learn the language by analyzing his problem better and getting to handle authentic materials for disseminating knowledge. (v) greater interaction (vi) individualization (vii) independence from a single source of information- with the multimodal features of CALL, a learner is exposed to a plethora of information and it calls for his/her individual choice and discretion to choose his/her own preferred source of information. (viii) global understanding- with the integration of virtually unlimited multimedia in the learning environment of the learner, there will be a broadened approach and dimension of the learner and the learning process in general (Seileek and Saa'leek, 2012. Lee 2000). This learner- oriented approach will motivate the learners towards the learning process and decreasing their 'anxiety' of learning and fear of performance amidst others, will decrease the affective filter. But like any other teaching methodologies, Computer Assisted Language Learning can be effective if the three core components of this method namely, the technology, curriculum and curriculum designer are interconnected and in harmony. This brings to light the question that has been intriguing the researchers and teachers for quite some time- the question how to harness technology for developing a curriculum that will be appropriate for achieving the desired goal of linguistic competence among the learners.

The Evolving Question

Carol A. Chapelle noted how back in 1980, at the Annual TESOL Convention in San Francisco, the main question that intrigued theorists and language experts was "Should the computer be used in second language teaching?" But during the 1990s, with the growth of internet and multimedia, the question was reframed to – "How can computer best be used in language teaching?"(Chapelle,1). Times have changed further and today as we stand in 21st century the question has changed further- "How can computer be integrated in language teaching to target more than the abilities of reading and writing?" Rasoolpoints out:

In a world increasingly driven by (a) the need for innovation through research and development (R&D), (b) the multileveled changes brought about in our everyday lives as a result of the nature and speed of technological developments, (c) the volume and range of information available and its open accessibility, (d) the multimodal features of electronic text as well as (e) its interactive nature, we require significantly more than just the ability to read and write in a functional way (Rasool, 202; Chapelle, 1)

Language learners today are entering a world in which their communicative competence will include electronic literacy. For language learning, the present need is to grasp the nature of unique technology mediated tasks which will require a paradigmatic shift in using technology for language learning- a progress from computer-using experience to language learning experience. This in turn will call for developing specific need-based curriculum and pedagogies. Warschauer

aply comments: “In 2012 the Web is 24/7 and ‘always on’ and streaming video and digital content can be delivered to portable laptops, netbooks, media tablets and smartphones in real-time”, but despite this technological boom, in spite of the number of internet users rapidly growing (both in urban and rural sectors), “the underlying structures of education have changed very little”. Today while technology is improving, education in general and language learning in particular need to be more learner-oriented and technology driven. Appropriate infrastructure to blend technology into the learning methodology needs to be created along with providing adequate training to the teachers responsible for handling technology- thus there is a need to accept not only the requirement of blending technology in language learning but recognizing the evolving role of language teachers and trainers as well. Mike Levy in the essay “Effective Use of CALL Technologies: Finding the Right Balance” writes: “Effective CALL requires an instructor to locate the optimal balance of approaches, resources and tools to meet the needs of particular learners in a particular learning context”. He opines how achieving such a balance is not easy because of the wide range of decisions a language teacher has to take while designing a curriculum.

CALL today: The Balanced Approach

Levy notes that there are at least three interdependent categories of decisions which need to be addressed in light of the learners goals and the resources available. The first group of decisions arises as a result of the instructors’ bias and beliefs about the nature of language and language learning. Once such beliefs have been addressed and specific objectives sketched out, the teacher has to decide which pedagogical approach and methodology best suits his/her context. Finally, when the objective and methodology has been determined, the teacher must decide which technology to use to achieve the desired goal. In this context, the teacher must understand that not all technologies can be used and hence factors like the teachers’ own technological competence, classroom infrastructure, learners’ bias etc. come into consideration. “In striving for a balanced approach in the context of CALL, one needs to know how best to marshal technological resources and then how best to combine them with face-to-face teacher-student and student-student interaction in the classroom” (Levy, 1). But the learning environment in technology enhanced language learning (TELL) is very wide and diverse. Since its inception and proliferation, there has been an increasing range of technologies available to CALL practitioners (Hubbard, 2008. Beatty, 2003. Stockwell, 2012). The diversity that is seen in this approach is not only the diversity in technologies but the environment in which it is used, pedagogies employed and the diversity in learners as well. Language learners are diverse in their expectations and goals and hence, their approach to CALL is multifarious in forms as well. Stockwell notes that due to this diversity, “teachers today find themselves in a position of needing to monitor the learners to ensure that learning goals are being achieved, even if there is some variation in how learners go about doing this” (Stockwell, 3). But while such a technological diversity fosters the learning diversity, it may be overwhelming too. The teachers often miss the point and use technology in a behaviouristic manner of imparting language training by means of drills and

scaffolds. Hence, to quote Sotillo: "...in the hands of professors who know what they are doing, online instruction is superior to face-to-face instruction. It appears that synchronous electronic discourse is more efficient in terms of time on task than ordinary classroom discourse, and that a decrease in teacher domination of discussions creates more opportunities for the production of more complex language" (2000:83, Levy, 2). The overall goal must be to achieve a balance between achieving competence in structure and form of the language, i.e. both fluency and accuracy. For this, language teachers need to work hand in hand with technical experts in order to produce the right kind of learner environment which will foster creativity, critical thinking and intercultural awareness among the learners.

One issue that has been concerning people associated with language teaching for quite some time is the technological domination in a classroom. There are growing concerns about whether technology will overpower the teachers' role in a language classroom. Hence while developing the proper pedagogy and curriculum for language teaching blending technology, this method must reject 'technological determinism' - technology must not be considered as a replacement for language teachers. Effective CALL recognizes the importance of the "teacher's role as *difficultator* rather than a mere facilitator or guide on the side. It realizes that it is in and through effective teaching that CALL as well as education in general will prosper" (Bax, 2011b. Thomas, Reinders, Warschauer, 2013).

In today's globalized world, teachers and students alike need to be trained to negotiate their learning 'with' technology. In the essay "Seven-by-Seven: Effective CALL for Troubled Times", Robert Godwin Jones and Kathryn Murphy Judy notes how CALL in present context encompasses a wide range of aspects: "from product design to classroom application, from technological obsolescence to teacher training, from classroom to lab to home use, from program evaluation to learning assessments". Using Steven Covey's *The Seven Habits of Highly Effective People* (1990), they have developed seven habits for effective CALL where each habit is linked to one or more CALL tools readily available to most language teachers throughout the world. As they acknowledge, this discussion of the seven CALL habits is complemented by Arthur Chickering and Stephen Erhmann's seven principles for using technology to improve the overall educational experience. Combining Covey's principles and the argument proposed by Chickering and Erhmann, the seven effective methods of learning 'with' media are- (i) A proactive approach- it includes a clear delineation of "one's mission and value system". The mission should be an attempt to make the learners linguistically and cross-culturally competent. For Covey, as Jones and Judy note, "proactivity also requires an unblinking appraisal of existing conditions. The benefits of this examination for foreign-language educators are multiple: it can help to establish learning goals and objectives, define the role of technology in this educational and communicational field, and determine how to integrate it most effectively into teaching". (ii) Developing cooperative and communicative competence- While designing the curriculum and pedagogy for the learners, the teachers need to be clear about the outcome of their teaching process. "The *Standards for Foreign Language Learning in the 21st Century* outline five

interconnected learning goals drawn from the collective wisdom of leaders in the field. Four goals—Cultures, Connections, Comparisons and Community—are subsumed under the fifth, the umbrella goal, Communication...CALL effectiveness, therefore, increases language learning that builds communicational competence. (iii) Design and management of the course- Keeping in mind the bias, learning objective, environment and learning level of the students, the course must be designed and strategies be implemented. “It strives to balance the multitude of learning issues with real- world concerns which include time, money and logistics”.(iv) Establishing effective interpersonal relationships- The underlying concern for integrating technology in education rests in developing learner independence. For successful development of effective interpersonal relationships, CALL must involve a healthy interdependent relationship between teacher-students, student- student and university- community. Thus effective CALL must take into account the creation of an integrated environment where students and teachers act interdependently and yet, collaboratively towards knowledge dissemination. (v) Understand- A proper understanding of the context helps build appropriate content which can be harnessed for effective language teaching. (vi) Synergising- It refers to “complementary interweaving” in order to develop content which will suit both the needs and demands of the learners. The materials, enhanced and blended by technology should complement classroom activities and reinforce them. (vii) Renewal- The final and most important equipment for effective CALL is constant renewal of learning methods and designs. “In a language-learning program that is designed and implemented based on the first six habits, the seventh habit flows forth naturally”.

Hence, it can be rightly noted that if integrated properly and implemented efficiently, Computer Assisted Language Learning will not only open new vistas for the language learning process but for the whole gamut of education in general.

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Application of Drama as an Effective Device for Enhancing Language Proficiency and Establishing Integrity among Learners of English Language

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Abstract

English, the subject, widely considered as a global language, provides many perspectives to the learners. In recent years teachers of English as a Foreign Language (EFL), or English as a Second Language (ESL), have been paying great attention towards the needs of students and their attitudes towards learning and acquisition of language. In an English Language classroom it is very important to have an effective and unified teaching plan so that the various individuals from different educational, social and cultural backgrounds may get benefited. A sense of integrity should be there in the classroom among students who had studied English in various perspectives in school level. Literature in a language classroom provides enough space for the learners to comment and represent themselves in best possible ways. This paper tries to accommodate literature in communicative language teaching among technical and management students. Literature provides us the opportunity to play with language. It enhances the power of interpretation, imagination and construction of new ideas. Specifically drama, being a part of literature can be considered as an effective tool for the students to adapt this language in a spontaneous way and they can also develop their speaking, listening and reading skills. Drama and dramatic activities can motivate students to be more creative and spontaneous in their learning process. It also helps them to overcome stage fright and fear of public speaking. Drama has the potentiality for recreation of ideas and it is an effective platform for students to share their knowledge with each other. Drama makes the learning process more enjoyable for the students because of its interactive and visual characteristics. This paper strives to explore drama and dramatic activities as one of the indispensable devices for English Language Teaching with multifold objectives like increasing student's participation, enhancing language proficiency, bringing solidarity, as well as incorporating sense of integrity among learners from different backgrounds.

KEYWORDS: Communication, Drama, Dramatic Activities, ELT, ESL, ESP, English, Language, Skills.

Introduction:

English Language Teaching (ELT) has undergone several changes over the years. Encouraging the students to learn a foreign language has become a necessity nowadays. It is very important for the teacher to provide students with the skills necessary to communicate effectively in the language. It is very important to have an interesting lesson plan for the students so that they enjoy what they learn and have active participation in the classroom. Literature and language are interconnected with each other. For an English language teacher it is very important to acquire some effective tools for teaching language and related activities. Drama and dramatic activities can be very useful in the teaching learning process. It has many distinguished features and consequences upon the learners mind. It increases students' participation in the classroom, it develops their individual minds in a focused way and helps them to communicate and interact with each other in more spontaneous and effective ways. Drama can be considered as an effective activity involving the students in a social context which undoubtedly develops their language competence as well as use of body postures, gestures, intonation and many other prosodic features. Drama and related activities place the students in a real world environment where they take an active approach to learn, understand and explore the world they live in. The process involves numerous social interactions and multiple cross cultural communication strategies. The whole class can experience a world of shared moments flourished with individual thoughts, facial expressions, gestures and awareness by involving the students in these kinds of fictitious context. It is also a way to unlock and reinvent individual thoughts of the students and to release them from the conventional classroom environment. During this process of learning a language we should recognise the needs of the students as a complete whole such as physical, mental, psychological and linguistic needs.

Purpose of Teaching English:

“To speak a language is to take on a world, a culture”-[Frantz Fanon]

Teaching English is a necessity in today's world. In this era of globalization and Increasing technology, English has a special and predominant role in the communicative sphere of the world. It has a special identity in the field of education. It is a well known fact that teaching of any subject is a social and cultural activity especially when we engross ourselves in teaching a foreign language. The goal of English Language Teaching has multifold objectives such as bringing proficiency, developing communicative skills and helping the learners to acquire knowledge and awareness. While teaching language, bearing in mind the aims and objectives of his subject the teacher should evaluate the learners' intellectual self so that the process of learning becomes more effective. It is not the medium of instruction for a majority of the students especially in India. It is an instrument, a means for acquiring knowledge. The aim of teaching English in India is to help students to acquire practical command of English. In other words, it means that students should be able to understand English, and should adapt the four major language skills (listening, speaking, reading and writing).

Over the last few decades the purpose of learning English has revolutionized the purpose of teaching English as well. It can be said that methods of Teaching English is challenged with the multifarious purpose of learning English. Apart from learning English as first, second or as a foreign language, students or professionals learn English for Specific Purposes (ESP). English for different Academic Purposes and English for different Occupational Purposes demand indeed the special attention of the teachers towards modernizing the teaching techniques and customizing the same for specified need of the learners. Along with that teachers should keep in mind that the purpose of teaching English language is not only to teach them language proficiency but also to enrich their vision.

Interplay of Literature and Language:

Literature and language are closely related with each other. Literature is constituted by language and it represents one of the most recurrent uses of language. Literature should be used in language teaching, because it provides the learner with genuine, authentic samples of language through various literary texts, and also with real samples of wide range of styles and vocabulary. The Language is a set of words to express our notions and perceptions to others. This is a medium through which we express our thoughts. On the other hand, literature is the thought which is expressed with the help of language. Literature increases the power of imagination and interpretation in learners mind. Thus it is described as the perfect playground for the young learners. Language is the fundamental unit of literature. Literature in a language classroom provides enough space for the learners to comment, justify and mirror themselves. A language comprises of sounds, words and sentences. Thus it can be said that literature has several forms which are called literary forms like prose, poetry, drama, novel, epic, short stories etc. All these literary forms are laden with language in which it is written. In short it can be said that the entire literature is constructed by the language in which it is written. Language is the method of expression where as literature is the collection of such expressions. Literature helps to gain knowledge in words, vocabulary and pronunciations. Literature provides students with an incomparably rich source of authentic materials by developing literary competence and good communication skills.

Theoretical Perspectives of Using Drama in ELT:

There are few important theories which justify the use of drama and dramatic activities in language teaching. These theories are the following: Experiential Learning by John Dewey, Michaly Csikszentmihalyi's Flow-Theory and Constructivist Learning by Elizabeth Murphy. John Dewey proposes in his theory that **Experiential Learning** is based on the assumption that the efficiency of the learning process is significantly influenced by the learner's different – physical, mental, subjective, emotional, social experiences related to the studied material and the circumstances in which the whole process takes place. David Kolb further developed the ideas of Dewey and said that learning is best conceived as a process, not in terms of outcomes.

The Flow Theory by Mihaly Csikszentmihalyi defines and proposes the optimal experience which he calls flow in his book Flow –The Psychology of Optimal Experience. Csikszentmihalyi

proposed that we all experience moments when we do feel in control of our actions and masters of our own fate instead of being dominated by anonymous forces. And sometimes some moments engender some permanent inscription which we cherish throughout our life. This kind of memorable experiences cannot be reached through passive and relaxing times. These wonderful moments usually occur when a person's body or mind is stretched to its limits in a voluntary effort to accomplish something difficult and worthwhile and he underlines that such experiences are not necessarily pleasant at the time they occur. Yet in the long-run, optimal experiences add up to a sense of participation in determining the content of life.

Constructivist Learning Theory by Elizabeth Murphy is often associated with reform pedagogy, which aims to develop creativity, spontaneity and communicative competence, preparing students to face real-life situations with less difficulty. Constructivist learning according to Murphy involves “multiple perspectives, authentic activities, and real-world environments”. A constructivist learning environment presents and encourages multiple perspectives. It proposes teachers should act more like mentors, facilitators, tutors and coaches and they should engage the students with activities and tools which promote self-analysis and awareness. Students should be able to play authentic real life situations.

The most important benefit of using drama and related activities in language teaching is that they prepare the participants for real-life situations through experience, experimentation and joyful activities. All the theories support the essential advantage that dramatic activities offer a safe environment where the participants can speak and act free of constraints and inhibitions, can discover their needs, skills and talents, can learn to find and identify the objective truth. They have the possibility to recreate their own ideas and images of the world, and develop their senses and creativity. Dramatic activities are regarded as effective tools in developing the learners’ communicative competence in the target language and their ability to perform certain roles in the possible “scenes” of everyday life or their future profession.

Drama and Development of Language skills:

In the light of the theories of using drama in ELT and necessities of modernizing and customizing the teaching techniques, drama and dramatic activities can be considered as effective means for developing LSRW skills serving specific purposes of the learners. Drama undoubtedly provides scope for converting these theories into practice and the action centric learning experience where a teacher plays the role of a mentor and guide.

“Drama in the classroom can provide action; experimentation; exploration of character, motive, and text. Because it provides extended context for language learning in cooperative social setting, drama in the classroom offers educational benefits in every area of current concern” [Eleanor, Albert]

The role of drama in development of language and communication proficiency can be enumerated as follows:

- It helps in building confidence to open up and overcome the fear of public speaking.

- Increases motivation of students
- Enhances participation of active as well as passive learners
- Helps to develop oral as well as aural skills
- Improves listening skills as students listen to different types of voice modulation, intonation variation and different modes of interaction
- Communicative skills gets a new height as through dialogues learners learn the context based idea of what to say and how to say.
- Enhances Speaking skills by proper use of pronunciation, diction, pitch, expression and intonation.
- Context based specific use of lexis and expression helps in building vocabulary and appropriate use of the same.
- Paralanguage assists learners to enhance the effectiveness of their communication skills in particular.
- Involvement of drama also lures the inquisitive mind of the students to read the original texts and recreate the ideas in their own novel ways.
- It boosts the creative writing skills.
- Inspires innovation in developing content materials by scriptwriting and plot construction.
- Exposure to different issues and situation through dramatic activities helps in enriching creative and critical decision making skills.
- Rehearsing and rendering spontaneous response during dramatic activities help students to enhance their interpersonal communication skill.
- In addition to interpersonal skills individual's intrapersonal skills also develop.
- Reliving the characters while acting and watching the dramatic activities endows the students with the ability of analytical skills of different shades of characters, incidents and its positive and negative outcomes.

Implementing Dramatic Activities in the Classroom:

Drama as a unique literary genre offers an extensive array of dramatic activities that can be explored as useful device of ELT. Some of the various forms of drama and dramatic activities that can be used to bring out the best in learners are skit, role play, simulation, improvisation, socio drama, process drama and miming. Before explaining these different forms it is necessary to demarcate between dramatic activities in classroom and theaters. There are major differences in dramatic activities and that of theatricals. In words of Gaudert, Hyacinth

“Drama techniques in ESL focus on doing, not presentation. The techniques provide learners with an atmosphere which enables them to get out of themselves and into situation and roles, which in turn allows them to practice the target language in meaningful contexts.”

The role of students in dramatic activities in classroom is more of an actor's involvement as practicing language skills than that of a presenter before the audience.

Skits: Skits are the short forms of drama and essentially humorous in nature. The relatively informal and comic nature of Skits helps students to overcome stage fright and gain confidence of public speaking.

Role play: Role plays are the short form of enactment in which actors assume some others role and their behavior, discourse, mannerism and actions and attitudes. Students learn to put themselves in else's shoe and gain knowledge about the situation based communication propriety. Situational role plays are of paramount importance to teach students the professional etiquettes, handling crisis and conflict resolution. For example attending group discussion, business meeting, professional enquiry about booking an air ticket, hotel booking, admission to educational institute, lodging complain and so on.

Simulation: Simulation is action of imitating a real life situation or a probable condition to train or to probe into any past incidence. It is used to help students to understand the vocabulary that should be applied in various social and professional contexts and as a means of teaching problem solving. For example congratulating, greeting, condoling, introducing, complementing and complaining can be the topics for simulation.

Improvisation: Improvisation is the type of dramatic activity in which learners enjoy complete freedom to improvise dialogues and plots on their own. The instantaneousness of this activity elicits the creative endeavor of the students.

Socio drama: Socio dramas are the enactment of diverse social and cultural problems. It helps to resolve various conflicts and overcoming of problem situation. For instance, various social evils like dowry, gender discrimination, ragging, anti addiction campaign can bring the social and self awareness of wellbeing.

Process Drama: Process drama is another unique variety of dramatic activity. This contains the immediacy of the improvisation and unlike other dramas it does not need any audience to perform but can involve the whole audience as the performers. It boosts the performers' confidence as there is no demarcation between audience and actors.

Miming: Miming is the acting out without involving verbal communication. Body language, facial expression, and other nonverbal communication skills can be enhanced with miming activities.

Effectiveness of Using Drama and Related Activities:

Acknowledging the fact that drama and dramatic activities are effective means for developing communicative skills, there are a large number of advantages which the students can get through the application of drama and related activities in the classroom.

- Involving many aspects of life and elements related to creativity, drama and related activities can be fundamental in establishing better communication.
- It enables the learners to become less self conscious which helps them to cheer their inner voices through multiple characters which they are playing.
- They become more empowered and independent in the usage of words, phrases and expressions.

- Drama and the dramatic activities give plethora of opportunities to the individuals to study human nature and to work in harmony.
- It helps the learners to relieve stress by delivering opinions in a safe setting.
- These kinds of activities create sensitivity and a sense of social awareness.
- Such activities can be utilized in communicative language teaching by preparing the students for real life incidents and unpredictability.
- These activities help to develop many personality traits such as self confidence, self-esteem, trust and participation.
- Students learn to enhance accuracy and fluency of expression, rhythm, pronunciation, linguistic intelligence.
- These situations increases their social interactive skills, they learn to make choices and pros and cons of every situation. It also helps them to be able to comprehend the attitudes of their peers.

Such kinds of activities help the students to indulge them in a process where they experience a lot about their surrounding environment as well as their personal attributes. For instance, role-playing a character through improvisation students engage themselves in real life experiences in an attempt to be more sensitive to experiences different from their own.

Reflection:

In this paper we have tried to explore how drama and dramatic activities take several different forms which generate lively experiences for the learners. To conclude in the light of age old saying of Confucius “Tell me, I will forget. Show me, I may remember. Involve me and I will understand.”, it can be inferred that drama and related activities perform all these three acts of telling , informing and most importantly involving the learners and these manifold activities not only help the learners to acquire linguistic competence but also prepare them as better human beings with good sense of values and ethics.

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Oral and Non-Verbal Business Communication Skill: ELT through games.

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Abstract

The present paper discusses how the communication skill can be enhanced for business purposes through proper ELT sessions using various strategies and games. The paper primarily focuses on the use of games that will enhance the Oral and Non-Verbal communication skill of a person that will eventually make him/her a successful communicator to run his/her business healthily. A discussion on ELT strategies are proposed to attain the goals of teaching Business Communication Skill through the Functional Communicative approach. The emphasis is laid on accuracy, brevity, clarity and soft skill through class-room based interactive learning process.

Tell me and I forget. Teach me and I remember. Involve me and I learn. (Benjamin Franklin). Various modern approaches in English Language Teaching (ELT) has evolved since 1980s that focus more on the use of language through the communicative skill of the learners in the classroom than only on the grammar and the vocabulary of the learners that the traditional approaches¹ focus on. While working on the communicative competence of the learners, the involvement of the learners in the class always plays an important role in English Language Teaching (ELT). Though Business Communication is a specialized branch of communication, the other is General Communication. There is no basic difference between the two. The processes of both the communication are the same and so are the principles that regulate them. The differences lie on the application to situations where Business Communication deals with business activities with use of business jargons² and general communication has no such specifications. On another level in any general communication the communicator enjoys or suffers the result of the communication on the private level; whereas in any business communication the results of the communication are suffered or enjoyed on the personal level and the public levels. More importantly, as the reputation of the business organization is involved, as a business communicator he/she communicates as a representative of the organization. So he/she has to be effective in the Oral and Non-Verbal communication skill, as these two types of communication come prior to any other type of business communication though they are equally important.

Keywords: ELT, Oral and Non-Verbal communication

In today's busy world to be a successful communicator, whether it is business communication or general communication, one has to be accurate, brief and clear in his proposals to put it confidently in front of others. Among other various types of communication, Oral and Non-Verbal Communication can be claimed as two major types in Business Communication. Because

for example how problematic it would be for the organization if a manager could not attend meetings, ask question to colleagues, make presentations, appraise performance, handle customer's complaint or a seller cannot sell any product to customers. But to be a successful Business Communicator one should have a good listening skill. Because no matter how perfectly an Oral Communication is done if the sender and the receiver of the message do not comprehend the actual meaning and the motif it will be an unsuccessful communication. And to be a good oral communicator one also has to be complete, clear, concrete, correct, concise, courteous and candid in his message.

On the other hand another type of communication that always accompanies with the oral communication is the Non-Verbal communication. Because with the help of body language, gestures, postures and facial expression both the sender and the receiver of the message offer each other the atmosphere of the conversation, hostile or hospitable. Non-Verbal Communication is actually more a complementary to the oral communication because Non-Verbal Communication restate, accentuate, and somewhere also control the flow of the Oral communication. To attain and enhance all these communicative skills, to be a successful business communicator, it is always necessary in ELT class to establish an atmosphere where students can freely explore the language. Since language means communication it is essential to provide learners both with activities that help them to develop their communicative competence in English and a flexible atmosphere that is conducive to the application of these resources. Hence, while taking up the methods of Functional Communicative approach incorporation of various games such as mime, role-play, dramatized story telling etc are suggested in ELT class for the learner of the target language.

Incorporation of such games; mime, role-play etc comes under the category of dramatic activities in an ELT class. Dougill distinguishes between the traditional type of drama, specially the performance of a play and a series of other activities such as role-play, simulations, games, songs and so forth. He calls the former "theatre" and the latter "informal drama" (1). He believes that both of these spheres should not be seen as separately, since both of them imitate an action. As Aldavero opines drama activities foster pupils' socialization, critical faculty, problem solving and improve oral communication skill, by different language style and registers. From a more specific linguistic point of view drama allows students to, as Maley and Duff suggests, "look at language from different angle, to go behind the words to actions they are most like to perform in the language, the patterns of behavior that lie behind all languages", namely the functions, such as "persuading, agreeing, accepting" (10). Similarly, this paper suggests the teaching of English Language in class through games and dramatic activities.

The method of Functional Communicative approach is proposed in this paper where the formal analysis of language through the traditional concept of vocabulary, grammar and translation is not at all suggested rather the language is used and learned through the communicative process by the learners. Littlewood distinguishes between 'functional communicative activities' and 'social interaction activities' as major types in modern approaches in ELT (166). While

‘functional communicative activities’ deals with comparing various sets of pictures, finding out differences among them and noting them down; ‘social interaction activities’ deal with dramatic activities such as role-play, mime, dramatized story telling etc. this paper will focus on the use of mime and role-play in an ELT class room to enhance the business communication skill of the learners. These will engage the learners in communication and interaction so there will be an active participation from the learners to learn the communicative skill in the target language.

Mime

John Dougill defines mime as “a non-verbal representation of an idea or story through gestures, bodily movement and expression” (13).

Procedure

Stage-1: Name the Object

Stage-2: Describe the situation.

Stage-3: Deliver dialogues after seeing the mime.

Stage-1

The teacher can call a student in front of the class and whisper to him a name of an object that he/she will mime in front of the other students and they will guess and name the object. This process will go on till the last student of the class takes part in the game and mimes one object suggested by the teacher.

Stage-2

Then the teacher can call a student or a pair of students in front of the class and whisper to him/her a very short incident that they will mime in front of the class and others will guess the situation or the incident; such as one sits on a broken chair and falls down and another person comes and helps him/her to get up; or one is presenting a PowerPoint presentation in a meeting etc. This process will go on till the very last student of the class mimes a situation given by the teacher.

