From the Editor's Desk

When Children Interact with Like-minded Adults

Lev Vygotsky, the Russian psychologist (1896-1934) remarked in the context of child language learning that language (first, second or foreign) is best learnt when children get opportunities to interact with like-minded adults and peers, on topics of their own choice and interest. To be in the company of better informed persons is a pleasure for children; especially if hundreds of their inquisitive queries are going to be discussed and answered.

About fifty students of Class XI of Govt. Victoria Girls' Higher Secondary School Chittoor (Palakkad district, Kerala) assumed the role of adults and, for twenty days they interacted with the younger learners of the same school (Class V to IX). Summer vacation became something different for them. Stories, games, rhymes, action songs, translation of film songs, watching TV, reading newspapers, conducting morning assembly, interviewing strangers—all were planned by adult resource persons, but implemented by the 'novice tutors' (Class XII students). Their proficiency level was above average. Part of the learners belonged to backward areas and classes. The twenty day programme was a combined effort of teachers of that school, parents, local MLA, and academic support (study materials: print and CDs) was provided by ELTIF.

The number of learners increased day by day. Quite a few who had their own usual way of enjoying holidays, those who planned visiting relatives, those who joined tuition classes, those didn't have any idea of the English camp—most of them joined the camp, knowing about it from their friends who had been attending the camp from the beginning. The same was the case with young tutors as well.

The young tutors were given an orientation programme on 'How not to teach English'. (it was later revealed by the teachers of that school who too attended the orientation programme, that the 'don't's' prescribed to the novice tutors were new information to them as well.) Some of them were as follows: (i) Learning atmosphere must be fear-free and friendly. (ii) No punishment of any sort. (iii) Let learners ask questions; not tutors. (iv) No need of a textbook to teach communication skills. (v) No need of teaching grammar rules. (vi) Maximize activities. (vii) Minimize traditional teaching. (viii) Not just indoor activities, but outdoor, as well. (ix) Let learners too have a say on what activity to do. (x) No test or exam.

The valedictory session echoed much confidence in the words of the young tutors and witnessed more enthusiasm among the learners. (A detailed report by the Coordinator is given elsewhere in this issue.)

What I personally felt after studying and evaluating the twenty-day programme was (i) the novice teachers are not prejudiced against their learners, (ii) they are concerned about the duty assigned to them with adequate support and guidelines, (iii) they have no external pressure on them since they are not bothered about documentation of what they do or did since they are not bound by their students' marks, percentage of pass, moderation, prestige of their school etc. (iv) the novice tutors are open minded to criticism—at the end of each day's teaching, there used to be a session in which self and peer evaluation of teacher-performance was done, (v) they are willing to change in any direction, something which is difficult if not impossible for regular teachers, (vi) right or wrong, novice teachers don't have unconditional faith in the divinity of textbooks, (vii) novice teachers are not slaves to their own teacher beliefs, and above all, (viii) they didn't inflict fear of English in their students.

I was just telling myself, learning would be slightly better if the so called 'experienced teachers' were able to function like these novice tutors, at least once week !

P.Bhaskaran Nair (Editor)

Assessment That Fosters Our Understanding of Learners: One Strand of Professional Growth

Prof. Jacob Tharu

(Formerly of the English and Foreign Languages University, Hyderabad)
jimtharu@gmail.com 9391042313

Teachers report that practices related to CCE (its inconsistencies notwithstanding) helps them 'understand' learners better. This points to a role of assessment different from e-*valuation*i.e., the application of a pre-set criterion to *judge* the worth (value) of a learner's performance. A test irrespective of its structure/modality is a research tool, a means of obtaining information that helps answer a *question*of pedagogic relevance. Data has to be described qualitatively first; even quantitative scores are based on qualitative differences . Qualitative data relating to learning in school is a potentially valuable resource for understanding the nature of learning better. Teachers are well positioned to generate such data, since children are around them most of the time.Ongoing observation of performances during lessons (as for cce) can stop with description; no judgementapplied to award marks or grades. The descriptive data base teachers can thus create over time would be a valuable resource for research into learning. The analysis of data, and model building based thereon initial by experts can go on to include teachers. Inquiry oriented practices of teachers with some autonomy is a prerequisite for professional development.

Caveat These ideas were first put together as the base for a live presentation to be followed by a small interaction phase. Converting it to a stand alone and decontextualized written text has involved some thinning of tonal variation. But written texts have the advantage of potential to reach a wider audience. It is hoped that readers will imagine there is a conversation or dialogue beneath the surface of this necessarily one way communication.

The school curriculum in India –the perspective on learning-teaching and what happens in ordinary classrooms – has changed remarkably in the wake of NCF2005. Classroom practicespromoted by current syllabi and textbooks followed in all the states provide a helpful and hopeful setting. It is possible to say with some confidence that there is wider and more varied learner participation during lessons now, as compared with what was typical at the beginning of the this century. Child-friendly and attractive materials textbooks following the model of the NCERT textbooks of 2006 and 2007 have supported this change in the nature of classroom of transactions. Many books invite spontaneous engagement with at least some of their contents.The emphasis on 'activities' including open ended ones promote collaboration among learners. The label CCE has come to represent the whole new orientation to the curriculum in common discussion. It is quite true that the official CCE package promulgated by the CBSE and various states seen as is a cumbersome machinery. Many observers have highlighted conceptual and practical problems with the scheme. Even so the essential principles of CCE are sound, and its positive aspects are spreading even if very slowly. Remember that it was seen as a powerful enough component of quality education to be specifically endorsed in the RTE 2009.

One noteworthy feature of the present scheme (with an emphasis on cce) is the markedly reduced the scope for *didactic* teacher talk. Classroom management oriented teacher talk has possibly increased. But interestingly thishas

an element of genuine communication. Instructions relating to activities *need to be understood*—in the here and now— and not memorized for reproduction later. The enhanced level of activity and participation of students calls for attention to their ongoing performance from the teacher. Also, something *other than* standard explanations and single correct answer is heard in classrooms. This is because there is some space now for children's voices. Of course, much needs to be done to capture and bring to life and promote the spirit of the NCF and of cce. Two ideas are associated with the elusive notion of cce are explored in this essay: the formative mode of assessment and the aim of bringing assessment closer to teaching.

Newer perspectives on evaluation in education

Evaluation , assessment, testing are generally used interchangeably in the context of education. The primary focus is on the progress made by students. The key feature of the process is the application of a criterion or *standard* when scoring or *valuing* students' answers. Tests should have relevant scoring guidelines. This makes sense: we all accept that scoring must be consistent. However, there are significant aspects of such standards/criteria that we take for granted. One is that they are pre-set and fixed. In a way this makes sense. They represent learning objectives and what we test should match them. But let us look closely at objectives. We see that a learning objective is an *expected* learning outcome — something based on a *hope,* and not on any law of psychology. Teachers transacting the curriculum hope (along with its designers) that their efforts (inputs) will lead to the expected outcomes. When a test is administered after a unit has been completed some students will produce the expected performance, others will not. This is of course quite normal. What we fail to notice is that the formal system simply converts the hopes into external *requirements*. This leads to the declaration that students performances are less or more satisfactory (bad or good). Some

students get the message : *You* have *failed*. Many sincere teachers finding that some have performed poorly would wonder whether this could also be because the *teaching input* taken as a whole was inadequate in some ways. However, the system virtually forces them (and experts and other stakeholders too) to say that poor performance was /is solely the student's responsibility or fault. Of course it is fashionable for luminaries to proclaim that teaching is not the same as learning, but this is usually done on safe ceremonial occasions. The entry made in the marks register (sometimes countersigned by higher authority) stays with the child forever. The system thus treats learning objectives as fixed criteria (requirements) applicable to one and all.

A second aspect of objectives is that they are decided upon (*pre*-set) in advance. The hidden and quite problematic assumption here is that we can predict the nature of learning . The claim is that since we know (control) the teaching inputs we also know the appropriate learning outcome . In other words, every student *should learn what is taught.* This comes from the axiom: Teaching = learning (for normal children). Thus a range of good to poor *learners* are created . The stress is always on the qualities (often apparent inadequacies) of the individual learner. The appropriateness and effectiveness of the curriculum is not questioned. The simplistic premise that the curriculum is 'good' is something that teachers should be worried about, and many are. But they have to comply with many things specified by the system, its service rules. The *system* based on a prescribed syllabus with pre-set objectives cannot easily be changed. But better ways of dealing with evaluation can be introduced. One of these is approach of formative assessment .

Formative assessment .

The term formative assessment is familiar and much is already known. A couple of points are worth stressing. Firstly, formative applies to how test results are *interpreted and used* not to the instruments . Tests (sets of items) used

formatively are not necessarily different from other tests, though they should ideally be closely related to the current syllabus segment and handled in a user friendly manner. The key notion in the formative perspective is feedback:*information* about progress going to the teacher and to the learner. This information comes from the *past*: the test has already been administered. But the true value of this information lies in the potential link to the *future*. Making entries in the marks register is a trivial backward looking clerical operation. In a pedagogic perspective, the focus would be on clues to what might be desirable as the 'next step'. For the teacher this could be a quick revisionof some specific topic, or re-teaching it using a different strategy, modifying what was planned for a subsequent lesson, and so on. For the student what is useful is endorsementrelating to how questions were tackled, or alerts about apparently having gone astray. Such feedback could influence future study patterns. Formative assessment is rightly seen as a resource for quality enhancement since feedback can suggest ways of doing things better—in the future .

Bringing assessment closer to teaching is a more complex matter. At the surface it is easy to see and practice. In fact the continuous dimension of CCE is based on such a process. The problem with many mandated CCE packages was the heavy emphasis on recording scores (high or low) for each student many times in a term. This reduced it to a series of mini-unit tests. Students very rightly complained about being tested in every lesson every day. The recent policy decision to bring back external board level examinations and detention at the elementary level is regrettable. This does not automatically lead to scrapping CCE, though there is considerable confusion about this matter. It should be possible to reclaim a space for the *spirit* of CCE in which teaching and assessment come together meaningfully. This will be a long process but certainly worth our commitment as a community. In the section that follows contributions teachers can make to the larger discourse of learning and learning objectives in education are explored . This perspective goes beyond that of formative assessment as a specific procedure .

Observing children in class

One salient aspect of the setting of teachers' work is the close contact they have every day with a large number of children of different ages and from different cultural backgrounds. The extent of direct face to face interaction may be limited. Even so, being there allows the teacher to observe children in varied contexts over and over again. Most of the non-scholastic qualities of students (under 'comprehensive' in CCE) cannot be captured through structured tests. This is what led to the stress on observation of learners' performance as it occurred. Leaving aside what is needed for assessment under cce, how can we take advantage of the opportunity lying in teachers' ongoing proximity to children? What can we learn from the more comprehensive picture of children engaging in learning activities that can be built up through observation? A little more information about the nature of observation will help here.

Ways of studying the social world—methods of social science

Research tools such as the questionnaire , interview, test, are quite familiar. These are used to get answers (statements) from the persons (respondents) being studied. Observation is another widely used method.This has its origins in anthropology. Early anthropologists studied communities that were different and relatively isolated from so called 'modern' societies . The former preserved most of their old traditions that have little in common with urbanized and 'modernized' societies, as for example in 18th century Europe. .Anthropologists studying the culture of these communities preferred or ,rather, found it necessary to use *observation* as the method of obtaining information (data). Why ?

The need to know the local language is obviously a major pre-requisite for field research. Even

with that taken care of, researchers can use questionnaires or interview schedules, only when they already have a fair amount of knowledge about the contexts of their respondents. Each item or question is related to a topic . This would something the researcher has some knowledge about in her/his own context. Assuming the cultures have common features, the effort is to find out what 'they' (the respondents) know or feel about this topic, or some aspect of it. In other words they are building on an assumed base of shared knowledge and experiences. This makes it reasonable to expect that the questions will make some sense to the respondents. The anthropologists who went to remote and strange communities could not safely make any such assumptions about the target cultures.They could not start with questions such as : Do you prefer cooked or raw food? Do you have female goddesses? How do you choose your leader? They had to 'be there' quietly (after obtaining permission or acceptance) — observing and listening . This was the first step in the effort to get some idea about the local culture. Interestingly, the field of astronomy has some similarities. For the study of the heavenly bodies, only observation—from very far off! — was possible. After hours and hours of observation or stargazing certain patterns were noticed, and then it was possible to formulate theories or hypotheses.

Observation in the teacher's setting

What has all this got to do with sincere and honest teachers trying to do their demanding jobs well in spite of many difficulties? In one sense, nothing; teachers do not make policy or engage in fundamental psychological research. But from the perspective of educationists (experts making theories)*everything*.

If we pause to reflect on the process of formal education , we will see that children's *learning in instructional contexts*is something quite unknown and mysterious, just like strange cultures and the stars. Even after decades, centuries rather, of formal instruction we know very little about classroom *learning* in general, let alone its realization specific settings :level and subject area. Schooling covers children of many ages, from many psychological and cultural backgrounds, engaging with a range of material entities and ideas associated with the curriculum. The formal system based on learning objectives and achievement tests simply declares that ' this input will normally lead to this learning outcome' with regard to each segment of the syllabus. We have to live with this in order to survive, but we need not stop with accepting it. We can and must strive for better understanding of the processes of learning.

