

THE STRATEGY FOR IMPROVING LOW ACADEMIC PERFORMANCE IN ENGLISH LANGUAGE

Submitted in partial fulfilment of the requirements for the award of
Bachelor of Arts degree in English literature

By

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INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)
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BONAFIDE CERTIFICATE

This is to certify that this Project Report is the Bonafide work of **Praveena. R (38010012)** who carried out the project entitled “**The Strategy for Improving Low Academic Performance in English Language**” under my /our supervision from **October to April 2021**.

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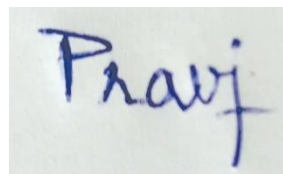
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DECLARATION

I am **Praveena. R** hereby declare that the project report entitled “The Strategy for Improving Low Academic Performance in English Language” done by me, under the guidance of **Dr. Sowmiya L M M.A. M.Phil. Ph. D Assistant Professor Department of English** at Sathyabama Institute of Science and Technology is submitted in partial fulfilment of the requirement for the award of Bachelor of Arts degree in English Literature.

DATE: 05. 04. 2021



PLACE: CHENNAI

SIGNATURE OF THE CANDIDATE

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ABSTRACT

A lot of things are concerned in learning a second language, that knowing English plays a serious role in everyone's life in the fast-moving world. Despite several efforts for learning English in schools have become tedious, for students across the globe especially in India find it difficult. One amongst the primary issues of language learner is the way to commit a lot of words to memory other than their mother tongue. This study is aimed to improve the low academic performance of the students in rural schools of Tamil Nadu in India using Smart class Technology. The results showed that there existed variations among the learners in learning the language before and after using smart class technology, the distinction among the learners was important; how-ever the distinction on post-test that examined the level of each students and their improvement. The study discovered that Smart Class was an effective way of teaching English as the second language.

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CHAPTER 1

INTRODUCTION

The modern trend in education and the complex nature of learning and instruction have made the role of the teachers more challenging. This new role does not just involve the more transmission of information to students but it involves looking at the problems associated with learning and instruction. The Right to Education Act (RTE, 2009) in India emphasized that our children should be educated properly so that they can acquire skills and competencies that would enable them function well and solve problems in the society. The accomplishment and realization of these important educational goals in India lies in the new trend in the educational approaches.

These new approaches to learning and instruction expose the students to conceptualize and effectively manage their own learning and thus reinforce their learning and transfer their training in practical situations. Despite the new approach to learning and instruction, English language at the Secondary School level in India has been plagued with poor results and low achievements. Annual results reveal woeful performances from the students who have made enrolment for English language examinations a yearly ritual. It is worrisome to note too that the performance of these students has continued to deteriorate year after year. It is understood that if the situation in English Language remains like this, it will affect both the economic and technological growth of the state. This is because a good mastery of English language is mandatory on all students in order to do well in other secondary school subjects. Students who are handicapped in English language are therefore likely to be handicapped in the acquisition of skills in arts and technological related subjects.

From the foregoing, therefore, we can conclude that English language is an indispensable language of communication in India.

1.1 Purpose of the Study

The main purpose of this study is to find out strategies for improving the performance of secondary school student in English language. Specifically, it ought to:

- (i) To find out the types of facilities available in the secondary schools for teaching English language.
- (ii) To identify the methods of teaching used in teaching English language.
- (iii) To identify the extent to which teachers are motivated to teach English language.
- (iv) To identify strategies for improving the low academic performance of students in English language.

1.2 Significance of the Study

This research work intends to investigate the student achievement in the subject. The research will be significant in the following ways:

- (i) The findings of the study will shade light on the nature, contents examination and performance level of the SSLC/HSC examination.
- (ii) The findings of the study will contribute meaningfully to knowledge of teaching and learning English language especially with the role of English in the day-to-day communication.
- (iii) The findings of the students will also benefit Ministry of Education in the State by recruiting qualified teachers in order to improve the performance of the students.