Stage-3

Then the teacher can call a student or a pair of students in front of the class and whisper to them a bit difficult and complicated situation that they will mime in front of the class; such as one is unwillingly listening to all the harsh words of an annoyed customers for a fault in the product due to the customer’s own misuse of the product, without giving him any rude or harsh gestures. And the other students after seeing the mime will try to understand the situation and frame the conversation through dialogue. If there are several of opinions regarding the situation and the dialogues the teacher can ask the students to form group and debate the other on their respective

opinions. This process will go on till the very last student or the very last pair of student takes part in the game and mimes the given situation by the teacher.

Benefits

With this useful and powerful activity students will understand the importance of non-verbal communication especially through facial expression, eye contacts, gestures etc. They will also learn how their expression and gestures will also be studied by others in the outside world. Even if no language is employed during mime, it is used when the explanation is required, both with the teacher's instruction and student's debates, which are made in pairs and groups. During the discussion the target language can be used for analyzing and evaluating what has been seen.

Role-play

Role-play normally involves students playing various roles in various imaginary situations.

Procedure

Stage-1: Role-play with script.

Stage-2: Role-play without script.

Stage-1

The teacher can select a script of any kind of drama with various numbers of characters and ask the students to form various groups with five to six people in each group and ask them play the roles and to enact the entire play one by one in group. This process will go on till the very last group of the class takes part in the game and enacts their respective part.

Stage-2

Now the students have acquired the knowledge how to enact a role, how to understand the role through the close study of the settings; the teacher can give them various situations without any script and ask them to enact the situation in groups that will not be the same group of stage-1, but they will have to form new group by collaborating with others. Even in this stage each group will contain five to six people. To enhance the business communication skill of the students teacher can provide them various situations that deal with Business organizations or business problems, such as, A as representative of his/her company is presenting a PowerPoint presentation regarding the positive qualities of the company to get an order of a huge amount, while B as a representative of another company, equally aspiring for the order, always pointing to the negatives of the competitive company, and A will handle the situation in the presence of other members such as C, D,& E, among whom some will support A and other will support B, in the meeting without being harsh to B. Another situation can be like a meeting between the Managing Director (M. D.) and the workers of the company where workers are demanding a raise in their

salary and M. D. will have to negotiate with the workers etc. Thus the game will continue till the very last student take part in the game.

Benefits

With the help of this game students will get an opportunity to practice the language and the actual role that he/she may need to perform outside of the class. When the students will be asked to break the former group and make a new group on stage-2 they will learn the skill of co-operation that will also be necessary for them to be successful communicator. On Stage-2 the instructor may deal with those difficulties that are mentioned earlier, the learners will learn the importance and use of euphemism³ and paralanguage⁴ as they will use those tools to tackle those situations. And they will learn the very job by doing it rather than practicing it with pen and paper. When they will perform without the script the spontaneous use of the target language can be analyzed and discussed later to improve it. Therefore the spontaneous delivery of dialogues in the target language will give the student self-confidence to put his message confidently in that language. When they will perform without a script they will need to hear the dialogues of each other properly to deliver the next dialogue to be in sync with the former dialogues. It will eventually build a script without any loose ends. It will also help them to develop their listening skill along with the oral communication skill. The flaws of the students can be analyzed and discussed by the teachers afterwards.

Sometimes student can be reluctant or skeptical with such games of dramatic activities. Some of them do not understand the meaning of such exercises, so they consider them as a waste of time or maybe they are just too shy. Maley and Duff call such students “difficult customers”. According to Maley and Duff the teacher should not try to pay special attention and continue the activity, since the problem often solves itself within the group by collaborating with each other (20). If the students are too self-conscious as often students of adolescence are, teachers should not force them because that may deteriorate the student’s skill of performing as he/she can be laughed at or mocked by the class. So the teacher first lead with an example and performance of a role, so the students will get a free and light atmosphere to open up and take active participation in the game. And as students are not professional actors so the teacher must not expect too much from the student rather always a word of appraisal should prevail in the teacher’s mouth that will enhance the self-confidence of the student.

In all these activities while willingly suspending their disbelief, the student participates in the tasks to bridge between course-book dialogues and natural usages. A bridge between the classroom and real life situation outside the classroom is formed that provides the students enough scope to face the outside world confidently. On the other hand when the students actively take part in these games they learn the target language through activities, they learn the language through the use of language as a communicative tool. From the very first day of such ELT class, the students speak and act in the target language. They always work on enhancing the communicative competence of their self in the target language. So they acquire the skill of being

complete, clear, concrete, correct, courteous and concise in their messages or proposals in the target language. In the game of role-playing when they try to understand the character or the situation they learn by themselves how to study a situation and how to put his/her proposal to be accepted.

End Notes

1. 'Traditional approach' in ELT is that approach where language is learned through the learning of vocabulary, grammar and translation etc. For example Direct Method, Audio-lingualism, Suggestopedia etc. are traditional approach in ELT.

2. 'Jargon' means special words or expressions used by a professional or group that is difficult for others to understand. Business Jargons, for example, are 'Kudos', 'zombie project' and 'boil the ocean' etc.

3. 'Euphemism' is a mild or indirect word or expression substituted for one considered to be too harsh or blunt when referring to something unpleasant or embarrassing. For example 'professional foul' is just a euphemism for 'cheating'.

4. 'Paralanguage' is another type of non-verbal communication also known as 'paralinguistic'. Of all the Non-Verbal types, it is the closest to actual Oral Communication. By paralanguage we mean how a person says something. Paralanguage involves the "how" of a speaker's voice rather than the "what" of the words. 'para' means 'like', thus 'paralanguage' means 'like language'. It involves those hints and signals in a person's voice that gives meaning to his Oral communication. In paralanguage examined factors are whether the speech of the communicator is slow or fast, high pitched or low, loud and forceful or barely audible, smooth or disjointed etc.

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ICT application for Technology, English Communication and Verbal Ability

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Abstract

Information and Communication Technology (ICT) comprises with two strong technologies, one is information technology which usually deals with the hardware and software elements that allow us to access, store, organize, and manipulate the information by electronic means. The second is communication technology, which deals with the equipment, infrastructure and software through which information can be received, accessed and disseminates, for example phones, faxes, modems, networks, satellite systems etc.

ICT has important application in improving English communication and verbal abilities through the help of digital language lab. The use of digital English language learning system encourages the students to talk freely and lose their inhibitions while talking in front of their peers. The digital language lab allows the student to listen to the program stimulus individually. ORELL Digital Language Lab is a technological breakthrough by ORELL for imparting skills in the learning of any language. Here, an expert teaches the specified language, through the PC by monitoring the learning process. The state-of-art facilities and features enable unique, effective, efficient and satisfying means of spoken language enhancement. Here the inventors are software engineers. and users are students. The ICT innovation in the area of e-governance, e-banking, e-learning, e-business, e-education, e-publishing, e-documents, e-journals, e-books, e-magazines etc and also mounting popularity of Internet gave birth to the concept of digital library. ICT accepts any type of digital content, including: text, images, audio, video, scanned version of documents such as articles, preprints, working papers, technical reports, conference papers, books, theses, data sets, computer programs, ICT has a number of application in business communication like spreading messages through email to employers, record keeping etc.

The innovations in ICT have brought revolutionary changes in creation, handling, processing, storage, and dissemination of digital information through communication network. Millions of millions digital information products are coming up day by day in every field. ICT deals with sharing of information, however, it also includes the quest to improve communication throughout the world, especially to more underserved areas of the globe.

Keywords: English language and ORELL software, digital lab, digital library, business communication, hardware and software applications.

Information and communication technology (ICT) education creates new learning paradigms. We are dwelling in a world which technology has reduced to a global village and the breakthrough in technology is underpinning pedagogical submissions. It may become imperative therefore to have a rethinking on how to ameliorate the constraints of second language users through the applications of modern

technologies. The interactions between new technology and pedagogical submissions have been found to an extent to be addressing the heterogeneous needs of second language learners and any global discovery which aims at minimizing learners' constraints is a welcome development in a rapidly changing world of technology.

Listening skill is a very important language skill that plays an active role in the teaching and learning processes. Listening involves acceptance of input into intake for output. Listening complexity arises as a result of hurriedly spoken statements. Hence, concerted efforts must be made and appropriate technology must be employed to teach and develop listening skills for all kinds of communications. For instance, the use of radio/audio technology can be of great assistance to the teachers' effort. This has been employed by the BBC English Radio 'Radio English Direct Programme', which is an English Language teaching series for Africa. This method if well utilized will help a lot in comprehension of ideas, pronunciation of words and application of meanings to the optimal.

For speaking skills Projectors can also be employed to show speech making mechanisms. Right from the initiation of air in the lungs to the places and manner of articulation of sounds, all these can be made possible via animation on electronic projectors; especially where there is no language laboratory. As earlier pointed out, the problem of interference can be addressed by technological devices. For example, all the phonemes that are not attestable in the sound system of English language can be identified and the recorded model of an expert played in the classroom. Minimal pairs can be made possible via Electric Star Boards. Interactions here may be asynchronous or synchronous. This innovation in language learning gives rooms for feedback and peculiarities of individuals are addressed.

For reading Skill Advance organizer can be employed as an effective and essential pre-reading technique for the teaching and learning of reading comprehension. It comes before the reading material thereby preparing the mind for comprehension. Advance Organizer helps in stimulating the learners' schema of a given topic and this goes a long way to enhance comprehension. For example, a given comprehension passage which is meant for reading comprehension in the class can be studied by the teacher and in the process identify the keywords. The list can be matched with the correct meanings or pictorial representations and displayed through Projector, Monitor, Electric Star Board or any of the e-screens.

Word Processors can serve as the device par-excellence for promoting the effective learning of the mechanics of good writing. Collier (1982) believes that the word processor promotes surprise, innovations and serendipitous learning. Better ways of expressing ideas emerge with the word processor. Writing in this method favours the employment of the Process Approach where writers engage in pre-writing, drafting and editing before the final draft. Students writing in a second language face a lot of difficulties as a result of writing in a different language which is foreign to their culture and comprehension. Hence, the process of writing in stages prior to the final writing gives a kind of advantage to the developing writers. With the correct application of the appropriate technology in language teaching, certain problems readily identified with African setting are automatically solved. Projectors can cover wide areas and solve the problem of over-crowded classes. Language teachers can give instructions via the net while the students can attempt assignments right from the web. Computers have auto-correction built-in devices for use of words, mechanics and grammar usage. More often than not, students encounter problems as a result of lack of the real object of study. The teacher can use projectors, lap-top computers, and any of the cinematographic technologies to show movies or pictures in the class.

Technology is gradually reshaping pedagogy and ameliorating the initial constraints in the teaching-learning process globally, therefore, with the current radical change in educational pedagogy, a well designed and orchestrated plan of action will be of necessity in laying a solid foundation for teaching and learning in a digital sensitive world (Akinwamide, 2007). The traditional method of making students passive listeners is not tenable among the present

generation of students who are active, adventurous and highly impatient. The students want to be involved in what, where and how they learn. It is of no doubt that where new technologies are employed in teaching and learning, the process of teaching and learning becomes revealing, rewarding, exciting and thrilling; thus offering a balanced pedestal for self actualization and societal transformation.

ICT development includes many types of infrastructure and services, ranging from telecommunications, such as voice, data, and media services, to specific applications, such as banking, business, education, or health, to the implementation of electronic government (e-government). Each of these types has its own trends that vary across countries and regions.

One of the most positive trends has been observed in voice communications. Thus, the proportion of mobile phone subscriptions in developing countries increased from about 30 percent of the world total in 2000 to more than 50 percent in 2004 and to almost 70 percent in 2007. In India, the total number of mobile phone subscriptions reached 851.70 million in June 2011, among which 289.57 million came from rural areas, with a higher percentage of increase than that in urban areas. Only about 35 percent of the population in developing countries has access to the Internet (versus about 80 percent in advanced economies). Thus, ICT applications can facilitate the achievement of millennium development targets, reducing poverty and improving health and environmental conditions in developing countries. Given the right approach, context and implementation processes, investments in ICT applications and tools can result productivity and quality improvements. In turn, e-applications may liberate technical and human capacity and enable greater access to basic services.

Thus it creates a comprehensive map and database of connectivity, device access, use of openly licensed educational resources, and their uses across the country. To understand the digital divide better and progress toward bridging it, researchers, state and local officials, and district administrators should work in concert with one another to test connectivity speeds in schools and homes and to identify the kinds of devices to which educators and students have access and the ratios of devices to users within education institutions. The building of such a map and database would allow for the visualization of inequities of access and targeted interventions to alleviate them. In addition, the level of engagement with openly licensed learning materials should be made transparent as an indicator of progress toward equitable access and effective allocation of resources. It provides opportunities for scholars to communicate with one another through email, mailing lists and new groups and chat rooms. These ICT resources enable communication between scholars as they can post research, assignments, books or journal lists references to on-line materials. Problems and solutions can be discussed 19 between researchers and scholars can react to the work of others in an electronic manuscript. The use of ICT further provides greater opportunities for research collaboration and networking among scholars spread throughout the

world, thus, national and international dimensions of research issues can be studied as they can allow for communication with peers and experts around the world. Through collaborative knowledge building, studies can spotlight trans-national trend analysis through human and instrumentation collaboration. ii. The use of ICT can facilitate research in any discipline as they provide quicker and easier access to more extensive and current information through digital libraries that provide digitized full-text resources to learners and researchers. Others are the electronic list- a directory of scholarly and professional e-conferences containing relevant topics and articles relevant to researchers and electronic reference desks or virtual libraries. Others include electronic journals and catalogues and image database. Others are Internet resources; gopher and CD-ROM can provide a researcher with current, in depth, first-hand information. iii. ICT can be used to do complex mathematical and statistical calculations which are important in research. They can be used for data manipulation and analysis. The ICT will facilitate the compilation of data on time, performance of statistical analysis. In fact, complex statistical analysis are not only performed instantaneously but also more accurately than possible manually. e term “Information Technology” (IT) has been variously defined. Marshall (1984) defined it as the coming together of computing and telecommunications for the purpose of handling information; the application of technologies to information handling; including generation, storage, processing, retrieval and dissemination. It is also concerned with the acquisition, processing, storage and dissemination of information-textual, numerical, pictorial and vocal. It is a broad-based term comprising the gathering (acquisition), organization (packaging), storage and retrieval (dissemination) of information that can be in textual or numerical (books, documents), pictorial and vocal forms (audio-visual) or a combination of all the above (multimedia), using a combination of computer and telecommunications devices. All forms of technology applied to the processing, storing and transmitting information in electronic form; stressing that the physical equipment used for this purpose include computers, communication equipment and networks; fax machines and electronic, pocket calculator. Ayo (2001) viewed it as the use of computer system and telecommunications equipment in information handling; consisting of essentially three basic components viz: Electronic processing using the computer; Transmission of information using telecommunication equipment; and Dissemination of information multimedia.

It becomes explicit from the above that IT in libraries comprises all the electronic infrastructure and facilities employed by libraries to improve and provide efficient services. Such facilities, in broad term, consist of hardware, software and communication links between the service outlets of different libraries to facilitate the sharing of common resources; especially the library networks. Now the global consensus that the 20th century teaching model commonly referred to as the instructional paradigm is no longer adequate or appropriate pedagogy for educating students in the 21st century. Instead, it is now strongly advocated that students’ education should shift to the ‘Learning Paradigm’, which compels educators to critically review, reappraise and re-strategize the design and delivery of their curriculum to ensure that it aligns more closely with the intensive global forces of change in the 21st century.

Educational systems around the world are under increasing pressure to use the 'new' ICT (UNESCO, 2002 as cited by Yuen, Lee, Law and Chan, (2008) based on the premise that it is important for bringing changes to classroom teaching and learning. These skills include the ability to become lifelong learners within a context of collaborative inquiry and the ability to work and learn from experts and peers in a connected global community (Law *et al.*, 2008). The information society demands a workforce that can use technology as a tool to increase productivity and creativity. This involves identifying reliable sources of information, effectively accessing these sources of information, synthesizing and communicating that information to colleagues and associates.

As computer-based innovations were developed, they also became tools in the classroom in many forms (e.g., drill and practice software, simulations, educational games, tutorials, video disks, internet access, email, digital media, personal computers, laptops, etc). Therefore, Lucus and Murray (2002) concurred that the educational system is being challenged to change as innovative technology changes the interaction with information and knowledge and as new generations of students pass through with new expectations and new needs. Today's education world is information and communication intensive, and IT professionals and the entire faculty in the context of this study need to be empowered with the knowledge, skills and abilities that technology offers. Even with the enormous potential and academic advantages that innovation and improvement of communications afford, without the direct participation and support of an institution's leadership, this power cannot be pushed to its full potential. Leadership in IT requires many of the characteristics common to all leaders, but also requires special abilities and insights into technology's impact.

With the evolution of ICT, the delivery of education and training by faculties/Academics is changing. Rapidly, ICT is affecting the way university education, research are conducted respectively, is delivered. They are currently being used effectively in higher education for information access and delivery in libraries, for research and development, for communication and for teaching and learning (Jacobsen, 1998). The drive for engendering the ICT environment dates back to the Beijing Declaration and Platform for Action (PfA), adopted by the Fourth World Conference on Women in 1995 (UNGASS, 2000).

Much literature described faculties in higher education as comfortable using technologies such as: word processing, email, and web searching but not comfortable integrating technology into their classroom practices for meaningful learning (Glaser and Hardin, 1999; Ropp and Brown, 2000). The issues of best practices in the innovative use of technology and integration among higher education faculty are not clearly focused and results of research in this area vary widely indicating the need for additional research.

As technological innovation continues in universities, levels of ICT availability, accessibility and use for faculty, schools, students and educational technologists become increasingly important; it is clear that "different technologies are deployed at different rates in different ways at different

settings” (Molenda and Sullivan, 2002). Some major questions asked include the elements that would constitute effective professional development programs for faculties. Researchers need to investigate effective ways to help each population successfully work with new instructional technologies.

Thus, effective professional development may require an understanding of the kinds of motivations and psychological resistances that determine how faculties will decide to use new technologies. To what degree, for example, is the adoption of instructional technology related to a faculty’s disciplinary affiliation or commitment to high quality instruction? As information technologies become increasingly woven into social expectations, the pressure to adopt them in education can only increase. Informing educational leaders and decision makers on the full range of issues concerning development and deployment of technology and innovation is increasingly a critical priority.

The demands on higher education faculties no longer focus solely on content expertise but also on creating active learning environments that integrate technology within content. Faculties can adapt to this role by reflecting, analyzing, observing, implementing, and evaluating successful examples of best practices in technology integration. Use of an Innovation Component Configuration Map (ICCM) which measures technology integration practices would also help faculties reflect on their pedagogical practices related to technology integration within their curriculum and allows them to document contemporary exemplary practices in technology integration.

Ertmer (1999) elaborates further between external (first order) and internal (second order) barriers. First order barriers would include lack of access to ICT facilities, support, time constraints, and tenure and promotion guidelines which do not promote innovation. Second order barriers would include beliefs about instructional technology, teaching methodologies, and attitudinal change. Similarly Rockwell, Schauer, Fritz and Marx (1999) reveal specific factors such as time requirements, cost, instructional design, instructor-student relationships, reward structure, degree programs, policy and training. In addition, their study (a survey of 207 faculty and 30 administrators) revealed faculties do indeed have pedagogical concerns, such as “providing innovative instruction and applying new teaching techniques”. However, a scrutiny of their work falls short on how to address these intrinsic concerns of Academics motives regarding availability, accessibility and use of ICT.

Taking a cue from the above, the unavailability and inaccessibility of ICT facilities affects the use of ICT by the academics of higher education. This means that Academics inability to access internet, computers, scanners, video conferencing, emails among others in higher educational institutions, consequently translates to Academics not using these facilities for collaboration, research, teaching, learning, distance learning and improved student-faculty relationship as purported in the objectives of the study. With exponential growth in e-learning or distance education practices in higher education, there is the increasing interest in faculty members’ use

of and perceptions of ICT. While the innovators and early adopters of e-learning have embraced it enthusiastically, the majority of faculty members seem still disengaged and uninterested in e-learning. Access to ICT, point to the heart of faculty members' disposition to change, innovation adoption, and general unwillingness to move out of their comfort zones to develop new skills and competencies in order to be able to cope with new phenomena. It has been suggested that engagement in innovative educational practices has tended to render faculty members vulnerable. Besides, it has the potential to detract them from the pursuit of their research and other reward-related activities (Bower, 2001; McKenzie *et al.*, 2000).

Innovation in teaching and research, especially in view of the changing context of higher education, is inevitable (Clarke, 2003). The political, social, economic and educational imperatives for the engagement in e-learning now seem to be clear. However, without institutional sponsorship, support and appropriate rewards for engagement in ICT (e-learning) and the pursuit of excellence, faculty members are likely to remain disengaged and unenthusiastic about engagement in e-learning or innovative educational practices.

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Digital Humanities and the New Challenges in English Language Teaching/Learning

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The present paper analyses the emergence of new trends in the use of English language in the age of Information and Computer technologies and the new challenges faced by an average Indian learner of English as a Second Language (ESL). The first part of the paper explores the world of Digital Humanities (DH); the second part of the discussion attempts to appropriate the challenges in English Teaching/Learning with the new requirements of Digital Humanities.

Digital Humanities is an area of scholarly activity at the intersection of computing or digital technologies and the disciplines of the humanities. It can be defined as new ways of doing scholarship that involve collaborative, trans disciplinary, and computationally engaged research, teaching, and publishing. It brings digital tools and methods to the study of the humanities with the recognition that the printed word is no longer the main medium for knowledge production and distribution.

By producing and using new applications and techniques, Digital Humanities makes new kinds of teaching and research possible, while at the same time studying and critiquing how these impact cultural heritage and digital culture. Thus, a distinctive feature of Digital Humanities is its cultivation of a two-way relationship between the humanities and the digital, employing technology in the pursuit of humanities research. Digital Humanities subjects technology to humanistic questioning and interrogation, often simultaneously.

The definition of the Digital Humanities is being continually formulated by scholars and practitioners. Since the field is constantly growing and changing, specific definitions can quickly become outdated or unnecessary thereby limiting future potential. The second volume of *Debates in the Digital Humanities* (2016) acknowledges the difficulty in defining the field:

Along with the digital archives, quantitative analyses, and tool-building projects that once characterized the field, Digital Humanities now encompasses a wide range of methods and practices: visualizations of large image sets, 3D modeling of historical artifacts, ‘born digital’ dissertations, hash tag activism and the analysis thereof, alternate reality games, mobile maker spaces, and more. In what has been called ‘big tent’ Digital Humanities, it can at times be difficult to determine with any specificity what, precisely, Digital Humanities work entails.

Historically, the Digital Humanities developed out of humanities in the field of computing and has become associated with other fields, such as humanistic computing, social computing, and media studies. In concrete terms, the Digital Humanities embraces a variety of topics, from curating online collections of primary sources (primarily textual) to the data mining of large cultural data sets to topic modeling. Digital Humanities incorporates both digitized (remediated) and born-digital materials and combines the methodologies from traditional humanities disciplines (such as history, philosophy, linguistics, literature, art, archaeology, music, and cultural studies) and social sciences, with tools provided by computing (such

as Hypertext¹, Hypermedia, data visualization, information retrieval, data mining, statistics, text mining, digital mapping), and digital publishing. Related subfields of Digital Humanities have emerged like software studies, platform studies, and critical code studies. Fields that parallel the Digital Humanities include new media studies and information science as well as media theory of composition, game studies, particularly in areas related to Digital Humanities project design and production, cultural analytics and "culturomics."

Digital Humanities scholars use a variety of digital tools for their research, which may take place in an environment as small as a mobile device or as large as a virtual reality lab. Environments for creating, publishing and working with digital scholarship include everything from personal equipment to institutes and software to cyberspace. Some scholars use advanced programming languages and databases, while others use less complex tools, depending on their needs. DRT (Digital Research Tools Directory) offers a registry of digital research tools for scholars. TAPR (Text Analysis Portal for Research) is a gateway to text analysis and retrieval tools. An accessible, free example of an online textual analysis program is Voyant Tools, which only requires the user to copy and paste either a body of text or a URL and then click the 'reveal' button to run the program. Digital Humanities Tools is a list of online or downloadable Digital Humanities tools that are largely free, aimed toward helping students and others who lack access to funding or institutional servers. Free, open source web publishing platforms like WordPress² and Omeka³ are also popular tools.

Digital Humanities descends from the field of humanities computing, whose origins reach back to the late 1940s in the pioneering work of Jesuit scholar Roberto Busa and the women he employed. In collaboration with IBM⁴, Busa created a computer-generated concordance to Thomas Aquinas' writings known as the *Index Thomisticus*. Other scholars began using mainframe computers to automate tasks like word-searching, sorting, and counting, which was much faster than processing information from texts with handwritten or typed index cards. In the decades which followed archaeologists, classicists, historians, literary scholars, and a broad array of humanities researchers in other disciplines applied emerging computational methods to transform humanities scholarship.

The first specialized journal was *Computers and the Humanities*, which debuted in 1966. The Association for Literary and Linguistic Computer (ALLC) and the Association for Computers and the Humanities (ACH) were then founded in 1977 and 1978, respectively. Soon, there was a need for a standardized protocol for tagging digital texts, and the Text Encoding Initiative (TEI) was developed. The TEI project was launched in 1987 and published the first full version of the *TEI Guidelines* in May 1994. Text Encoding Initiative helped shape the field of electronic textual scholarship and led to Extensible Markup Language (XML), which is a tag scheme for digital editing. Researchers also began experimenting with databases and hypertextual editing, which are structured around links and nodes, as opposed to the standard linear convention of print. In the nineties, major digital text and image archives emerged at centers of humanities computing in the U.S., which demonstrated the sophistication and robustness of text-encoding for literature. The advent of personal computing and the World Wide Web meant that Digital Humanities work could become less centered on text and more on design. The multimedia nature of the internet has allowed Digital Humanities work to incorporate audio, video, and other components in addition to text.

The terminological change from “humanities computing” to “Digital Humanities” has been attributed to John Unsworth, Susan Schreibman, and Ray Siemens who, as editors of the anthology *A Companion to Digital Humanities* (2004), tried to prevent the field from being viewed as “mere digitization.” Consequently, the hybrid term has created an overlap between fields like rhetoric and composition, which use “the methods of contemporary humanities in studying digital objects,” and Digital Humanities, which uses “digital technology in studying traditional humanities objects.” The use of computational systems and the study of computational media within the arts and humanities more generally has been termed the “computational turn.”

In 2006 the National Endowment for the Humanities (NEH) launched the Digital Humanities Initiative (renamed Office of Digital Humanities in 2008), which made widespread adoption of the term “Digital Humanities” all but irreversible in the United States. Digital Humanities emerged from its former niche status and became “big news” at the 2009 MLA convention in Philadelphia, where digital humanists made “some of the liveliest and most visible contributions” and had their field hailed as “the first ‘next big thing’ in a long time.” Science has come from the basis of scepticism, on the other hand Humanities comes from the basis of criticism. Both of them seem similar because the result built upon each other. Science focuses on progression, building better things, and understanding things better. Therefore in the digital world, electronic gadgets, such as T.V., computer, LCD projector, smart phone, and ICT etc. have become common. It is very important to understand and speak English language.

It is comprehensible that the majority of people in India are being oppressed by the mere lack of knowledge of English language. By not having medical instructions, food ingredient, labels and nutritional information, government forms, access to the courts and politicians, street signs, and even movie tickets in their mother tongue, they are being relegated to the margins in the most discriminatory of manners. This goes beyond a basic democratic right to just being inherently illogical and prejudiced. Simply because an auto driver, a maid or a store employee knows his or her numbers, colors and a few other cursory words in English, it is wrong to assume that they can speak, understand, read and write English. Moreover, the academic conversation on this matter is controlled by those in the cities while the situation gets worse in the towns, villages, hamlets and tribal regions.