Where do teachers come in? One thing teachers can do is collect data from the classroom to contribute to better understanding of learning. The models of learning we have now, like all modelsneed to be reviewed and revised as relevant empirical data is available. Formal educationpolicy has no provision for any such 'scientific' approach. An obsession with maintaining supposedly high standards from the distant past (the good old days) ensures that learning objectives-demands-requirements are never analyzed . At best, they are made even heavier.This is a problem that lies in the realm of cultural politics not educational theory. There is no simple solution or even any clear strategy for tackling it. It is in this context that we might look to teachers.

Teachers as observers of children in an unobtrusive bystander role can collect rich data pertaining to various aspects of *learning* .In this quest, we have a powerful and unfailing ally: the childrenin our schools, every last one of them. They are rightly called **learners** because one thing they do and always will do is **learn.** The worry many parents and often authorities obsessed with control have is that they could learn *wrong* things , never that they will not learn. Thus even without declarations about diversity, it is true that children will learn in diverse ways from the textbook and teacher, and life outside school *as co-constructors* of

knowledge.*Learning* cannot of course be studied directly. The internal process of learning presumably involves multiple components and stages supported by teaching-learning activities. Some clues *(only* clues) to these hidden processes lie in students' visible and hence observable performances—what they say, write, ask about, overtly do, express as feelings and emotions.These could be elicited responses or those occurring spontaneously. Teachers naturally located amongst children have privileged access to these performances. There is a whole range of possibilities for them to observe in a continuous mode. The wonderful thing about such engagement on the teacher's part is it does not require approval (permission) from above. It lies safely in theteacher's sacred space.

This image of teachers observing children and coming up almost effortlessly with potentially significant information admittedly seems quite naïve and romantic. Even so it is important to identify and celebrate this possibility. It points to an area of brightness and initiative standing out against the long standing dreary background narrative of teachers wearily struggling to cope with endless,mindless tasks hour after hour. Wherever it is possible we need to assert that teachers are not just existing, but are alive and proactive. And go on to find ways of promoting their autonomy and sense of self efficacy.

It is important to note that any meaningful social study requires planning, attention and sustained effort. Not long ago, eager and self-consciously open minded (anti-numbers oriented) researchers occasionally needed to be reminded that a collection of teachers stories, audio or video recordings of language learners(users) in authentic settings did not in themselves comprise research findings . Such data sets need to be framed by general aims, questions, selected strategies for analysis and frames for interpretation. By the same token, observations by teachers (in focus here) need to be planned. A useful move is to beginwith what the individual

teacher sees as feasible, and gradually extending the scope of the exercise. One scholastic or co-scholastic area andwithin it a narrower theme, at a specific grade level is an illustrative starting point. (It should be clear that no detailed plan is being worked out here: only a listing of some options.)

Teachers as researchers

Efforts to involve teachers in educational research has a fairly long (not wholly unblemished) history. Experience shows that teachers can easily be relegated to the role of field assistants in expert guided research, even 'situated' action research. The well meant position 'experts take is that they/we should support teachers to study problems relevant to them. This is important, but there is often a lurking strand focused on 'solving' a practical problem usually an impediment to higher achievement levels. Officials higher up in the system are looking for good practices that can be upscaled. Local concerns and the authenticity of the emerging practice can get submerged.

The suggestion here relating to observation by teachers does not come from a clear research question. This is not any form of apology. There is a conscious attempt to invoke a new perspective on the value of a rich descriptive data base. Its relevance is argued first.

We have reached a point in our history of public education (framed also by therecent Right to Education Act) where we desperately need new ideas to tackle the challenges before us.We have been confronted consistently over several years with massive shortfalls in achievement levels, added to which are stubbornly high dropout rates. All this in spite of the enormous resources including human effort (much if it sincere, it must be acknowledged) —going into school education further supported through SSA, RMSA. A major round of syllabus revision was completed a few years ago.Technology aided innovations in instruction — both materials and techniques—have been promoted . The chanting

of the promise of salvation through ICT continues, even as unused TV monitors and even desktop systems are being displaced by smart phones and tablets. But the facts on the ground relating to learning levels remain grim. It is increasingly difficult to explain (explain away) low learning levels to any significant level using learner factors (motivation, ability(merit), parental support —all low, of course). The curriculum is good but student are not 'suitable' argument is not tenable. (It is indeed deplorable that the main argument in support of bringing back external examinations and detention is that the absence of the 'fear of failure' among students can be rectified.) The 'new' ideas needed will have to come from efforts closer to fundamental research, not tinkering.

This is where a data base of teachers' observations (seen and noted) holds great promise .It would include descriptions of performances associated with children'slearning in its myriad forms that occurs in school settings. Subsets from this huge and mutli-layered data base can be analyzed to locate trends and relationships –pointers to diverse patterns of learning. Ideas and insights emerging here could stimulate the formulation of many different small models of 'learning from instruction in school' to study further. The initiative at this later stage here would need to come from experts— trying to do *their job* sincerely and honestly. Specific small studies can then be worked out that could go back teachers .One necessary condition for this process to move forward is a willingness on the part of experts to recognize teachers as co–constructors of research knowledge on learning, and *work with* them.

A message of hope

The main argument in this essay is that planned observations during lessons by teachers both enhances their knowledge (in its best sense) of children and is a potential contribution to research that feeds into curriculum renewal. It seems reasonable to claim that this fosters professional growth. A less proper claim is that experts (especially in ELT) would benefit, possible more from involvement in this process.

For teachers, the suggestion here endorses the freedom to act in small ways on *the teachers sense of plausibility* —an elegant phrase that N S Prabhu gave us. Moments where choices/ decisions have to be madedo come up often in the classroom. It is not a matter of choice if it is all pre-ordained. The small measure of freedom here is important for teachers. Inputs from outside aimed at promoting professional development (especially the continuing variety) need some *existing* professional practice to build on.

For experts stagnating in the practice of peddling knowledge produced elsewhere and finished (packaged nicely which also means made static), a new mode of interaction with teachers is offered.A highly desirable initial condition (mindset) is a willingness to listen. This does not come easily.However, generations of students have been fidgeting and listening to teachers, and teachers have been listening (more docilely) to experts at seminars and in-service short courses. The time for listening practice to be carried to the next hierarchical level has come, perhaps.

Collaborative learning involving various types of partners is one bright hope for our future.

Evaluating Running, Walking, Hopping and Jogging

Geetha Durairajan

Professor, Department of Materials Development, Testing and Evaluation,
EFL University Hyderabad

gdurairajan@gmail.com

About a fortnight ago, I was asked to talk about the basics of evaluation to a group of post-graduate students. I spoke about evaluation and how it is a part of our everyday lives; about the roles of evaluation within and outside education and then went on to talk about the differences between testing and evaluation; how we need an instrument to test, but can evaluate using a rule of thumb measure etc. As a part of the discussion on testing, we were looking at differences between subjective and objective type items. Categorizing the various item types under these two headings was very easy, but the group was not very clear about what made an item type subjective or objective.

As is my wont, I created an example and wrote it up on the board. (I believe that an example speaks a thousand words!) The example was a vocabulary item where the student had to find the odd man out. The two items were:

1. a. run   b. walk   c swim   d. jog

2. a. run   b. jog   c. walk   d. hop

I had about 40 odd students in class and asked for a show of hands to find out who had chosen which answer. (As I always do, I kept a poker face and did not give out the answer, to make students decide and to let everyone participate).

About half the class remained silent and passive and did not raise their hands. I counted hands, repeated, asked for answers and got no reply!

Since it was a one-off lecture, I decided not to press for answers and was just going to continue, when the penny dropped!

I got a research associate who was also attending the lecture to actually run, hop and jog and show the difference… and then, in a shot, all hands went up.

I felt mortified for I had taken something for granted which I should not have done!

I had assumed that at the post-graduate level, such simple mono syllabic words would be easy to access; in fact it never occurred to me that words like 'jog' and 'hop' would not be understood!

Although I had been told that a large number of students in this class were from regional medium backgrounds and also from rural areas, I had not paused to think of 'easy' and 'not easy to access' words...

When everyday life includes running to catch a bus or train, and where one walks a few kilometers to reach the nearest bus stop, the notion of jogging does not exist! It does only along with Nike, Reebok and Puma… and the metros and well-to-do people who have the luxury of going for a jog every morning (and that too by taking out the car and parking it somewhere first…)

Two simple vocabulary items and I learnt that one has to hop into a learner's mind and jog in his shoes, to problematise learner–centredness and understand what it truly means.

How to Integrate Language Skills through Andragogy?

Dr J. John Sekar
Head, Research Department of English
The American College, Madurai
jjohnsekar@gmail.com

Abstract

English language classrooms in India should facilitate learners to become skilled in English language communication. English is the international communication tool among non-native English users around the world, and with native speakers. It is seen as the language of development at personal and societal levels. Skills, therefore, acquired in EL classrooms should enable learners to use them in their majors and thereafter at workplaces in life. English is also viewed as the language of promotion. The need of the hour is not acquisition of knowledge about English, but of skills of English language communication for academic study, careers, and promotion. The National Skill Development Corporation of India aims at promoting skills development. One of the basic soft skills is English language skills. Indian economy is one of the fastest growing economies in the world with the projected GDP growth rate of 7%. India's demographic dividend is expected to increase to 1.14 billion in 2026 and 83% of the increase is expected to be in the age group of 15-59. If this dividend is harnessed by 2025, India will have 25% of the world's total workforce and India's per capita income will be around $4000 and it is currently less than $1000. It is expected to go up to $9802 in 2040 and $20,836 by 2050. The United Nations Development Programme advocates for change and connects countries to knowledge, experience, and resources to help people build better life. It is in the hands of thousands of English language teachers in India to help learners of English realize their life goals by enhancing their communication power in English. This qualitative research paper argues for integrating four language skills through a shift from pedagogy to heutagogy to turn students into productive and industry-ready prospective employees and entrepreneurs.

Keywords: Integration of Language Skills, andragogy, heutagogy, discreet skill, segregated approach, content-based instruction

Introduction

ELT in India has been practised through exploitation of literature as medium of acquisition of language competency from the secondary level onwards. A paradigm shift in English language curriculum was felt in 1980s when CLT made inroads into teaching first at the tertiary level and then at secondary level. Four macro-skills replaced literary content to a significant extent in the language curriculum though literary pieces continued and continue to dominate the General English language curriculum in a majority of universities and their affiliated colleges. However, a very few autonomous colleges were bold enough to introduce skills-based English language courses skills. Unfortunately, one of the major drawbacks of skills-based curriculum is the treatment of these fours skills in isolation as if they were totally unrelated. CLT research compartmentalized language into four discrete

skills for the sake of convenience, but such a division has pedagogical disadvantages with unequal or disproportionate importance being to given to one and neglecting the other. Moreover, teachers and learners have mistaken the teaching-learning of a specific skill for the acquisition of language as a whole. They fail to realize that language does not function in terms of skills in isolation. CLT treats all skills working together in an integrated manner and it does not mean the teaching of skills in isolation for their own sake. The shift appears to be a transition from bad to worse. CLT stresses the mantra 'language is communication' and not 'language for communication' as it is often (mis)understood. Again, it does treat language both as medium and communication. Above all, teachers cannot be present all through students' life for scaffolding their learning of English. Hence, there is a dire need for inculcating learning skills to learn independent of teachers.

Research Questions

The questions that are addressed in the reflective study are

1. What is the difference between pedagogy, andragogy, and heutagogy?
2. What are the major components of LSRW?
3. Why should skills be integrated in the curriculum?
4. How can integration be achieved?

Review of Literature

Language skills integration refers to two or more inter-related skills. It combines production (speaking and written) and reception (reading and listening). Rebacca (2001) compares skill integrated teaching to a tapestry. Along with teacher, learner, and setting, four skills becomes the most important strand in weaving. Skills are also integrated with knowledge of vocabulary, spelling, pronunciation, syntax, meaning, and usage. Desta Kebede and Getachew Seyoum (2012) compare skills integration with building blocks and claim that it is essential component of language teaching. Moreover, integrating language skills helps

language learners develop their ability in using two or more of the four skills in contexts and real life situations. According to Hinkel (2006), communication becomes meaningful if it happens in integrated language skills and not through an isolated one. In other words, communication does not run well if people use only one language skill at a time. Language skills should therefore also be integrated in the language teaching process and in real life. Abraham (2012) asserts that the good command graduates possess in integrating these skills could have a significant and long-lasting effect in enhancing their academic success. The implementation of skills integration in a learner-centred, realistic mode is therefore vital as it enables learners to develop their communication skills.

Discussion

The terms "pedagogy," "andragogy," and "heutagogy" may look like high sounding words due to their foreign etymology, but they simply mean dependent learning, self-directed learning, and self-determined learning. Since 'peda' means child, pedagogy concerns children being taught and their learning in schools. 'Andra' means adults and therefore helping adults learning while 'heuta' means lifelong and therefore learning lifelong. Children depend on teachers for their learning while adults are independent of teachers but direct their learning and if learning is to take place lifelong, there learners should be determined to learn.