CHAPTER 2

LITERATURE SURVEY

Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” p. 55) Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and conversely, language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. Researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation (2011) and others have realised that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing (Nation,2011). Rivers and Nunan (1991), argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

Research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome (Huckin,1995). In production, when we have a meaning or concept that we wish to express, we need to have a store of words from which we can select to express this meaning or concept. “When students travel, they don’t carry grammar books, they carry dictionaries” (Krashen, as cited in Lewis, 1993, p25) Many researchers argue that vocabulary is one of the most important-if not the most important-

components in learning a foreign language, and foreign language curricula must reflect this. Wilkins (1972) states that: "There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed" p97). Other International Journal of Teaching and Education Vol. III, No. 3 / 2015 22 scholars such as Richards (1980) and Krashen (1989), as cited in Maximo (2000) state many reasons for devoting attention to vocabulary. "First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem". On the other hand, vocabulary has been acknowledged as L2 learners' greatest single source of problems (Meara, 1980). This remark may possibly reflect that the open-endedness of a vocabulary system is perceived to be a cause of difficulty by learners. Another possible reason is that, unlike syntax and phonology, vocabulary does not have rules, the learners may follow to acquire and develop their knowledge. In other words, it is not clear in L2 vocabulary learning what rules apply or which vocabulary items should be learned first.

Gnana Gandhi, Mercy (2015) states that technology and multimedia go hand in hand for the development of vocabulary. Oxford (1990) also claims that vocabulary is "by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one's mother tongue, because of tens of thousands of different meanings" Despite these difficulties that language learners face in L2 vocabulary, they still have to deal with it in their examinations as "vocabulary has traditionally been one of the language components measured in language tests" (Schmitt, 1999, 189). Furthermore, many learners see second language acquisition (SLA) as essentially a matter of learning vocabulary and therefore they spend a great deal of time on memorising lists of L2 words and rely on their bilingual dictionary as a basic communicative resource. As a result, language

teachers and applied linguists now generally recognise the importance of vocabulary learning and are exploring ways of promoting it more effectively. Some of this research takes the form of investigation of strategies learners use specifically for vocabulary (VLS), which is our focus of attention.

CHAPTER 3

AIM & SCOPE

3.1 A BRIEF HISTORY OF ENGLISH LANGUAGE IN INDIA

3.1.1 Pre-colonial period

Vasco da Gama's discovery of the ocean route to India also paved way for the introduction of English within the sub-continent in 1498. However, it had been only within the 18th century, when the Mughal Empire was on the decline and therefore the English Malay Archipelago Company had secured an edge in India that India's tryst with English language began. During this era, English was the language of communication of the elite people and wasn't the inter language of the people.

3.1.2 Colonial period

With the consolidation of the activities of the Malay Archipelago Company in eighteenth century, began the efforts of teaching English within the South Asian subcontinent. As far back as 1759, Christian missionaries entered India and therefore the 1787 despatch welcomed the efforts of Rev. Swartz to determine schools for the teaching of English. Another significant effort was the publication of the primary book, 'The Tutor', to show English to the non-Europeans by author John Miller in 1797. This book was published in Seram-pore in Bengal. Thus, the socio- historical stage for the role of English in education was set by the top of the 18th century.

T.B. Macaulay, within the Minutes of 1835, for the primary time, formally introduced the teaching of English within the South Asian subcontinent. In his Minutes he mentioned the importance and usefulness of the education that might tend to the natives through the medium of English. there have been primarily two objectives of such education. the primary was to make

through this education a category of natives who, despite their blood and colour, would be English in culture and be ready to “interpret” between the rulers and therefore the subjects: “a class who could also be interpreters between us and the millions whom we govern – a category of persons, Indians in blood and colour, but English in taste, in opinion, in morals and in intellect” (quoted in Macaulay 1835, quoted in Thirumalai, 2003). The second was to make a “demand” for the edu institutions. Although both the objectives were designed to serve the interest of the Masters, not of the themes, but it provided the framework of formal English education to India which to an outsized extent is followed even today.