There is an enormous range of nuanced reasons as to why English has become the language of the elite and of governance in India, even putting aside the original project of cultural and linguistic colonization by Macaulay. It remains that Indians have come to believe that their nation’s prosperity, as well as their own, is wholly dependent upon not just learning English, but exclusively learning it as a first language. It began with the travelling elites, boomed with the emergence of “babus” and middle class that got hired by multinational companies, and trickled to the vast majority hoping to escape their destitution but unable to afford expensive private English education. Curiously, many states in India have attempted to make English the medium of instruction for all schools in an attempt to assuage the demands of the poor; however, the shortage of teachers who can even speak English is a major impediment. While the vast majority is able to communicate in their respective mother tongues they are not properly groomed to use English even for functional communicative purposes.

Most of the people in India, according to India's census data using languages such as Hindi (422m), Bengali (83m), Telugu (75m), Marathi (71m), Tamil (60m), Urdu (51m), Gujarati (46m), and Punjabi (29m), possess basic linguistic skills in their mother tongue. The learners of English as a second language fail to acquire these basic skills even after pursuing 12 years of English education in traditional Indian classrooms. The states in India are generally drawn on linguistic lines with each state having a history of literature, art, dance, politics and value system that is its own; being similar to the European Union in this regard. Take Andhra Pradesh and Telangana⁵, for example, where Telugu is the local language. These two states combined have a larger population than France, South Korea and Turkey. However, unlike these nations, the language of the majority is falling into disarray because of strict English use with a prejudice due to governments and companies needlessly conducting intra-state business (with great difficulty) in English when they could reach far more people in the local language. While it is true that English is integral for communication between states, the Central Government and foreign companies, is it really necessary to use it within a state where most people have the same mother tongue? To be perfectly clear, no reasonable person could advocate that English should not be taught. In fact, it would be imprudent not to teach the modern lingua franca but there is no reason to believe that people could not be fluent if they learn it from their early years onwards as a second language. That is what is done in so many other nations like Sweden, Germany, Japan, Thailand, Greece, Finland, Italy, Egypt, and so forth.

The statistics on English speaking ability tends to be unreliable for a host of political reasons, but it is generally accepted that somewhere in the range of 30% are able, to varying degrees, speak English—though only a third have some semblance of reading and writing aptitude. Still, it is unadorned disenfranchisement and an embarrassing plight for the other 70-80% of Indians. Contextually, this would mean anywhere from 770-900 million people are being oppressed on a daily basis. Even if one subtracts the 25-30% who are illiterate (another matter entirely), this is still about 577-630 million. For argument's sake, let us say that this affects only 200 million people: this is still thrice the population of the U.K. Is this acceptable for a purportedly "socialist democracy?" Of the myriad of India's social constructs this is possibly the simplest matter to amend and remedy.

To explore the matter at a more foundational level, all development begins with education, and education, of course, stems from language. Yet, language is much more than a means of communication; it determines the books one reads, the television programs one watches, the ideas one is exposed to, the values one holds, one's personal interests, and one's career opportunities. In essence, it defines our identities. Therefore, what is perhaps most damning is that because of this favoritism afforded to the English language the cultures of India are dying as they lose out on generations of authors, activists, actors, artists, playwrights, innovators, orators, and businesspersons who would have otherwise contributed to, and enriched, their own language.

We need to know English language. Conversation courses are usually taken by students who want to use and improve their speaking (and listening) skills. Their needs are different from students who take ordinary textbook-based classes. Teachers must drive away the fear in the students who are afraid of speaking English in public. They must encourage them to speak in front of the whole class. Encourage them to speak on very simple and easy topics in front of the

class without any interruption or laughter but keep track of the mistakes they make while speaking. Correct any speaking errors afterwards in a one-on-one discussion as it will not embarrass the students who feel shy in front of their classmates. The instructor should not over-rely on these discussions because it will not allow the students to come out of their shell. They should suggest the students to read in English but start off with easy material. This will help them to form ideas and thoughts in English and not in one's native tongue. To converse fluently in English, students must think in the language. Construct sentences for them to speak. Translating from your native tongue to English is not desirable because it breaks the continuity. Instruct them to focus on thinking in English. When teaching grammar, focus on aspects that are necessary to speak English properly such as parts of speech, vocabulary, and idioms.

Parts of speech include nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, interjections, and their various uses. The teacher must use lots of examples from daily life when going over the concepts. One thing to remember when teaching is that the students must be allotted a time slot everyday to converse in English. Thus, grammar lessons should not consume the total class time.

Regular practice of speaking is required. With regular speaking practice in the class, students will strengthen their comfort with grammatical details as they develop confidence. One can start with group discussions at this point on some interesting topics. Allow them a few minutes to arrange their own points regarding the topic. One can start the discussion by asking a particular student to begin or leave it open to the students to begin. A group discussion is a very healthy way to have a conversation. The students have to converse without a break. Listening becomes very important here. Follow what the students say and encourage others to offer counter questions, answers, and additional points. If some students avoid talking during this time then the instructor should make them speak by providing some direct questions. Group discussions are very important but they should not be held at the very beginning of a course. It is natural that students will be at different levels of fluency so those who are more advanced in speaking English could make the novice students feel more pressured. Once all students start to participate and begin speaking spontaneously, the teacher can start focusing on pronunciation and accent. The teacher can occasionally pinpoint the pronunciation of different words at the start of a course but do not put a lot of emphasis on doing this. If one does so, the students will get hung up on pronunciation and break their flow while speaking. One can convey to the students that nothing can substitute practice because it is the key to success. The teacher should also encourage them never to miss an opportunity to speak English in front of others. These two attributes will boost up confidence and that's the most important quality for becoming fluent.

Finally, it would be prudent to state that a crash course of four or six months cannot produce a student with extraordinary fluency in the language. They could never match the ability of students who have learned and practiced English from their early school days. A short term course helps in learning the basics and developing self confidence. These are qualities needed to be practiced regularly. Expecting phenomenal results in a short time span is definitely asking for too much but results can be achieved in the long run with constant practice.

Through some games in the classroom we can learn the language, because games can grab the attention easily. It is very important that the game must be full of fun to engage the learners in

the class room, the game must be easy to play for individual or groups. The duration of the game is also very important, the integration of learning objectives are also important in classroom games. If we take an example of a game such as the game of “karaoke,” in which the words to the song scroll at the bottom of the screen, learners can sing it individually or in a group, this game helps to learn the language, learners are able to understand phonetic recognition in a highly motivational manner. Another game is Dubbing or Voice Overs, it is an amazing way to practice language and dialogue. At first it need short video clips that relate to current topic or subject based topic, then need to mute the audio. Show the video clips once, then the learners will “dub” the video clips in front of the class. The task can be challenging and the student gets chance to perform without any anxiety of performance. These games bring out the natural expressions and the natural flow of speech. The video clips can be used as invaluable language teaching tool.

We assume that twenty-first century will be an age of digital technology. But if the competition in technology moves to this new battlefield, the edge will go to those institutions that can effectively employ effective tools for language learning for harnessing the boons of Digital Humanities. Every discipline in the field of humanities, from the classics to rhetoric to philosophy, twenty-first century would definitely shape in an age of digital storytelling, multimedia, mass culture, digital myths and archetypes based on the proto stories of the ancient world, e-ethics, and upon a deep understanding of human nature and even religious faith on the virtual digital platforms and social networking sites.

The teachers should frequently include new media/Digital Humanities such as interactive dubs mash, You Tube, Blogs, Social Media and Networking, e-content development projects, etc., in their English language courses. Since its inception, computers have been a part of English studies, particularly in the areas of stylistics, linguistics, and composition. For example, in the 1980s and 1990s, the personal computer and the development of the commercial web gave rise to experimental writing (hypertext fiction) and scholarly efforts to digitize and archive canonical text (such as the Rossetti Archive). The study of hypertext fiction and digital archives has been conducted largely from within English departments. As the last decade has seen an explosion of interest in e-books, e-readers, and massive-scale textual digitization projects, there should be more orchestrated English Language skill development reinforcing to bridge digital technology and English Language skill through skill-oriented Teaching/Learning process.

End Notes

1. Hypertext: a software system allowing extensive cross-referencing between related sections of text and associated graphic material
2. WordPress: A free and open-source content management system (CMS) based on PHP and MySQL. WordPress is installed on a web server that is either part of an Internet hosting service or a network host in its own right. The first case may be a service like WordPress.com, for example, and the second case could be a computer running the software package WordPress.org.
3. Omeka: Omeka is a free, open source content management system for online digital collections. As a web application, it allows users to publish.

4. IBM: International Business Machines Corporation (commonly referred to as IBM) is an American multinational technology company headquartered in Armonk, New York, United States, with operations in over 170 countries. The company originated in 1911 as the Computing-Tabulating-Recording Company (CTR) and was renamed “International Business Machines” in 1924.
5. Telangana is one of the 29 states in India, located in southern India. Telangana has an area of 112,077 square km (43,273 sq mi), and a population of 35,193,978 (2011 census)

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Use of Mime, Dumb Charade and Role Playing in Effective English Language Teaching

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Abstract

The use of language games in teaching and learning activities is very much effective in educational contexts. This paper aims to investigate the influence of games like mime¹, dumb charade² and role-play³ in learning English language. The emphasis is given on the involvement of students in various activities set in different environments. It is hoped that the language games will provide the learners more potentiality to tackle any condition in our practical world. These ELT courses will make the bond between teachers and learners, stronger and also attract more attention in the classroom with positive attitudes. The process will motivate the learners to develop self-confidence and will make them more co-operative in a positive way in the field of communication.

Speaking is the most natural and interesting form of communication among human beings. It is also an important component of any language. Usually people speak more than they write, so, in the process of learning a foreign language there should be an emphasis on developing the skills of speaking the language with accuracy and fluency. But in many cases we can see that there are some obstructions like shyness, lack of self-confidence, fear of others' remarks, etc. These difficulties are really recognisable when speaking is done in a foreign language that is not at all alike the mother tongue and it can lead to stress and lack of interest in learning something new.

In case of English language we can see that it is the commonest language for people to interact on the international level. English, a global language, has become very important for people, all over the world. English is used not only in the field of education but in business, political, social and economical fields. It is important to understand how language is used in certain contexts because in today's world, English is used for communicative purposes more than any other languages in the world. As a result of this there is a craving for English all over the world. People want to learn this language to communicate with other countries. The prevailing idea is that English should be learnt for the benefit of the learner and this learning would be effective if there would be a chance of learning through practical involvement of the learners in the classroom that basically concentrates on learner-centric lessons. It is the task of the teacher to involve the learners as much as possible and the lesson should be friendly for learning. The learners should take part in the activities and it is an effective way of teaching English language in the classroom by initiating various performance skills.

English language teaching through the games is a process that has been used by many scholars. Ayten and Caganaga (2015) have remarked that some teachers support the use of games in English language teaching but there are also some teachers who see games as a waste of time. The critics argue that there is an importance of using games in language teaching because playing a game already exists in human nature. These techniques give the students the freedom to use their own communicative skills which shows that they are active during their learning process while exploring the meanings. Paul Davies said that the language games can take several forms in the language classroom, but above all it should be a communicative activity where the learners would make the choices.

In many cases we can see that the learners can easily think anything in their mother tongue but there occurs difficulty while translating that into English. The process of translation creates obstruction in speaking with fluency. It can be overcome if the learner would start thinking in English language, because there would be no need for translation and the learner would speak whatever comes in his or her mind. Basic grammatical knowledge is required for every learner and on the basis of knowledge a learner can find out interest in a classroom of language teaching. The teacher should try to involve students in the games like mime, dumb charade and role playing for effective language teaching in a classroom. These games are the situation based games, learners are supposed to speak according to the demand of the occasion. It is as if a programme that focuses on the students' roles and activities in the classroom, their group activities, their relevant opinions regarding the topics analysed in the classroom. As learners' speaking skills are deeply connected to their interest and motivation, the teacher is supposed to motivate the learners for their whole-hearted participation in the games that would help them to enhance their speaking abilities. In this way there would be a mutual relationship between the learners and the teacher as the learners would experience that they can learn better by co-operating with each-other. Through the activities, learners can express themselves with their own personalities and they would learn to act in the situations of every-day life, not only inside the classroom but also outside in the world.

Mime is generally considered as the use of gestures and bodily movement to tell a story or convey feelings. The focus is on the facial expressions and gestures. It facilitates the learners to perform in front of one another and to become comfortable with others without worrying about language. It also helps to develop the power of imagination and observation and beside that it offers a scope of enjoyment for the learners to build up their confidence by performing in groups in the classroom.

During the mime, no language is required but in case of explanation, language is required while debating about the performances of the learners. During the discussion on the activity, English language should be used to analyse and evaluate what has been observed. Mime can help to put the language in the mind of the learners as it helps to remember the language items that are already associated with an image of the past and the known words become easily recognisable when that image or any similar image occurs later. Use of mime is an effective tool in language

teaching because it employs language and it gives scope for the learners to introduce their own feelings about the performance. The target language is used in this purpose and the students should express their own feelings by using this language. The teacher must follow that the shy learners should not stay away from the whole process. This way the learners should learn about the process of expressing one's opinion in an authentic manner. By the teachers' motivation the learners would represent themselves by breaking the barriers of shyness in a developing situation for their own improvement.

Dumb charade is a game of guessing a word or a group of words from mimetic clues. It also incorporates performance and invites the learners to think in a precise way about the performance. This game does not demand any elaborate discussion of the performance but it helps to weave all the clues to reach to a final word or a group of words that demonstrates the whole activity. This game helps the learners to learn the process of making judgements within a short description of something that is demonstrated and claiming for the spectators' review. The spectators or the learners should not discuss about the game with whatever they think or understand but the discussion should incorporate selective words that would satisfy the demand of the occasion. The teachers should become sincere about the learners' judgements regarding the performance and the teacher should also guide the learners for the probable approach of the close interpretation of the action, as far as possible. The teacher should take care that each and every student is performing and beside that speaking too.

Role play is basically an enactment of the role of imaginary people in an imaginary situation. Learners can develop many abilities by playing the roles of different characters in different places. In this game the learners get a chance to be free to decide how to develop the dialogue further. The mapped dialogues provide a sort of chart of functions for the learners to act in various situations. Role instructions describe the participants about their performance. In the classroom the distance between the teacher and the learners should be minimised. The learners should feel free to express themselves and the teacher must not select role for the learners but he or she should allow all the learners to choose their own roles. By including role playing in the language classroom, the teacher can make the learners get involved in the activity using English language, about their activities. This way the learners should use the language directly, without any direction given by the teacher. By doing something relevant and useful the motivation for the learners could be increased. Role playing is also capable of creating various situations that are closely connected to our daily life. In role playing the teacher should create an atmosphere where the learners would solve their own problems and by co-operation learn to use English language for their own need.

These activities provide a chance to the learners to think about the target language from various angles. The learners are encouraged to speak in that language and there is always a chance to communicate each-other with the same language. These activities do not engage only the verbal language in the classroom but there is also the involvement of body and mind that creates a mutual relationship both between the learners and the teachers and among the learners. Through

various activities the motivation creates a joyful atmosphere for both the teacher and the learner to rediscover themselves in a new dimension of life. These activities also incorporate the learning of language and this learning is based on performance that is not bound by any specific rules. The emphasis is given on the use of the target language that is learnt by the learners.

The learners would feel more interested as they are offered a friendly environment where they can speak fluently. By acting they can overcome the shyness, lack of self-confidence, lethargy and learn something new and by discovering these problems they would become the successful speakers of English language. In this way the learners would express their emotions and the learners would learn to communicate with each-other by co-operation. The language games would help the learners to learn a new language with various activities. The learner would become well acquainted with various situations that deal with the atmosphere inside and outside the classroom. This acquaintance would help the learners to enhance their potentiality to speak in English with self-confidence and fluency. This way the class would become more learner oriented and the learners would learn how to represent themselves in various situations and also to communicate with others in the activities of our daily life. The learners would be more confident of their own potentiality in their use of English language while communicating with others. They would develop their own personalities and they would learn to manage different situations in different environments. These activities would encourage adaptability and communicative competence. It would provide success to the learners in the real-life situations and confidence to tackle situations, outside the classroom.

End notes

1. According to *Oxford Reference Dictionary*, mime is the use of gestures and facial expressions to tell a story or convey feelings, especially in the theatre.
2. Charade is an absurd pretence. *Oxford Reference Dictionary*, pp- 138
3. Role play is the acting out of a particular role. *Oxford Reference Dictionary*, pp-724

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Use of Multimedia and ICT in English Language Teaching and Learning

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Abstract

This paper stresses the need to make English Language lessons easy and enjoyable through the use of multimedia and ICT in English Language Teaching (ELT). The poor performances in English language in most schools and colleges are the fact that the teaching of it is chalk and talk dominated. It therefore becomes necessary for teachers and facilitators to improvise aids so as to bridge the gap between learners' real world and the abstract English language world. It is in this regard that adequate and appropriate selection and use of multimedia and ICT by both teacher and learner to facilitate better learning of the English language are most desirable. It is for this purpose that this study examines the usefulness of multimedia as well as ICT as an interactive learning process in the teaching/ learning of the English language. This paper, hence, as a whole gives more emphasis on a functional communicative approach in the teaching/learning of the English language and thereby hopes to increase the learners' motivation, self-confidence and develop learners' communicative and vocabulary skills through collaborative and supportive environment.

Keywords: English Language, teaching/learning, functional communicative approach, motivation

It is doubtless to say that language is the most prominent source of communication. If only English is taken into consideration, it can be seen that it is one of the most common ways for people to get in touch on the international level. As English has an international standard it became the 'lingua franca'¹ global language of today's world. That is to say, it became an essential part of people's lives. In other words, apart from its usage in educational contexts it also serves business, political and social purposes, and thereby has become a contact language all over the world.

Again, as English has an impact also on education beside other fields; therefore, throughout the history new language teaching methods have been developed or proposed by the prominent scholars in order to provide better understanding of how language is used within educational and its social context. It is important to be equipped with the knowledge of how language is used in certain contexts because in today's world English is used more for communicative purposes as it is the most widely used language all over the world. As a result of this development and need for communication with others to be a part of the world, language teaching methods have changed from rule-based, which do not give adequate insight about the authenticity of the language, to communicative approach, which provides discourse and genuine use of language. Some methods have been used until the new ones were born; some of them have been replaced by the recent

ones and some of them becoming more popular as a result of the demand like communicative language teaching approach.

Considering the aforementioned reasons, this study aims to discover the need of using multimedia and Internet Communication Technology (ICT) in English Language Teaching and Learning (ELT). The approach of this paper, thus, concentrates on ELT through multimedia with the help of Task-Based Language Teaching (TBLT), an approach based on the use of tasks as the core unit of planning and instruction in language teaching, that includes several games as well as methodologies to establish the communicative end of the English Language.

The idea of using multimedia and ICT in English Language Teaching and Learning (ELT) is nothing new. Being learner-centric a method, this idea has successfully been adapted by many teachers in their ELT classes. Scholars, like Mr. Chirag Patel and Zhang Zhen have discussed widely both the advantages and disadvantages of using multimedia in educational sphere, specifically in ELT lessons where they view multimedia as an assistance to teaching or establish its purpose to be a practice, useful to widen students' knowledge to gain an insightful understanding to Western culture. Many have talked about incorporating various games, like – dubbing a film, having an imaginary telephonic conversation, etc. in an ELT classroom to enhance the communicative skill of the learners. But taking the learners to a positive learning state through emoticons oriented games is something that I find unrecommended in any literary sphere which has induced me to continue my study about this subject.

The use of multimedia, which stands for the integration of text, graphics², animation, sound and video, in ELT can help the learners in various ways. It can be helpful to raise their interest level in an ELT lesson, to enhance their understanding of the language and to increase their memorability. Multimedia, as a tool in an ELT class, can also be used by the learners to develop real world skills that they need to be successful in life, such as – teamwork, collaboration, communication, presentation, analyzing information, speaking, accepting and providing constructive feedback and expressing their ideas creatively. ICT, on the other hand, being an open medium of outside resources also help the learners to achieve their goals in an ELT class.

Games have always been a welcome break from the usual routine of the language class because learning a language, especially when it is a foreign language like English, requires a great deal of effort. But games help learners to make and sustain the effort of learning. Being highly motivating and challenging games provide language practice in the various skills - speaking, writing, listening and reading. They encourage learners to interact and communicate and thereby create a meaningful context for language use. In other words games help a learner to be free to express his or her own creativity. In an ELT class such a game can be 'Express through Emoticons'.

Emoticons⁴ are certain symbolic images representing certain emotions as well as actions that can be found in different mobile messaging apps like-Hike, Imo or Whatsapp etc.

Application of the game: 'Express through Emoticons'

Tools used: Smartphone (with internet connection), a computer/ laptop and a projector/smart board

Stage 1: Say a single word

The teacher will display a particular emoticon on the projector and a student will be asked to say a definite English word that comes to his mind immediately after seeing the image.



For example, if the emoticon is a 'happy face', the student may say the word 'happy'. Now it will be the task of the other students in the class to provide synonyms for that particular word. In this case they may say- merriment, joyful, gleeful etc.

Analysis

- At this initial stage of learning of English language this game will help to increase the vocabulary of the students.
- Students will learn to read emotions as well as actions by a thorough observation and respond accordingly.

Stage 2: Frame a sentence

At the next level each student will be asked to frame a complete sentence using the word that they uttered earlier in stage 1. For example, one may say 'I am very happy today.' whereas the other may say that 'The day was so joyful that I forgot to do my homework.'

Analysis

- At this stage students will learn to frame complete meaningful sentences, preferably complex sentences.

Stage 3: Give a reason

Next each student will be asked to provide a reason for their statement. For example, if a student says that 'I am very happy today.' then he will have to state the reason behind his happiness. E.g.- I am very happy today because I have got such a big opportunity of presenting my paper in front of everyone.

Analysis

- At this stage of learning as well as playing students will start acquiring eloquence.
- The teacher will get to know to what extent his or her students can use their imagination and eventually produce numerous sentences.

Stage 4: Build a conversation

Now using the sentences that they have constructed so far, the students, instead of playing an individual game, will be asked to form a group including each student of the class and build up a conversation among themselves. For example-

Student 1: I am very happy today because I have got such a big opportunity of presenting my paper in front of everyone.

Student 2: Yes, I also had such experience once but the day was so joyful that I forgot to do my homework.

(And the conversation will continue...)

Analysis

- The students will learn the value of teamwork at this level.
- The students will learn to collaborate.
- They will be spontaneous in delivering their dialogues.
- Continuing a conversation keeping in mind the words they had uttered earlier will enhance their memorability.

Stage 5: Build a story

The teacher will display an exchange of a number of emoticons on the screen and the students will be expected to put various dialogues in the mouth of those emoticons, following their emotions and actions, and thereby build up a story.



Once upon a time, there lived a smart penguin, named Pingoo.



Mr. Coala was his friend who aspired to be a detective.



Mr. Dinomite who was the common friend of Pingoo and Mr. Coala, used to laugh at Coala's aspirations.



This behavior of Mr. Dinomite made Coala very angry. So he thought of giving Mr. Dinomite a lesson by using his superpowers which he thought to be his secret possession.



Mr. Dinomite, on the other hand, came up with some tricks to make fun of his friend, Coala whom he didn't like at all but because of his friendship with Mr. Pingoo, he had to maintain a friendly attitude towards him.



Facing the tricks, however, Mr. Coala failed to utilize his superpowers which were nothing but the fruits of his imagination and got confused.



But Mr. Pingoo being Coala's real friend saved him from this embarrassment by diverting the attention of everyone with a beautiful song.

Analysis

- At this complex level of learning the students will have to be prompt in delivering their dialogues.
- The rapid pace of this game will induce the students to think in English, rather than doing translations in mind, which is one of the most important purposive criteria of an ELT class.

- This part of the game will teach them the importance of listening to other people's words in order to become a good speaker.
- They will understand how to synchronize with the other people's utterances.
- Students may write down the dialogues one after another rapidly and thereby improve their writing skills as well.
- This game will again foreground the creativity of the students.

Teachers' roles

- The teachers are expected to prepare the learners for tasks because such activities might include topic introduction, clarifying task instructions, helping students learn or recall useful words and phrases to facilitate task accomplishment, and providing partial demonstration of task procedures.
- The teachers will further introduce variant and variable emoticons, preferably the complex emoticons accompanied by actions, for the advancement of the ELT classes.
- The teachers will make the students follow the rules of the game properly, where no students will be allowed to speak in any other language but in English in an ELT class, and repetition of the same word or same sentence will be strictly prohibited.
- The teachers will also take care of the fact that all the students spontaneously participate in the game and don't feel ashamed if they utter an incorrect English. Because such mistakes are part of the game which they need to learn to overcome.

Learners' roles

- Learners are expected to cooperate with the teachers in their ELT classes, and enjoy their lessons instead of being afraid of it.
- Games such as 'Express through Emoticons', when played in a class, allow the students to have a common experience as well as a bounding experience that eventually brings students together socially to discuss over their experiences. In such cases if they employ English language as a mode of their conversation, as was taught in their ELT classes, then it will obviously help them to improve their English language speaking skill.

The use of multimedia and ICT in English language teaching and learning (ELT) thus can be said to be an appealing teaching strategy which promotes cooperation, collaboration, goal-oriented learning and intelligence skill. It bridges the gap between the classroom and real life situations by providing insights into how to handle tricky situations.

End Notes

1. Also known as a bridge language, common language, trade language or vehicular language, is a language or dialect systematically (as oppose to occasionally or casually) used to make communication possible between people who do not share a native language or dialect, particularly when it is a third language that is distinct from both native languages.

2. It refers to images and pictures, such as chart, diagram and photograph, which contain no movement. Graphics plays a very important role in language teaching process.

3. It is a systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge.

4. Representation of facial expressions such as smile or frown, formed by various combinations of keyboard characters and used in electronic communications to convey the writer's feelings or intended tone.

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Impact of modern technology on ELT

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Abstract

English Language Teaching (ELT) has been quite a prevalent and predominant feature on the educational map of the globe for quite some time now. Conventionally, this has been carried on by the teachers and learners with the help of traditional methods and equipments. But, in the contemporary era, if we consider the educational as well as the job scenario, then besides ELT the second most important pillar will be that of modern technology. The recent spur of developments in this field has not only opened up vast areas of studies and research in various technological fields, but it has also helped in giving traditional subjects like English Language learning a brand new face, a new identity.

English has long been accepted as the “world language” and the global standard for determination of educational refinement and aptitude. On the other hand Technology talks about “the systematic application of scientific and other organized knowledge to practical tasks”. The recent marriage of English Language Teaching with developing technologies has increased the reach of the subject on global education as a whole, and in a more palatable format. In the past, teachers and learners had to resort to traditional methods of classroom teaching with the help of books, copies and black boards. But now we have virtual classrooms facilitating the traditional pedagogue. Books have been replaced by e-books; and learning modulated to e-learning. Computer Assisted language Learning has now become the buzz word.

This paper of ours aims to focus on specific technological advancements and their achievements coupled with ELT and the resultant re shaping of the present scenario of English Language Teaching.

Key Words: Aptitude, Conventionally, Facilitates, Modulate, Pedagogue, Refinement, Technology.

Introduction:

The Collins dictionary defines ELT as “the practice and theory of learning and teaching English for the benefit of people whose first language is not English.” As Indians, it is inevitable that for most of us, it is not so. As a result, we are dependent on our school and college educational systems to impart the knowledge of English to us. On the other hand, over the past few decades technology has made its contribution and impact on every sphere of human life, and education has not escaped its influence. This phenomenon has been highlighted by many as the wave of the future in which language instruction can also be driven by new advances in computers and the Internet. However, now as we go about incorporating technology into our language classrooms we can have a clear understanding of whether a technologically-driven classroom would be a success or failure, even with low-tech solutions; and also get a sneak-peek into the scopes and disadvantages of its extensive use in Language learning.