Pedagogy and andragogy enjoy academic and institutional value when English is taught and learnt. However, whatever English language skills they learn should be complemented and supplemented by adult learners outside of the classroom. It can be the virtual learning, or online learning, or learning at libraries, or at the language laboratory, or at home with books and e-sources. They direct their learning with the possible inputs from teachers in classes. Pedagogy treats learners as dependent children while androgogy recognizes learners as adults. The following table illustrates the important features of pedagogy and andragogy:

Pedagogy	Andragogy
For children	For adults
Dependent upon teachers for learning	Self-directed
Teachers assume full responsibility for how of and what of teaching	Learners are responsbile
Teachers evaluate learning	Self-evaluation by learners
Learners face tasks with little experience	Learners bring greater volume & quantity of experience
Teachers' experience is more influential	Learner experience becomes the source of identity
Learners are told what they have to learn	Learners' ability assesses gaps between where one is and where one needs to be
Learning is a process of acquiring prescribed matter	Learners want to perform a task, solve a problem, and live in a satisfying way
Content units are sequenced according to subject matter	Content is relevant to real-life tasks and is organized around life/work situation
Learners are motivated by external pressure, competition for marks/grades motivators such as	Learners are influenced by internal self-esteem, recognition, better quality life, self-confidence, and self-actualization

Learning English communication skills is a lifelong process since it is infinite and it cannot be learnt only in classes and outside classes during the academic period in learners' life. Learners must learn skills to learn lifelong. They should be self-determined. Technology has come to their help in the twenty first century where knowledge and skills learnt at college become outdated within the following five years. Graduates cannot go back to colleges for further learning from their workplace. They should have acquired the culture of learning themselves lifelong. Bill Ford (1997) explains the objective of heutagogy as "knowledge sharing and not knowledge hoarding." When they are students, they acquire both competency and capability. Cairns (2000) as quoted in Gardner (1007: 252) makes a distinction between competency and capability: "Competency is a proven ability in

acquiring knowledge and skills while capability is characterized by learner confidence in their competency and as a result the ability, to take appropriate and effective action to formulate and solve problems in both familiar and unfamiliar and changing settings." Hence, lifelong learning is viewed as a progression from earlier methodologies like capability development. It is required to appropriate learners' needs at workplace in the present century.

The European Commission (2000) defines lifelong learning as "all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence." Hence students in colleges should be prepared to develop five dispositions: curiosity, initiative, independence, transfer, and reflection. These qualities are further explained:

Disposition	Rubric
Curiosity	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject
Initiative	Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities
Independence	Educational interest and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently
Transfer	Makes explicit references to previous learning and applies in an innovative (new & creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations
Reflection	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time

Lifelong learning is largely a consequence of the changes in society that have been brought about by information technology. Knowledge is being produced at an increasingly rapid rate to the extent that knowledge and skills acquired at colleges become outdated sooner than knowledge produced. Moreover, lifelong learning enriches human life since learning and education are not necessarily just linked to work but life.

Language Skills

Language was disintegrated into listening, speaking, reading, and writing in that order on the sound rationale that children start the acquisition that way in all cultures. The order moves from the social to the academic and from the informal to the formal. Here are some of the thoughts associated with skills:

Listening

1. Human beings use their ears to receive individual sounds and use their brain to convert them into messages that mean something to them in a speech community.

2. Listening requires focus and attention, and people who have difficulty in concentration are poor listeners.
3. Listeners therefore need to listen to a variety of voices as often as possible.
4. By listening they learn how to speak. Listening not only helps them understand what others say, but also help them speak clearly (pronunciation, word & sentence stresses, and intonations).
5. Good listening skills bring benefits to their personal lives: a greater number of friends, social network, improved self-esteem and confidence, better grades and the like.

Speaking

1. Learners need at least one listener.
2. There are three kinds of speaking situation: interactive, partially interactive, and non-interactive.
3. Interactive speaking situations include face-to-face conversation and telephone calls in which they have a chance to ask for clarification, repetition, and slower speech from their conversation partner.

4. Partially interactive speaking situations involve giving a speech to the audience with no interruption during the speech. Nevertheless, the speaker can see the audiences and judge from the expressions on their faces if they are being understood.
5. Non-interactive speaking situations mean recorded speech for broadcasting and finally,
6. Speaking is a skill that most language learners wish to perfect as soon as possible because speaking fluently can build up their confidence level while speaking to others.

Reading

1. Reading can develop independent of listening and speaking but it develops along with them in societies with a highly developed literary tradition. It can help build vocabulary that helps listening.
2. Learners use their eyes to receive written symbols and brain to convert them into messages that mean something to them in a speech community.
3. It is an important way to gain information in English language learning and therefore it is a highly valued skill.
4. It is a complex cognitive process of meaning-making: complex interaction between the text and the reader; shaped by the reader's previous knowledge, experiences, attitudes, beliefs, and language community which socially and culturally situated.
5. It is a process that requires continuous practice, development, refinement, creativity, and critical analysis.

Writing

1. Writing is the process of using symbols to communicate thoughts and ideas in a readable form.
2. It is hardest skill since it involves the development and presentation of thoughts.
3. Knowledge of grammar, punctuation, choice of vocabulary and sentence fluency are involved and the result of writing is called 'text.'
4. Motivation for writing includes research and scholarship, publication, correspondence, examinations, networking, keeping history, dissemination of knowledge and the formation of legal system, translation.
5. Purpose may be a personal enjoyment or use: taking notes for study and exam (personal), blogging publicly (unknown audience), a letter to friend (targeted audience).

Background to Segregated Approach

English was taught in India through what is popularly patronized by teachers as Grammar Translation method. Due to the influence of Structural and Behaviourist approaches prevalent during the firs half of the twentieth century, it was taken for granted that language teaching could be naturally divided into LSRW skills and such a division was reinforced by approaches and methods including Communicative Language Teaching. Fifty years after the adoption of CLT in India, the desired results are far from ordinary learners of English. However, the current pedagogy is to integrate them wherever possible. The shift was seen in CLT that advocated acquisition of "communicative competence" (Dell Hymes, 1972). Canale and Swain (1980) developed a theory that language competence included communicative competence, grammatical competence, and sociolinguistic competence. Current research verifies that the central innovative characteristic of CLT is the integration.

Disadvantages of Segregated Approach

Skills-based approach was understood be a welcome alternative to literature-based language teaching. Several terms are employed to refer to the teaching of language on the basis of skills. Some of them are discrete skill, isolated skill, single skill, and segregated skill. However, disintegration of language into four skills also had its own pedagogical problems. One, it emphasizes one skill at a time in the language classroom and therefore it leads to communication deadlock. Two, classroom highlights a given skill intentionally oriented toward the development of only that skill. It

therefore sounds artificial. Three, each skill is treated separately as if other skills are no way related to the one that is focussed in the class. Four, all the four skills are not separated in reality. For instance, listening precedes speaking and reading precedes writing. Five and finally, motivation, interest, and class motivation plummet when language is presented or taught in a fragmented way. Learners do not see the connection between skills because they do not use any one of these skills in isolation. Moreover, they do not know where and how vocabulary and grammar play a role in such a discrete approach. It results in the compounding of confusion.

Rationale for Integration

It is rare in real life to use language in terms of isolable and discrete structural elements. Widdowson (1978) is the first linguist to call for integration to raise learners' proficiency levels and to enable advanced language learning. He argued that although separation is "administratively convenient as in divide and rule," language comprehension and production do not take place in discrete units. On the other hand, it takes place in the form of discourse in specific social contexts. Moreover, English is learnt and taught for purposeful communication. Purposeful communication can not be served if English is viewed as a single at a time ignoring other three skills. On the other hand, it permits more focused teaching and more intensive learning. The pragmatic objectives of English language learning underscore the importance of integrated and flexible instruction. The objective is to enable learners to gain access to social, vocational, educational, or professional opportunities. Integration leads to the use of authentic language and learners are exposed to authentic language and are involved in activities that are interesting and meaningful. Learners rapidly gain a true picture of the richness and complexity of English when they use it for communication. English thus becomes not just as an object of academic interest but a real means of interaction among learners. Besides,

teachers get an opportunity to track students' progress in multiple skills at the same time. Skills integration allows mutually supportive growth in all the four macro and micro skills because language instruction promotes the learning of real content rather than the dissection of language forms. Consequently, the learning of authentic content through language is highly motivating to students of all age groups. Finally, the significant role of background knowledge becomes evident when language skills are integrated communicatively.

Modes of Skills Integration

Teachers and researchers need to choose the appropriate models of modes for integrating skills in a way that is beneficial to learners. The most familiar mode to teachers of English in India is language through literature module which was experimented in 1980s, but teachers' attitude was that of teaching literature for aesthetic purposes and not using it as a mode for enhancing learners' communicative competence. Thus there was almost nil difference between English Major Classes and General English Classes as far as their approach to literature was concerned. The universities' question paper model bears a witness to this piquant reality. Some of the models that teachers can try without compromising on the communication objectives of General English curriculum are

1. Content-based (sometimes also called theme-based)
2. Task-based
3. Text-based (also called genre-based)
4. Discourse-based
5. Project-based
6. Network-based
7. Technology-based
8. Corpus-based
9. Interaction-based
10. Literature-based
11. Literacy-based
12. Community-based
13. Competency-based or
14. Standards-based

This paper investigates why the first two modes can be used for skills integration: content-based (CBI) and Task-based (TBI). CBI is otherwise known as Content Integrated Language Instruction.

Content-based Instruction (CBI) is the most important mode of skills integration. Learners practise in a highly integrated way all the language skills while participating in activities and tasks that focus on important content in areas such as science, math, and social study. The goals of CBI

i. help students develop communicative competence
ii. introduce concepts and terminology relevant to a subject area
iii. reinforce content-area information learnt elsewhere
iv. teach specific learning strategies for reading and writing or general study via the means of interesting content

There are three models of content based instruction.

1. Theme-based: Skills are fully integrated in the study of a theme and it works effectively because themes are chosen for their relevance, importance, and interests to the students, a key factor for their motivation.
2. Adjunct: Language and content courses are linked through instructor and curriculum coordination. Two separate courses are conducted but they are carefully linked.
3. Sheltered: Learners are taught the subject matter and the language course work is modified to students' level of proficiency.

Task-based Instruction (TBI) can simply be understood as learning-by-doing method. It reflects the natural process of language acquisition by children in all cultures. Parents and elders at home ask children to do several actions like 'open the door and see who knocked the door?' or 'call the mom who is in kitchen,' or 'open the window, child,' and the like. Children listen and carry out the instruction and in this process they internalize language structures and use them for communication unconsciously. TBI can therefore be characterised as follows:

1. It involves communicative tasks in the target language.
2. Activities require comprehending, producing, manipulating, or interacting in authentic language.
3. Attention is oriented to meaning rather than form.
4. Pair work and group work are often used.
5. Tasks become increasingly complex and multifaceted at higher levels of skill development when students are more able to handle such transactions.

Task-based teaching is the closest classroom simulation of real-life integration. Such integrated classroom activities called 'tasks' include listening to/watching tapes/TV/You tube, playing games, working on information gaps, and problem-solving exercises. Group work or pair work demand the use of language (LSRW), share and discuss information, and pool information. Language practice exercises for groups and pairs of learners combine

i. listening and speaking
ii. reading and speaking
iii. reading, writing and speaking

Nunan (1989) outlines the principles of designing teaching materials and modules for integrating a variety of language skills:

i. Use of authentic language models
ii. Continuity of language work from comprehension to production
iii. Explicit connections of classroom language practice to real world uses (presentation & interviews)
iv. A systematic language focus that enables learners to identify and analyze language regularities

According to Nunan (2001), in integrated instruction, language skills are taught and practised on the basis of learning objectives. Teaching learning objectives are

i. language features needed for communication and used in the context of communication
ii. thematic and cohesive stretches of discourse for language input, rather than a focus on

discrete vocabulary items, patterns, or grammar points

iii. Discourse-based approaches to instruction afford an opportunity to learners to focus on organizing and presenting information in particular contexts. For example, learning to organize and explain one's ideas in writing can prove to be highly useful in structuring oral presentations

Challenges in Skills Integration

Skills integration is not without its own challenges. In the Indian context, most teachers of English are not familiar with skills teaching since the university English language curriculum continues to be literature-based and –biased. In institutions where skills-based instruction has been introduced under autonomy, teachers pine for going back to teach literature in language classrooms since they believe that students need to be exposed to human values rather than communication that is anyhow not assured through skills-based instruction. Richards and Rogers (2001) say that teachers and learners resist integration in certain cultures. Teachers think that complex integrated instruction with more than two skills places greater demands on them. Teachers therefore need to be versatile and well-trained. They need to be familiar with discourse-based instructional models and they must pay more time and effort to prepare integrated teaching materials. Large classroom is the main problem where individual attention of acquisition of language competence could not be assured nor monitored. Moreover, uneven acquisition of skills by learners creates a serious problem. For instance, a particular skill may get more or less attention than learners' proficiency might require. Some contend that integrated approach might overlook the quality of the learning product since it focuses on the learning process. Above all, integrated tests and testing have become a failure since language proficiency is not a unitary trait.

Suggestions

The following can be given some serious thought as part of follow-up action:

i. Research guides can encourage their wards working in colleges to undertake research on modes of skills integration, teachers' attitude to integration, and problems related to testing as well in the Indian context.

ii. National level workshops to English teachers can be conducted on materials production and teaching strategies using different modes of skills integration.

iii. Skills integration can be included as a component in MA English curriculum and B.Ed English curriculum for training prospective college and school teachers.

iv. English teachers of autonomous colleges in a particular region can network among themselves through consortium in an effort to promote awareness for professional development in the area of skills integration.

v. Professional Associations like ELTIF and ELTAI can hold conferences and workshops to their members on the theme.

vi. English teachers can undertake action research on the different aspects of skills integration: teaching, learning, testing, and materials production.

vii. MPhil scholars can be encouraged to address the issue as part of their dissertation.