Thus by the center of the nineteenth century the aims and objectives of teaching English were very clearly laid out For the remaining period of colonial rule there have been a couple of landmarks within the development of English such as: The establishment of universities in Kolkata, Mumbai and Chennai in 1857 and in Dhaka in 1920, Selective education and training in administration, imparted through English, the Indian University Act (1904).

3.1.3 The Resolution on Educational Policy (1913)

For the whole period of British rule four broad developments with reference to English education took place:

1600 -1800: During the first years the variability of English used was imitative and formal. it had been the language of the rulers and therefore the elite class.

1850 -1947: During the later years more varieties (from very high to very low) appeared. Indian intellectuals and freedom fighters effectively used English as tool to for political awakening and resurgence.

Interaction with vernacular languages: because the use of English penetrated the various sections of the educated Indians, a replacement sort of English emerged. This sort of English had a really distinct Indian flavour

and varieties of words of vernacular origin were absorbed in English, e.g., Brahmin. Coolie, jungle, and so on.

Methodology: Language studies were supported literature and grammar and therefore the means of studies was the grammar-translation method. The spoken component of the language wasn't practised. the stress was given on correctness and complete sentence construction.

English also played a critical role in India's struggle for independence because it became the language of political awakening and resurgence. Even Mohandas K. Gandhi (1869-1948), although a robust advocator of use of national language, used English effectively to place forth his message to British Government.

3.1.4 Post-colonial period

Post-independence the perception of English as having an alien power base changed. Kachru notes that "English now has national and international functions that are both distinct and complementary. English has thus acquired a replacement power base and a replacement elitism" (Kachru 1986, p. 12 as cited in Baldrige, 2002).³ for many a part of the 20th century, it remained a language employed by a get few. English primarily remained the language of law and administration.

3.1.5 The Present State

Twentieth century witnessed great advancements in science and technology and this enabled many new ways of sharing information and doing business. India's international commercial activities led to the necessity for acquiring proficiency in English as a world language. Now, English wasn't just the language of the administrators and policy makers but also became the language of the business and professional class.

In India, English speaking population is merely about 3-4%, but with India's massive population, India is among the very best three countries within the world with the highest number of English speakers. In terms of numbers of English speakers, the Indian subcontinent ranks third within the world, after the USA and UK. Most English speakers in India are second language speakers, in 1971, it had been estimated that the speed of bilingualism in India was 13% and 99% of English speakers are second-language speakers (Mahapatra 1990: 7 cited in Hohenthal , 2003).⁴ Spolsky points out that English is that the most generally spoken second language, followed by Hindi. English is more useful as a "lingua franca"; the usefulness of Hindi as a interlanguage is regionally limited (Spolsky 1978: 42 cited in Hohenthal , 2003)⁵. the tiny segment of English speaking population controls domains that have professional prestige (Kachru 1986a: 8 cited in Hohenthal , 2003)). It's this small segment of Indian population that heads India's economic, industrial, professional, political, and social progress. Most interactions within the above spheres of life happen in English.

In the linguistically plural settings of India, English often acts because the link -language among people of various dialect. for several educated Indians English is virtually the primary language. Thus, within the present context English is playing an important role in bringing together people from different regional languages for a better exchange of social, educational and administrative network of India. It provides a linguistic tool for the executive cohesiveness of a rustic (Kachru 1986a: 8).

English is employed in both public and private domains and its functions "extend far beyond those normally related to an outdoor language, including the instrumental, the regulative, the interpersonal and therefore the innovative, self-expressive function" (Hohenthal citing Kachru 1986a: 37, 2003))⁶. As acknowledged before, the role of English isn't replacive: it overlaps with local languages in certain domains (Kandiah citing Sridhar, 1985; Shridhar and Shridhar, 1986; 1991: 273)⁷.