In India, since the time of the British invasion, English was spread widely throughout, and has always been looked upon as the language of the ‘rulers’ or the ‘elite.’ The Indians had no other option but to learn the language and it has continued ever since. At present, English is the global language, and even in a multi lingual nation like India which can boast of a rich heritage of its own native languages, not speaking or not knowing English is looked down upon as some sort of a crime. So, the Indian educational system puts a valid emphasis on imparting the knowledge of English, in English. Since the time of its incorporation into the Indian educational system, the methods of English language teaching has undergone a sea of change. More and more English medium schools have come into existence along with the inclusion of non-vernacular boards of education (namely Indian Council of Secondary Education and Central Board of Secondary Education) that has ensured a generation of students being more proficient in the foreign language than in their native mother languages. College level education is also mostly in imparted via the medium of English. Further, the after college competitive job market ensures that one attains a certain level of proficiency in English to be considered eligible. This teaching of English has found itself a very compatible ally in the modern technological developments which marks a noted departure in the olden methods of English teaching that were being followed in the schools and colleges. All this and much more can be aided best with the help of technological advances in the classrooms of a modern ELT class. For the past several decades, a great deal of discussion on the pedagogical worth of technology in the classroom has taken place. Although computer and software companies often provide evidences, as to the usefulness of technology in language instruction, highlighting the possibilities of increased student motivation and more engaging learning. However, numerous researchers have suggested that while technology has grown considerably, the teachers' use of it often remains very archaic and antiquated, limited to simple writing assignments and Internet searches. Some have suggested that this has been in part, due to the educators' limited understanding of the role technology in language instruction classrooms. In fact, Garrett pointed this out in stating that "the use of the computer does not constitute a method" and it is only a "medium in which a variety of methods,

approaches, and pedagogical philosophies may be implemented. “So we will have to take the promises of all these software companies with a pinch of salt. There would be no miraculous osmosis taking place in the language learning process of an ELT student, just by the mere incorporation of technological advances. Like all other processes a clear understanding and adequate use of technology by both the students and teachers would be the best possible solution that can be provided. Thus, rather than allowing technology to drive classroom instruction, teachers must clearly recognize specific objectives, procedures, and assessment techniques for using online resources. As with all good teaching, teachers of a technology aided Language class, must also develop a clear plan of action for using the Internet. We should not send our students off without specific targets in mind, training on how to use the web sites, the procedures on how to accomplish the tasks, and an explanation on how students will be estimated for the activity.

While talking of technological advancements, the first thing worth mentioning would be the emergence and wide spread reach of the internet. It has facilitated a completely new genre of tech-savvy teaching learning process which is mostly accepted and followed now days. With the availability of every piece of information at the click of a finger, it is not at all surprising that in certain cases the computer has replaced the teacher and there are virtual classrooms in place of the real ones.

Specifically in the case of English language teaching, certain tools of modern technology has found a wider acceptance. Software tools like ‘Microsoft Power-Point’, ‘Prezi’ etc has made it possible for the teachers and students to go beyond the conventional boundaries of bookish teaching and evaluation methods. With the help of these, it is inexplicably easy to explain lessons via the audio visual medium through slides and presentations. A wide range of data, pictures, graphical representations, audios and videos could all be included in one particular ‘Power Point’ or ‘Prezi’ presentation; thereby enabling an instructor to successfully impart to the students a wider range of knowledge about the concerned subject. Also, if we take a look at not just the Indian but the world scenario of ELT, other technological methods which are gaining a fast acceptance would be the likes of video conferencing, audio books, mobile applications and games facilitating reading and writing or CALL (computer assisted language learning).

With the variety of technology that is available today, besides the new developments happening almost every day, it is very difficult to grasp the extent of its functional importance in the field of education. In order to aid the education process, it is seen that a completely new genre of technology rightfully named as “educational technology,” has paved its way into our lives. Even a few years back, it was impossible to imagine or figure out how ‘Edu-gaming’ (certain online games) could be developed to facilitate the teaching learning process. Therefore it is natural that with the onslaught of such a big wave of technological developments, the dynamics of the teaching learning process would surely go through a renewal and rejuvenation which has already started happening worldwide.

Classroom teaching in both schools and colleges have moved ahead from the chalk-blackboard-books-copies routine. Though not being completely done away with, the steady and growing dependency on technology has left an indelible mark on the age old role of teachers and facilitators in this process. Mostly considered advantageous, as we have seen from the above discussion, it cannot completely be a process with no disadvantages whatsoever, for; any new process comes with its share of both helps and hindrances. In fact, as Sir Peter Blake would put it “New technology is common, new thinking is rare.” So, it can be said that, though modern technology has helped in changing the face of teaching in general and English Language Teaching in particular, there might be a day in future when this increasing dependency on technology will render the teachers and students as it’s slaves, with no more power of exercising their grey matters but only with capability enough to follow and learn technical commands. It, certainly, depends upon us, as to how much we let technology enter our lives as well as our minds.

Benefits of teaching language with Technology:

Enhances Cultural understanding:

In using Technology in English Language training classes, the main focus lies on teaching and learning of the English language as a **skill based subject** which can be used in real life situations by acquiring necessary language skills and knowledge. For this purpose a thorough understanding of those cultures and values which go into shaping the language, becomes necessary besides merely acquiring the language skill. To facilitate the students with such a complete understanding of the subject, using the aid of technology becomes absolutely necessary along with the traditional language training methods. It helps the students connect better with the language by providing authentic examples of the target culture.

Practical involvement:

The aid of technology further inculcates confidence and positive attitude in the students, giving them better accesses to local and global employment. In other words, technology should be viewed as an added resource to develop high order thinking, creativity and research skills amongst students of a foreign language. The practical involvement of the students in the learning process using computers, internet and multimedia gives them a better command over the language. The interactive content of multimedia, in the form of texts, audio, animation, video, charts, graphs or other still images, appeals the imagination of the student of a foreign language and converts pedagogical information into something more palatable.

Refines Listening, speaking, writing, reading skills:

The use of technology, especially multimedia in classrooms, helps students become increasingly familiar with academic vocabulary and language structure. Frequent and repetitive exposure to audio exercises helps them build their own vocabulary and also gives them a clear conception of pronunciation. Besides technologically advanced classrooms allow the students with a scope to get familiar with the nuances, intonations, moods, pauses and modulations exclusive to the particular foreign language (e.g. English) that they are trying to adopt. Reading and recording the materials available in the classes allow both the students and teachers to notice and rectify their spoken mistakes. Internet further enhances a student's accesses to multiple texts in the language in a more cost and space effective way. The use of audio-visual media or power point slide presentations can also contribute to effective grammar and syntax learning and practical application of the same in appropriate situations. Using software tools like 'Microsoft Word' not only allow students to check their own grammatical and spelling errors, but also provides a scope of analyzing their grammar and spelling mistakes via internet. Thus, granting an enthusiastic student a full autonomy over his language learning procedure, this in turn makes the process more interesting and interactive. From a teacher's point of view, an Interactive White Board like interactive device allows a scope of recording instructions as digital video files and posting the materials for student review in future.

Enhances Communication skills:

A technology integrated language learning program enhances a student's decision making, goal setting, problem solving and time managing abilities besides sharpening the language skills. This helps in turning them into better communicators. Student's can make the best of such classrooms which provide them with opportunities of being active and reciprocal; in the process satisfying some major requirements of training to be a better communicator. Learning to support their information with audio visual aids, better equips them to address the needs of the audiences. The complete autonomy and freedom which technological tools grant them, instills a confidence in the communicators.

Limitations of teaching language with technology:

One of the major charges against technology in a language classroom is that it hinders the innovative skills of a student. Too much dependence on technology cripples the free thinking abilities of a student of language. The student of a language must have the ability of putting the flow of human thoughts in exact words and emotions. Technology grants only wordiness to a student, while the emotional connotations lay hidden from them. Further, chances of plagiarism increases with too much dependence on technology in a language class. Internet also hampers the research acumen of a student, who seeks to find every solution in a Wikipedia page. Too much dependence on technology results in a lack of communication between a teacher and a student, which is not at all healthy for a language classroom. The concept of creative education takes a major setback with a failure to notice that technology is supposed to aid the traditional teacher, and not replace him. The pre arrangement of the materials fed in to the technological systems

impediments scopes impromptu discussions, which results in failing of the entire purpose of teaching English as a practical linguistic science.

The Internet is an almost measureless storehouse of great capacity, but it also contains an equal amount of unwanted clutter and collaterals, and sifting through this large collection can be really consternating. Unfortunately, students grip on to whatever first appears on their screens, whether it is accurate or not. Hence in absence of a proper guidance in the entire process can bring on disastrous consequences. The possibility of digression from the intended area of research is also very high, given the vast scope of the internet. With the complex and daunting prospect of analyzing so much content, students tend to sink and settle for the easiest irrespective of quality or content. With all these challenges, teachers should bear the responsibility of helping students combine both the massive and easily-accessible Internet with conventional research techniques.

At times the accented use of language confuses a non native student of a language such as English. Some spoken words give a faulty impression of spellings to students, which impediments their learning process. Further the lack of understanding due to accented utterances instills fear and inhibition in the minds of the non native students of the language. He neither clarifies his doubts nor gets a chance to relearn his language.

Incorporation of technology in a language classroom without proper infrastructural aid results in disastrous consequences. Uninterrupted power supply would be one of those basic mandates of a technology aided classroom which can hardly be promised to every rural and urban student of English language in a developing country like India. Adequate knowledge of the hardware and software of the technological gadgets has to be acquired by the guide or facilitator in the classroom, so that the technological glitches cannot long interrupt the teaching – learning process in the classroom. The frustrations resulting from using unfamiliar software tools in the classrooms can be a major setback for both the teachers and the students.

At times it becomes difficult to provide for the initial exorbitant cost of incorporating technology in a classroom. Especially in a country like India infrastructural hindrances are very common. Not only installation but also maintenance becomes a major concern for a technology aided language classroom. Both financial and knowledge based incompetence makes it difficult to run these programs in the classrooms.

Conclusion

Without a doubt, technology has metamorphosed human society in many places around the world, obviously including how language instruction is taught and delivered in a classroom under able support and guidance of the main instructor. In particular, the Internet has become a conduit that enhances peoples learning, sharing, and collaborating in ways not possible before this technological upsurge. However, a great deal of the success comes from preparing students to interact and learn in this online environment. Therefore, if we try to integrate technology in our teaching, our new, refocused approach to teaching will propel us a long way to making

technology and the Internet a more rewarding partner in the teaching and learning process, eliminating most odds and banking on the advantages.

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Impact of Modern Technology in English Language Learning

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Abstract

In modern world , to gain proficiency in English language and to learn English interactively to be competent enough to deal with real life situations , technology has served to be a great boon to the society. Today , as the four pillars of English Language learning stand “ listening , speaking , reading , writing “ , modern technology has not only impacted but has hugely aided these formats for our convenience.

All of us are today dependent upon computer-assisted language learning . Moreover mobile phones and tablets are capable of doing much more than mainframe computers . Talking about how technology has improved our listening skills , there are ways to test the listening skills of students in English language laboratories through computerised speakers and also headphones in some cases to improve the diction of students and test their word gripping power. Speaking and reading skills of the students can be improved by exposing the students of a particular class to classes all over the world through video conferencing . This can help the students have an interactive learning with teachers all over the world. Technology in the form of word processors allows us to go through a process of creating and re-creating text until it is fully comprehensible to others and is accurate and then place it on a digital platform open to other’s feedback.

Hence , here we have explored the various methods of English Language learning and how technology has made them possible for us today . Technology has made it easier for us to communicate in English Language , decipher what is being communicated to us and hence adapt to a digitally competent environment outside .

Keywords : Competent, Listening , speaking , reading , writing; Video conferencing, Word processors , Digital platform

Introduction

Why is the need of technology in the process of English language learning increasing rapidly ? How and why is our English language learning being so hugely impacted by technology ? Why is the situation different from before ? The answer to all these questions is very simple. Today our language learning process is no longer confined to our books as it was previously . The perimeter of learning has so vastly increased that it has imbibed modern technological advancements into it . Today ‘CALL’ or ‘computer assisted language learning’ has challenged the traditional methods of language learning .Across the globe , governments of different countries have recognized the importance and value of digital technologies in the form of information and communication technology in language

learning . My goal in this paper is to highlight the different modes of modern technology which have been instrumental in enhancing our knowledge of the universally accepted language ‘English’ .

To achieve this goal I have divided the paper into six segments . In the very first segment I have discussed the various forms of computer-assisted language learning . The next four segments entail a detailed discussion on how modern technology has influenced the four pillars of English language learning that is LSRW or ‘Listening , speaking , reading ,writing’. The last segment brings into focus the negative impact of modern technology in English language learning .

Computer-assisted language learning

CALL or computer-assisted language learning is succinctly defined in a seminal work by Levi (1997:p.1) as “ the search for and study of applications of the computer in language learning”. CALL extends to a wide range of information and communication based technology applications which includes web-based distance learning , computer mediated communication(CMC) and also mobile-assisted language learning(MALL) . With the advent of world wide web , emails , ‘mosaic’ the first graphical web browser and other forms of electronic communication has been in extensive use . Language teachers were able to create their own online interactive exercises with the launch of ‘Hot Potatoes’ a tool which was first demonstrated publicly at the EUROCALL 1998 conference . The internet today has become a huge source of information for teachers who make several imaginative and creative uses of this technology . A blog or an informational website and also podcasts which are a series of digital media files to which one can have access through any portable media player is an example of technology-on-the-go . We also have access to social networking services which can not only be used for developing social networks or social relations but also to voice an opinion to read and learn about any issue that we want to . Today computer-assisted language learning has broadened the dimensions of language learning to such an extent that everything is out up there for everyone to learn . “The boundaries have faded” . ‘ knowledge is free and knowledge is for everyone’ .

Impact of modern technology on English listening skills

Talking about how technology has influenced the most vital aspect of English learning that is ‘listening’ , the use of computerized speakers and headphones in language laboratories helps the students grasp the correct pronunciation of a word . This is because English is not always phonetic . what it sounds like is not always how it is spelt like . Hence with the use of voice recognition software in computerized digital media players in modern language laboratories can help the students record their voices and can make them hear their voice overs with the correct pronunciation . This can help them spot the differences in between the two and make corrections where needed . Learning to speak

from hearing how it is spoken is has proved to be better than learning to speak from how it is spelt on paper .

Podcasting

Podcasting is an audio file which can be easily created by the any user with the help of a software program and once it is put up on the internet , everyone is free to listen to it with the help of even a simple audio player. A podcast can not only correct pronunciation errors but teachers can effectively use it to distribute important notes regarding any subject discussed in class and for students who were not present in class , it is an amazing medium to catch up with the lessons taught in class .Podcasting can also be used in contextualized language learning in addition to simple pronunciation drills , in which teachers can contextualize pronunciation and create meaningful tasks instead of making students repeat a set of words or sounds .

Impact of modern technology on English speaking skills

Before starting to explain the impact of modern technology on speaking skills let us understand , what is speech ?

“ speech is the vocalized form of human communication . It is based on the syntactic combination of lexical and names that are drawn from very large vocabularies” .

Taken from “Impacts of computer to learning” (Rhea Lucena)

Making the students get used to speaking at the microphone from the very beginning can instill good speaking skills in them . At times , spoken language practice in a class can be difficult if the teacher herself/himself lacks fluency in speaking English. In that case , linking the students of a particular class to classes all over the world and having an access to the best faculty through Video Conference can not only help the students grasp the correct diction and pronunciation but can also give them an over-view of where they stand as far as national and international competition is concerned . Speech exchange through video conferencing followed by a question answer session will give the students an opportunity to put forward their queries and doubts and then try to understand the response that comes from other institutions and implement it in their speech if necessary.

Impact of modern technology on reading skills

John Stewart once commented , “ The internet is just a world passing around notes in a classroom” . With the advent of technology , “Knowledge is free and Knowledge is for everyone” . By using the internet technology , students can read up on any subject they want to . Today they need not be confined to their books . There are several educational tools , applications , multimedia programs than can aid reading writing and comprehension .E-reading being another example of technology-on-the-go which helps the students re-cultivate their love for reading while travelling when it is inconvenient to carry books .Information store-houses such as “Wikipedia – the free encyclopedia” provide abundant information on any subject needed by the student and also states interesting true facts and kindles human curiosity and urges the human mind to read more and more about

those not much known facts . Information broadcast takes place by not one but many users of the internet . With this users are not limited to a particular stack of information but can move beyond and look for the most student friendly and comprehensible explanation of a topic . Hence internet technology can easily be stated as a boon for reading enthusiasts who make the best possible use of this to enrich their vocabulary and stock of words .

Impact of modern technology on English writing skills

If listening and reading skills are so vastly influenced by technology how can writing skills be far away from being impacted by technology . Writing has become a fundamental aspect of our life today . Be it any field of work or education , writing skills are needed everywhere in every phase of life . Students are expected to know to write formal and sophisticated texts with precision without which they might not be welcomed in educational institutes or at places of work . Technology in the form of word processors allows us to work at the language of our text continuously before we put it up for others to see . the process of producing a text can go through several stages of amendment. Technology allows us to do that as many times as we want to . Hence we can type , erase and then re-type the text many number of times until we feel it perfectly conveys the message that we are trying to put across and is fully comprehensible by others . Today there are tools which allow us to identify the spelling mistakes or the grammatical errors which human mind can overlook . We can thus put our best word forward to a global audience through internet again where people can go through our word and can also drop in suggestions . This worldwide classroom that internet built has inevitably made us “learn more and learn better”.

Writing skills in project work and assignments

Education today is not just about learning up bookish information . It spreads across a wide spectrum which includes projects and assignments which test a student’s “creativity , aptitude and application skills”. Testimony to this fact is this research paper that I am submitting which is beyond my course curriculum . Today academic institutions inspire students to take up projects on topics that fascinate them and let them script their ideas on it . “Content or language integrated learning” as it is commonly called CLIL makes easy access to information possible be it from anywhere on any topic . Students all across the world can have ample information subtracted from the internet along with several real life case studies . The fact that the internet today has such huge dimensions and has imbibed people of different experiences , case studies of various kinds can be sited with the help of this technology . Thus the internet is the primary method for conducting research for school and college writing purposes when real life expeditions are not possible to be conducted .

Negative impact of technology on English language learning

There has been much debate on the topic “Technology is a boon or a bane?!” The modern methods of teaching which involve technology based learning have challenged the

traditional methods of learning but they can never replace them . So far we have discussed how technology has been a boon to the society but anything that has a positive impact will most definitely also have a negative impact . So is the case of technology in the field of English language learning . Now let us discuss the various negative effects of technology .

Unfortunately educators have seen a drastic decline in students' writing skills due to their excessive dependence on technology . Since applications like Microsoft Word and Microsoft PowerPoint have spell check access students do not find the need to write the correct spelling themselves because the computer does it for them . There are various , beautiful aspects of writing, different formats , different styles which the students would never get to know if they would expect technology to apply that in their texts . The impact of technology on our social , mental , physical and environmental health can prove to be fatal . Here “ moderation is the key ” . Being aware of the harmful effects of overuse of technology will help us avoid the unnecessary pitfalls. Listening and speaking skills can be enriched by technology but only when we know to use them wisely . Using headphones and ear buds can cause people to undergo hearing loss . Likewise excessive reading from the computer screens can heavily strain the eyes of the student .

Conclusion

Hence , through this paper I have been able to explore the various methods of English Language learning and how “Computer-assisted language learning” or CALL and “ Information Communication Technology” or ICT has made it easier for us to communicate in English , decipher what is being communicated to us and hence adapt to a digitally competent environment outside . It is evident that modern technology has redefined the English language learning procedure . The paper first focuses on the positive impact of technology on English language learning and then also highlights the few negative effects which non-moderated use of technology can have on the users such as the students getting accustomed to using technology on a daily basis which can make them use short forms , cause hearing and visibility problems as discussed above . Hence as I mentioned “ moderation is the key” to the sustainable use of technological resources .

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Teaching English to Students of Engineering & Management : A Synthesis of Audio-Visual, Functional & Task-Based Approach to Language Teaching

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ABSTRACT

Motivation, a key factor in second language learning and acquisition, is seen to be low among the students of engineering and management. Audio-visual materials, through their impact on the learners' affective domain, can raise their motivation level; while, a pedagogic utilisation of the audio-video resources following Halliday's precepts of functional approach to language and the task-based language teaching (TBLT) approach can be effective in the development of all the four linguistic skills – Listening, Speaking, Reading & Writing and their respective sub-skills. The paper attempts to provide an approach for the teachers of English at the technical and management institutions to facilitate language learning and acquisition in order to develop communicative proficiency of the students. Eclectic in nature, the approach incorporates and synthesises various principles, procedures, tasks and techniques of the audio-visual, functional and task-based language teaching methods and approaches.

Key words: motivation, affective domain, audio-visual, functional approach, TBLT

Introduction

English is a global language and the present day industry requirements include a certain degree of communicative proficiency in English among the management & technical professionals. However, there remains a wide gap between the demand of the industry and the supply of management and technical professionals with potential English proficiency. The root cause behind this gap is the attitude of the students of engineering and management institutions towards learning English. In spite of repeated efforts to create awareness regarding the indispensable need of English proficiency for the industry, English classes have been found to record poor attendance and even among the students attending classes, indications of disinterest, inattention are apparent. Thus, the motivation factor which is one of the key factors in second language learning is seen to be quite low thereby affecting the rate and success of second language acquisition and learning. Gardner and Lambert (1959) distinguishes between Instrumental Motivation and Integrative Motivation. Instrumental motivation refers to the motivation derived by the desire to achieve proficiency in a language primarily for utilitarian purposes while integrative motivation is obtained by the desire to achieve proficiency in order to participate in the life community that speaks the language i.e. learning the language for knowing and liking the language as well. The instrumental motivational factor appears to be quite low among the students leading to low attendance, disinterest and inattention. English not being a

core management or technological subject of study, most students remain content enough by merely obtaining pass grades. Again, in many cases it has been seen that a good grade doesn't reflect the desired English proficiency. Hence, the biggest challenge for the teachers of English at these institutions is to generate interest among the students for learning English. Thus, attempts have to be made by the teachers through various methods, tasks and techniques so as to mould the students' instrumental motivation into an instrumental-cum-integrative one wherein they attend English classes not by force but by choice. This would significantly improve the rate and success of language learning. Next follows the principal task of facilitating language learning and developing their communicative proficiency as per global needs.

The audio-visual approach

F.W. Noel rightly says, "Good instruction is the foundation of any educational programme. Audio-visual training aids are a component part of that foundation." In order to create a conducive atmosphere, creative methods and advanced resources need to be used in language classes so that students can be attracted and interested in acquiring second language skills successfully. In recent ELT practices, the use of advanced and updated teaching aids is gaining importance and a creative platform for English language learning which is equipped with audio-visual aids is encouraging for successful language acquisition. "Visual aids enhance the effectiveness of teaching learning process in a classroom (Joshi, 1995 & Vissa, 1994)".

Some of the audio-visual materials which could be easily and effectively used in a language classroom include:

- a) Films
- b) Video clips (of news, events, interviews, discussions, meetings, speeches, etc)
- c) Songs
- d) Audio CDs with pre-recorded texts
- e) Charts, flash cards, diagrams, etc.
- f) Pictures
- g) Realia (brochures, maps, etc.)

The aforesaid audio-visual resources can be advantageous in respect of -

- a) Providing direct sense experience to students
- b) Generating interest, inspiration and thereby retaining attention
- c) Creating an appropriate language learning atmosphere
- d) Reducing teacher talk
- e) Supplementing the traditional and conventional teaching aids some of which are commonly used in teaching other subjects
- f) Working on the affective faculty and evoking emotive responses
- g) Providing exposure to authentic language use

According to many researches, language teachers prefer audio-visual aids because they motivate learners, bring the real world into the language classroom, contextualises language naturally and enable learners to experience authentic language use in a controlled environment. Non-native speakers of a language heavily rely on audio-visual clues to support their understanding. Arthur

(1999), as cited by Farhi (2013), further claims that audio-visual aids can provide students with realistic models to imitate for role-play and can even increase awareness of other cultures. Thus, it can be said that all audio-visual materials have positive impact on language learning as long as they are used at the right time, in the right place and in the right manner.

HALLIDAY'S FUNCTIONAL APPROACH TO LANGUAGE

Traditionally, linguists have been focusing on the formal characteristics of language. However, 1960s onwards linguists started focusing on the functional aspect of language i.e. language came to be considered as a tool for performing real-life functions. The groundbreaking work in this regard was done by the British functional linguist Halliday for whom language is 'meaning' potential which accomplishes seven basic functions (1975):

- a) Instrumental function when language is used to communicate preferences, choices or needs
- b) Personal function when language is used to express individuality and identity
- c) Interactional function when language is used to interact and plan, develop or maintain group tasks and activities or social relationships
- d) Regulatory function when language is used to exercise control
- e) Representational function when language is used to explain
- f) Heuristic function when language is used to find things out or hypothesise, and
- g) Imaginative function when language is used to create, explore and entertain

It is a fact that during a communicative act one performs any or some of these language functions which engages him/her in introducing oneself and others, enquiring, giving opinions and information, agreeing, disagreeing, expressing likes and dislikes, making requests, comparing, suggesting, apologising, and so forth. It is noteworthy here that each of these language functions differs from the other in respect of structure (the formal elements of language), use of vocabulary (the semantic elements of language) and even the para-linguistic features (like intonation, tone, etc.). Hence, with the advent of the communicative approach to language teaching recent ELT practices have shifted their focus from teaching the form to teaching the functions in order to develop the learners' 'communicative competence' as proposed by Dell Hymes (1972).

TASK-BASED LANGUAGE TEACHING

Task Based Language Teaching (TBLT), being an offshoot of the Communicative Language Teaching approach, has given new impetus to communication skills development programmes. The concept was developed and popularised by SLA researchers and language educators, primarily in reaction to empirical accounts of teacher-dominated, form-oriented second language classroom practice (Long & Norris, 2000). Long (1985) and Prabhu (1987) supported an approach to language teaching in which learners are given functional tasks that focus primarily on exchange of meaning and the use of language for real-world, non-linguistic purposes. Central to the notion of TBLT is 'task'. Nunan (1989) defines task as 'a piece of classroom work which

involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form'. Prabhu (1987) defines task as 'an activity which required learners to arrive at an outcome from given information through some process of thought and which allowed teachers to control and regulate that process'.

Nunan (1999) distinguishes between two kinds of tasks: Real-world tasks and pedagogical tasks. Real-world tasks are designed to develop those skills that learners need to function in the real world. Such tasks help in simulating authentic task behaviour, and their primary focus is often the achievement of an end product. In contrast, pedagogical tasks are intended to act as a bridge between the classroom and the real world; they serve to prepare students for real-life language usage. Nunan (1999) further categorised pedagogical tasks into rehearsal tasks and activation tasks. Prabhu, in this regard categorises tasks into three types: information-gap, reasoning-gap, and opinion-gap tasks. Information-gap tasks involve transfer of given information from one person to another or from one form to another or from one place to another – generally calling for the decoding or encoding of information from or into language. Reasoning-gap tasks involve deriving some new information from some given information through the processes of inference, deduction, practical reasoning, or a perception of relationships or patterns. Opinion-gap tasks, on the other hand, involve identifying and articulating a personal preference, feeling, or attitude in response to a given situation.

In order to make TBLT successful, specifically at the advanced undergraduate level, the teachers would require making the learners perform the different types of tasks as proposed by Nunan & Prabhu. The series of tasks would provide the learners with natural exposure (input) and chances to use language to express what they want to mean (output). The tasks would also keep the learners actively engaged and motivated throughout the task cycle since it builds on whatever language they know in a positive way. Learners would become more independent and feel empowered gaining satisfaction from successfully accomplishing the tasks through the use of the target language.