Conclusions

With current emphasis on both fluency and accuracy in English language learning, integrated language teaching-learning and integrative teaching models need to be encouraged for research in the first instance and experiment in teacher training institutes before it is implemented in institutions. English language instruction lacks depth and substance when it is tried through literature. Four macro-skills are related and connected in two ways: the direction of communication (in or out) & the method of communication (spoken or written). Skills integration is a necessity and not a luxury for learning English as a foreign or a second language in India. Teachers and learners must be encouraged to move from pedagogy to heutagogy through andagogy in acquisition of English language competency and capability for communication purposes throughout their life. Learners should become independent of teachers with the help of technology.

Task-based Approach in Second Language Teaching: Role-play in the Classroom

Yogesh L. Patel
Controller of Examination,
Shree Somnath Sanskrit University, Gujarat, India
yoga8175@gmail.com

Abstract

Language teaching is not just about teaching languages, it is also about helping students to develop themselves as people. Task-based language teaching (TBLT) proposes the use of tasks as a central component in the language classroom because they provide better contexts for activating learner learning processes and promoting second language learning. Task-Based language teaching has attracted the attention of second language learning which was coined and later developed by second language researchers and educators in reaction to other teacher-dominated, form-oriented methods. Role play is a technique in which students are presented with a real or artificial environment and they are exposed with some kind of case or situation and they need to exhibit the same in form of roles. A brief outline of task-based teaching and a brief historical sketch of role-play are given in this paper.

This paper focuses on the need of task-based language teaching in classrooms and role play as a instructive method which serves as a multi-skill developing weapon where the students not only develop a broader perspective about a task or new role but also the horizon of understanding others behavior resulting into empathy, teamwork, better communication and interpersonal skills.

Keywords: *Task-based Language Teaching, Role-play.*

Introduction

English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. The area of English has always become a special interest. Among the recent innovations in the field of second language teaching, task-based language teaching is probably the most promising and productive one, the one which has drawn much attention from both second language teaching profession and second language researchers.

Task is "...an activity which involves the use of language but in which the focus is on the outcome of the activity rather than on the language used to achieve that outcome."

Role-play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language learning impressive. Role play is very important in teaching English because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while.

Why use a Task-based approach?

- Tasks can be easily related to students real-life language needs.
- Tasks create contexts that facilitate second language acquisition (i.e. an L2 is best learned through communicating).
- Tasks create opportunities for focusing on form.
- Students are more likely to develop intrinsic motivation in a task-based approach.

⇥ A task-based approach enables teachers to see if students are developing the ability to communicate in an L2.

Definition of Role-Play:

Role-play refers to activities where students simulate a scenario by assuming specific roles. In the classroom, students can work through a situation and practice behavior for the real world. Alternatively, the role-playing activities may be used to shed light on any complicated topic. To be effective, students must take on the roles that they are assigned and assume the vantage point of a specific character. Some students may play themselves while others are given roles that require them to behave in a way that they would not normally conduct themselves.

History of role-play

The idea of Role play as a medium for instruction can be traced back to the Greeks. Probably the first role-play session was run when a master teaching a pupil, said to him: *"Act as if I am a customer and you are serving me"*. The pupil played his role. The master played his role as a would-be-customer. When they discussed their roles afterwards, play was used as method of instruction (Corsini, Shaw & Blake, 1961). The Viennese psychiatrist Moreno was the first to examine role-play in a scientific way. Moreno (1946) created the psychometric measure, a technique that studies interpersonal attraction and group membership in institutional settings (e.g., reform schools). He used role-play for psychiatric objectives. These plays are known under the names of psycho-drama and socio-drama. In psycho-drama, the enactment and its emotional and behavioral confrontations are the central activity; discussion and analysis are minimal (Joyce & Weil, 1980). The educational use of role-play became more and more widespread. During the 1970s and 1980s the use of role-play increased even further and role-play is now common-place in university curricula, business, and industrial training programs.

Reasons for using Role-plays in Class

There are many good reasons for using role-plays in class:

⇥ Role-plays help students cope with real-life situations, commonly used expressions, forcing them to think "on their feet";

⇥ Role-plays help students work together as a team or group, and communicate in order to understand each other, because role-plays are not simple acts of reading or reproduction the information from a piece of paper;

⇥ Role-plays can be adapted to the needs of the students, they may use specific vocabulary for specific situations, as learning English is sometimes done for a specific purpose;

⇥ Role-plays give learners more responsibility in their learning, encouraging interaction;

⇥ Role-plays offer students the chance to evaluate their learning progress and their level of English.

Role play can improve learners speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning.

How to teach using Role-play?

⇥ The teacher should prepare the students by asking questions before performing a role play.

⇥ The questions should incorporate the major parts of the role play and the vocabulary/ idioms involved. After the question answer session the students should be comfortable with what they need to do.

⇥ Allow the students a few minutes to study the role cards and work out some key sentences. The teacher can help the students where ever needed.

⇥ Each role play should be performed at least twice with the students changing roles.

⇥ In group situations the stronger students can act out the role play to the whole class.

- The teacher can take one of the roles if needed.
- Avoid making corrections until the role play is finished.

Role-play Cards
Role play cards can be a very useful tool. Role-play cards invite students to assume the role of a specific person or character and to react to a stimulus or prompt as that person.

Values of Role-plays
Role playing allows people to make mistakes in a non-threatening environment. They can test several solutions to very realistic problems, and the application is immediate. It also fulfills some of the very basic principles of the teaching-learning process such as learner involvement and intrinsic motivation. A positive climate often results in which one can see himself as others see him. The involvement of the role playing participants can create both an emotional and intellectual attachment to the subject matter at hand. Role playing can often create a sense of community within the class.

Problems in Role Playing
The major drawback in role playing is the insecurity of class members. Some may react negatively to participating in a situation which will be discussed and possibly criticized by other members of the class. And role playing takes time. The class discussion of a five-to-ten-minute role playing situation may extend to several times the length of the situation itself. The relationship of the people in the group is a crucial factor in the success of role playing. At times it may emerge as a negative factor. For example, previous interpersonal difficulties experienced by group members may arise in class to corrupt the role playing situation. Also, if the group has people of different status, they may be reluctant to become involved for fear of being humiliated before the members of the class who are smarter or more popular. These difficulties with the method are formidable, but they are not insurmountable. Nor are they so extensive that they should prohibit us from experimenting with role playing. The potential benefits of the method quickly overbalance the difficulties which seem so apparent in the initial preparation stages.

Principles for Effective Role Playing
As a teaching technique, role playing is based on the philosophy that meanings are in people, not in words or symbols. If that philosophy is accurate, we must first of all share the meanings, then clarify our understandings of each other's meanings, and finally, if necessary, change our meanings. In the language of phenomenological psychology, this has to do with changing the self concept. The self concept is best changed through direct involvement in a realistic and life-related problem situation rather than through hearing about such situations from others. Creating a teaching situation which can lead to the change of self concepts requires a distinct organizational pattern

The Role of a Teacher (Some of the possible Teacher roles)**:**
Facilitator - students may need new language to be 'fed' in by the teacher. If rehearsal time is appropriate the feeding in of new language should take place at this stage. As students practice the role-play they might find that they are stuck for words and phrases. In the practice stage the teacher has a chance to 'feed-in' the appropriate language. This may need the teacher to act as a sort of 'walking dictionary', monitoring the class and offering assistance as and when necessary.
Spectator - The teacher watches the role-play and offers comments and advice at the end.
Participant - It is sometimes appropriate to get involved and take part in the role-play yourself.

Error Correction
There are many ways to correct mistakes when using role-play. It is rarely appropriate for the teacher to jump in and correct every mistake. This could be incredibly de-motivating! Some students do like to be corrected straight after a role-play activity, while the language is still fresh in their minds. Sentences with errors can be

written on the board for the group to correct together.

Self-correction - If you have the equipment to record the role-plays either on audiocassette or on video, students can be given the opportunity to listen to the dialogue again and reflect on the language used. They may find it easy to spot their own mistakes.

Peer-correction - Fellow students may be able to correct some mistakes made by their peers. Students could be asked to listen out for both great bits of language they'd like to use themselves, and some mistakes they hear. Be careful to keep peer-correction a positive and profitable experience for all involved. Making a note of common mistakes yourself and dealing with them in future classes ensures that the students don't lose motivation by being corrected on the spot or straight after the role-play. Negotiate with students and ask them how they would like to be corrected.

Methodology of Task-based Language Teaching:
a. Pre-task (e.g. opportunity for pre-task planning)
Below are some of the ways to do Pre-task:
1) Allow the students time to plan

2) Provide a model
3) Do a similar task
4) Pre-teach key linguistic items
b. Main-task (e.g. pre-emptive and reactive focus on form).
1) Whole class vs. small group work
2) Set a time for completing the task
3) Vary the number of participants
4) Introduce a surprise element
5) Presentation by each group at the end of the Task.
c. Post-task (e.g. language practice activities).
1) Students give a report
2) Repeat task

Putting it into practice:
The example is based on Task-based approach with a simple and straight-forward structure. The task included in this paper involves easy and deliberate integration of various skills for language learning.

Task-: Role Play: Doctor Vs. Patient
Level: Beginner/ Intermediate
Time: 30-40 minutes
Material: Cards
Language Functions: Giving & taking advice, narration, discussing, expressing views.

Pre-Task

Brainstorm by asking the following questions on the topic 'Seeing a Doctor'.
a. Why do people visit a doctor? Or why do you visit a doctor?
b. What are some common sicknesses that take people to a doctor?
c. What do you do when you catch cold?
d. Do you always visit a doctor when you have a headache?
e. Have you ever been bitten by a dog? What should you do when beaten by a dog?

Task Preparation

1. Pair students in groups of two: patients vs. doctors.
2. Make one student a patient, the other a doctor.
3. Cut out a patient card on **A** and a doctor's card on **B** and hand it over to learners accordingly.
4. Allow the participants some time to study the cards.

Task-Realization

Patients: Based on their cards, the participants write down possible short-dialogues to describe their situations to the doctors.

Doctors: Based on their cards, participants write down and practice possible short dialogues to advise patients on his/her health problems.

Post-Task

1. Learners can use internet or library to read some more information on remedies for the sickness they have.
2. Learners' groups take turn to role play their dialogues.
3. The facilitator can collect the written dialogues as a part of over-all assessment.

Patient's Card: 1**Illness Description:**You have caught cold, fever and headache for two weeks. You have been taking medicine at home, but your situation hasn't improved. Your body hurts and you don't feel like eating or drinking anything. Every time you eat something, you vomit it out.**Task**: You are going to see the doctor today. Plan a dialogue with the doctor.	Doctor's Card: 1**Illness Description:**Your patient has been suffering from bad cold, headache and fever for two weeks. The patient has taken medicines, but does not feel better still. To make things worse, the patient can't eat. Every time the patient eats, he/she vomits.**Task**: Plan a dialogue with the patient, giving him/her at least five remedies.
Patient's Card: 2 Illness Description:You have serious food poisoning and your stomach hurts badly. You visit the toilet at least five times in 30 minutes. You have been taking medicine at home, but your situation hasn't improved. You don't feel like eating or drinking anything. Every time you eat something, you rush to the toilet.**Task:** You are going to see the doctor today. Plan a dialogue with the doctor telling him/her how you feel.	**Doctor's Card: 2**Illness Description:Your patient has been suffering from serious food poisoning. The patient visits the toilet frequently. He/She has taken medicine and still does not feel better. To make things worse, the patient can't eat. Every time the patient eats, he/she visits the toilet.**Task:** Plan a dialogue with the patient, giving him/her at least five remedies to the problem.
Patient's Card: 3 Illness Description:You feel very sick. You have fever and headache. You feel tired, your joints hurt badly and you feel very weak. You don't feel like eating anything. You have been keeping warm, but still feel bad.**Task:** You are going to see the doctor today. Plan a dialogue with the doctor.	**Doctor's Card: 3**Illness Description:Your patient has fever and headache. The patient feels tired and his/her joints hurt. He/She has lost his/her appetite. **Task**: Plan a dialogue with the patient, giving him/her remedies to the problem.

Patient's Card: 4 Illness Description:A sore throat is making you feel terrible. You have had a sore throat for a day now and it only gets worse. Now you can't eat anything or else your throat hurts badly. Your situation is very discomforting and you had passed a sleepless night.**Task:** You are going to see the doctor today. Plan a dialogue with the doctor detailing your situation.	**Doctor's Card: 4**Illness Description:Your patient has a sore throat and he/she can neither eat nor sleep at night. The patient feels terribly bad. To make it worse, fever and headache have worsen the situation. **Task:** It is your job to help the patient. Plan a dialogue with the patient, giving him/her at least five solutions to the patient.
Patient's Card: 5 Illness Description:The last time you went playing football you broke your leg. The broken leg hurts badly. You can only walk when someone supports you. You feel uncomfortable and spend most of the time in bed.**Task:** You are going to see the doctor today. Plan a dialogue with the doctor detailing your situation.	**Doctor's Card: 5**Illness Description:Your patient has a broken leg. It hurts badly and the patient can't walk. **Task:** It is your job to help the patient. Plan a dialogue with the patient, giving him/her at least five solutions to the patient.

Conclusion

To sum up, incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class and not a 'one-off' event. It's fun and motivating; quieter students get the chance to express themselves in a more forthright way; the world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities. In addition to these reasons, students who will at some point travel to an English speaking country are given a chance to rehearse their English in a safe environment. Real situations can be created and students can benefit from the practice. Mistakes can be made with no drastic consequences.