3.2 English language in Indian Education System

English is taught as a second language at every stage of education altogether states of India and has been accepted because the main medium of instruction in education. English is additionally the state language of two states in eastern India, Meghalaya and Nagaland.

In India, English has become an integral a part of the curriculum almost in the least levels of education. However, there are various social, political and cultural factors that affect the position of English in several boards, universities and other institutions. Even the curriculum offered and evaluation tools employed are very diverse across the country. The model of English offered to the learners lacks uniformity and it's this question that continues to challenge the policy makers and education planners. While most States accord English the position of second language, some others treat is because the third language; the regional language and therefore the national language getting precedence. As in other linguistically and culturally pluralistic societies, the position of English is decided by various political, cultural and social considerations. Kachru (1986b:20 cited in Hohenthal, 2003)⁸ sees primarily three questions which still be discussed. the primary question concerns the position of English in early and in education. The second question cares with the roles of the regional language, Hindi and English. The third question deals with the model of English presented to Indian learners, and the way that presentation are often made uniformly and effectively. the govt of India has primarily been concerned with the primary two questions, which are directly associated with language planning at both the national and state levels. There are, as yet, no acceptable answers to any of those questions (Kachru 1986b:20 cited in Hohenthal, 2003).⁹

3.3 Importance of English Language

Knowing English in India today has become vital. English is employed in many fields quite the other language. English is vital in India because most

of the upper education books are printed in English. English is that the third most speech within the world. The “How to find out English” keyword is searched on Google monthly and 44.9% (55,364) people searching in India. If one has got to survive in today’s cut-throat competition one should have an honest command of English.

Language is that the dress of thought. it's the expression of life, emotions, and aspirations. once we are born the sole language that we all know and understand is ‘smile’ and ‘cry’. When we are happy, we smile and once we are sad or we'd like something we cry. As we get older, we imitate the people around us and hence begin to find out the language. the planet is filled with different languages. Our country which may be a land of diversity has numerous languages too. The 8th schedule recognized, Hindi, English, and 21 other languages because the official languages.

Though Hindi is a interlanguage English has become a more important and popular language nowadays. it's used almost everywhere and thus it's become a requirement of the hour to be good in English. It's not just in India but it's used as a standard medium to speak between two nations who haven't any other common language. English has become vital in today's world thanks to its International importance. the planet has become a worldwide village and to speak effectively and exchange ideas, beliefs, technology there's no better medium than English. The importance of English is often due to the very fact that it's the language of the two most vital and progressive nations just like the USA and therefore the UK. Since both these nations directly or indirectly control the affairs of other nations worldwide so their language is additionally important.

Since English had colonies throughout the planet, their language was adopted by the natives. Like India, many countries were colonized, and being the language of Educated and colonizers left a mark on the people across the world. India too was colonized by Britishers for quite 300 years. In India Lord William Bentick made English the medium of upper education

after the recommendations of Macaulay. English was employed by the Britishers as a medium to instruct. They educated Indians within the English in order that Indians could communicate well and serve Britishers well in various departments. Till the time our country got freedom English was incorporated into various fields and hence it had been impossible to require this language out but to use it well due to its growing need and influence.

The corporate sector employs people that are confident and speak fluent English aside from the essential skills required for the work. Albeit one possesses an ideal resume, education, and knowledge that creates one eligible for employment but lacks in English will definitely not get his/her dream job. If you desire an honest and well-paid job it's vital to possess an honest command of English. Globalization has turned the entire world into a little village and has resulted in many inter-nation businesses and bilateral deals.

Almost all the countries use English as a business language so by communicating effectively one can make better business partners. India may be a developing country and most of the developed countries that India deals with use English so it becomes necessary to possess an honest command of English. Most of the technologies that are utilized in India are received from English nations so to use technology well, English is vital.