TOWARDS A SYNTHESIS

The functional notion of language has remained one of the key principles of communicative language teaching method for second language teaching and learning for more than twenty years now. Again, TBLT's task-focus principle is beyond question as it is an acknowledged fact that unless the learners are made to work on certain prescribed tasks and activities there would not be any significant development of the targeted 'communicative competence'. Thus, if these two approaches be implemented and practised utilising the audio-visual resources and materials as input, it is expected that it would bring about significant changes in the communicative proficiency of the students of engineering and management. This calls for a guided procedure on the part of the language teachers for an effective synthesis of the three approaches. In this regard, a suggestive step by step guideline is proposed as under:

Step 1: Selecting an appropriate audio-visual material considering its potential for adequate utilisation in terms of language skills and sub-skills, functions, tasks and activities along with the affective factors.

The audio-visual material selection, in this regard, need to be extremely judicious and requires a close study and analysis in terms of the aforesaid aspects

Step 2: Setting the target language skills and their respective sub-skills that could be developed using the particular audio-visual material

As per the need, the teacher may target one particular skill and its sub-skills or all the four skills (if applicable) and their respective sub-skills

Step 3: Identifying the target language functions that could be effectively practised using the chosen audio-visual material

In this regard, attempts need to be made to cover as many language functions as possible as per the potential of the material.

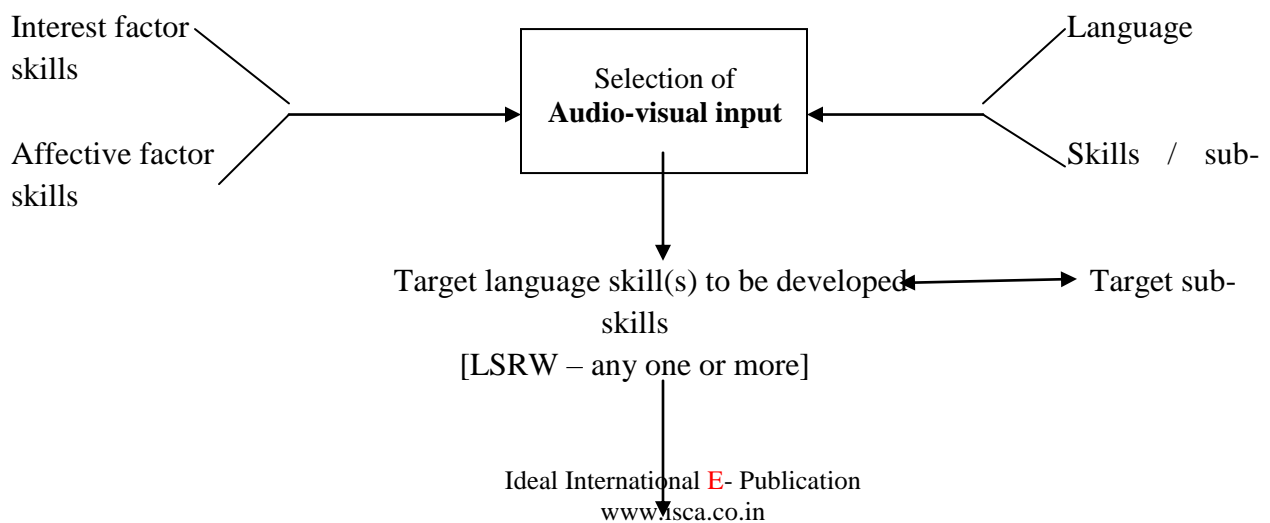
Step 4: Planning and generating tasks and activities keeping in mind each of the targeted language functions, skill(s) and sub-skills as decided in step-2 and step-3 keeping the audio-visual material as input source

Since, task would be the principal medium for development of the desired communicative proficiency, attempts to be made to engage the learners in a variety of pedagogic tasks and activities in the lines of Nunan, along with information-gap, opinion gap and reasoning-gap tasks as proposed by Prabhu so as to give adequate practice in all the targeted language functions, skills and sub-skills.

Step 5: Formulating implementation strategies

Here the teacher needs to make a step by step plan of the entire classroom episode right from the first interaction, the display of the selected audio-visual material, the instructions to be given and the sequence of the task and activities learners would be made to engage themselves in. If the teacher finds that the same audio-visual material has the potential enough for developing more than one skill then he/she may consider dealing with one skill in one class or may adopt an integration approach as per suitability.

A schematic representation of the aforesaid synthesis is given in Fig. 1:



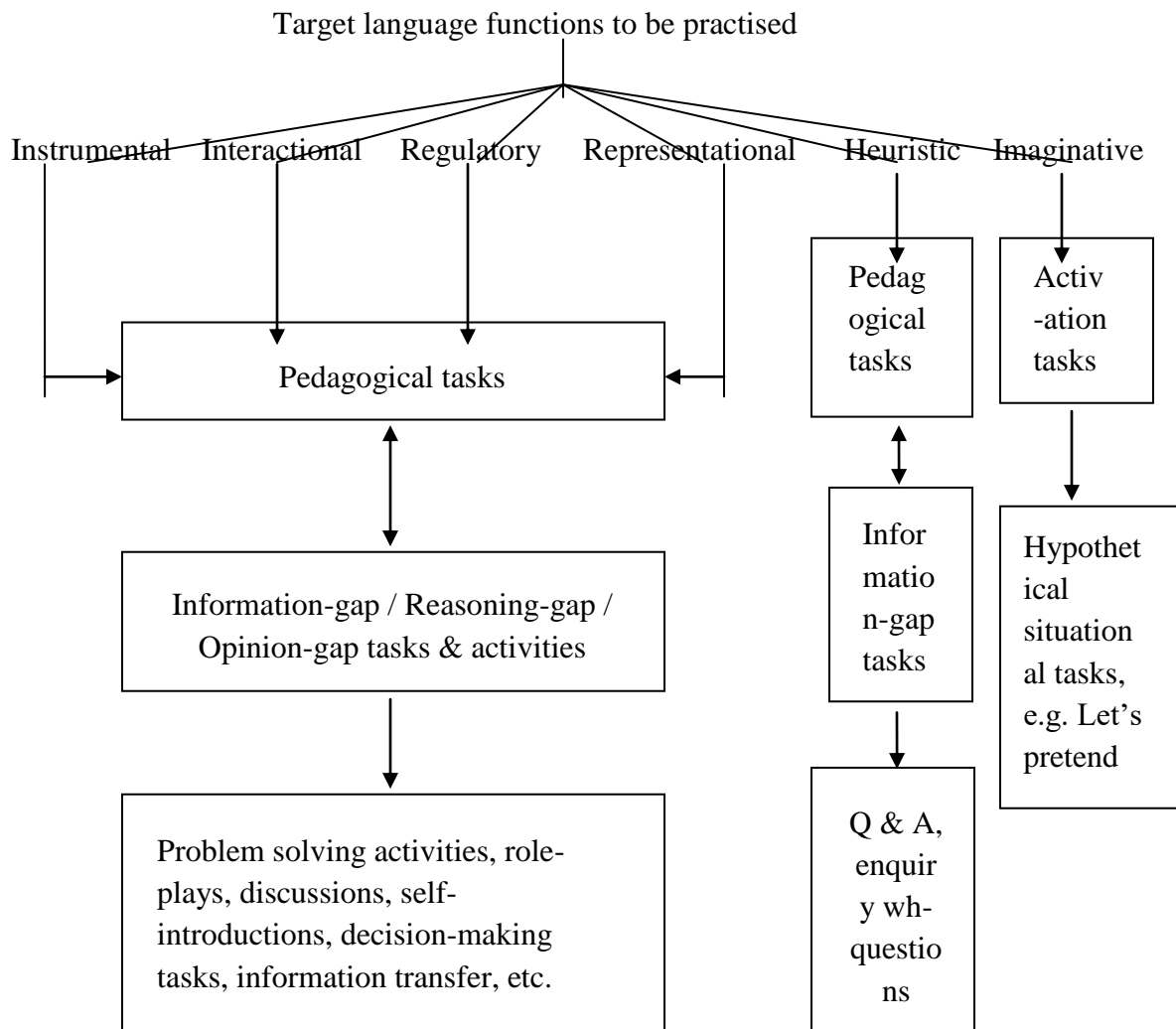


Fig. 1. Procedural synthesis of Audio-Visual input, Functional approach & TBLT

CONCLUSION

Most of the technological and management educational institutions are at present equipped with language laboratories which has given the language teachers at these institutions wide scope for exploring and experimenting as well with a variety of audio-visual resources and materials. This has opened an opportunity before the teachers to create an integrative motivation alongside the instrumental motivation for learning English within the learners. Further, an intensive classroom practice following the functional notions of language and a comprehensive focus on tasks and activities based on the audio-visual input would certainly record a marked improvement in the overall English proficiency of the learners at the social, inter-personal level and more importantly at the professional level.

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Commodification of Learner's Identity:an Empirical Study

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ABSTRACT

While focusing on the Conference theme the aim of my present paper is to attempt an understanding of the whereabouts of the minds of the young aspirants in trying to identify themselves in this age of rapid growth of ICT applications and in trying to develop the skills of Management Science for a sustainable existence. The paper also intends to understand the standing of the facilitators in creating an effective learning environment as an objective of Teaching, with particular reference to the learning of English as a Second Language, in the paradigm of English Language Teaching. The study ranges within certain rural areas of a district or two in West Bengal.

This interpretation and understanding indicates the need for :

- a) *the masterly observation of the sharp intricacies of conscious and unconscious acts of the learners in a given and a natural situation. An analysis of this together with our own experiences in English Language Teaching would help to procure sincere affection towards learning a language [especially, English as a Second Language].*
Often such observations based on 'Wh' questions related to their deliberations or behavior go unnoticed which is an invaluable treasure of research findings.
- b) *developing a steady and perpetual relationship which underlies the base of minimizing fear and adversity towards the language of apprehension and ignorance[L2 English].*

Keywords : Theme, whereabouts of the minds/intricacies, ICT, sustainable, ELT, ignorance, facilitators

INTRODUCTION

Language laboratory, digital language laboratory, the various language learning software and such others are the outcome of constant research on the teaching methods to facilitate learning, with specific reference to the learning of English across the boundaries. In this it is to be mentioned that English, with particular reference to West Bengal, is learnt and taught both as a first and second language. However, my orientation of study is restricted to the learning and teaching of English as a second language (L2) and the target learners are the undergraduate students of rural and semi-urban areas of West Bengal.

The present paper intends to focus on how the learners' identity is submerged and commodified while trying to locate and place themselves in the environment of fast developing ICT tools. The paper deals with the identity crisis of the learners between learning a subject (here L2) with passion **and** learning under compulsion to somehow fit themselves in the job market with water tight competition at all levels and at every step. It has somewhere come to represent a status quo inconsiderate of the status of learning ' what' and 'how' of the language in concern. On the other hand , while being into the process of teaching the language or its applications the facilitators themselves in many cases fail to observe and record the loops taking place in the process of learning the English Language (L2). The gaps broaden and the remedial opportunities drift apart resulting in commodification of the learner's identity in learning the language with passion and understanding. The same ICT tool which the learners otherwise use and apply without any formal theoretical training (e.g smart phone) proves real life challenge when used in classroom for the learning of L2.

The present paper attempts to study some of the factors that lead to the commodification of the identity of the learners in learning English as a second language.

DATA COLLECTION

1. Classroom Observations
2. Personal Conversations
3. Questionnaire
4. Professional Exposure
5. Articles , Journal , Magazine publications [print/electronic] on the same
6. Literature Reviews

METHODOLOGY

In attempt to answer the research questions, a combination of empirical study and focus groups would be used. The nature of study would require qualitative study and quantitative record to fully answer the questions. However, while confining the study for the purpose of presenting a Conference paper the quantitative measures are estimated roughly within 5-6 colleges under MAKAUT/AICTE . The paper so attempted would follow a discussion mode .This study would be focused on determining causality and therefore, being able to identify some crucial factors that has the greatest influence among the participants in their decreased interest of English language learning (L2).

DISCUSSION

The context of my present paper reminds me of the lines by Mathew Arnold from his poem *The Scholar Gypsy*

“this strange disease of modern life,

With its sick hurry, its divided aims...”

In the postmodern paradigm of English Language Teaching , iTell language laboratory software (from ORELL) or Mythware (from Nanjing Mythware Information Technology Co. Ltd , China)and such others, the various technological systems have revolutionized and unraveled the magic of technology in learning English as a Second language and integrated joy and flexibility of methodology used in learning/teaching of L2.Undoubtedly , these assist and intelligently harness the way-of-learning to acquire greater proficiency in learning English as a second language as well as a comprehensive platform for efficient teaching than in a conventional setting . It ensures pliability of the focal skills in language learning – listening , speaking , reading and writing , content based instruction and task focused curriculum as much as project centric implementation so as to enable a captivating and deeper understanding of the target language(L2).

Now, the question arises can simplicity and flexibility of technology and methodology of teaching still arrest learner motivation and attention consistently towards learning of English language? The answer is, perhaps, a big No. It is said , Attention is the Grandmother of Learning. Attention would lead to Interest and Interest would lead to Learning. If the attention of the language learners (L2) cannot be inspired then how come the learning be successful or that the objectives of teaching be attained ?With that stated the method that follows will attempt to answer the following questions :

1. What factor seems to cause the greatest amount of decreased interest for an adolescent learner towards learning of English as a Second language?
2. Apart from the actual classroom teaching what other minute factors can impair teaching/learning process?
3. Does the emerging trends and advancement in technology can gear learner interest towards the target language?

First, while trying to find out the reasons of unfilled space among the learners of L2, it would, perhaps , not be impertinent to point out that the reason is deep within the system itself . Looking at the Curriculum designed by MAKAUT/AICTEand the credit awarded for the syllabus of English as Second Language and its paper names suggest teaching/learning of English for specific purposes and do not profess learning the language as a core subject. The target learners right at their entry level the mentality is shaped in such a way that the teaching/learning of English as second language (Business Communication/English language and Technical Report Writing or English I/II under MAKAUT/AICTE) is not that important to consider it as a subject of regular and sincere concern. Even the discrimination of credit awarded for core and non-core subjects contributes much fodder to their thought. The confrontation with the actual job market or peer communication in classroom situation changes their opinion. It is not that they do not understand their lacuna but “I will manage” thought process is their enemy at the root level. This ignorance and careless attitude is to be brokenat the initial level through rigorous assignments, class activities which will give them a mirror image in self- evaluation. The challenges faced is

significant in breaking their self-concept. The task of retaining encouragement and sustainable interest among the language learners (L2) is all the more challenging and thriving for the language teachers.

The language teachers need to clip and shape their language teaching/learning lesson plans keeping in mind specific needs of the learners. Where, on one hand, a section of learners do learn the language (L2) passionately, on the other hand, for majority of learners of English (as a Second Language) it is a war cry. It is the latter bulk of learners who need the language teacher's special attention and perseverance to guide them to the mainstream. In and off the classroom situation the language teacher's keen observation of their behaviour both in a given and a natural situation can prove to be a rich storehouse of information.

Second important factor to create an interest towards the target language is to focus on their dreams and to believe in them. But the belief that has to be developed and strengthened in them is that, among all other hurdles ineffective communication skills with proper understanding for correct application is one that stands in their way to achieve their cherished dreams.

Let us take a look at some direct responses by the learners from the Questionnaire put to them as samples.

Q1. Do you dream?

Student 1: "Yes, I dream, I love to dream a lot."

Q 2. What do you dream/aspire to be?

Student 1: "I aspire to be a leader. It is my dream to be a leader, whether be it in the field of politics or corporate world. I enjoy guiding my friends in College and would love to guide my colleagues in future as I feel I can analyze situations better than most, and take right decision accordingly."

Take these instances "can analyze better" or "take right decision" is the student's inner belief/strength. As (language) teachers have we developed our belief on their strength or are we aware of individual learner's strength upon which we can base our teaching plans and strategies.

This is argued on the presupposition that

1. Do we encourage our learners to dream?
2. Is the dream their own or the dream of their parents shouldered on them?
3. What is that inner strength/belief on which their aspirations are based?
4. Is this existing inner strength nurtured and strengthened in the process of learning and teaching or the null comments like "Will you able to do that?", "You cannot do this", "This is not of your level", "S/he is better than you" that flow in/off the classroom situation demoralize them?
5. Do we believe in their belief/dreams?

Many such questions abound in . The entire process of learning/teaching needs to be revamped and a thought has to be given so as to allow them to follow their heart in pursuance of their dreams and strive for achievement. The teacher has a pivotal role as a believer in the learner's dream for their professional development. A language teacher who is also a keen observer while attracting the learners' attention engages their interest and interest leads to learning.

For example , at the entry level if the language teacher record the dreams and aspirations of the learners the task of language teachers would be easier. If learning/teaching is devoid of interest both would fail to fulfil their objectives. No simplicity or flexibility of technology can assist them if they aren't charioted by their dreams or aren't self-motivated.

For example: our students by now are much familiar with smart phones/android phones. Did they have any training classes scheduled to use the latest technologies? No. Again, the languages used in them is English .The slow learners too can understand these technological features in English even better at times. Then how are they becoming so spontaneous in their understanding ? The answer to this is simple: interest and application . Their clarity of purpose that this knowledge or the application can help them to stay connected with the outer world is **working at the sub conscious level**. Similarly, if the vision of life is clear to themselves, has to be verified even before teaching begins , especially , at the adolescent level of learning.

They need to be realized the purpose and role of teaching/learning of English as a Second Language. They have to **emade conscious** how the intricacies of “ what ”and “ how ” of the target language can help them in a far better way to stay connected to the world at large while achieving their goals. The individual perspective of learning the target language or undertaking a curriculum (the purpose/s) need to be understood (by the facilitator) and made understandable to the learners. This would not only help the learners in gaining competence but would help the facilitators to clip and shape their lesson plans . The learners' identity is sub-merged and commodified in the money making market if we attempt to understand the learner without trying to understand their dreams and expectations. The **English Language Teaching** curriculum is an enormous and rich storehouse for language teachers to explore about the learners.

From the record

Student 2 : “ the teachers I get close to , understand my mentality and that is why we bond...”

As teachers , specifically as language teachers , we need to believe in our students .

Student 3: “ Being rewarded gives me encouragement and want me to work more , again on the other hand , me being considered as an unconvincing person gives me a reason to work harder. The zeal of trying to prove myself and my worth becomes crucial ”

Not that every student would find it zealous to work harder once considered “unconvincing”.

However, in many instances it is found that a gap exists between a language teacher's practice and belief while attempting to motivate the target learners. A teacher's deliberations and non-academic criticism of learners in and off the classroom situation would undoubtedly be a hindrance in volitional and impartial treatment of the learners' unfilled gaps in learning. At the

same time , it has also been noticed at some levels a tendency to discriminate between the importance of teaching/learning of core subjects to that of non-core subjects(like L2) , in relation to MAKAUT/AICTE curriculum , is entertained by (some) non-language teachers which is highly discouraging and deterrent in learning. A language teacher's sincere dedication and strong awareness of such situations is extremely crucial.

Moving forward let us now take a look at the **teaching/learning methods:**

Third, in the paradigm shift of **English Language Teaching** the focus is more and more on the language acquisition process. Researchers have found that , with the development of body the development of mind with specific development of human brain and language faculties within their respective period of growth and development are of prime importance. Hence, the intricacies of English language learning (L2) is crucial right from primary education. With this is associated their attitude and approach towards second language learning in the later years of education.. Moreover , in this world of rapidly progressing newer technologies and robotics day-in and day-out the learners have to be well versed with the system. In doing this, the competence in English (for specific purposes) is a must. The various software applications on every facet of language teaching be it on phonology , pronunciation and accent , syntactical structures , functional uses of grammar or vocabulary building can make learning/teaching spontaneous and interesting. Learners are using social media tools at a much faster rate about their daily life on regular basis . Utilizing the social media tools to create digital based instructional materials in correspondence to course curricula can help language teachers to make instruction relevant to their students. For this to be achieved language teacher needs to be aware of their learners' interests and potentials.

On a simpler note, the Smart phones that are mostly available with the learners can be of ready help to them . The operating engine Google is widely used , but how many are aware of or use the simple speaker option at the fag-end of the same search engine bar instead of typing ? The answer is , perhaps ,very few. It is a very simple tool to test pronunciation and accent efficiency .The language teacher can use it readily at hand.

These technologies can be used extensively to create interest and curiosity to explore further. In this sense , our education system as well needs to be at the aid of the language teachers where the curriculum would insist more and more application and field study based learning.

If we consider language as a system of signs then words created from the combination of signs (signifier) have their significance (signified) when applied (context bound). Language does not exist without a context. Field study can suffice as the context.

A field study at the rural sites would enable to locate how the blessings of English Language Teaching is still a far cry and how the language teachers too are unable to update their teaching methodologies due to lack of self-development scope and enthusiasm. If the teacher themselves aren't in the limelight of ELT how can the learners be expected to produce the desired result or that they can be guided to the right track ?

From the record :

Student 4 : “ ...to go out of traditional method and help a student in getting the career on the right track...”

Student 5: "... teacher who teaches us in a very interesting way....gives live examples while teaching that helps us to remember things..."

The task is more tangled if we understand that these target learners in most case do not even get a second opportunity (outside classroom environment) to drill in themselves the learnt phenomenon.

In majority cases , the classroom environment is the only environment wherein to draw the maximum as they are the first generation learners. In consideration to this special factor , if the only opportunity too cannot provide them the best possible learning the objectives of learning/teaching fall flat. The traditional teaching methods without practical orientations cannot keep on the spirit for long. It has to be kept in mind that English as a Second Language , in relation to Management and Technology , is studied with a specific purpose , that is to say , for the purpose of on field applications. Thus learning without first hand observation defeats the very purpose. The language is best learnt in integration with the content depending on the context. In this it is to be mentioned , even the best teaching method fails to capture interest and attention if it is shared with a teacher's excessive external knick-knack and flamboyance. The teacher is an exemplar serving as one whom the learner can emulate.

Finally , it is on the basis of certain inabilities in application by the learners outside the classroom environment/curricula that researchers in the field of English Language Teaching have come up with concepts like " critical thinking movement " or "higher order thinking skills". These skills are best learnt by doing/first hand application. In relation to the existing curriculum for English as a Second Language under MAKAUT/AICTE, if the evaluation system can be based more on field work learning output would undoubtedly escalate and nourish understanding of the target language in a better way and the teaching objectives can be reached at the maximum.

CONCLUSION

This paper aimed not to raise sympathy for the plight of the rural/semi-urban learners but in critically reflecting on some factors that impend their interest in learning of English (L2). With the data gathered during the study and within the focus groups, (some of) the factors that influences the interest of the target learners of English language (L2) would hopefully be identified and be beneficial for the language teachers to be more vigilant in their esteemed and highly responsible task of teaching. The study also aims, if , certain systematic changes and modifications in the prescribed syllabus for English language learning under MAKAUT/AICTE can be stimulated. The term self-efficacy itself speaks volumes on one's belief in one's ability. This belief needs to be nurtured and explored more and more to achieve desired exit behavior of the learners and inspire self-efficacy in them. Self-image and self-esteem of an adolescent learner depends primarily on self-belief which is largely motivated and shaped by the facilitators' expertise and instructional design.

I have attempted to raise certain issues that would aid the facilitators to think and rethink in their own classroom environment and would be educated on each participant's responses and reactions to the manipulated variables by the language teachers in addition to the widespread

usage of language laboratory and other technological teaching/learning aids. Using the information collected from the experiment, the facilitator would be able to ask the participants to discuss how they internally reacted to the changes in peer communication, family communication, job environment and mass mediated messages.

However, the present study does not cover the full range of diagnosis. A follow-up of the same is intended.

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Demarcations among Students in an English Language Laboratory

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Abstract

As a faculty of English at three institutions of West Bengal, India (since the past one and a half years), I have observed multiple reasons that break the homogeneity of students as ELT learners in an English Language Laboratory. It is awe-inspiring for an ELT instructor to witness improvement in a child's performance at the end of a semester, and vice versa. In some cases, there is no change at all. Such is the reality of demarcations among pupils in an English Language Laboratory. And so is every class a challenge for the teacher to keep stressing on the importance of English as a global language, for their career in the making and design the lesson plans alluring to the students, despite all inconveniences.

The paper offers a critical discussion of the demarcations that keep sprouting up in almost every English Language Laboratory class of West Bengal, India and the respective ELT-related issues encountered by the faculty. This paper lays out the following, as causes of divisions among students: 1) English versus Vernacular medium of instruction in schools, 2) Issue of physical disparity, 3) Distinctions in behavioural patterns, 4) Issue of gender inequality, 5) The factor of residence, homeland and roots, 6) Class-based division and, 7) Caste-based division. Along with these points, the paper simultaneously deals with the impact of diversity in India, further projecting at the sociolinguistic aspects of ELT. Each of these factors plays a crucial role in maintaining the status quo of Indian English in Academia, and more specifically in Indian institutions of technology and management. The paper cites examples of essential topics and techniques covered by English Faculties, where reality factors of India like bilingualism and multiculturalism, patriarchy and sexism, economic stratification and casteism, physical and psychological distinctions among students affect the process of ELT in a Language Laboratory.

Here the investigation centres around the First year Engineering students of Narula Institute of Technology, who use the English Language Laboratory as a primary part of the ascribed course. I have considered various polls and calculations as a part of my research work. In all, 655 students participated in the study. The various tables used in the paper serve as convenient infographics supporting my research work. The results exhibit the demarcations that emerge among students in English Language Laboratories, specifically of West Bengal, India.

Keywords: Bilingualism, Multiculturalism, Vernacular, Psychology, Gender, Homeland, Economic hierarchy, Casteism

Introduction

One of the significant aspects of an ELT trainer's job role is to learn the academic identity of the students. Belonging to the clan of Engineering and Management, the students in person contribute in answering to the question – ‘Why ELT for the Engineering and Management

students?’ Their urge to attend ELT classes after school, their participation in the very process of ELT, their performance in every ELT class – all of these factors are vividly witnessed nowhere better than in an English Language Laboratory.

Pathologically speaking, a disease or any health issue is diagnosed in a pathology laboratory, and then the treatment begins in a clinic or a hospital. An English Language Laboratory runs as a locus performing the dual role in the world of ELT. In a language laboratory, not only the flaws and deficiencies of the students are diagnosed, but also the best solutions are offered to reduce the frailties in a student. Additionally, it aids in investigating the status of Standard English exercised by the students. A language laboratory serves multifarious functions, that beyond the capability of a peculiar theory class of ELT. Rehearsing the primarily roles, firstly, it aims at improving the grammatical skills of the students. My experiences have observed that students commit grammatical errors while using Prepositions or dealing with Tenses, and extensively while throwing a speech. Secondly, the ELT instructor in a language laboratory guides in enriching the vocabulary of the students. Class assignments on Synonyms and Antonyms are executed. The next role is to enhance the technical writing skills of the students, i.e. practicing the construction of a Technical Report, a Curriculum Vitae, Job Applications, and so on. Moving on, the digitalized set-up in a language laboratory works on the listening skills of the students, by playing English songs and videos. The fifth mission concentrates on honing the speaking skills of the students, along with voice modulation. A student is taught the distinction between speaking loudly and shouting, and speaking softly and murmuring. Ergo, the soft skill of every student is brushed up. Lastly, but not ultimately, the body language of the students, especially during a performance is critically monitored.

Proper functioning of an English Language Laboratory faces many issues. Inhibitions that are driven by the students, but they are not at all responsible for it. Considering the diversity factor of India, multiculturalism and bilingualism are major reasons to promote heterogeneity in a class. But that is a multi-faceted issue which has more to be spoken about. This paper offers a vivid analysis of the demarcations that keep on emerging in almost every English Language Laboratory class of West Bengal, India and the respective ELT-related issues encountered by the faculty. The investigation centres around the First year Engineering students of Narula Institute of Technology, who use the English Language Laboratory as a primary part of the ascribed course. I have considered various polls and calculations as a part of my research work. In all, 655 students participated in the study. The use of infographics in the paper renders a delving dimension to the case studies involved with this paper.