Role-playing can boost self-esteem, increase classroom morale, encourage participation and create confidence. Children who engage in creative learning learn faster, retain more of what they learn, and are more prone to apply their learning outside the classroom. The techniques of role playing afford another approach to involving students in their own learning process toward the clarification of self concepts, evaluation of behavior, and aligning of that behavior with reality.

References

1. Richards, Jack C., and Theodore S. Rodgers. 1986. Approaches and methods in language teaching: a description and analysis. New York: Cambridge University Press.
2. Feng Liu & Yun Ding, "Role-play in English Language Teaching", Asian Social Science, Vol. 5, No.!0, October 2009.
3. Shaw, M.E., Corsini, R.J., Blake, R.R., & Mouton, J.S. (1980). Role playing: A practical manual for group facilitators. San Diego, CA: University Associates, Inc.
4. http://www.learnenglish.de/Teachers/roleplays.htm
5. http://bible.org/seriespage/teaching-through-role-playing

Enhancing the Vocabulary Knowledge of ESL Learners: Findings on Secondary School Students

Mereena Alexander
DOS in Linguistics, KIKS, University of Mysore, Mysore
eena.mereena@gmail.com

Abstract

Vocabulary knowledge is a dominant means to explicit ones understanding and perception, either verbally or drafted. Indeed, neither literature nor language survives without vocabulary. It shows words are mighty weapon. Therefore, the study of vocabulary is essential for English as second language learners in India. One cannot be fully proficient in vocabulary knowledge but can broaden the knowledge. The present study is an attempt in improving English vocabulary knowledge of the ESL students of Mysore, Karnataka; it is also intended to find the effectiveness of vocabulary knowledge through different techniques useful for secondary school students. The procedure worked for this research is by the way of pre-test session and post-test session. Therefore in pre-test, an effort was made to examine the area of difficulty of the students. The error made by the students were observed and examined closely. After the pre-test session, the post-test was administered. Then through statistical analysis the data collected is analyzed. The result through statistical analysis explains that teaching vocabulary words benefits the school students through various techniques. So presenting the target vocabulary words through makes a remarkable difference in terms of overall performance of the students.

Keywords: ESL Learners, Secondary school students, Vocabulary knowledge.

Vocabulary knowledge is central to any languages, its learning and function acts as a critical importance in learning a language especially for English as Second Language (ESL) Learners. Zimmerman (2009) states vocabulary learning as a prolonged course of action throughout one's life. It is a very important means to express ones understanding and perception, either verbally or drafted. Indeed, neither literature nor language survives without vocabulary. Therefore, the study of vocabulary is essential for English as second language learners in India. Vocabulary efficiency is vital for reading comprehension, one cannot understand text without what most of the words mean. Efficiency over a required knowledge of vocabulary can make a second language learner as effective speaker, good listener, reader and writer. Therefore, the vocabulary knowledge of secondary school students should be enhanced by giving them proper method to develop their vocabulary skills. Hence an effective approach for an ESL learner must be administered. By evidence through various vocabulary learning techniques, students could enrich their vocabulary knowledge. However, the success of any methodology, material and strategy is determined by the results these all produce while achieving the stated aims and objectives. As the general aim of any ESL learners is to develop their vocabulary efficiency, the present paper investigates the results produced by the various vocabulary techniques so as increase their vocabulary efficiency level.

Currently, the research on the significance of vocabulary knowledge has been improved (Herman, 2003; Jones, 1995; Laufer, 1986; Read, 1988; Zareva, 2005). The research on the renaissance of vocabulary learning and is expecting that the outcome of this development will bring advanced awareness into the frame of vocabulary and the vocabulary aspect will bring a widened perceptive in language application states Bachman (2000). In the matter of fact many researchers are giving their thought to vocabulary learning states Zahar, Cobb and Spada (2001) and Meara (1980) the vocabulary learning is no longer an ignored field.

The view of ESL learners in learning vocabulary knowledge acts as one of the substantial element and at the same time crucial condition for learning a language (Laufer, 1986). Nonetheless, the area of language research was ignored to a great extent by many great researchers (Harlech-Jones, 1983; Laufer, 1986; Read, 1988).

Vocabulary development among genders is one of the most significant factors used in ESL research to distinguish among male and female learners. The results of these studies indicate contradictory findings, because some focus the superiority of males over females, others insists on girls being better language learners than boys and still some others exhibit that gender is inessential in second language learning. Regarding, the field of vocabulary learning, the role of gender has also taken up a prominent place. Studies that address gender diffe-rences in the several aspects related to lexical acquisition are vast. Results are uncertain within this area as well, with changeability depen-ding on the aspect examined. A number of studies have examined perceptive and effective vocabulary knowledge of learners, and have reached different inferences. Nyi-kos' (1990, cited in Sunderland, 2000, p. 206) study women performed better than men in recollection test of German vocabulary. Meara and Fitzpatrick (2000) and Jiménez and Moreno (2004) also pointed out that female learners performed better than males in productive vocabulary. By in contrast, Boyle (1987) determined that, exceptionally, boys are superior to girls in the comprehension of heard vocabulary. Furthermore, exceptional variations were found in consideration of females in the mean number of words produced in reaction to the lexical availability test (Jiménez & Ojeda, 2009). A set of recent studies compiled in Jimenez (2010) also point to mixed results on gender differences or tendencies. Gender is acknowledged as a complicated and delicate issue. Likewise, regarding the role of gender in vocabulary lear-ning method, Jiménez (2003) observed that girls were superior to boys in quantitative and qualitative terms.

From a qualitative perspective, Jiménez (1992) claimed differen-ces in favour of females in productive vocabulary in written exercises. Jiménez (1997) states that woman outperforms men in the election of word topics related to public matters. In a quantitative study of the same data, these authors (2007, 2008) also found out that female learners developed considerably new evidences than their male gender, and considerably more types in their written forms. However, there were very slight differences in the most common words used by girls and boys to which these belong. Also, the type of word knowledge examined, the learning context, or the assignment used for data gathe-ring seem to play a significant role in the establishment of gender dispositions. Moreover, the vast numbers of studies address second language vocabulary learning in secondary school contexts. In this paper we present a study which analyses the vocabulary efficiency of secondary school students of ESL learners. Our main aims are firstly to investigate the between whole of vocabulary techniques and gender of ESL learners, secondly to investigate between each vocabulary techniques on male and female gender.

Research Question

Based on the objectives that were going to be achieved in the current study, the following questions were posed

1. Is there any significant difference between male and female students in vocabulary efficiency of secondary school students?
2. Is there any significant difference in various vocabulary tests between male and female secondary school students' vocabulary proficiency?

Research Hypotheses

With regard to the research questions posted above, the following hypotheses were formulated to be tested through the current study

1. There is significant difference between male and female students in vocabulary efficiency of secondary school students.

2. There is not any significant difference in the test between male and female secondary school students' vocabulary proficiency.

Method

This study used a qualitative study which used classroom action research design. Qualitative approach was applied since the study was trying to capture the process that happened from the actors involved in the study (Bogdan & Biklen, 1992; Hammersley &Atkinson, 1983; Lincoln & Guba, 1985; Spradley, 1979, cited in Hatch, 2002:7). The process captured were how far is the efficiency level by administering various techniques helped to improve the student's vocabulary efficiency level. Classroom action research was employed as the researcher tried to emphasize on action applied for improving some problems found especially in retrieving the words that had been learnt or stored in the memory. The study on each gender groups was compared through the administration of the vocabulary techniques.

Participants of the study

Based on the random sampling from 9th grade, student of 14 years of age a total of 40 available students participated from Government English medium school from Mysore, Karnataka whose consent were obtained to participate in this study.

In order to implement the treatment of the study and test the hypotheses of the study, the following materials were used:

Materials and Data Procedure

After receiving the authorities' cooperation at the school, the researcher started the research which lasted about three weeks to accomplish. A vocabulary test was developed by the researcher to test the initial vocabulary proficiency of the male and female student participants of the study prior main test. The initial test included a list of 50 various vocabulary word tests with a question and multiple choices in which students ought to choose one answer from the given multiple choice. This test was a researcher made test designed based from short stories of Panchatantra tales and from the text books of the students to test vocabulary efficiency of the secondary school students.

Main Test

After the initial test, the secondary schools students took the main test. The test was similar version of initial test whose words had been revised to prevent testing effect. The test contained various vocabulary techniques like semantic feature analysis taken from the stories of Panchatantra tales consisted of five tables for test, Dolch word search puzzles consisted of five word search puzzles, Homophone pairs consisted of fifteen words, vocabulary words consisted of twenty words, cross out the odd ones that doesn't belong with the others in the group consisted of fifteen words were given to the male and female students. Data's were collected in single session in regular class time. A student has 60 minutes to complete the vocabulary efficiency test. At the beginning of the test, clear instructions were given both orally and in sample written form to make them understand what they were being asked to do. No dictionaries, no grammar books notes or any other help was permitted as support.

Results

The data obtained from the main test of secondary school students were analyzed by Statistical Packages for the Social Sciences (SPSS). The results were used to answer the research questions.

Research Question 1: Is there any significant difference between male and female students in vocabulary efficiency of secondary school students?

Table 1 Chi-Square values between Gender and Vocabulary Proficiency words

	Value	df	Asymp.Sig. (2-sided)
Pearson Chi-Square	9.158(a)	7	.242
Likelihood Ratio	11.383	7	.123
Linear-by-Linear Association	.091	1	.762
N of Valid Cases	40		

a 12 cells (75.0%) have expected count less than 5. The minimum expected count is .50.

The Chi-Square value ($X^2 = 9.158$) of both male and female students of secondary school students, sig.value p= .242 (which is greater than .05).

Consequently, the first hypothesis is wrong which states there is significant difference between various Vocabulary techniques (semantic feature analysis , Dolch word search puzzles, Homophone pairs, vocabulary words, cross out the odd ones that doesn't belong with the others in the group) and the gender group (male and female) among the 9th grade students is confirmed.

Research Question 2: Is there any significant difference in various vocabulary tests between the gender group's male and female secondary school students' vocabulary proficiency?

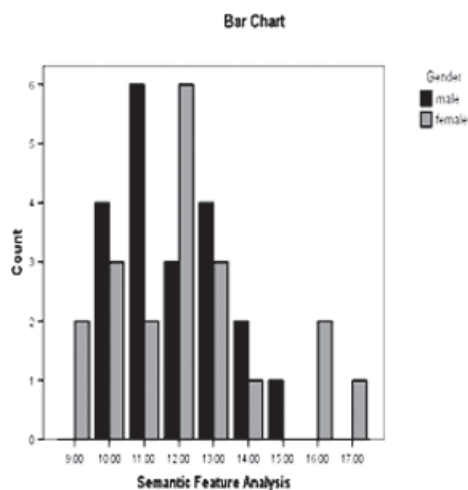1. Semantic Feature Analysis through Character Analysis

Bar Chart

Table 2 Chi-Square Values between Gender and Semantic Feature Analysis Values

	Value	df	Asymp.Sig. (2-sided)
Pearson Chi-Square	9.619(a)	8	.293
Likelihood Ratio	12.057	8	.149
Linear-by-Linear Association	.344	1	.558
N of Valid Cases	40		

a 18 cells (100.0%) have expected count less than 5. The minimum expected count is .50.

The results of the Chi-Square test illustrated in Table 2 and the bar diagram shows that there are statistically no significant difference between the gender groups and the semantic feature analysis values.
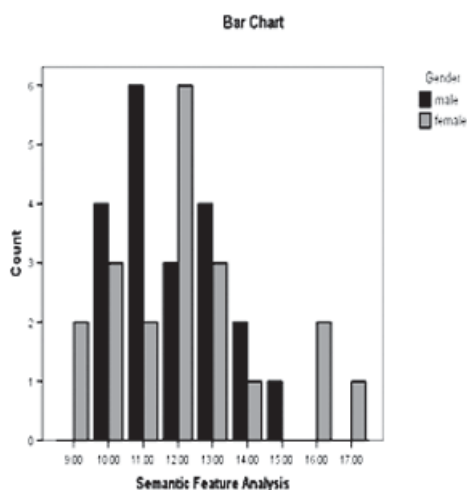
2. Dolch Word Search Puzzle

Bar Chart

Table 3 Chi-Square Values between Gender and Dolch Word Search Puzzles

	Value	df	Asymp.Sig. (2-sided)
Pearson Chi-Square	9.158(a)	7	.242
Likelihood Ratio	11.383	7	.123
Linear-by-Linear Association	.091	1	.762
N of Valid Cases	40		

a 12 cells (75.0%) have expected count less than 5. The minimum expected count is .50.

The results of the Chi-Square test illustrated in Table 3 and the bar diagram shows that there are statistically no significant difference between the gender groups and the Dolch word search puzzle values.
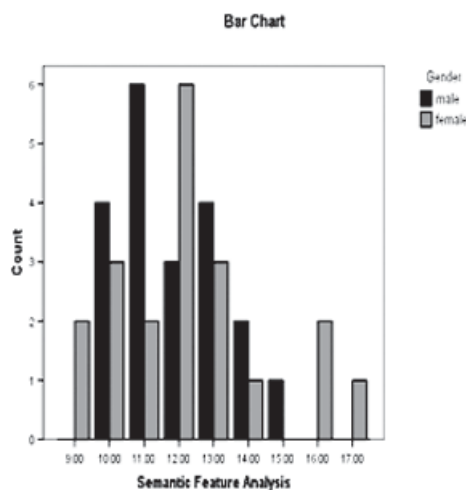
3. Homophone Pairs

Bar Chart

Table 4 Chi-Square Values between Gender and Homophone Pairs

	Value	df	Asymp.Sig. (2-sided)
Pearson Chi-Square	5.843(a)	7	.558
Likelihood Ratio	7.442	7	.384
Linear-by-Linear Association	2.870	1	.090
N of Valid Cases	40		

a 16 cells (100.0%) have expected count less than 5. The minimum expected count is 1.00.