To get good scores and understand the matter well students should be taught well within the English. It's been seen that a lot of students in India suffer due to this as they are doing not have a robust foundation within the English. So if Indian students need to compete with students in their country and across the world, an honest knowledge of English may be a must. Knowledge of English is vital to qualify for competitive exams in India.

Starting from the top-level services like civil services, SC, Banking, Education, Armed services all have given tons of weightage to English section that's hard to be ignored. Its growing importance has also given a

chance to several to urge employment by teaching English in various coaching centers.

The world has become a worldwide village due to the web and other people get to understand about the literature, culture, and customs of other countries through it. the web provides knowledge about each and each country mostly in English. Most of the literature of varied countries is translated into English so knowing English would mean that one can have access to the vast treasure of data. those that wish to find out more can quench their thirst then. English's popularity is often felt from the emergence of tons of poet's novelists, dramatists from India writing exclusively in English.

Due to English's international importance, many writers write in English and that they write well. It helps them to urge a world identity and multitudes of readers and critics. Indian English literature began as early because the 1930s and was made popular by works of R.K Narayan, MulkRaj Anand, and Raja Rao. Though Indian diasporic writers have grabbed the eye of individuals worldwide. Rushdie, Kiran Desai, Arundhati Roy, Jumpha Lahiri, and lots of others have attained International fame and lots of prizes.

Another important role that English plays is in diplomacy. Literally "International Relations" mean relations between countries. It refers to relations within the field of science, politics, and economy. So, to possess good diplomacy one should be ready to communicate effectively and build strong ties. English is a world medium of communication and almost every country uses it as either native or second language. People have understood the very fact that good knowledge of English is that the key factor for an honest career, status in society, and an enormous advantage in knowledge and better communication within the entire world. If India has got to progress then it cannot ignore the importance of English language. As Frank Smith says "One language sets you during a corridor for all times. Two languages open every door along the way."

The standards outlined in this document reflect a view of literacy that is both broader and more demanding than traditional definitions. For many years, literacy was defined in a very limited way—as the power to read or write one's own name, for instance (Soltow and Stevens 1981). A way more ambitious definition of literacy today includes the capacity to accomplish a wide range of reading, writing, and other language tasks associated with everyday life. The National Literacy Act of 1991, for instance, defines literacy as "an individual's ability to read, write, and speak in English and compute and solve problems at levels of proficiency necessary to function on the work and in society, to realize one's goals, and to develop one's knowledge and potential." This historical perspective provides a context for interpreting current perspectives on English arts education. For instance, critics argue that fewer and fewer students are ready to read and write well, blaming schools and teachers for failing to fulfil their responsibilities. In actuality, however, ever-increasing numbers of high-school graduates have met our past goals in literacy (see sidebar). The mismatch that currently exists is between students' achievements and our expanded expectation for his or her literacy. We see the necessity for change, but this need derives from a vision of a tougher future rather than a criticism of past or current efforts. We believe that schools and teachers deserve praise for the encouraging results they are achieving. This does not mean, however, that all students today leave school with every skill they need to become critically literate citizens, workers, members of society, and lifelong learners. Indeed, we face new demands, new standards of critical thinking and expressive ability, that we are now starting to meet. Literacy expectations are likely to accelerate in the coming decades. To participate fully in society and the workplace in 2020, citizens will need powerful literacy abilities that until now have been achieved by only a small percentage of the population. At the same time, individuals will be got to develop technological competencies undreamed as recently as ten years ago. One unexpected outcome of the recent explosion in electronic media has been an interesting increase within the use of written communication, suggesting that predictions about the decline of

conventional literacy have been misplaced and premature. Electronic mail, similarly, has fundamentally altered personal written correspondence, and growing access to the web will still increase the demand for citizens who can read and write using electronic media. Furthermore, reading and writing are essential skills in planning and producing non medium. This broadened definition of literacy means English arts education must address many various types and uses of language, including people who are often given limited attention within the curriculum. One such area is speech. we've learned to respect the continuing importance of oral culture altogether communities and to acknowledge the rich interdependence between spoken and written communication. Much of our knowledge of language and our acquisition of literacy depends on speech. Any definition of English language arts must therefore include helping students learn how to accomplish successfully the many functions of spoken language, such as discussing texts, making presentations, assisting visitors, or telling stories to family and friends.