English versus Vernacular Medium of Instruction in School

Colleges in West Bengal, in general, comprise students having either of the following native languages: Bengali or Hindi. With the advent of the British in the 1600s, English language was introduced as a part of the curriculum by the English Education Act of 1835 which is well known

by the name of Macaulay's "Minute on Indian Education". Consequently, vernacular language education continued to receive lesser funding and establishment of schools with English medium of Instruction began eventually.

Objectives

1. To study the ratio of students who belonged to English medium schools and Vernacular medium schools.
2. To study the same ratio with respect to the departments of Engineering.
3. To study the pronunciation (differences) of a specific list of words.
4. To study the overall impact of distinction in medium of instruction at schools.

Research Methodology

In all 655 students from the First Year Batch of Engineering (2016-2020) of Narula Institute of Technology participated in the research. Departments like Electrical Engineering, Civil Engineering and Mechanical Engineering are to be considered Core Departments of Engineering. On the other hand, departments like Computer Science and Engineering, Electronics and Communication Engineering, Electronics and Instrumentation Engineering and Information Technology are to be considered as Software-based Departments of Engineering.

Findings

Table 1: Percentage Division of Students based on Medium of Instruction in School

Medium of the School	Students in Core Departments of Engineering (%)	Students in Software-based Departments of Engineering (%)
English	28	73
Vernacular	72	27

Table 2: Based on differences in pronunciation

Word	As pronounced by Students from English medium schools	As pronounced by Students from Vernacular medium schools
Government	Government	Gorment/Govment
Wednesday	Wenesday	Wednesday
America	America	America

Table 3: Based on use of vernacular fillers

Bengali medium Students	Hindi medium Students
'mane' (meaning)	'matlab' (meaning)
'tarpor' (next)	'fir' (next)
'aaccha' (okay)	'thik hai' (fine)

'kintu' (but)	'par' (but)
'arey' (an initiating word)	-
-	'ya'(or)
'aar' (and)	'aur' (and)
'toh' (an unnecessary filler)	'toh'

Discussions

1. Students from English medium schools perform better than students from Vernacular medium schools.
2. Most students from Vernacular medium schools have poor vocabulary and lack in proper expression of knowledge, thoughts and ideas.
3. Some students from English medium schools become over-confident and perform below their standard.

Possible Solutions

1. Regular and extensive reading practices, in a loud and clear manner, suggestively, are highly effective.
2. Wide extempore topics should be suggested as home-tasks for the students.
3. Students from Vernacular medium schools should be advised to watch English and American movies, English news, and listen to English songs, on a daily basis.
4. Students from Vernacular medium schools should be boosted with greater roles in the laboratory activities.
5. Students from Vernacular medium schools must be assiduously encouraged to participate in co-curricular activities of the institution like, Creative Writing contests, Inter-College Debate competitions, etc.

Issue of Physical Disparity

Demarcations noticed among students, on the basis of physical issues, are highly unfortunate and unavoidable in nature. The most dominating of all physical ailments that directly affect the soft skills of the students are as the following:

1. **Hearing Impairment:** This is often considered similar to deafness, but it is not. The Individuals with Disabilities Education Act (IDEA) officially defines hearing impairment as “an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but is not included under the definition of ‘deafness.’” Hence, even a very sincere and attentive pupil may suffer from poor listening skills.
2. **Stammering:** Stammering, also known as stuttering, is a speech disorder in which the normal flow of speech is agitated involuntarily resulting in prolongations or repetitions of sounds, syllables, words or phrases, further creating silent pauses or blocks. Stammering,

thus, hinders the oral communication of a speaker, irrespective of her/his strength in other communicative skills.

Stammering is often confused with fumbling. The former is a speech disorder caused by physiological causes, whereas the latter is an impact of psychological pressure like tension or nervousness.

Possible Solutions

1. Students with hearing impairments should be advised to be under regular inspection and consultancy of an E.N.T. specialised doctor.
2. There is no quick instant miracle for stammering. Therapy, electronic devices, and even drugs like *alprazolam* (Xanax), *citalopram* (Celexa), etc are methods external to ELT and not an overnight process either. However, a language instructor should grant mental support to a student with this disorder to not lose his confidence, but be patient with the progress towards fluency.

Distinctions in Behavioural Patterns

Psychological outbreaks among students in a language laboratory are an issue every teacher is familiar with. Following are the variant behavioural patterns observed in a class:

1. **Lack of concentration:** Students sometimes lose concentration due to day-dreaming. Listening skill suffers the most due to this inattentiveness.
2. **Nervousness:** Majority of students tend to lose their confidence before and/or after their performances in a language laboratory. Nervousness is a malice that badly affects the performance, mainly the speaking skill of a performer. In some cases, a student may get nervous owing to her/his weaknesses, sometimes by low self-esteem and sometimes caused by peer-pressure.
3. **Extroversion versus Introversion:** Interactive sessions are one of the quintessential components of a language laboratory. It serves as a device to assess the binary factor of every student: extrovert or introvert. Researches in Psychology say, extroverts are more engaging in any given environment and they need feedback as well. Ergo, extrovert students in an English Language Laboratory are found to be more energetic, pushing their limits, challenging themselves to speak on any given topic and usually standing out in a class as marked ones. On the opposite side of the spectrum, introverts perform feebly irrespective of their efficiency. Researchers have also deduced that introverts are more likely to be sensitive to noise and bright colours. Hence, introvert students in a language laboratory appear sharp at their listening and reading skills. In general, they are quiet pupils who do not disrupt an ongoing lecture.

Body Language: Apart from demarcations in attitude, body language of any student of a class is a subtle yet profound signifier of the psychology of a student. In other words, body language of a student represents the current activity in her/his mind and also speaks about her/his interest in the ongoing laboratory activity. Following are the fundamental elements that help a teacher study the body language of a student:

- Posture (eg, head up and leaning forward represents the alertness of a student)
- Gesture (eg, keeping arms crossed is a formally accepted gesture)
- Facial Expression (eg, a warm smile, especially during a speech performance always enhances the quality of a student)
- Eye contact (eg, making appropriate eye contact with the instructor is very important)
- Performing posture (eg, standing straight while giving a speech, without trembling legs, boost the performance of a pupil)

Possible Solutions

1. An English Language Laboratory should constitute a healthy learning environment where students may feel comfortable and energetic.
2. A language laboratory should be equipped with latest software and electronic devices to attract the interest of the students.
3. Latest methodologies should be implemented in every class to fetch the attention of the students. Playing educative videos, documentaries and songs, may allure the students furthermore.
4. Involving the entire class in Public-speaking session and Conversational Role-Plays by introducing interesting topics and reality-based issues may heighten the activeness of every pupil.
5. Body language of every student should be monitored critically and put under continuous check.

Issue of Gender Inequality

Although it is the 21st Century, although Feminism runs its forth-wave, ‘engineering’ is still for the males. Thereby it exposes that gender inequality in academics cannot escape the context of an English Language Laboratory. This point of demarcation is pointless yet a big reality creating substantial consequences.

Objectives

1. To study the ratio of girls and boys in every department of Engineering.
2. To compare the highest ratio of girls with the lowest count.
3. To study the cause and consequences of this demarcation.

Research Methodology

The data of 655 students from First Year Batch of Engineering (2016-2020) of Narula Institute of Technology was statistically analysed and the ratio of girls and boys in every stream of Engineering was tallied.

Findings

Table 4: Distribution of Students based on their Sex

Name of the Department	No. of Girls	No. of Boys	Total No. of Students
Computer Science and Engineering	38	88	126
Electronics & Communication Engineering	33	93	126
Information Technology	19	47	66
Electronics & Instrumentation Engineering	18	39	57
Electrical Engineering	10	115	125
Civil Engineering	10	84	94
Mechanical Engineering	1	60	61
TOTAL	129	526	655

Discussions

1. The highest ratio of girls is found in the Department of Computer Science and Engineering, whereas the lowest ratio exists in the Department of Mechanical Engineering.
2. Software-based streams of Engineering constitute a greater number of girls than Core departments, since the IT sector provides “safer” job environment than working arduously in a production plant or an open field.
3. All over, women are considered as the “weaker” sex, less skilled in technology and least efficient in case of physical activities. Ergo, engineering should involve more of masculinity.

Impact of this Demarcation

1. When Group Discussions involving gender issues are conducted in an English Language Laboratory, girls often feel cornered and the topics (although debatable) do not meet a fair judgement. Following are a few examples of such topics for Group Discussion sessions:
 - “Ladies seats in public modes of transport is an unnecessary privilege”
 - “Women are best as housewives”
 - “Rotational shifts should not be offered to female employees”
2. Conversational Role-Play classes get affected when the boys are reluctant to play female characters. Playing feminine roles are considered “funny” as women are “effeminate” beings of the human race.

Possible Solutions

1. Films and videos patronizing gender equality should be played in the laboratory to inculcate social awareness among every pupil, so that they realize the importance to eliminate gender discrimination, patriarchy and sexism.
2. Girls must be inspired of their high efficiency and capabilities.
3. Boys must be indoctrinated to be free from the shackles of gender-roles.

Factors of Residence, Homeland and Roots

Pedigree of a student has a candid connection with the performance of a student in a language laboratory. Family and environment contributes tremendously to the mental growth of a student.

Objectives

1. To study the ratio of girls and boys in every department of Engineering.
2. To compare the highest ratio of girls with the lowest count.
3. To study the cause and consequences of this demarcation.

Research Methodology

In all 655 students from the First Year Batch of Engineering (2016-2020) of Narula Institute of Technology participated in the research. There are two types polls taken in this case, first based on the current residence of the students, and the second is based on their ancestral location or homeland. The latter refers to the root of those ancestors who belonged to that (East) part of Bengal which is now Bangladesh.

Findings

Table 5: Division of Students based on Current Residence

Residency & Locality	Percentage of Students
Urban	22
Sub-urban	56
Rural	22

Table 6: Division of Students based on Ancestral Residence

Homeland or the Roots	Percentage of Students
West Bengal	44
East Bengal	44

Outside of West Bengal	12
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Discussions

1. Majority of the students have come from various suburban areas (Narula Institute of Technology located in Agarpara, is a suburban area itself.)
2. The ratio of homeland is exactly similar for East Bengal and West Bengal, and students other states in India stand as a minority group.
3. Students mainly from urban and also from suburban regions perform better in a language laboratory.

Impact of this demarcation

1. Following is a list of words very usually mispronounced by students dwelling in suburban and especially rural regions:
 - 'is' (is uttered as 'ij')
 - 'data' (is uttered as 'daataa')
 - 'women' (is uttered as 'omen')
 - 'dengue' (is uttered as 'dengoo')
 - 'police' (is uttered as 'poolish')
 - 'salon' (is uttered as 'sayloon')
 - 'cater' (is uttered as 'cyatar')
 - 'pizza' (is uttered as 'pizaa')
 - 'zoo' (is uttered as 'joo')
2. Pronouncing the 'shh' sound becomes a crucial issue in a language laboratory. Students with their roots in West Bengal (before the Partition) and those out of the state of West Bengal confront this trouble. Following are words that run them into this particular issue:
 - 'education' (pronounced as 'educasan')
 - 'shame' (pronounced as 'same')
 - 'shape' (pronounced as 'sape')
 - 'she' (pronounced as 'see')
 - 'shiver' (pronounced as 'siver')
3. When Group Discussions are conducted, topics based on social issues meet unexpected consequences.
 - Students who reside in rural areas justify the importance of joint families and those from urban places prefer small families, whereas suburban dwellers are a mix of both the preferences.
 - Students who have migrated from neighbouring states like Bihar, Jharkhand and Uttar Pradesh have been discovered to support the practice of Dowry.

Possible Solutions

1. Students with typical pronunciation issues must be put to extensive reading and speaking practices.
2. For students stumbling at “shh” sounds may set the following tongue-twister as a target:
“*She sells sea-shells on the sea-shore.*”
3. ELT classes on general awareness about social issues and responsibilities should be introduced into the curriculum.

Class-based Division

In a society where economic hierarchy governs the pattern and standard of living of every individual, class-based division is certain to cast its shadow in an English Language Laboratory. Students from the upper and middle classes acquire special benefits as the following, which assist in the learning and improving process of communicating in English.

1. Families that belong to the upper and middle strata of the society can afford to send their children to schools with English medium of instruction. Such students are well acquainted with the English language. The acquired privileges are as the following:
 - Overall English Communication Practice
 - Participations in (English) Creative Writing contests, Elocution, Extempore, Debate competitions, Quiz competitions, etc
 - TTIS Tiger and Subscription
2. Such students are also fortunate to be exposed to the English language on a greater scale utilizing expensive sources of learning materials such as:
 - English Newspapers and Magazines
 - Subscription to English and American TV Channels
 - American and English movies

Possible Solutions

1. Scopious study materials on ELT should be distributed to all students, regardless of class stratifications.
2. Students belonging to the lower class must be encouraged to utilize all facilities offered by the institution, such as library, e-library and so on.
3. Students belonging to the lower class must be encouraged to participate in co-curricular events of the institution like, Creative Writing contests, Inter-College Debate competitions, etc.

Caste-based Division

The demarcation harvested by 'casteism' of India has no noteworthy outcome on the English language learning efficiency of a student. But in one of the many instances, it affects the spontaneity of a Group Discussion session in an English Language Laboratory. When a topic for Group Discussion like 'Caste-based reservation system should be banned in India' is assigned to a team, there is a war of words between SC/ST/OBC pupils on one side and 'General' candidates on the other.

Impact of this demarcation

Students tend to lose their focus from the soft skills and get overly excited with the content of their speech, thereby compassion and discipline loses its spot.

Possible Solution

Students must be taught to broaden their horizons of thinking. They must be refrained from using only their personally opinionated speeches. General awareness on social issues must be introduced into the curriculum. They must be reminded of the text i.e. English language learning so that they don't get lost in the context.

Conclusion

The history of the Indian subcontinent, especially with West Bengal, bears its consequences on the land and shapes up various social factors like language, culture, socials customs, and so on. Calcutta being the first capital of India under the British Raj has speculated the spread of the English language from the onset. Kolkata, as a postcolonial city for about 70 years now, nourishes the growth of English from a foreign language to a second language. West Bengal, as an eminent part of India, influences the English language with its diversity, multiculturalism and bilingualism. While ELT practitioners try to defy such distinctions among English language learners, other existing realities like gender discrimination, economic stratification, casteism, etc further contribute to further demarcations in an English Language Laboratory.

It is a daily challenge for an English trainer to combat such disputes by implementing pre-planned lessons and latest pedagogic techniques in the language laboratory. Cultivating English in a language laboratory is not about blindly imitating British and American English anymore, but to strive in improving, developing and establishing Indian English on the global platform as of one the unique kinds.

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Effective Business Communication Strategies

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Abstract :

In today's increasing market competition, effective business communication has become a necessity to strengthen ones' soil in the rat race. It strengthens the confidence of employees to strive towards the accomplishment of the organisation's vision and mission. It connects employees to reality of that business, fuels the company's development, eases the necessary changes for progress and helps to change employees' behaviour. Humans spend at least 70 percent of the day communicating, so it is the communication strategy that acts as limelight.

There are three types of communication-written, verbal and non verbal. While written and verbal communications are important, non-verbal communication holds the crown. It is the way we speak, our body language and our appearance that can take a communication to reach a superior level. Organizational communication creates a bond and thus acts as a central binding for employees. To ensure value addition to the target audience, a communicator must plan, prepare and finalize the message beforehand. The communicator should be an attentive listener and should synchronize body language with verbal communication. He should speak comprehensibly and must build up a positive impression by being calm, poise and using motivating statements. He should be conscious about the linguistic, cultural and social differences and various other barriers while interacting. Gestures, facial expressions, posture, attire are the stimuli that can be used to increase the effectiveness of interpersonal communication. Above all, the communicator should be humorous in the business dealings with people to make the organizational journey more enjoyable.

The objective of this paper is to explore and focus on the strategies to overcome the mistakes we make during our business dealings. Many a time and often, we can see that an organization despite having well defined motive, philanthropic efficient management and dedicated hard-working employees tumbles over into the abyss of uncertainty only due to the absence or shortcomings in the business communication strategies adopted. This paper gives an extra edge to fill in those shortcomings pertaining to communication strategies and elevates a company to the zenith of success.

Keywords: Attentive listener, humorous, body language, comprehensible, plan, motivating.

Introduction

In today's market of surmounting demand, effective communication is a must have for any business house no matter how big or small their business is. However, nowadays individuals in

an organisation does not feel that they need to develop their communication skills and as a result various predicaments occurs in the workplace, employees resign and business starts to fall apart. Therefore the individuals within an organisation, big or small, should recognize the significance of effective communication and as a result improves the morale which ensures better management.

As stated by Krizan, Merrier, Jones and Harcourt (1999), “Business communication is the process of environment” (p.4). Communication is the primary tool of business organisations in conveying their messages and accomplishing their tasks. James Foster (n.d) also said “All good companies seen as winners were also seen as good communicators” (Huseman, Lahiff, Penrose, 1991(p.13)

Types of communication

Now let us through a light on the types of business communication. There are mainly two types of communication:-

Verbal

Non verbal

Verbal communication is further subdivided into-oral and written format, both of which holds a great importance while communicating with personalities inside or outside the organisation. On the other hand, non verbal communication is a tool using which we can say a lot without saying anything at all. The organisations which reach the zenith of success are both efficient in verbal and non verbal communications. Any communication process has four important aspects-the message, encoding of the message, decoding the message by the receiver and finally the message receiver. “A message is a tangible form of coded symbols that are intended to give a particular meaning to the information or data” (Lewis ET al.2001). However, many a times, the messages are misinterpreted. Miscommunication, misinterpretation, or errors can take place while the messages are encoded or decoded. So the sender must be careful that the message is received in the true sense at the other end to avoid complications. A communication should maintain a good balance between intelligence and emotion, speaking and listening and must always ensure that the audience gasps is content and purpose. To ensure added impression on the target audience, a communicator must plan, prepare, and finalise the message beforehand.

With the increase of the effectiveness of a communication, a company gains many advantages which includes, a better response from all stakeholders, they becomes quick in problem solving, the company develops a strong decision making concise, it gets more productivity and develops a lot more control in the business field and finally creates a strong business relation.

Rules of effective communication

When it comes to make a communication effective, one must follow some basic rules, the foremost of which is to smile, smile as they say is the key to success. Some other rules are listed below-

Do's and do not's of communication:-

- ✓ We must be respectful
- ✓ We should always try to keep it short and simple
- ✓ We must be direct.
- ✓ We should never monopolize our statements.
- ✓ We must not make any grammatical errors.
- ✓ Keep the receiver in mind
- ✓ Always provide a concise summary

In order to communicate effectively a communicator must get rid of the barriers in communication. Even the best communicators face barriers that jeopardize their effectiveness. These barriers are structural, organisational or personal, which includes:-

Physical barriers- the barrier developed due to difference in physical environment or a physical restriction that is stopping the communication.

Linguistic barrier- the barrier that develops due to difference in language between the audience and the speaker. A speaker must therefore understand its targeted audience to make the communication effective.

Information overload- at times the communicator speaks too much and makes an overload of information that harms the communication process.

Cultural noise- Many times a communication is hampered due to surrounding noises and the messages transmitted are misinterpreted.

- Lack of interest- It occurs when the receiver is not much interested in the communication and thus creates a barrier.
- Body language- At times body language may send in a wrong signal to the receiver end and the communication can become ineffective.

Progressive organisations put in great efforts to improve communication by overcoming various communication barriers that come in their way. These companies distinguish themselves in various ways, which includes developing a management team that makes effective communication a top priority in the organisation.

Getting rid of the barriers

Thus now we must build on the strategies to remove the barriers of our communication and ensure that the receiver is highly satisfied. To make the listener interested we must find out where his interest lies. By understanding his point of view we can leave a strong impression in their mind. Realizing their cultural and linguistic difference, making them comfortable all comes to a success when we understand what the receiver really want. Coming to next we have conflict management, which at times holds the key. Conflict is actually the state of disagreement resulting from individuals or groups that differs in attitudes beliefs, values objectives and goals. It occurs due to the difference of feelings and behaviour between individuals. With the rise of conflict comes the immediate need of managing it. To manage the conflict we must at first define the conflict which includes identification of the conflict, the next step is to find the causes for the same and then formulate a strategy to get rid of the conflict. Some of the commonly used tactics by managers to manage and handle conflict are to receive regular written reports from various departments, building relationship with all the subordinates, conduct training on how to have effective interpersonal communication.

“Individual manages and handle conflict in different styles” (Thomas 1992). The style has been categorized, based on these two dimensions, collaboration, compromise, avoidance, assertive, and accommodation.

The theory of seven deadly sins of communication is most of the times followed to increase the effectiveness of communication. The first of these sins is not connecting communication to employees, also called “egoistic” factor. Sin number two is not properly communication company related news to employees before alerting the media. An example of this big would be for a company representative to announce layoffs through a newspaper article.

The third sin is for a company to not keep tabs a manager's communication skill set. Always assuming that a manager will have a good communication skill is the greatest mistake a company makes, and in turn pays for the communication lapses. The fourth sin of communication is not following your actions to your words, which causes mistrust and uncertainty among employees.

The fifth sin is to state whatever the management has stated. To echo what the management has said does not show the employee that a supervisor will stand up for their concerns. The sixth sin is to not provide immediate information to the employees. Our seventh sin of communication is to think that the employees are clueless. Assuming that employees won't have information or that because they do not hold current high ranking positions in the company, they cannot possibly have ideas, solutions or answers that corporations are looking for. “Rather having employees participate in the process, assessments and reviews allows the employee to be better prepared to discuss issues and feel like a part of the process”, Kanter says. Recognition should be done in an open and public way. Canned, impersonal recognition events are not effective. Employees want

to feel special about achievements and want the recognition to be specific to their accomplishment, which in turn will bring effectiveness in the communication.

Non verbal strategies

As already stated the efficiency in business communication lies in the way we present our self. Non-verbal communication refers to “all external stimuli other than spoken or written words and including body motion, characteristics of appearance, characteristics of voice and use of space and distancing. It is in our gesture, our body language and our facial expression that conveys a lot. Sigmund Freud’s observation may appear to be an exaggeration but it is the exaggeration of a vital truth: “He that has eyes to see and ears to hear may convince himself that no mortal can keep a secret. If his lips are silent he chats with his fingerprints; betrayal oozes out of him at every pore.” A communicator must therefore know how his or her body language must be in order to make a good impression in the mind of the receiver. The communicator must also be aware of the professional zone while communicating and should never initiate a business communication in personal or intimate zone. While shaking hands the communicator must realise his internal behaviour should not come into the forefront. Even while communicating which sitting face to face, one must be really careful about his or her body posture so as to not give a bad impression. Our attire also plays a good role, so we must choose our dress according to the purpose. Now let us know about the zones of communication-

Intimate Zone (between 15 to 45 centimetres) - Of the entire zone, this is the most important as it is this zone that a person guards as if it were his own property. Only those who are emotionally close to that person are permitted to enter it. This includes lovers, parents, spouse, children, close friends and relatives. There is a sub-zone that extends up to 15 centimetres (6 inches) from the body that can be entered only during physical contact. This is the close intimate zone, and never suitable for business related communications.

Personal Zone (between 46 centimetres to 1.22 metres) - This is the distance that we stand from others at cocktail parties, office parties, social functions and friendly gatherings.

Social Zone (between 1.22 and 3.6 metres or 4 to 12 feet) - We stand at this distance from strangers, the plumber or carpenter doing repairs around our home, the postman, the local shopkeeper, the new employee at work and people whom we do not know very well, and the adequate zone for business dealings.

Public Zone (over 3.6 metres or 12 feet) - Whenever we address a large group of people, this is the comfortable distance at which we choose to stand.

Body language

Body language is one of three aspects of Non Verbal Communication. The other two are Paralanguage and Appearance. Body language is made up of every movement that our body makes that conveys communication.

Posture-One of the first things people notice is how the person carries himself whether he walks and stands with confidence:

- Stomach in
- Chest out
- Shoulders back
- Head up.

Smiles-Smiles are an important facial expression. They show interest, excitement, empathy, concern; they create an upbeat, positive environment. To gain and increase respect, first establish your presence in a room, then smile. It is far more professional than to enter a room giggling or "all smiles."

Eye Contact-It helps you understand what the other person is really saying verbally. When the eyes say one thing, and the tongue another, a practiced man relies on the language of the first. Looking someone in the eye as you meet and talk with him/her also shows you are paying attention. Listening is the most important human relations skill, and good eye contact plays a large part in conveying our interest in others.

Thus paying special attention to nonverbal signals in the workplace will enhance your ability to communicate successfully. Moreover, as you interact with business associates from other backgrounds, you'll discover that some nonverbal signals do not necessarily translate across cultures. The range and variety of nonverbal signals are almost endless.

Conclusion

One of the techniques to better communication is to start with active listening. Paying attention to the speaker with eye contact, gestures of nodding of the head and similar physical responses to provide feedback that you are listening is a first step in avoiding miscommunication. Allowing the other person to say what they have in mind without interruption assures the listener of having all the facts before any conclusions or assumptions are reached. Included with active listening is taking ownership of the problem. Taking responsibility to solve the issue of miscommunication is paramount to ensuring the lines of communication are open and free of uncertainties.

Employees who feel like they have value will improve communication. When an employee feels empowered and understands his role, he will take personal pride in the job he does. Wanting to provide top quality work, the employee is more likely to ask questions, come up with new ideas, and promote better teamwork across workgroups.

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MICROCONTROLLER BASED WATER LEVEL INDICATOR & CONTROLLER

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Abstract - An Electric Water Pump Controller and Level Indicator (EWPCLI) has been designed, constructed and tested. The EWPCLI exploits the electrical conductivity of water to give indication of water level in a storage tank and ultimately, the automatic control of the water pump. The EWPCLI employs a number of metallic conductors or probes, each positioned at separate levels along the tank height to act as sensors. Comparators monitor the presence of water at the probes (utilizing the conductivity of ionized water due to its impurities) and give out corresponding digital outputs which are used by the microcontroller to drive digital outputs which turn on visual display LEDs that indicate various water levels in the tank. The microcontroller also controls a switch to turn the water pump on (when water goes below the preset minimum level) or off (when water goes above the chosen maximum level). EWPCLI when tested turned the water pump on or off depending on the water level in the tank as designed. The required visual LEDs were also turned on at the corresponding water level. The system will help to eliminate the cost and inefficiency of human interference associated with monitoring and controlling the pump while maximizing the performance and life span of the electric water pump.

Keywords- Microcontroller, comparators, LED display, EWPCLI.

Introduction

Water is the most important nature's gift to mankind. Without water there is no life. In the present era/decade water crisis is one of the important aspects of global risk. More than 750 million people around the world lack access to safe water [1] hence we should take necessary initiatives to save water. Modern science has provided the art of automated design system that has helped in reduction of human effort. Since it is not easy to measure the water level in large architectural structures physically we have deployed microcontroller techniques in creating a barrier to wastage of water. The design of Water Level indicator is done to monitor the level of water and to get informed when the water in a tank is full [2].

Application for Water Level Indicator:

- 1) Overflow problems
- 2) To prevent wastage of energy
- 3) To prevent wastage of water
- 4) Attention
- 5) Observation
- 6) Automatic switch off

Water level indicator might be characterized as a framework by which we can get the data of the amount of water stored.