The results of the Chi-Square test illustrated in Table 4 and the bar diagram shows that there are statistically no significant difference between the gender groups and the semantic feature analysis values. The Chi-Square value ($X^2 =$ 5.843) and the sig.value p=.558 (which is greater than .05). The findings do not provide evidence that gender matters in the performance of vocabulary knowledge in Homophone Pairs.
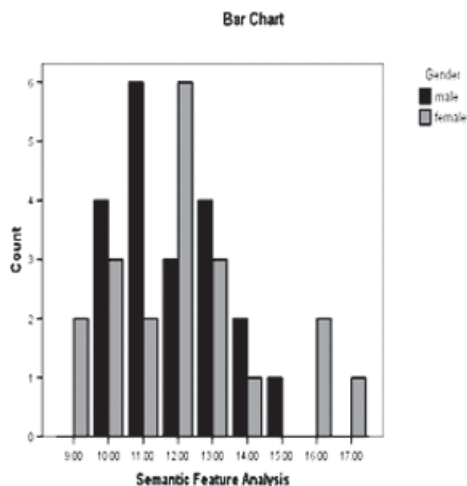
4. Vocabulary Words

Bar Chart

Table 5 Chi-Square Values between Gender and Vocabulary Words

	Value	df	Asymp.Sig. (2-sided)
Pearson Chi-Square	8.133(a)	5	.149
Likelihood Ratio	9.194	5	.102
Linear-by-Linear Association	7.478	1	.006
N of Valid Cases	40		

a 10 cells (83.3%) have expected count less than 5. The minimum expected count is 1.00.

The results of the Chi-Square test illustrated in Table 5 and the bar diagram shows that there are statistically no significant difference between the gender groups and the semantic feature analysis values. The Chi-Square value ($X^2 =$ 8.133) and the sig.value p=.149 (which is greater than .05). The findings do not provide evidence that gender matters in the performance of vocabulary knowledge in vocabulary word values.
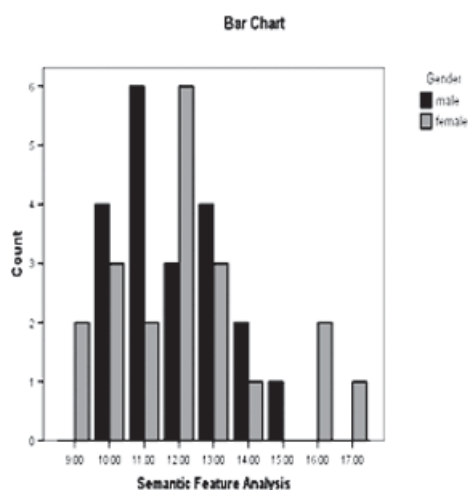
5. Strike out the odd ones out

Bar Chart

Table 6 Chi-Square Values between Gender and Strike out the odd ones out

	Value	df	Asymp.Sig. (2-sided)
Pearson Chi-Square	15.571(a)	7	.029
Likelihood Ratio	19.543	7	.007
Linear-by-Linear Association	9.275	1	.002
N of Valid Cases	40		

a 16 cells (100.0%) have expected count less than 5. The minimum expected count is .50.

The results of the Chi-Square test illustrated in Table 6 and bar diagram shows that there are statistically no significant difference between the gender groups and strike out the odd ones. The Chi-Square value (X^2=15.571) and sig.value p=.029 (which is greater than .05). The findings do not provide evidence that gender matters in the performance of strike out the odd ones.

Consequently, the second hypothesis is right which states there is no significant difference between various Vocabulary techniques and the gender group (male and female) among the 9th grade students is confirmed.

Discussion & Conclusion This survey study among the students of government school in Mysore, Karnataka, helps to check the efficiency level of various vocabulary words of ESL student. The research finding testifies to the hypothesis that through various vocabulary techniques had helped the researcher to find out the vocabulary proficiency of the students.

As Wright (2004, p.3) states "stories are particularly important in the lives of students: stories help students to broaden their vocabulary learning which additionally helps the students to become good readers." So, the results of this study finalizes that the use of various vocabulary words techniques integrated into syllabus can highly improve the interest and creativity of very young learners and these kinds of activities can be used not just for young learners but for very young learners, as well.

Comparing the students' performance of vocabulary tests between the genders led the researchers of the current study to conclude that there was no significant difference between male and female ESL learners' vocabulary learning. Female students revealed slighter higher score and their interest to learn vocabulary than male students. Thus, we testify there is differences exist between male and female in terms of their vocabulary level after training.

On the whole, students appreciated the importance of vocabulary, that words are major building blocks for any language. This finding was similar to other research work such as Emadin & Moghadam (2007), Tabtimsai (2003) indicating that vocabulary learning techniques can help improve students' learning outcome.

References

Bachman, L. F. (2000). *Modern language testing at the turn of the century: Assuring that what we count counts.* Language Testing, 17 (1), 1-42.

Bogdan, R. C., & Biklen, S. K. (1992).*Qualitative research for education: An introduction to theory and methods (2nd ed.).* Boston, MA: Allyn and Bacon.

Boyle JP. 1987. *Sex differences in listening vocabulary.* Language Learning, 37(2), 273-284.

Cobb, T. (1999). *Breadth and depth of lexical acquisition with hands-on concordancing.* Computer Assisted Language Learning, 12 (4), 345-360.

Emadin, Ahmad & Moghadam, Masoud Yazdani. (2007). *The effect of teaching word formation knowledge on sentence restatement and inferencing.*

Goulden, R., Nation, P., and Read, J. (1990). How large can a receptive vocabulary be? *Applied Linguistics, 11*, 341-363.

Hammersley, M., & Atkinson, P. (1983).*Ethnography: Principles in practice.* London: Tavistock.

Harlech Jones, B. (1983). *ESL proficiency and a word frequency count.* ELT Journal, 37(1). 62-70.

Hermann, F. (2003). *Differential effects of reading and memorization of paired associates on vocabulary acquisition in adult learners of English as a second language.* TESL-EJ: Teaching English as a second or foreign language, 7 (1), 1-16.

Hatch, A.J. (2002). *Doing Qualitative Research in Education Setting.* New York: State of University New York Press.

Jiménez, R. M. (1992).*Errores en la producción escrita del inglés y po-sibles factores condicionantes*. Madrid: Universidad Complutense de Madrid.

Jiménez, R. M. (1997*). Análisis de los intereses sociales y personales de alumnos navarros de secundaria. In R. M. Jiménez Catalán (Ed.), Los temas transversales en la clase de inglés*. Pamplona: Go-bierno de Navarra. Departamento de Educación y Cultura.

Jiménez, R. M. (2003). *Sex differences in L2 vocabulary learning strate-gies. International Journal of Applied Linguistics*, 13, 1, 54-77.

Jiménez, R. M., & Moreno, S. (2004). *L2 word associations and the va-riable sex: An outline according to an electronic tool.* In A. R. Celada, D. Pastor, & P. J. García (Eds.), *Proceedings of the 27th International AEDEAN Conference.* Salamanca: Editorial Ambos Mundos (CD Rom format).

Jiménez, R. M., & Ojeda, J. (2009). *Girls' and boys' lexical a-Availability in EFL. International Journal of Applied Linguistics*, 158, 57-76.

Jiménez, R. M. (ed.) (2010). *Gender perspectives on vocabulary in fo-reign and second language*. Basingstoke: Palgrave MacMillan.

Jones, F. R. (1995). *Learning an alien lexicon: A teach yourself case study*. Second Language Research, 11 (2), 95-111.

Laufer, B. (1986). *Possible changes in attitude towards vocabulary acquisition research. IRAL, XXIV* (1), 69-75.

Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic inquiry. Beverly Hills, CA: Sage

Meara, P. (1980). *Vocabulary acquisition: A neglected area of language learning.* Language Teaching and Linguistics: Abstracts, 13, 221-246.

Meara, P., & Fitzpatrick, T. (2000). *Lexical: An improved method of as-sessing productive vocabulary in an L2. System*, 28, 19-30.

Meunier, L. (1995-1996). *Human factors in a computer assisted foreign language environment: The effects if gender, personality, and key-board control. CALICO* 13, 2-3, 47-72.

Nation, P. (2001). *Learning vocabulary in another language*. Cambridge, England: Cambridge University Press.

Nyikos, M. (1990). *Sex-related differences in adult language learning: Socialization and memory factors. Modern Language Journal*, 74, 273-287.

Read, J. (1988). *Measuring the vocabulary knowledge of second language learners.* RELC Journal, 19 (2). 12-25.

Spradley, J. P. (1979). *The ethnographic interview.* New York: Holt, Rinehart and Winston.

Tabtimsai, Khemika. (2003). *The development of vocabulary learning strategies exercises for mathayomsuksathree students of Thamakavittthayakom School*, Thamaka, Kanchanaburi. Master's Degree Thesis, Silapakorn University.

Wright, A. (2004). *Storytelling with children*. (Eighth impression). Oxford: University Press.

Yang, Y. (2001). *Sex and language proficiency level in colour-naming performance: an ESL/EFL perspective.* International Journal of Applied Linguistics, 11, 238-256.

Zahar, R., Cobb, T. & Spada, N. (2001). *Acquiring vocabulary through reading: Effects of frequency and contextual richness.* The Canadian Modern Language Review, 57 (4).

Zareva, A. (2005). *Models of lexical knowledge assessment of second language learners of English at higher levels of language proficiency.* System, 33, 547-562.

Zimmerman, C.B. 2009. *Word Knowledge: A vocabulary Teacher's Handbook.* New York, USA, OUP, 154 p.

Integrating the four skills in the English classroom
Dr.Raji Dhinakar
Associate Professor
Hindustan University Chennai

Abstract
One major drawback of teaching English as a second language (TESL) has been identified as the treatment of the four language skills in isolation. This awareness came much late—may be in the post-structuralist era—but has been on the centre stage ever since the dawn of Communicative language teaching (CLT) methodology in the 1970s in the west, and in the following decade onwards in India. Efforts have been then on to present the second language in its totality. These changes of whether disintegration or integration affected only the school classrooms; college and university instruction went on as usual with its traditional Reading-Paraphrasing of literature. Still worse has been the case in professional colleges because of the inherent neglect of language in the technology curricula. It is against this backdrop, this paper proposes a curricular framework for a skill-integrated approach. Communication is not the sum total of language skills; the division is exclusively for analytical purposes for linguists, especially applied linguists, argues this paper.

The whole world is becoming a global market and businesses becoming diverse and result riveted professional and technocrats are facing newer challenges in communication every day, success in this competitive, environment depends not just on acquiring knowledge and hard skills, but also developing effective technical communication skills.

Listening is an important communicative process and is crucial to effective communication.

" You are not listening to me " says the teacher " Sir, I am listening to you " the student replies " No, you are not ". The teacher emphatically says. The problem is simple. The student is not able to focus 100% on what the teacher is speaking, and the teacher able to sense it, good listeners are good speakers. Listening begins with physical hearing of the message and taking notes of it.

Listening comprehension involves perceiving and interpreting the sounds, messages, Decoding of verbal messages requires the ability to perceive and recognize speech sounds and sound patterns accurately as well as the ability to recognize the way sounds combine to form syllables and utterances.

The listener has to recognize stress and intonation patterns.

Strategies for Effective Listening
Complete comprehension of an oral message is more challenging than reading &listening in a communication opportunity and taking advantage of such opportunities makes a person a dedicated professional.

Activities for Listening
Students should be provided in advance with a taste which leads to some kind of clear and visible or audible response. It is better to give an instruction like :

1) Listen and find out where the family are going for their summer holidays. Mark the places on your map, giving them a purpose means that the students can listen selectively for significant information, as we do in real life.

2) Stories: tell a joke or real life anecdote; retell a well knownstory, read a story from a book. If the story is well chosen students are likely to be motivated to pay attention and understand to enjoy it.

3) Songs :- Singing a song or playing a recording of it.

4) Using videos from the internet for texts of manageable length for lesson

5) Listening :- obeying instructions ; students perform actions or draw something in response to instructions. The listening

passage consists of a number of statements some of which are true and some false.

6) Detecting mistakes :- The teacher tells a story or describes something the class knows, but with a number of deliberate mistakes or inconsistencies.

7) Longer responses : - Answering questions note taking, paraphrasing and translating summarizing and long gap tilling.

8) Extended responses : - A problem is described orally. Students will suggest a solution.

Speaking

Like listening, speaking is crucial to effective communication. Students need to interact orally with their teachers and classmates, make explanations during tutorials, practical sessions, takes part in seminars and workshops, technical presentations, academic interactions, viva voce test and soon.

Half the world is composed of people who have something to say and cannot; the other half have nothing to say and keep saying it.

Strategies for Speaking

Group discussion, presentation dialogues based on situations can be conducted for speaking. Presentation has to be planned, prepared, organized and rehearsed properly and systematically delivered. What is important is said in a presentation but how it is said is more Important. The most important element in a presentation the speaker's performance. Even good speakers like Kennedy and Churchill were extremely fearful of speaking in public knowing the purpose, audience and occasion helps to reduce speech anxiety knowing the introduction, body and conclusion well in advance gives the speakers the confidence to control his/ her speech anxiety.