Being literate in contemporary society means being active, critical, and creative users not only of print and spoken language but also of the visual language of film and television, commercial and political advertising, photography, and more. Teaching students how to interpret and create visual texts such as illustrations, charts, graphs, electronic displays, photographs, film, and video is another essential component of the English language arts curriculum. Visual communication is part of the fabric of contemporary life. Although many parents and teachers worry that television, film, and video have displaced reading and encouraged students to be passive, un reflective, and uninvolved, we cannot erase visual texts from modern life albeit we would like to. We must therefore challenge students to research critically the texts they view and to integrate their visual knowledge with their knowledge of other sorts of language. By studying how visual texts work, students learn to employ visual media as another powerful means of communication.

Based on this expanded definition of literacy, the standards outlined during this document address six English language arts: reading, writing, speaking, listening, viewing, and visually representing. These six areas are notably different from each other, but there also are important connections among them, and these connections are central to English language arts instruction and learning. One familiar thread to link the language arts, for instance, is to pair them by medium: reading and writing involve written language, listening and speaking involve spoken communication, and viewing and visually representing involve visual language. There are many other important interconnections among the English language arts, as well. Learners' repertoires of words, images, and concepts grow as they read, listen, and view; new words, images, and concepts then become part of their written, spoken, and visual language systems. We know, for example, that in the early stages of reading, the act of writing helps to shape children's understanding of texts. Children use a number of strategies for writing. Sometimes they read the stories they have composed to classmates to get feedback on what is working well in their stories and what needs clarifying. Sometimes they spell a word the way it sounds (that is, applying their knowledge of phonics), while at other times they spell a word the way they recall seeing it. These writing/spelling strategies draw children's attention to the conventions of print, enabling them to start to read like writers. Thus, English language arts learning activities are seldom wholly discrete—"just reading," "just writing," or "just viewing," for instance. Each medium relates directly or indirectly to every other. To Present a Shared Vision of Literacy Education Clearly defined standards offer a vision of the knowledge and strategies that all students should develop in the English language arts, as well as of the curricular and instructional elements that are often wont to foster this development. to realize these standards, this vision must be shared by all those who have a stake in the future of our schools—not just the English language arts teachers who are directly responsible for providing instruction, but also school administrators, policymakers, parents, and members of the general public. A shared vision means that different parties

know what the work of the classroom is and will be, and have a transparent sense of what they can do to support this work. Public commitments to education may depend upon this shared vision. A shared vision doesn't, of course, imply one approach to teaching. Teachers know that their students develop language competencies in several ways and at different rates, which learning needs must be addressed as they arise and in the ways that seem most appropriate. Adaptability and creativity are far more effective in the classroom than thoroughgoing applications of a single approach. Most teachers' experience validates this philosophy every day. They recognize that no single instructional method or sequence of lessons can serve all students or all situations. Despite the array of instructional approaches being used in individual classrooms, teachers do appear to share many views about teaching and learning within the English arts. What are these views? What are a number of the weather of this common vision? First, and most important, teachers share a belief that students should develop competencies in the English language arts that will prepare them for the diverse literacy demands that will face them throughout their lives. Second, teachers agree that the English language arts are important not only as subjects in and of themselves, but also as supporting skills for students' learning altogether other subjects. English language arts help students gather and convey information about mathematics, history, science, the arts, and an array of other subjects, and in all of these subjects' students use language to solve problems, theorize, and synthesize. Third, teachers agree that students can best develop language competencies (like other competencies) through meaningful activities and settings, like reading and viewing whole texts, writing and creating visual images for recognizable purposes, and speaking and taking note of others both within and out of doors the classroom. Obviously, however, it's not enough simply to line forth a shared vision: English arts teachers must also identify and remove the barriers that prevent that vision from being translated into practice. for instance, teachers often receive conflicting messages about what they should be doing. They may be told they should respond to the need for