Components used:

- At89c51 controller: The AT89C51 is a low-power, high-performance CMOS 8-bit microcomputer with 4 Kbytes of Flash Programmable and Erasable Read Only Memory (PEROM). The device is manufactured using Atmel's high density nonvolatile memory technology and is compatible with the industry standard MCS-51 instruction set and pin out [3].
- 16*2 LCD - LCD16X2: LCD (Liquid Crystal Display) screen is an electronic display module and find a wide range of applications. A 16x2 LCD display is very basic module and is very commonly used in various devices and circuits. These modules are preferred over seven segments and other multi segment LEDs.
- Relay: 5V.
- One Buzzer: 5-15 volt.
- Transistors: BC547 (NPN).
- Resistors: 200 ohm, 330 ohm.
- Water Level Sensor: To make special water level sensors some convenient materials such as Iron rod, nozzles, resistance and rubber are used. A connecting rod is made by iron or steel. This is connected with ground potential and needs at least four nozzles, which is connected with +5V via a 1k Ω resistance and bind them together by putting a rubber at the joint point which will act as an insulator for every nozzle. When the sensor touches water, nozzles and connecting rod get electric connection using water conductivity [4]

- AC Motor: An induction motor is an AC electric motor in which the electric current in the rotor needed to produce torque is obtained by electromagnetic induction from the magnetic field of the stator winding.
- Pot: 10k.

Methodology:

This system mainly works on a principle that “water conducts electricity”. 4 wires are dipped into the tank with a certain gap between each will indicate the different water levels. Based on the outputs of these wires, microcontroller displays water level on LCD as well as controls the flow of water by controlling the motor.

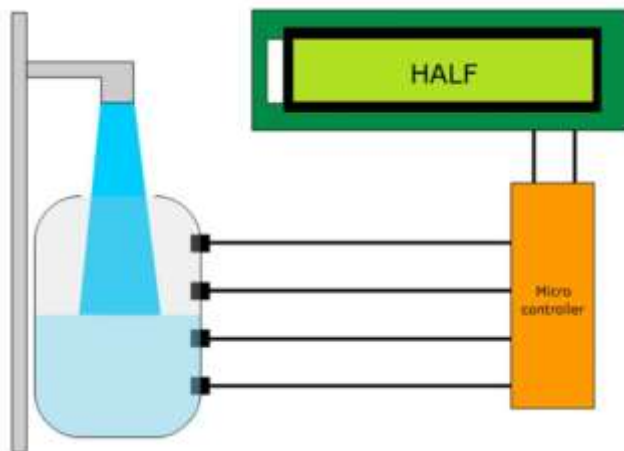


Fig 1: Layout Diagram

In the 1st phase the program is burnt on the microcontroller. Then the necessary connections are made as depicted in the circuit diagram. As per construction 4 copper wires are placed on the tank at a marginal distance which will actually indicate the level of water in the tank and the motor will control the flow of water accordingly. After the system is powered the motor starts running and water is slowly filled into the tank. When the level of water increases in the tank the 4 wires detects the level of water and sends in the signal to the microprocessor where the microprocessor detects and displays the water level on the LCD display. The microcontroller not only displays the water level status but also sends in signal to the electric motor which controls the flow of water transferring capacity as per necessity.

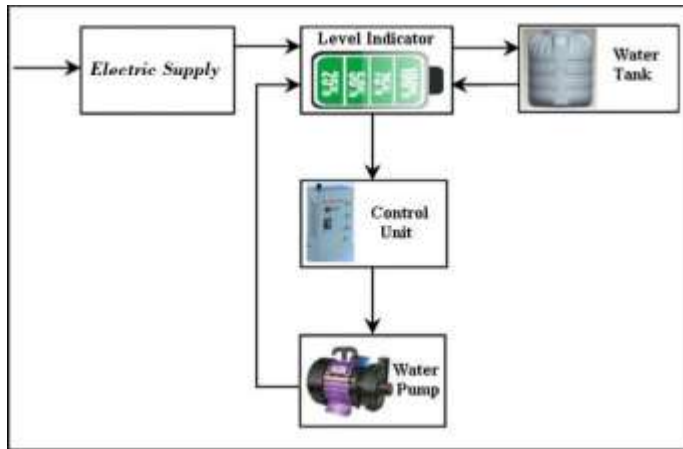


Fig 2: Block Diagram

Outcomes of the above discussed technique are as follows:

- a) Controls the motor automatically.
- b) Reduces human effort.
- c) Cheap, reliable and user-friendly.
- d) It can be used in any industry concerned with fluids.

Conclusion:

Water level indicator is one of the most promising applications with the implementation of microcontroller. The purpose of our project is to save water by controlling the flow of water. With the flexibility of the technique it can be used in any industry concerned with fluid.

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A Qualitative Study on Human Resource Planning, a subset of Human Resource Deployment and its impact on Employers' Brand Image

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Abstract

The Dictionary meaning of Deployment is the use or utilization of someone or something in an effective and efficient way. Human Resource Planning (HRP) is a subset of Deployment. HRP is a method of selecting right number of people with right skill for the right job and at the right time. On the other hand, brand may here be defined as the name or a title given to an organization for the purpose of creating a unique identity. Brand or brand image, in precise, leads the customers to develop the sustainable association with a particular organization. Employees being the internal customers and the flag bearers of the organization play an important role in carrying the organizational brand image. For the said purpose we require mature employees with positive attitude who are loyal in one hand and performing on the other hand. Employees will always be satisfied if they are rationally and plan-fully utilized. Observations reveal that due to lack of planning employees sometimes become irrationally loaded, hence, they become dissatisfied. This is not expected because satisfied employees will create a positive impact on the organizational brand image which leads toward creating a strong Employers' Brand. Our present study tries to identify whether Human Resource Planning which is a subset of Human Resource Deployment has any impact on Employers' Brand Image.

Keywords: Human Resource Planning, Employers' Brand Image, Organizational Goal, Internal Customer, Internal Marketing, Employees' Loyalty

Introduction:

We know that management is mainly planning, organizing, directing and controlling a group of employees and activities to achieve the ultimate goals and objectives of the organization. A series of systematic and planned actions if performed properly lead us to reach the desired goal. Planning which means systematic purposeful prearrangement of any work, is the first step of management and when we relate all planning-activities keeping Human Resource utilization in mind, we call it Human Resource Planning (HRP). Human Resource Planning tries to place the right person at the right job at the right time for achieving the organizational need. HRP tries to foresee the demand of human resources, assess the supply and finally to align the two in a systematic manner (Rao, V.S.P, 2006). Human Resource Planning is always important in getting and utilizing the right number of quality people in the right manner. Most of the organizations suffer from imperfect quality or quantity of manpower. Even if, a company has both the required quality and quantity of human resources, because of improper utilization and planning there is no guarantee of quality output which in turn affects the brand of the organization.

Brand is one of the most valuable assets of the organization and so should be managed well. Organizations mostly concentrate on the development of their products and services to enhance their brand image. Branding can also be used in the area of human resource management, mainly in human resource planning phases (Backhaus, K. and Tikoo, S.,2004). Brand helps in attracting potential candidates and if they are recruited, HRP plays an important role in proper utilization of those resources. Employees must adopt the culture and strategy of the organization, so that, they can serve their customers well. If the customers are happy with the products or the services of the organization, the brand image will automatically be enhanced by word of mouth. Employer branding is defined as a “a targeted, long term strategy to manage the awareness and perception of employees, potential employees and related stake holders with regard to a particular firm.” (Sullivan, 2004). People attracted towards a brand expect proper services from their employees and if, there is any expectation-gap , it becomes detrimental for the brand image. This theoretical study aims at finding whether HRP has any contribution in creating Employers’ Brand.

Although HR-Planning is a vast area but here we shall concentrate on importance of HRP at recruitment level, training stage and manpower utilization phase and shall try to get our objective by identifying whether HRP at these stages has an impact on employers’ brand image.

Conceptualization, Theoretical Frame Work & Methodology Used:

In our present study we prepared different sets of semi-structured questionnaire to take the responses of the employees, stakeholders, employers and consumers of different service organizations to understand whether the very objective of our study is relevant. We took interviews of 45 respondents but considered 38 proper responses, because the rest were either incomplete or biased. Mainly we chose service sectors. All the responses were recorded in a recording device and data were interpreted initially by the authors in two individual and separate time frame , and of course while interpreting the data the authors strictly restricted themselves from any sort of discussion to maintain the originality of data interpretation. Again a third party interpreter was appointed to extract the data from the records. Finally, based on these interpretations we tried to present the concept in the case example format. For the sake of maintaining professional ethics and integrity , the identities of some of the unwilling respondents and the organizations are not disclosed.

According to Conference Board Report on employer branding organizations have realized that effective employers’ brand image brings competitive advantages (Conference Board , 2001). Though employers’ brand image depends on the skill of the employees, in many cases we have found organizations take little care to fulfill that need at the time of HR Planning level. Due to improper planning at the recruitment level, we recruit less or more employees.

Case Example: 1

Interview reveals that the popularity of ‘Monalisa Lodge’ at Bishnupur , District : Bankura, of West Bengal lies not only in the quality of food and pricing strategy but also on the well

managed Human Resource Planning. The restaurant become popular within 10 years and from a two room unit they set-up a two-storied building having two rooms in each floor. They are very popular for serving pure Bengali-Cuisine with Opium Cakes, a very popular local fried item in 'Bankura' district of West Bengal. At the time of recruiting their staffs their main concern of checking is whether that person is having a genuine service motive apart from earning money by the job.

On each floor they have 20 tables and against each table 4 persons can sit at a time. For 4 tables, ie, for 16 customers they have recruited 1 service person. They have only 10 service men for serving 160 customers (20 table/ floor X 4 Persons / table X 2 floors) at a time. Even if an employee is absent on a day, his load is divided among 4 other employees of that floor and that becomes a fractional increment of load for a single person. Now, to minimize the effort of the service person and maximize the output of that person the tables were allotted to the employee in a way, so that , if he stands in the mid-space between of his allotted tables he can serve his customers efficiently without much movement. He can serve better to his customers with less fatigue. Tables are having the identification numbers like – L-1, L-2, L-3 & L-4 and in those tables the name of the service man engaged for that table is written. For each service person it is mandatory to wear uniform with name tag during duty hours. On the back-side of their uniform the table numbers (as already mentioned like-L1, -L4) are written. This actually minimizes the effort of the customer to identify their service person and thus , no customer is unattended. Moreover, the owners of 'Monalisa Lodge' attend each table and take the feed-back of their service. Instantly he passes on the credit of the positive service feedback to the concerned service -man. This in turn gives satisfaction to customers and feeling of pride and belongingness to the employees. Here because of well thought HRP no employee feels dissatisfied. They always feel good to see their owners are also working along with them. In this connection it should be mentioned that the owners are two brothers and each one takes responsibility of one floor. Thus, they may serve at a time 160 customers (20 table/ floor X 4 Persons / table X 2 floors) with individual care.

This customer-satisfaction highlights their brand image that gets a positive thrust, and with no advertisement their brand spread only by word of mouth communication. HRP indeed plays a significant role in building employers' brand image.

The practice of employer branding is determined by the assumption that human capital brings value to the firm and skillful utilization of manpower may increase the value of the firm (Backhaus, K. and Tikoo, S., 2004). The value will contribute to having a sustainable competitive advantage (Barney, 1991). In the case study it is clear that highly competent workforce (Boxall, 1998) , if properly utilized , creates a positive impact on employers' brand image by its competitive advantages (Priem and Butler , 2001).

The aim of HRP is to estimate the requirement of manpower in terms of their number and skill to fulfill the organizational objective (Rao, V.S.P., 2005). It also suggests the manner in which

recruitment should be done. The process of recruitment and advertisements should be different for different kind of jobs. Without proper planning it becomes difficult to serve in a right manner (Rao, V.S.P., 2005, Ewing,M.T , Pitt,L.F , Bussy, N.M.de & Berthon, P, 2015).

Before recruitment assessing the manpower requirement is to be done. 'Recruitment advertising is no longer as simple as promoting available openings to job seekers. Today recruitment ads sell the company's image, promote its benefits and often bear more resemblance to ads for products than ads for jobs' (Martinez, 2000).

When the organizations do recruitment planning they must frame their advertisement in such a way that it is clearly understood by those it is meant for. And this requires selection of well trained or experienced content writer. A well-thought and creative recruitment advertisement increases productive man-hour by reducing unnecessary effort of eliminating wrong job applicants . It also helps the applicants to clear their doubts related to the job they have applied for. Job ambiguity brings utter dissatisfaction among the employees; they some-times leave the organisation with a negative brand impression. This affects employers' brand image negatively (Ewing,M.T , Pitt,L.F , Bussy, N.M.de & Berthon, P, 2015).

Case Example - 2

Effective HRP always helps organizations to utilize their human resources in a very cost effective way (Cassio, W. F, 2004). Based on our semi structured questionnaire we took interview of HR managers of some esteem Indian IT organizations with international reputations. According to them the recent trend of these Indian IT organizations is to recruit BCA (Bachelor in Computer Application) and Polytechnic students instead of Graduate Engineers for their non critical technical jobs. They attract talents by offering good marketable training facilities, scope of higher studies and also by showcasing the better career opportunities. To get the scope of higher studies, the employee has to perform well for continuous certain (e.g:2-3 Years) period of time. Also during their job they get scopes of learning advanced technologies. Some of the notable benefits of the organization are s follows:

1. Saving money per capita wise, because they are less paid than a B. Tech or B.E. candidate.
2. To have a pool of talented employees who can contribute almost equally if a B. Tech or B.E candidate would have been recruited instead.
3. Among the BCA or Polytechnic candidates the chances of attrition are less, because their needs are less and to them, they are getting more than what they expect.
4. As the esteem need is getting fulfilled, the BCA or Polytechnic candidates become happy and spread positive brand image.

According to Stanford Research Institute stakeholders are defined as 'those groups without whose support the organisation would cease to exist' (Freeman, 1984, p. 31). 'A stakeholder in an organization is any group or individual who can affect or is affected by the achievement of the organization's objectives.' (Freeman, 1984, p. 46) Considering the above two definitions it may be stated that for an organization both the employees and customers are equally important to maintain its brand image. Improper utilization of employees due to lack of Human Resource Planning or HRP will adversely affect the customers or consumers and the employers' brand as a whole.

We took interviews of some specialized doctors and/or upper level managers, RMOs and/or middle level employees (Up to Floor Managers) and patient parties of some private hospitals in phase -1 and that of government hospitals phase -2. Based on the responses, the following two cases have been revealed. Geographic locations of the hospitals are not disclosed for the sake of sanctity of the study.

Case Example – 3

Some of the private hospitals have their proper infrastructure and well decorated buildings but due to improper estimation there is less number of skilled human resources. As a result, sometimes a single person is used for either different kind of work or as a shared resource for more than one department. So, at the time of emergency in a particular department he / she is already occupied with other important works in other department. As a result the patients of any one of the departments where he/ she is shared are not getting proper services. Here patients are leaving the hospitals with utter dissatisfaction which directly affects the employers' brand image.

There is also a practice in the private players in the hospital sectors that instead of proper HRP they recruit staff and without analyzing their skill-sets, they give training. After immediate completion of that training they are asked to perform. As a result these employees sometimes commit mistakes which directly affect the brand image.

Case Example - 4

In our country we know that the majority of the people who run for government hospitals are not from sound economic or educational background. When patient party brings their near-ones to any government hospital, they have lots of queries and mostly they cannot control their emotions. These types of situations are very critical and should be handled tactfully. In some of the government hospitals in different states of our country there are not adequate number of doctors. When patients are coming at Emergency, sometimes junior doctors attend the patient because of non-availability of senior ones. Junior doctors are less experienced and they are unaware of the techniques of handling crowd. As a result they cannot fulfill the expectation of the patient party and sometimes dissatisfied mob create vandalism and cause damage to the

hospital property. If these types of incidents happen and are published in the news-media employers' brand image is affected negatively. Employer here is the respective state government. So, these incidents would surely affect the state's brand image adversely.

Here also we find that HRP plays a significant role in creating employers' brand image.

Case Example - 5

The case is on the basis of the personal experiences of our respondents or interviewees who were working with a renowned ITeS organization. They were primarily dealing with Training & Development, Assessment and Recruitment. Initially; when they recruited Management Trainee they were having a new project in their hand which required different types of skills. The recruiters of the organization convinced the trainees that they would be fit for that project. It should be mentioned here that these recruits were from HR specialization background and they were very much unwilling to do sales jobs. As with the primary explanation by the management of that organization they had an idea that they would have to do more HR and administrative jobs. Hence, they accepted the offer. After joining they found there was utter role-ambiguity, and due to lack of Human Resource Planning, organization could not recruit right number and kind of people in that project. There were very few skilled persons in the organizations to carry out various works. Irrespective of the skill analysis organization's practice was to utilize a semi-skilled employee in multi-tasking assignments on a trial and error method. Most of the times these Trainees were asked to do sales jobs. Management did not recruit Sales –Executives without any obvious or genuine reasons. Most of them were suffering from anxiety. The role - ambiguity was one of the reasons behind the problem. As a consequence, along with the new entrants some of the employees who were in mid-career left the organization with a negative brand impression. The astonishing point was most of them joined the competitors of the organization.

The theory of the psychological contract and the effect of the bonding between the employee and his/ her organization provides a foundation for employer branding. Earlier it was assumed that there was a give-and-take policy between the employee and the employer. Employees offer loyalty in exchange of the assurance of their job security (Hendry and Jenkins, 1997). However, the recent trend has imposed a new form of psychological contract, "in which employers provide workers with marketable skills through training and development in exchange for effort and flexibility" (Baruch, 2004). Now the firms are trying to create positive employers' brand image by offering employment including training, career opportunities, personal growth and development, which in a way enhance the marketable skills of the employees. However, sometimes the firms fail to deliver some of these offerings (Newell and Dopson, 1996; Hendry and Jenkins, 1997).

Conclusion

In the highly competitive business environment work on Employers' Brand Image is relatively a new approach, particularly when it is tagged with Human Resource Planning (HRP). Employees may use HRP as a strategic platform to protect and build employers' brand image. In our present theoretical study we have focused on the role of HRP in creating employers' brand image. Employers'-brand-image-concept is a significant search for a strategic human resource framework of an organizational. In our next studies we would try to highlight some of the untapped areas of the vast arena of HRP and also would like to find out a mathematical model, if possible, to relate the two aspects HRP and Employers' Brand Image.

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Materials causing occlusion of Wi-Fi signals

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Abstract

Wi-Fi stands for wireless fidelity and it has become a part and parcel of our quotidian. Our life would have been at stake if we did not have these fast connection facilities. It makes our life smoother. Any hindrances or occlusions in the path of these signal causes serious muddles. Slower connections make our life disastrous, and we find ourselves helpless. So in this experiment, we will analyse the strength of the Wi-Fi signals snagged by certain paraphernalias and these are the basic materials that we will be experimenting with and find out the different signal strength after being hindered by these entities.

Introduction

We have already discussed the trouble faced by the poor quality wifi signals and people getting embittered. So we need a good background to enhance and explain the physical entities which will block the strength of the signal.

Wi-fi is a technology connecting devices wirelessly (meaning they do not need to connect each other with cables) with devices based on IEEE 802.11. Apparatus using this unique scientific know-how include personal computers, digital computers, smartphones, tablets and many more. Wi-fi do this using radio waves which is a type of electromagnetic radiation.

Electromagnetic spectrum is a combination of known frequencies (f) [(or number of waves per second (t)] and their wavelengths (λ)

$$f = 1 / T \text{ und } f = c / \lambda$$

In this spectrum, frequency is measured in hertz, so one hertz is one cycle per second. Wi-fi signals percolates at 2.5 or 5 gigahertz.

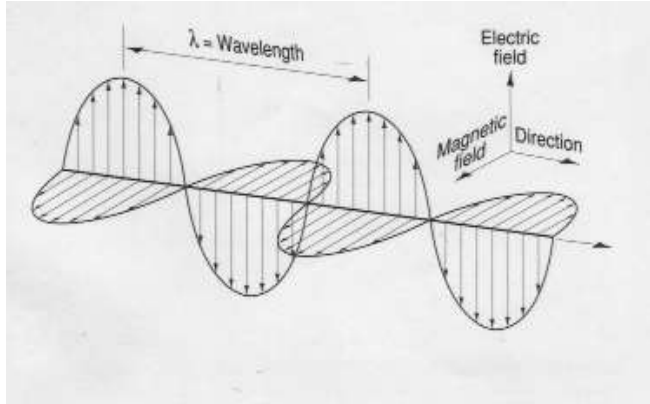


Figure 1: Relationship between light and magnetic fields

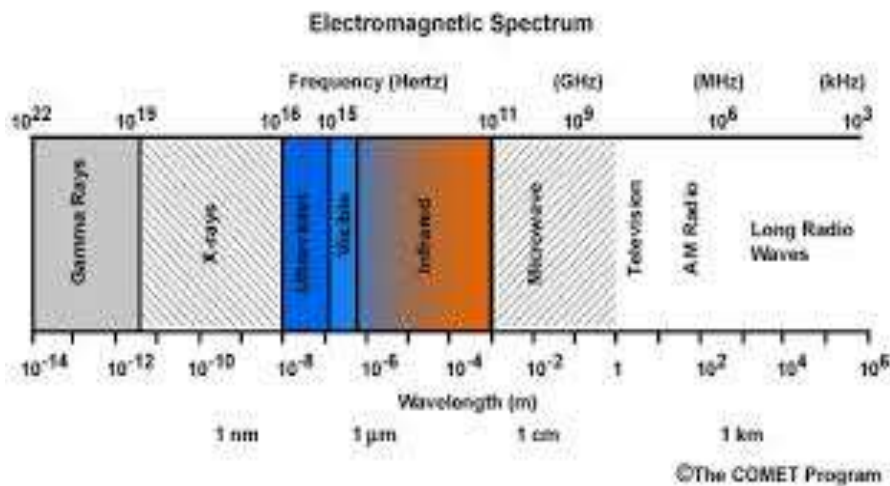


Figure 2: Electromagnetic spectrum

Electromagnetic spectrum can be vitiated, get disturbed by various objects. If we think of the visible light in electromagnetic spectrum, it gets obstructed by some of the materials like wood or metal which would completely block the visible light while tinted glass or water would partially block it.

The question which arises is that - will the same thing happen for radio waves like Wi-fi signals? In this particular analysis it would be studied that which material would block the signal or reduce its strength at what measure.

Wireless signal is measured using Decibel-milliwatts (dBm). Positive dBm values have a power more than 1mW and negative dBm values have a power less than 1mW.

Materials and equipments:

- Wireless router

- Wi-fi enabled device like a smartphone,tablet,laptop,or desktop with wi-fi adopter
- The materials for the blocking experiment are:
 - Aluminium foil
 - Steel baking pans
 - Cardboard
 - Human body

EXPERIMENT:

Material	Trial 1	Trial 2	Trial 3	Average	Attenuation (dBm)
None (control)	-37	-37	-37	-37	0
Aluminum foil	-45	-45	-45	-45	8
Human body	-46	-46	-46	-46	9
Cardboard	-38	-38	-38	-38	1

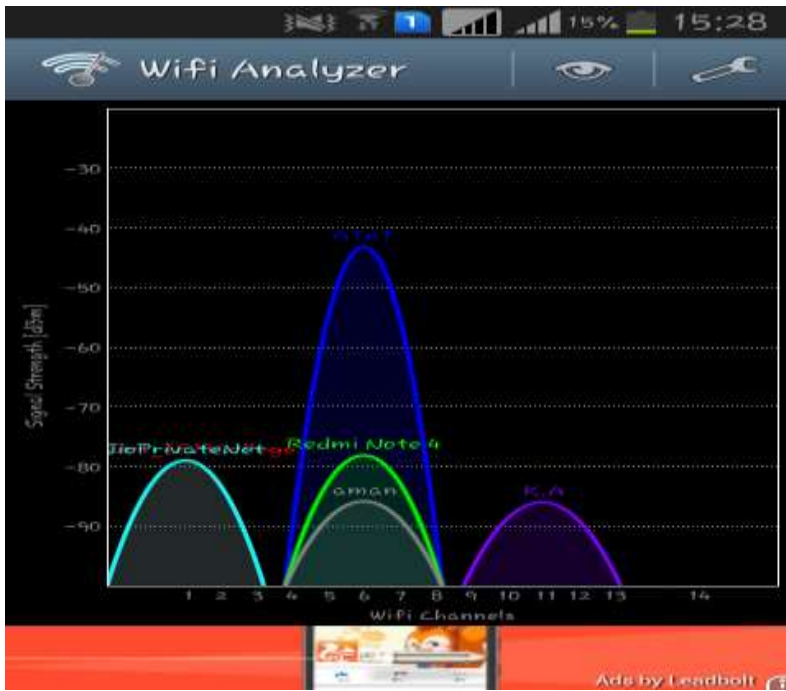


Figure 5: This is for human body

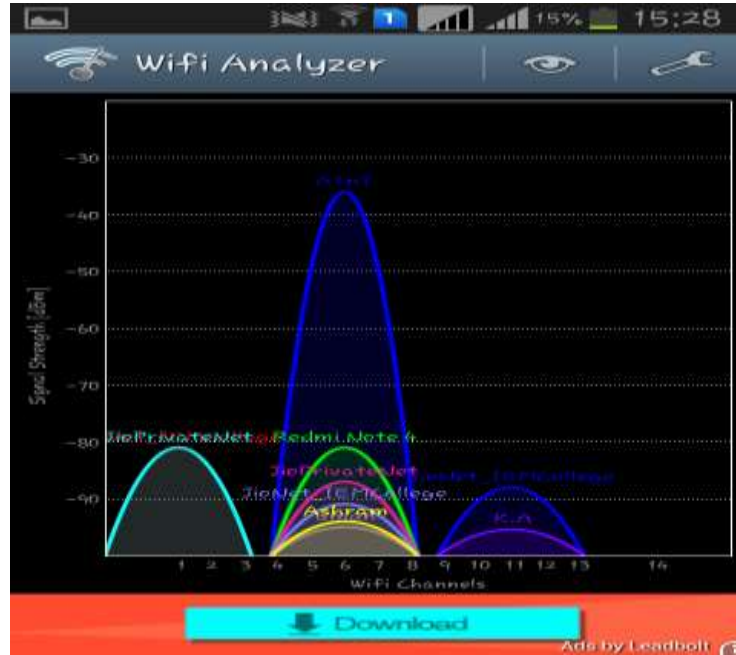


Figure 6: This is for cardboard

How to enhance the signal strength:

The point of a parabola consists of some focusing signals for better wireless connection

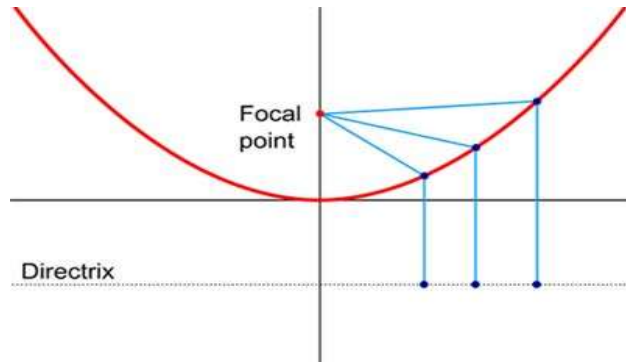


Figure 7: Every point on a parabola (curved red lines) is equidistant from focus and directrix

The reflecting properties of a parabola make parabolic reflectors useful in many practical applications. For example, flashlights use parabolic reflectors to reflect light from the bulb forward in a concentrated beam, and some solar collectors use a parabolic reflector to concentrate the sun's rays to heat water or generate electricity. Parabolic reflectors can also be used to help broadcast and receive Wi-Fi signals.

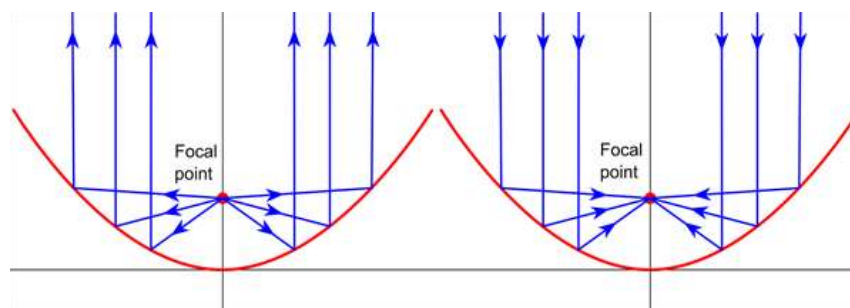


Figure 8: Left: Rays that originate at the focus of a parabola will be reflected outward, parallel to each other. Right: Incoming parallel rays will be reflected inward toward the focus.