Speech anxiety

Finally practice make one perfect, if the presentation is well rehearsed. There is nothing to fear and there may be. Little or no stage fright at the time of presentation because the speaker is familiar with the situation.

Activities

A simple dialogue is learnt by heart and students perform it in pairs and then again in various ways moods, roles, imaginary situations and contexts.

Describing pictures

Each student has to say as many sentences as possible and 2 minutes to say as many sentences as they can picture differences. Things in common and role play can be done in the class.

Solving problems : How to solve discipline problems in the college and giving suggestions. Short presentations like ' show and tell ' describe. About me.

Reading

Reading makes a man complete — Francis Bacon quick efficient and imaginative reading techniques are essential in order to achieve performance depends on the quantity and quality of reading. Reading is a complex communicative process of receiving and interpreting the written word.

An engineering student has to read and interpret textbooks, research papers and articles in technical journals, web materials, directories, technical reports, laboratory instruction sheets, reference material etc.,

Different kinds of strategies are used for different kinds of reading A knowledge of between 95 % and 98 % of the words in necessary for fluent reading and understanding of a text. It is definitely helpful to raise students' awareness of them with explicit recommendation and class room discussion, eliciting individual students' experience of how they have used particular strategies for reading.

Writing

Writing is fundamentally different from other four skills, not only because it is visual as contrasted with oral/aural, but also because of how it is produced and the way it communicates. Writing cannot normally 'be picked' up but has to be systematically taught. In speech, students express their ideas in a linear fashion, as they occur to them. In writing, they have time to rewrite and edit.

Writing tasks

1) Creative writing a story based on a title, a pictures series of pictures or first or last sentence.
2) Instruction : - Directions how to get some where (b) An instruction to prepare tea etc.,
3) Describing a person, place, view, etc.,
4) Writing E Mails, letters, reports etc.,
   The four skills can be integrated for teaching as well as testing purpose for example ' Reading comprehension ' tests reading a passage and understanding speaking at the answers orally and writing the answers for the purpose of examination.

Good task skills produces good learning. The tasks should activate students primarily in the language items it is meant to teach or practise. Roughly speaking, the more English the students actually engage with during the activity, the more they are likely to learn. If we are practising particular grammatical form, then students engage with it repeatedly in different contexts . We should try to activate as many students as possible simultaneously rather than one by one and to minimize time spent on classroom management or organization.

On the whole, we learn by doing things right. Continued inaccurate use of language items tends to result in fossilization of mistakes and unsuccessful communication impedes progress in fluency.

It is therefore important to select, design and administer tasks in such a way that students are likely to succeed in doing them most the time after all practice makes a man perfect.

Ramachandra studied in Hindi medium in the school and then joined IIT, Roorkee. Now he is with Google, USA. He picked up English by repeating dialogues loudly from subtitles when he watched English films during college.

The integration of skills in the language classroom can be defined quite simply as a series of activities or tasks which use any combination of four skills:

Listening, speaking, reading and writing in a continuous and related sequence.

a) Listening to a passage and note making. from the notes, learners can be asked to write a short note.
   At an elementary level: Reading- speaking- listening activity
   Later it can involve writing- conversation- listening- reading- speaking
b) Information Gap Activity
c) Cloze dialogues – (Reading& Writing)
d) Information is transferred from one mode to the other – linguistic to tabular or tabular to linguistic.

References

Aslam, M. (2003). Teaching of English. (New Delhi, Foundation Books.

Dakowska, M. (2005)Teaching English as a Foreign Language. (Re-print) Chennai, Yes Dee Publishing.

Mani. P. and S. Deepthi (20100. Rnglish for Teaching. New Delhi, Camridge University Press.

Tickoo, M. L. (20040. Teaching and Learning English; A Sourcebook for Teachers and Teacher-Trainers. Hyderabad, Orient Longman.

Effectiveness of Video Based Programme in Teaching Grammar to theHigh School Students

M.Chanravathana
Dept of Education
Avinashilingam Institute for Home Science and
Higher Education for Women, Coimbatore.
vadanachandra@yahoo.com
C. Barani Sree, M.Ed Student

Abstract

In India, English is the second language in primary, secondary and higher level of education. But most of the language learners in at all levels ignore to learn the grammatical side of the foreign language and they want to get pass in English language examination. So it is the responsibility of researchers in English to examine what kind of Teaching should be initiated for the effective learning of English. Here comes the role of video based programme which could be attempted by the investigator to find out whether video based programme has any influence in learning Grammar easily because the prevailing paradigm in the regular school system is computer mediated communication. Hence this study was undertaken with a sample of 100 studentsfromIX standard from Government and Government Aidedschool in Ramanathapuram by Random Sampling on Quasi Experimental basis. The result showed that the Experimental group taught by video based programmes performed better than the Control group taught by Traditional method and irrespective of the type of school, the students of Joint family belonging to Experimental group got better post test score.

Introduction

Education is regarded as the richest and highest treasure of man. Through education, a society transmits its way of life to the succeeding generation. Education is thus a social activity. The form of education provided is determined in large part by the values of the society.

An organized system of education must meet the real situations of a community. Our education must train persons who will be able to assume the responsibility of a leader in the social, political, industrial or any cultural fields. In ancient India, education constituted a real training for living life according to spiritual and moral values. There was a radical change in the aims of education with the advent of British rule in India. Lord Macaulay wanted an educational system which might bring about the cultural conquest of the people of India by British people. The roots of the need to speak and converse in English can be traced to colonial times, when the British enforced their language on the Indian people. English is used extensively as a second language in our nation before and after Independence.Modern English is sometimes described as the World's Lingua Franca. It can be argued that not much has changed in the past 60 years since Indian Independence from British colonialism in the need and use of the English Language.The vestige of British influence can also be seen in the teaching methods used at present in the country over the years.

Place of Englishin India

In India, English is the second language in primary, secondary and higher level of education. As recommended by Dr.Radhakrishnan Commission (1948) and Kothari Education commission (1964-66), English has become the medium of instruction in the Higher Education .Even at school levels, English is used as the medium of instruction. But most of the beginners and language learners in primary and secondary level ignore to learn the grammatical side of the foreign language, they just skip it and they want to get pass in English language examination. So it is the responsibility of researchers in English to examine what kind of Teaching should be initiated for the effective learning of English. Here comes the role of video based programme which

could be attempted by the investigator to find out whether video based programme has any influence in learning Grammar easily because the prevailing paradigm in the regular school system is computer mediated communication which provides education with tools for sustaining learning communities and associated knowledge management tasks. The Internet and the World Wide Web also provide access to learning in almost every subject and in a variety of media anywhere at any time of the day and to an unlimited number of people(Oginni) 2015.So it becomes imperative to use technology which also includes video based programme in teaching. Video based programe is the package of audio-visual aids with suitable pictorial representations that will improve the interaction and attention of the learners in any subject. "Video, a kind of multimedia material consists of verbal presentations displaying simultaneous images, narration and on-screen text" (.Mayer 2002). This innovative method of teaching English will make the students feel easy in learning a foreign language and enable the learner highly to participate in the effective classroom conditions. Suitable illustrations will enhance practical experience of the learner. Because of these reasons, it is said that the video based programme can be used as a tool to enhance the process of learning in classroom situation. Hence the investigator has selected this topic to find out the "Effectiveness of Video based programmes in teaching Grammar - Articles and Adjectives to VII standard students "with the following objectives.

Objectives of the study

· To prepare a Package of Video Based Programmes containing Grammar- Articles and Adjectives with definition, explanation, rules of usage, suitable illustrations with animation, text image to teach to the students of IX Standard.

· To identify the achievement level of the students of IX standard in learning Grammar by using Traditional method and Experimental method in their pre-test and post-test.

· To analyse the effectiveness of teaching Grammar through Video Based Programmes among the students of IX Standard in relation to the variables namely type of schools and type of family.

Methodology

Quasi- Experimental Design was selected for the present study. The sample consisted of 100 students of IX Standard belonging to Government and Government Aided school in Ramanathapuram out of whom 50 formed the Conventional Group and 50 students were in the Experimental Group on random basis. The tools selected for the present study were Video based programme package on "Articles and Adjectives" which includes sound, text, animation, color, graphics and pictures explaining the meaning, kinds and usage of articles and adjective, reported by the investigator with the help of the experts an achievement test tool consisted of 5 True or false statements, 5 objective type questions, 5 short questions and a Paragraph writing. The tools were prepared after establishing Reliability and validity.

Analysisand Discussion

The obtained data was analysed using Differential analysis and depicted in the following tables.

Table 1: Anlysis of Achievement Scores of the Students Taught Through Traditional Method

Method	Variable	No. of students	Mean	S.D	't' value
Traditional method	Pre- test	50	16.18	4.94	0.0030 NS
	Post-test		15.12	4.73	

NS – Not Significant

The 't' test was applied to find out whether there is any significant difference in the pre-test and post-test scores obtained by the students, taught by the traditional method. The result shows that the calculated 't' value is 0.0030 which is not significant. Hence the null hypothesis, "There is no significant difference in the pre-test and post scores of the students taught through traditional method is accepted". The reason for this may be due to the lack of interest on the part of the students due to mere lecture method which may create monotony.

Table-2: Anlysis of Achievement Scores of the Students Taught Through Experimental Method

Method	Variable	No. of students	Mean	't' value
Experimental method	Pre-test	50	16.08	2.183*
	Post-test		17.16	

* Significant at 5% level.

It is inferred from the above table that the t-value is significant at five percent level which indicates that there is significant difference between the pre-test and post-test scores obtained by the students, taught by the Experimental method. So the null hypothesis, "there is no significant difference between the pre-test and post-test scores obtained by the students, taught by the Experimental method" is rejected. This may be due to the effect of the video based programme in learning English Grammer.

Table-3 Comparison of the Achievement Scores of the Two groups in thePost test

S. No	No. of students	Method	Mean Score	't' value
1	50	Traditional method	29.96	12.706**
2	50	Experimental method	34.20	

** Highly significant at 5% level

It is understood from the above table that the t-value is highly significant at five percent level which indicates that there is highly significant difference between the group taught by the Traditional method and the Experimental method in their posttest scores studying in Government school. So the null hypothesis, "there is no significant difference between the Traditional group and the Experimental group in their posttest scores" is rejected. This may be due to the fact that the Experimental group evinced keen interest in learning English Grammar through the video based programme.

Table 4: Achievement Score of the Experimental Group in Relation to the Type of Family in Government School

Type of school	Type of family	No. of students	Mean	't' value
Government school	Nuclear family	11	6	4.04265**
	Joint family	39	20	

** Highly significant at 5% level.

The above table indicates that 't' value obtained is higher than the table value at 5 percent level of significance. This shows that there exists highly significant difference between the students of Nuclear family and Joint family in the Experimental group. The high mean score of the students of Joint family reveals that they get more influenced by the Video Based Programme than their counterpart – the students of Nuclear family.

Hence the null hypothesis "there is no significant difference between the students of Joint family and those of Nuclear family in the Experimental group belonging to the Government School" is rejected.

Table-5: Achievement score of the Experimental Group in Relation to the Type of Family in Government Aided School

Type of school	Type of family	N	Mean	S.D	't' value
Government Aided school	Nuclear family	23	12	6.78	4.13**
	Joint family	27	14	7.93	

** Highly significant at5% percent level

It is inferred from the above table that 't' value obtained is higher than the table value at 5percent level of significance. This shows that there is highly significant difference between the students of Nuclear family and Joint family belonging to the Experimental group in Government Aided School. The high mean score indicates that the students of Joint family are much influenced by the Video Based Programme than their counterpart namely students of Nuclear family. Hence the null hypothesis "there is no significant difference between the students of Joint family and those of Nuclear family in the Experimental group belonging to the Government Aided School" is rejected.

The Analysis and Interpretation of data resulted in the following findings which justifies the effectiveness of Video based programme in Teaching English Grammar.

Findings

■ Analysis of the achievement score of the students taught by Traditional method revealed that there is no significant difference in the pretest and the post test scores of the students of this group.

■ The Experimental group taught by the Video Based Programme showed significant difference in the pre test and the post test scores. The reason may be that this group was motivated to learn Grammar by the Video Based Programme resulting in their better performance in the post test.

■ Statistical analysis also revealed that there was highly significant difference in the post test score of the group taught by Traditional method and that of the Experimental method. The Experimental group got high mean score.

■ It was also inferred from the analysis that in the Experimental group of the Government school, the students belonging to the Joint Family performed better than the Nuclear family

■ The same result was obtained in the case of the Experimental group of the Government Aided School where the students of Joint Family got higher score than their counterpart in the Nuclear family. The reason may be that the students of Joint Family might have got motivated by this Video based programme than their counterpart in the Nuclear family.

Conclusion

Teachers begin to understand that language acquisition was not a passive process but depends on the learner's interest, habits, background and attitude. However it was difficult for traditional English Grammar teaching methods to address these concepts until multimedia and video based packages address specific learning objectives and oriented towards the learner cultural background, efficiently

addressing most students' sensory and cultural learning needs. To facilitate the process of learning in English, efficient video based programmes and multimedia materials should be integrated into learning materials to give a break-off to conventional classroom conditions and traditional teaching materials since Technology provides us with powerful tools to try out different designs in Education. Today the prevailing paradigm in the regular school system is computer mediated communication where the primary form of interaction is between students and instructors, mediated by the computer. Let the teaching community utilize the benefits of technological advancement thereby produce good, knowledgeable, efficient and skilled future citizens.