reforms and innovations while at the same time being discouraged from making their instructional practices look too different from those of the past. In addition, while many teachers wish to gauge their students' learning using performance-based assessment, they find that preparing students for machine-scored tests—which often focus on isolated skills rather than contextualized learning—diverts valuable classroom time away from the development of actual performance. Similarly, in many schools, the pressure to use particular textbooks discourages teachers from using materials that cash in on students' interests and wishes which involve them productively within the curriculum. In these schools, students may be forced to follow prescribed sequences of instruction rather than engage in authentic, open-ended learning experiences. So, too, the widespread practice of dividing the class day into separate periods precludes integration among English language arts and other subject areas. Thus, while the shared vision of English language arts education we describe is already being implemented in many classrooms, there is clearly a need to do more. By articulating standards, we hope to form it easier for a shared vision to become a reality.

to market Equity and Excellence for All One of our nation's greatest aspirations has been to provide equal educational opportunities for all. It's clear, however, that we've frequently fallen in need of this goal with children of the poor, students from certain linguistic and cultural groups, and those in need of special education. We believe that defining standards furnishes the occasion for examining the education of scholars who previously have not fully enjoyed prospects for high attainment. In a democracy, free and universal schooling is meant to prepare all students to become literate adults capable of critical thinking, listening, and reading, and skilled in speaking and writing. Failure to prepare our students for these tasks undermines not only our nation's vision of public education, but our democratic ideal. The consent of the governed is the basis of governmental legitimacy, and if that consent is not informed, then the foundations of government are shaky indeed. Some of the most generously supported schools in the world are found in our nation's affluent suburbs, while many economically

disadvantaged schools around the country are struggling to survive. a huge gulf in academic resources and accomplishments exists between the children of the rich and the children of the poor, and between the powerful and the powerless. This often results in sharp differences within the opportunities provided to students with linguistic and cultural backgrounds that differ from those of mainstream students. Students in special education programs in our country also often receive fewer educational opportunities than other students. Students designated as having learning disabilities, hearing or visual impairments, emotional or behavioural disorders, or who have orthopaedic or cognitive disabilities do present us with instructional challenges. However, once we view these exceptional conditions as individual variations and supply personalized, expert instruction, students with disabilities can reach their academic potential. It is, in fact, teachers' responsibility to acknowledge and value all children's rich and varied potentials for learning and to provide appropriate educational opportunities to nurture them. If we learn to acknowledge and value a spread of student abilities within the language arts and then build on those strengths, we make it possible for all students to achieve high standards.

Learning the way to Learn Students not only need to develop specific competencies and to acquire knowledge—they also need abundant opportunities to reflect on the method of learning itself. The conscious process of learning how to learn is an essential element in students' language arts education, and it forms a central theme within the standards detailed in Chapter 3. Knowing how to learn has not often been highlighted explicitly as a part of instructional contenting the English language arts. It has commonly been assumed that "bright" learners come by such knowledge "naturally" in the course of learning subject-matter content. The view of language learning presented here, in contrast, emphasizes the importance of explicit attention to the learning process for all students: learning the way to learn need to be considered as fundamental as other, more widely recognized, basic skills in English language arts. All students