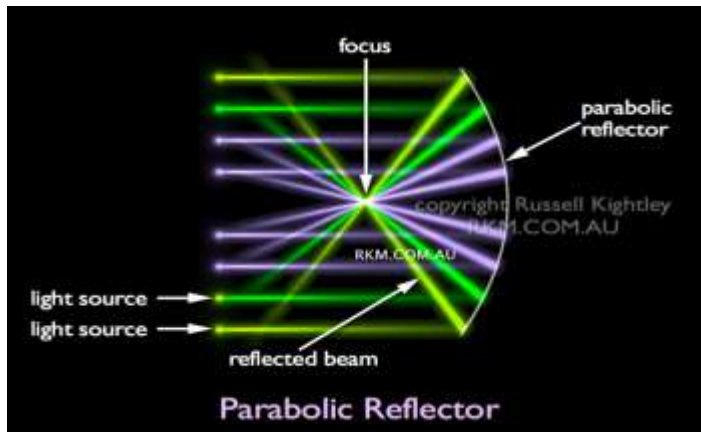
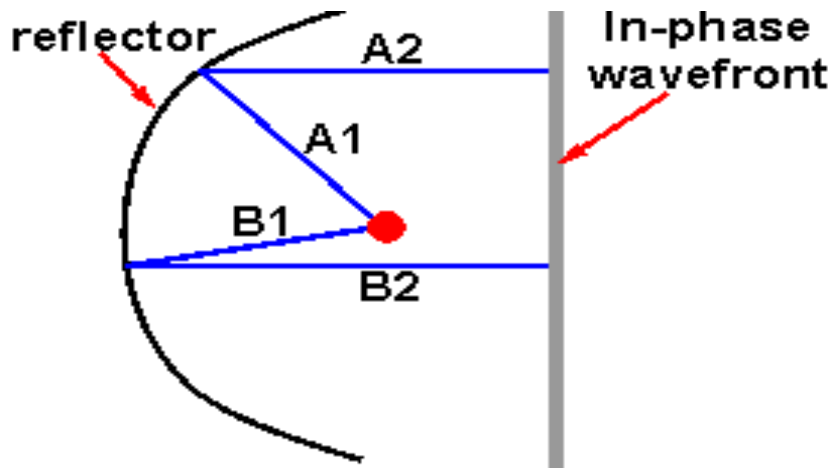


Figure 9: A parabolic reflector in a solar array helps concentrate the sun's energy to heat a liquid. The heated liquid is ultimately used to generate electrical power.

Parabolic Reflector Theory Basics



$$A1+A2=B1+B2$$

In view of the fact that total length $A1 + A2$ is the same as $B1 + B2$, etc, this means that the phase integrity of the system is retained. Incoming waves add at the focal point, and outgoing waves produce a single wave front moving in parallel away from the reflector.

It is this concept that is at the centre of parabolic reflector antenna theory.

Conclusion:

The above experiment was conducted on some of the materials that can block the wi-fi signals or carrying out the analysis with such materials we can measure the amount of occlusion of the wi-fi signal strength. It was hypothesized that out of human body,

aluminium foil and cardboard, human body provided the maximum resistance to the wi-fi signal. Maximum barrier was provided by the human body .The reason lies is that human body is 75% water and hence it absorbs most of the electromagnetic radiations coming out. Aluminium foil hindered the signal in the second most position.The reason which lies behind is that the radio waves bounced off the aluminium foil.The signal would have been blocked more by aluminium if the router would have been placed in a box made out of aluminium foil. Cardboard blocked wi-fi signal the least. The reason is because the materials were placed very near a router.The cardboard which was tested was a thin cardboard,if it was a thick one then it would have occluded more.

It was also found that steel would block wi-fi the most because it worked as a wifi shield. If we have put the router in a box made out of steel instead of placing the steel in front of the box, the wireless device probably wouldnot have received any wi-fi.

Hence the inference (conclusion) is that different materials have different strength to block the wi-fi signals. Some of the reason which lies is the thickness, surface area, nature and quality of the materials.

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A Study on the different influencing factors toward customer retention & loyalty – A case study on Standard Chartered bank

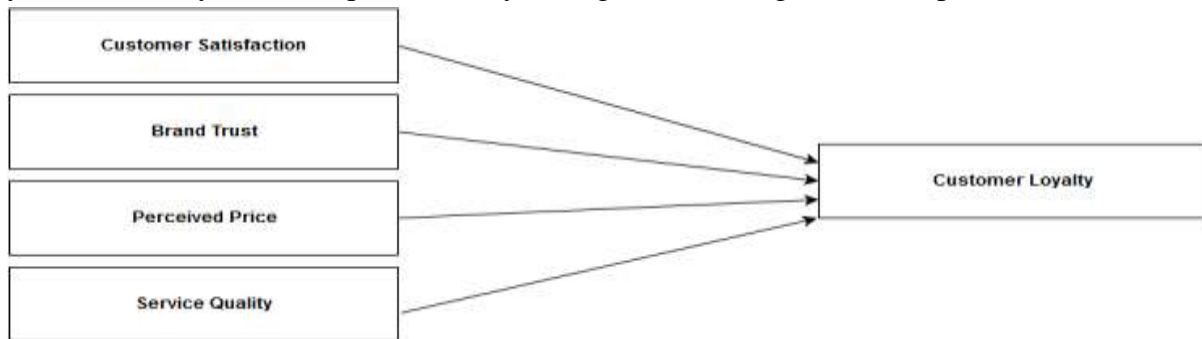
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Mrs. Nidhi Singh
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***Abstract:** In the modern and dynamic market scenario, every company facing toughest challenge as they ever faced. With LPG economy with changing dynamics of political & economical scenario even, the banking sector is becoming complex and most competitive with a huge and diverse number of competitors. Retention of customer has become toughest challenge to any bank as each competitor is providing comparative strategy to win over the market. To study the pattern followed in the private banks the paper has taken the case of Standard Chartered bank. The paper studied different Banking practices made by standard chartered bank to satisfy their customer. The policies of Standard Chartered bank towards customer retention are also investigated here. The data has been collected through secondary data and primary data through administration of questionnaire. The paper investigated association between customers' perception and expectation related to the banking practices, Bank's attributes and customers' Perception, customers' satisfaction and recommendation. Chi square and ANOVA are used as statistical techniques. The paper recommends to improvise to more specialized services for the customers, More branches and ATMs should be open to increase visibility, to change their urban brand image to increase customer base.*

Key words: Customer loyalty, Customer retention

Introduction: Customer loyalty is very crucial both for the organization and for the customer. Singh and Sirdeshmukh, 2000, said the customer loyalty as “the marketplace currency of the twenty-first century”. Walsh, Groth, and Wiedmann (2005) stated it is better to serve first the existing customer before obtaining new customers. Pfeifer (2005) described it as that the serving cost of a loyal customer is five or six times less than a new customer in the banking organizations. Salegna and Goodwin (2005) mentioned that if the attitude of a customer is poor within the industry, then an organization, which has just better than “poor” do, could elicit a positive customer “relative attitude” score and high repeat patronage. **Loyalty** can be defined as “A deeply held commitment and rebuy or repatronize a preferred product or service in the future despite situational influences and marketing efforts having the potential to cause switching behavior” - Oliver, R. L. **Loyalists** report both high satisfaction and high loyalty. These customers are, in essence, an extension of your sales force because they spread positive word-of-mouth publicity. Loyalists also typically increase their spending more rapidly than other customers in your customer base. Understand, serve, and protect these customers and focus on developing communities for (and with) them. Because relationships with loyalists tend to last longer and because of their role in generating referrals, customer acquisition costs for loyalists

tend to be lower than those for other customers. Because of the many benefits loyalists bring to your business, you should prioritize any strategies that strengthen and expand these relationships.



The organizational problem is to be transformed into a research problem, which is a pre – requisite for success of the research problem, because this enables the researcher to understand the kind of data required for the research and reduces the problem of data redundancy. The organizational problem is to find out the marketing parameter, which brings Customers’ Loyalty and it is translated into research problem. The Standard Chartered bank is considered as a case model for this problem. Standard Chartered was formed in 1969 through a merger of two banks: The Standard Bank of British South Africa, founded in 1863, and the Chartered Bank of India, Australia and China, founded in 1853. Both companies were keen to capitalize on the huge expansion of trade and to earn the handsome profits to be made from financing the movement of goods between Europe, Asia and Africa

Literature Review: Customer loyalty represents an essential issue both in the marketing literature and in the marketing practice of banking sectors. The importance of the concept derives from the benefits associated with retaining existing customers (McMullan, 2005). Research has shown that brand loyalty is linked to business performance (Reichheld, 2003), being an important predictor of long-term profitability (Salegna and Goodwin, 2005).

Loyalty is a very complex construct (Javalgi and Moberg, 1997), defining the concept being an extremely difficult task. Moreover, Aaker (1991) defines brand loyalty as a reflection of how likely a consumer is to switch to another brand, especially when that brand makes a change in price, product features, communication, or distribution programs. Nevertheless, loyalty is much more than just repeat purchases, as a consumer who keeps buying a certain brand may be doing it because of inertia, indifference, switch or exit barriers and other motives, rather than actual loyalty (Reichheld, 2003).

According to Anderson and Zeithaml (1984), the notion of service quality has become increasingly important because competition in service industries has increased. Service quality has been identified as a determinant of market share, return on investment and cost reduction.

Denton and Chan (1991) state that numerous attempts have been made to examine the relationship between bank choice and socio-demographic characteristics. In these studies

significant differences in attitudes and opinions between the sex, language, age, income and level of education are revealed. Furthermore, consumers with a higher income level will choose a bank which provides a wider range of services than consumers with a relative low income.

In another study, Avkiran (1994) developed a multidimensional instrument for measuring customer-perceived quality in retail branch banking. Using Service Quality as a starting point and then adding items that he extracted from a qualitative study commissioned to establish quality service standards, he followed an iterative process and identified staff conducts, credibility, communication and access to teller services, as the final dimensions of service quality.

Research Objectives: The objectives of the research study are as follows:-

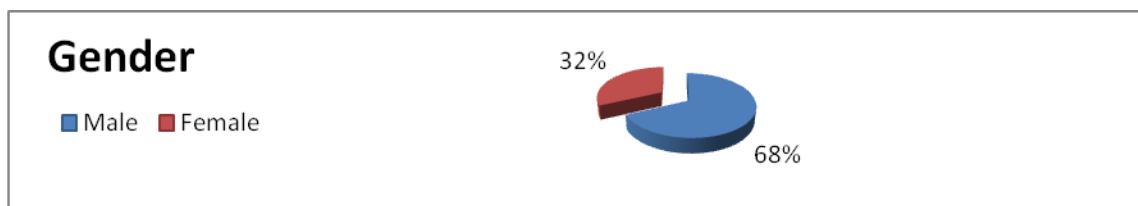
- To find out the different Banking practices made by standard chartered bank to satisfy their customer.
- To find out how would the customers evaluate Standard Chartered Bank's products
- To find out the policy of Standard Chartered bank towards customer retention
- To find out whether the respondents are satisfied with Standard Chartered Bank
- To find out whether the respondents are Loyal to Standard Chartered Bank
- To find out whether there are any significant differences between the bank services and customers attitudes related to bank services
- To offer suggestion in future marketing activities for the development of the bank

Methodology: To understand the customer relations management policies of Standard Chartered Bank, the primary data are collected from its' Kolkata office. A convenient sampling was done to choose the sample set. A structured questionnaire followed by in depth interview was conducted. After eliminating the partly filled questionnaires and ambiguous response sheets, 50 observations were finally used to achieve research objectives.

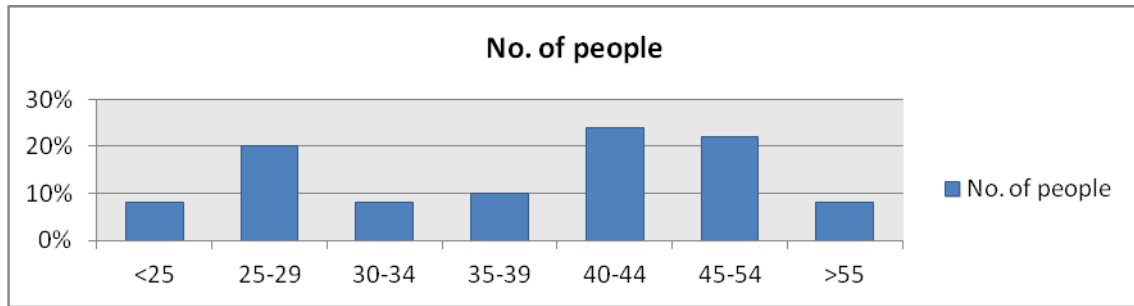
Data Analysis:

Demographic Profile:

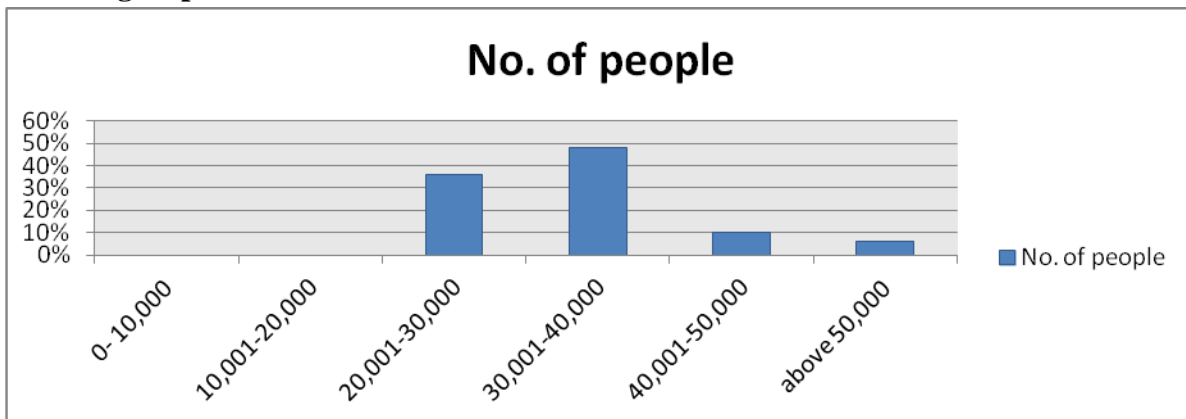
1. Gender: The data set contains 68% of male respondents and 32% female respondents which assures a substantial amount of female participation in the survey



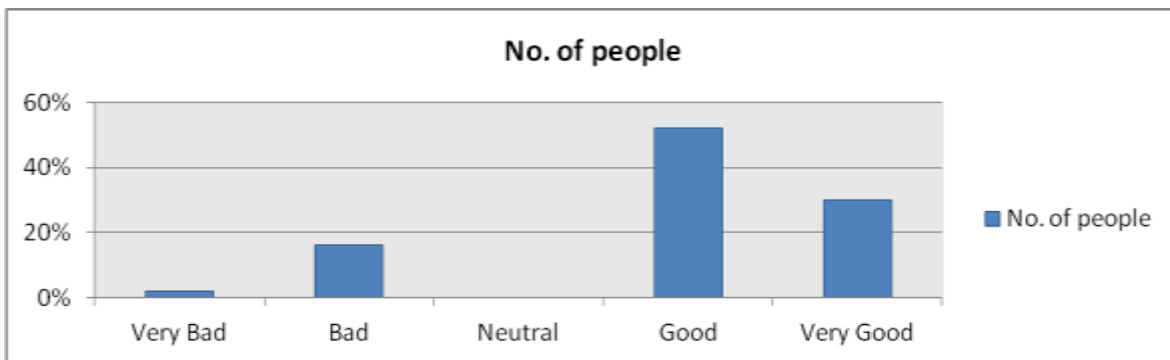
2. Age



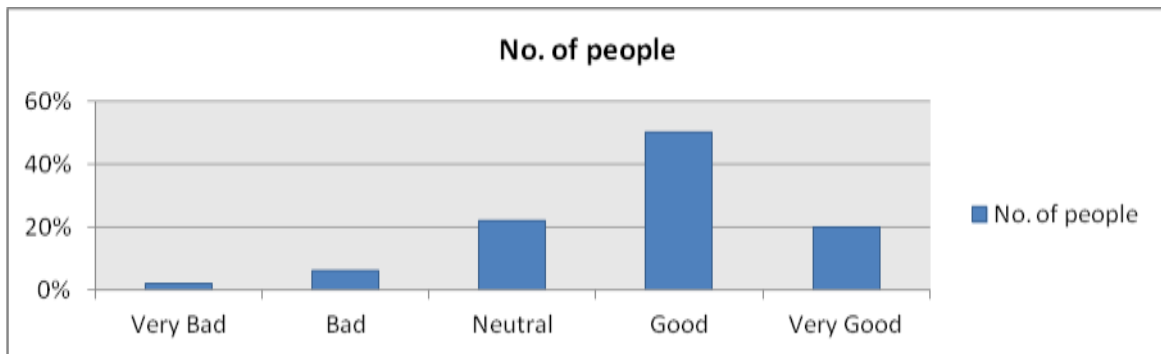
3. Income group



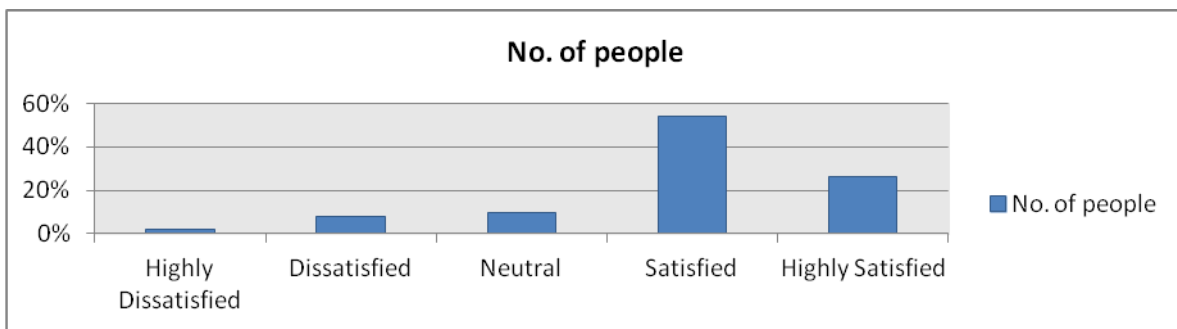
4. All things considered, how would you evaluate Standard Chartered Bank’s image as a bank?



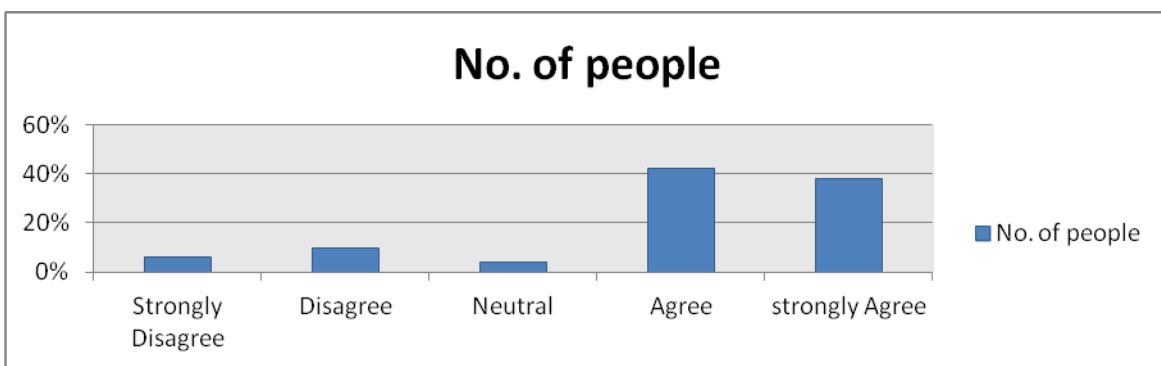
5. All things considered, how would you evaluate Standard Chartered Bank’s products?



6. All things considered, how would you rate your overall satisfaction with Standard Chartered Bank?



7. Would you recommend to someone/ peers for opening an account to Standard Chartered Bank?



Research Question 1: Relationship between Banking Services and Customers’ Attitude

H₀: Null hypothesis: There is no significant relationship between Banking services and customers’ attitude.

H₁: Alternative hypothesis: There is significant relationship between Banking services and customers’ attitude.

To establish the hypotheses and research questions, chi – square test is conducted on the Customers’ Experiences on Bank’s Services the items are studied were as follows: Average time taken to open an account, Easy To complete account opening forms, Easy to contacting Someone at the bank. The Chi square value at 8 degree of freedom on 5 % level of significance is 15.507.

Therefore, we will reject the Null Hypothesis (H_0) and accept the Alternative hypothesis (H_1), which implies that there is significant relationship between Banking services and customers’ attitude.

Research Question 2: Customers’ perception & experiences on Standard Chartered Bank

To study the research question following hypotheses are framed:

H_0 : Null hypothesis: There is no significant differences exist between Customers’ Perception and expectation on Standard Chartered bank.

H_1 : Alternative hypothesis: There is significant differences exist between Customers’ Perception and expectation on Standard Chartered bank.

The Chi square value at 12 degree of freedom on 5 % level of significance is 21.02, which lower than the calculated value.

Therefore, we will reject the Null Hypothesis (H_0) and accept the Alternative hypothesis (H_1), which implies that there is significant relationship between Bank’s attributes and customers’ Perception

ANOVA to study Customers’ attitude towards banking Practices						
Source of Variation	SS	df	MS	F	P-value	F crit
Rows	0	2	0	0	1	4.458
Columns	1308.667	4	327.1667	17.765	0.000482	3.84
Error	147.3333	8	18.41667			

In row wise operations the calculated value of F (0) is less than F_{crit} (4.458). Therefore, we will accept the Null Hypothesis (H_0) which interprets that there are no significant differences between banking services. In column wise operations the calculated value of F (17.765) is greater than F_{crit} (3.84).

Therefore, we will reject the Null Hypothesis (H_0) and accept the Alternative hypothesis (H_1) which proclaims that significance differences exist between customers’ attitude on Banking Services.

Therefore, the bank will introduce more specialized services for the customers of the bank

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Rows	0	3	0	0	1	3.4902
Columns	1307	4	326.75	49.64	2.28E-07	3.259
Error	79	12	6.583333			
Total	1386	19				

In row wise operations the calculated value of F (0) is less than F_{crit} (3.4902). Therefore, we will accept the Null Hypothesis (H_0) which advocates that there are no significant differences between Bank's Attributes and Features. In column wise operations the calculated value of F (49.64) is greater than F_{crit} (3.259).

Therefore, we will reject the Null Hypothesis (H_0) and accept the Alternative hypothesis (H_1) which proclaims that significance differences exist between customers' Perception and expectation on Standard Chartered Bank.

Therefore the bank will emphasis on more positive attributes and features so that the customer will have more positive outlook and experiences on the Standard Chartered Bank's operations.

Research Question3: Relationship between Customer satisfaction and Recommendation

To study the research question, the items studied are: Level of Satisfaction and Recommendation by customers to the future prospects

H_0 : Null hypothesis: There is no significant differences exist between customers' satisfaction and recommendation.

H_1 : Alternative hypothesis: There is significant differences exist between customers' satisfaction and recommendation

A Chi – Square test is done on the observations. The Chi square value at 4 degree of freedom on 5 % level of significance is 9.488. So the table value is higher than the calculated value 4.24.

Therefore, we will reject the Alternative hypothesis (H_1) and accept the Null Hypothesis (H_0), which implies that there is no significant relationship between Bank's attributes and customers' Perception

Now the data are further analyzed to understand the relationship between banking experiences by the customers and customer loyalty in the bank

H_0 : Null hypothesis: There is no significant differences exist between Customers' loyalties on Standard Chartered bank.

H_1 : Alternative hypothesis: There is significant differences exist between Customers' loyalties on Standard Chartered bank

ANOVA: relationship between banking experiences by the customers and customer loyalty in the bank						
Source of Variation	SS	df	MS	F	P-value	F crit
Rows	0	1	0	0	1	7.708

Columns	737	4	184.25	17.139	0.008782	6.388
Error	43	4	10.75			
Total	780	9				

In row wise operations the calculated value of $F(0)$ is less than $F_{crit}(7.708)$. Therefore, we will accept the Null Hypothesis (H_0) which advocates that there are no significant differences between customers' satisfaction and recommendation.

In column wise operations the calculated value of $F(17.139)$ is greater than $F_{crit}(6.388)$.

Therefore, we will reject the Null Hypothesis (H_0) and accept the Alternative hypothesis (H_1) which proclaims that significance differences exist between banking practices and customers' loyalties for Standard Chartered Bank.

So the bank must introduce high level of services to become the customers more loyal to the bank.

Findings, Suggestion and Recommendation:

From the survey data and the secondary data set form the company it is evident that:

Strengths for the bank is: Support of its parent company and promoter's viz. Standard Chartered Bank, Competitive rates, Good & diverse product, Network of branches, Flexible Spread Margin, Highly qualified research team, Strong network throughout India, strong presence in WEST, NORTH and SOUTH.

Weaknesses of the bank as understood are: Account access problem of customers, RM doesn't give much importance on small companies.

Opportunities are as identified: The growing interest of people in the Derivative and foreign exchange market, Recovery of Indian stock market.

Threats for the company: Competition from major players like ICICI BANK, CITI BANK, HDFC BANK, ABN-AMRO BANK, HSBC BANK, AXIS BANK etc, the downfall in the Export market due to global recession, Speculation in derivative market.

FINDINGS

- Respondents unhesitatingly prefer the service of Standard Chartered Bank.
- Customers are loyal as they are ready to recommend it to their associates.
- The service offered by Standard Chartered Bank to its account-holders is easily available
- Transaction between the bank & its own account-holders is satisfactory on the whole.
- Promotional activities followed by the bank indicate a good sign for its further development in India.
- The account-holders of this bank by & large belong to well-to-do families.
- The Standard Chartered Bank is still city-based.

- The brand name of this bank infuses a sense of glamour into the mind of its own account-holders.
- This bank is very popular with high middle-class city-dwellers.
- Its service has been made more acceptable to the account-holders through modern techniques like INTERNET SERVICE, SMS ALERT, and E-STATEMENT etc.
- The bank authorities also are equally aware of providing better service to the account-holders.

RECOMMENDATIONS

- The bank will introduce more specialized services for the customers of the bank.
- The bank will emphasis on more positive attributes and features so that the customer.
- The bank should take some steps to open new branches in rural areas.
- More branches and ATMs should be open.
- The service of the bank should be extended to the financially backward class of the society.
- Provides facilities of 'Zero' balance savings account.
- The promotional activities should be increased to keep up its position as the leading bank in the field of banking service.
- Introduce free ATM card with every newly opened account.
- Terms & conditions for loan facilities should be simplified.
- The process of opening an account should not be complicated.

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VOWELS	monophthongs				diphthongs			Phonemic Chart voiced unvoiced
	i: sheep	ɪ ship	ʊ good	u: shoot	ɪə here	eɪ wait		
	e bed	ə teacher	ɜ: bird	ɔ: door	ʊə tourist	ɔɪ boy	əʊ show	
æ cat	ʌ up	ɑ: far	ɒ on	eə hair	aɪ my	aʊ cow		
CONSONANTS	p pea	b boat	t tea	d dog	tʃ cheese	dʒ June	k car	g go
	f fly	v video	θ think	ð this	s see	z zoo	ʃ shall	ʒ television
	m man	n now	ŋ sing	h hat	l love	r red	w wet	j yes

The 44 phonemes of Received Pronunciation based on the popular Adrian (Sheffield) accent

adapted by EnglishClub.com