References

Mayer.R.E. & Moreno.R. (2002).Animation as an Aid to Multimedia Learning.Educational Psychology Review, Vol. 14(1), March 2002. Plenum Publishing Corporation 1040-726X/02/0300-0087/0! C 2002Retrieved on December 20, 2016

NCERT (2000) "National Curriculum Framework for School Education", New Delhi.

Oginni 'Niyi Israel. Effects Of Mathematics Innovation And Technology On Students Performance In Open And Distance Learning. Original scientific paper Ekiti State University, Ado-Ekiti UDK: S37.025 DOI: 10.17810/ 2015.24Retrieved on December 20, 2016

Websites
· https://ydraw.com/wp-content/uploads/2012/04/Stop-Motion-Aids-Multimedia-Learning.pdf
· http://research.rs/wp-content/uploads/2016/06/7-Israel.pdf

References

Blaschke, L.M. (2012). Heutagogy and lifelong learning: A review of heutagogical practice and self-determined learning. International Review in Open and Distance Learning, 13(1), pp.56-71.

Nunan, D. (2001). Designing tasks for the communicative classroom. Cambridge: CUP.

European Commission. (2000). Commission staff working paper: A memorandum on lifelong learning. Retrieved on 3 September 2003 at www.see.educoop.net/ education_in/ pdf/ lifelong-oth-enl-t02.pdf

Gardner, A., Hase, S., Gardner, G., Dunn, S.V., & Carryer, J. (2008). From competence to capability: A study of nurse practitioners in clinical practice. Journal of Clinical Nursing 17 2), pp. 250-258. DOI: 10.1111/j.1365-2702.206.0188.x

Hake, B.J. (1999). Lifelong learning in late modernity: the challenges to society, organizations, and individuals. Adult Education Quarterly, 49 (1), pp. 79-90.

Hinkel, E. (2006). Current perspectives on teaching the four skills.TESOL Quarterly,40 (1),pp.109-131.

Kebede, D., & Seyoum, G. (2012). The Implementation of Language Skills Integration in Teaching and Learning English as a Foreign Language (EFL): Jimma College of Teachers' Education in Focus. NAWA: Journal of Language and Communication, 9 (1).

Knowles, M. (1975). Self-directed learning: A guide for learners and teachers. New York: Cambridge Adult Education.

Richards, J.C. & Rogers, (2001). Approaches and methods in language teaching. Cambridge: CUP.

Widdowson, (1978). Teaching language as communication. Oxford: OUP.

Creating Visual Literacy through Picture-illustrated Story Books

B Nagalakshmi
Researcher, Dept. of English,
University, Chennai.
nageethirumalai@yahoo.co.in

Dr.N Rajasekharan Nair
Professor, Dept. of English, Hindustan
Hindustan University, Chennai
nrajasekharan@hindustanuniv.ac.in

Abstract

To an onlooker, a 3 year- old little Johnny with a picture book in his hand means either he is looking at or staring at the pictures. but actually he is "reading" from the pictures. Most of the times the parents chide the children for only glancing through the pictures and not reading from the picture storybooks. Hardly are those aware of the cognitive processing and comprehension the pictures create in the children. Researchers in cognitive psychology, anthropology, and history have heightened the awareness of the fusion of image and word in knowledge. We live in age that we are awash by multimodal imagery existing both inside and out. With these images knowledge is construed and powerfully permeates into reading and writing. This paper throws light on the rationale for creating visual literacy, juxtaposition of pictures and texts in picture story books, colours used in picture books, brain processing of visuals and texts, harnessing both the hemispheres of the brain, developing comprehension skills using picture storybooks and take away techniques for teachers to design activities to help make picture storybooks in the classroom by the students.

Introduction

Let the children be part of the grand wedding ceremony of pictures and texts and become spellbound at the story unwind by the newlywed couple. Because a well crafted picture book is an exemplification of a dynamic marriage between pictures and words. The way visuals have cast a magic spell on the children is palpable in the revolutionary growth of children's literature in the recent years. Children are baited by the colour, shapes, sheen and stuff of the picture books and drawn into the world of literature and reading. Creating visual literacy in the elementary level will snowball early literacy skills in the immediate future and digital literacy and performance literacy in their later period. Human beings' life is surrounded by images at all times. Even a second of life is unimaginable without images, as right from one's wake-up to till one goes to bed, even in dream we are carried away by a stream of mental images triggered by visual images. Damario (1999) connected this type of continuous stream of mental imagery accompanying our waking and sleeping lives with the development of what he called our core and autobiographical identities.

A perfect blend and brew of pictures and texts in Picture storybooks

Leonard Marcus (2002) writes, "A picture book is a dialogue between two worlds: the world of images and the world of words." (cited in Olshansky P.125)

Lee Galda and Kathy G. Short have defined, "a picture book is a book in which both illustrations and printed text are essential to the story, children must be able to 'read' pictures and text to understand the story in its fullest sense." Illustrations are not only an extension of the text but also a necessary component for comprehension.

Olson's (1992) following words captures the roles of picture and text in picture story books in a nutshell.

"Picture can provide additional information to words for the visual learner, and words can provide additional information to pictures for the verbal learner. One informs the other. When children are educated with both the visual and

the verbal modes of learning (the verbal mode of being presupposed), they can move back and between these domain without effort(p.51).

Although the two languages picture and words are used to make meaning, they function very differently. The relationship between pictures and words can be summarized simply as 'pictures, a visual medium can perform the verbal function of telling a story and words, a verbal medium can perform the visual function of painting a picture.' They are complementary to each other.

What is Visual Literacy?

The term visual literacy has no traces until 1969, when Debes described the concept as a set of competencies that "a human can develop by seeing and at the same time having and integrating other sensory experiences". He further argued that these visual competencies enable individuals to communicate with others, establishing a clear connection between visual literacy and language education. (Cited in Lottie Baker, 2015)

Children of today are immersed in a visual culture of television, World Wide Web, videos, virtual reality games and other gadgets. With the too much exposure and use of these, children are unable to analyse, interpret or think critically about images. They should have the ability to see, and read the images in the fullest sense so that they can recognize the significance of what they are seeing. So it is high time to create visual literacy which will enable the children communicate effectively through both comprehending and creating images in a variety of visual images. The hybridisation of image-word demands a reconfiguration of pedagogy. This led the National Council of Teachers of English (NCTE) to establish a committee on visual literacy and to incorporate into their standards for the English language arts (IRA/NCTE, 1996), jointly created by NCTE and IRA (International Reading Association), as emphasis on visual literacy. The standards suggested the teachers to challenge the students to analyse critically the texts they view and to integrate their visual knowledge with their knowledge of other forms of language. This resulted in teaching of imagery and its myriad forms into the teaching, reading and writing. (cited in Fleckenstein preface xiv)

In order to cater to the multiplicity of intelligence of our students, Gardner said, 'education can no longer conduct business as usual'. It must be business as unusual. One step in that direction is acknowledging the play of imagery in forming our representation of the world, our sense of living in the world. Such a move provides us with a framework that we can use to shift our methodologies and attend to the different intelligences our students bring with them into their classrooms. Our classrooms become marked by opportunities not just for imagistic learning, but for the integration of imagistic and linguistic learning". (ibid, p.42)

Brain processing of visuals and texts

Robert Lindstrom (1999) has emphasized the importance of sight in perception and communication. Lindstrom, author of *The Business Week Guide to Multimedia Presentations*, explains:

'of all our sense receptors, the eyes are the most powerful information conduit to the brain. They send information to the cerebral cortex through two optic nerves, each consisting of 1 million nerve fibres. By comparison, each auditory nerve consists of a mere 30,000 fibres.

Nerve cells devoted to visual processing..... account for about 30% of the brain's cortex, compared to 8% for touch and 3% for hearing. With all the bandwidth the brain, it's no wonder we perceive the world and communicate in visual terms. We register a full-colour image, the equivalent of a mega byte of data, in a fraction of a second.' (cited in Nancy Fry and Douglas Fisher p.7)

Geoffrey and Renate Nummela Caine's research in neuroscience to educational theory and practice challenges the previously accepted notions that the brain naturally separates emotion from cognition. They throw light on the importance of personal engagement and motivation in learning and also offering a

visual, tactual or kinaesthetic learner the opportunity to engage in reading and writing activities that have picture-making at their core so as to enhance the student engagement and motivation and ultimately results in student learning. Based on current brain research, the Caines offer a wealth of guidelines for teachers which include establishing classrooms designed around the principles of orchestrated immersion in thinking, and active processing of the experience to deepen students' meaningful projects over time, relaxed alertness to support creative understanding through reflection.

Significance of harnessing both the hemispheres of Brain

Earlier researches on brain processing study reveal that the left hemisphere was thought to govern all sequential, logical, analytical, verbal thinking while the right hemisphere was thought to govern more intuitive processing and non-verbal holistic thinking. While there remains some truth to these distinctions, researchers now recognize that the brain functions in a much more complex and sophisticated manner, with involvement of both hemispheres in most activities, (Canine & Canine, 1994 cited in Beth Olshansky)

While a person performs the verbal tasks of reading or writing, he must create mental pictures in the process. In the same way an artist is planning out an art using his analytic skills. Recently most of the classroom activities are dominated by logical, analytical, verbal thinking, while the capacity to think in more intuitive, holistic ways remains virtually untapped, except during the occasional special arts classes. Schools have failed to harness the power of brain that underlie in non verbal realm and thereby underutilizing the students' available brain power. Though reading and writing are regarded as complex mental processing that involves a certain amount of thinking in terms of pictures and the art of engaging in these processes is undeniably linear in nature. To read, the eyes move from left to right along defined lined words and sentences. Readers sound out individual letters or letter blends and then combine them to read individual words; they piece together words to read sentences; and they string together sentences to read paragraphs. Writers are arranging letters, words, sentences, and paragraphs in a sequential, liner fashion, to be read and understood. When words are arranged in non linear fashion like magnets scattered on a refrigerator door, readers find it difficult to read and attempt it to make sense as artistic expression. In both reading and writing, readers move from parts to whole in order to make meaning. In contrast to this, reading a picture or creating an art is a non linear activity. Readers of a picture get the whole image before their eyes look into various parts to digest and contribute to meaning making. The artists often envision the whole image before creating an art. The two distinct medium pictures and words engage their audience in very different kinds of thinking. Words work more as sequential parts-to-whole thinking whereas pictures fashion in non sequential, non linear whole-to-parts thinking.

Picture storybooks augment comprehension skills

Picture story books help develop the comprehension skills of the students. Glenda Rakes has claimed that by combining visuals and texts, comprehension skills can be developed to great extend.

'Using positron emission tomography (PET scans), medical researchers have been able to demonstrate that different areas of the brain become active when individuals are exposed to verbal and visual information. When individuals were asked to look at and remember verbal information, two regions in the brain's verbal domain – the left hemisphere – become active and when presented with visual information, the right hemisphere is lit up.

Given this information, the use of visuals, in instructional materials takes on a larger dimension than when simply thought of as decorative supplements to texts. The use of visuals with text can provide that dual code that can, in turn,

increase comprehension'. (cited in Nancy Fry and Douglas Fisher . p.11-12)

Power of colours in Pictures:
Children choose books based on pictures and attractive colours. Role of illustrators is predominant as the choice of pictures and use of colours are made by them. Choice and use of colours in pictures make a great impact. Recent research concerning, the benefits of using colour in presentations indicated:

·   Colour visuals increase willingness to read by up to 80 percent

·   Using colour can increase motivation and participation by up to 80 percent

·   Colour enhances learning and improves retention by more than 75 percent (cited in Lyndell Burmark "The Power of Colour", 2007. P.15)

Activities for the students to make their own picture books
Teachers can design activities and tasks to nudge out the creativity of the students. The students can rise to the level of the authors and illustrators with the assigned tasks of making their own picture books. A journey of several miles starts with a single step. The students can be divided into small groups. One group of students can be assigned with a task of drawing pictures of animals, birds, scenery, objects of daily life, any other mythological characters, human figures or imaginative figures. Students can be suggested to draw the simple sketches of figures so that they may not pressurise themselves for perfection. The students may be given easy- to-follow instructions for producing their artwork using paint, colour pencils, crayons and other materials usually they have. The artwork for the students can be collected and given to the other group of students to produce text and storyline. To begin with simple steps, like description of the drawings can be done by the students. This will develop and channelize the verbalizing skills of the students. This practise over a period of time can be flooded with innovations for improvisation and innovations. As a narrative structure involves a beginning, middle and end, a small story can be created with a few pictures and a sequential few lines comprising these narrative formulae. With an exotic variety of colour papers, charts, glitter pens and any such stationery that always drive the children crazy after can be made into good use for planning and designing of picture books such as rag books, zigzag books and scroll books. Any well designed picture book can provide children with experiences in exploring the physical elements of bookmaking such as the dust jacket, endpapers, print type, paper, and arrangement of print and illustrations.

With well planned strategies illustrations and text can be integrated effectively to make picture books into a 'seamless whole'.

Conclusion

This paper deals only with the printed version of the picture books and their digital cousin digital version of stories remain unexplored. Modern age children are digital natives and born up in the world of gadgets and technologies. As digital technologies are mushrooming and accessible to children, their use and abuse of this deserve a study. Hence the types, impacts of electronic visuals are reserved for future research. A comparative study on print version of storybooks and electronic versions such as CD ROM storybooks can be done in the future.