have the ability to learn, but teachers can make that ability accessible by helping students reflect upon, and monitor, their own learning. When students see themselves as able learners, capable of monitoring and controlling their learning, they are more willing to tackle challenging tasks and take the risks that move their learning forward. As students move from school into their adult responsibilities at work and in the wider society, knowing how to learn will help them succeed in a changing economy and will enable them to become self-motivated, flexible lifelong learners. By being attentive to, and talking about, their own learning strategies, students develop this sense of themselves as resourceful learners and provide their teachers with valuable insights into their development. If students are aware of the strategies they use, they're better ready to recognize when a well-known strategy isn't working, and that they are more prepared to adapt or abandon one strategy in favour of simpler alternatives. Our conviction that all students can learn and can understand the processes of learning leads us to worry that each one student can, with appropriate instruction and experiences, achieve high standards. The learner-cantered perspective presented during this document is, therefore, also learning-cantered model. Teachers who implement this model help students see themselves as competent learners who understand the worth of consciously reflecting upon their learning processes. Learning how to learn is at the heart of all of the standards and is reflected in various ways in each of them.

Equal Access to Resources If all students are to possess equal opportunities to satisfy these standards, then all schools must have sufficient funds to hire well-qualified teachers and staff, to acquire high-quality instructional materials, and to purchase essential supplies such as books, paper, and desks. This means that states and communities must address the usually serious funding inequities across school districts. In most states, the wealthiest school districts spend two to 5 times the maximum amount per student because the poorest districts, and more than twenty years of community efforts and litigation have not resolved these structural inequalities. Today, as we write this document, there are public schoolteachers across the country who must

spend their own money for his or her students to possess even the minimum—pencils, paper, and books—in an era when technology is rapidly becoming necessary a part of instruction. To make certain, money alone doesn't guarantee academic excellence. If funding isn't used for constructive purposes such as obtaining better instructional materials, reducing class size, or supporting professional development, then all the money in the world will not improve student outcomes. Schools can be expected to help their students meet high standards, however, only if they possess adequate resources. Adequate Staffing Schools must also have an adequate number of knowledgeable teachers. Overcrowded classrooms make it virtually impossible to carry out the kinds of individualized and performance-oriented instruction essential to meeting the standards. Yet, in many schools, teachers are typically assigned to classrooms with thirty or forty students or more. In such settings, chances for meaningful interaction between teacher and student are slim, and opportunities permanently teaching and learning are severely compromised. It's not enough to possess a sufficient number of well-qualified teachers, though; these teachers got to have access to ongoing opportunities for professional development. School districts got to provide both funding and support for teachers' attendance at off-site conferences and staff development programs. Teachers need opportunities to share ideas, engage in research, assist one another, and continue learning about and responding to changes in their fields. Schools got to nurture an atmosphere of learning that promotes teachers' growth along with that of their students. Safe, Well-Equipped Schools the present epidemic of violence in our schools and neighbourhoods presents perhaps the only most serious threat to students' learning and to achieving the standards set forth here. Students deserve safe environments for learning. They will scarcely be expected to worry about literacy or learning if they must constantly worry about being attacked in the hall or the schoolyard. Therefore, states and communities must do all they can to ensure that students are protected. Ideally, schools will become nurturing spaces where students are free to learn without the necessity for cover. The condition and appearance of the

school are also important aspects of the learning environment. Too many schools, particularly those in economically disadvantaged communities, have suffered from years of neglect and are sadly in need of repair. Some schools recruit student volunteers and employees to assist with painting and renovation, but in many cases the major repairs needed go well beyond the capabilities of volunteer workers. Communities should provide necessary resources to ensure that their schools are well-maintained, brightly lit, attractive settings that encourage learning.

The teaching of English in India dates back to the early 19th century and was initially related to the energetic spirit of the missionaries. The European languages arrived in India with the invention of the ocean route to the subcontinents by Vasco da Gama in 1498. The influx began with the Portuguese and therefore the French, who later surrendered political power to the British. Through the 15th and 16th centuries the British quietly devoted themselves to the gathering of data about India, and once that was done, they arrived in India with full vengeance and drove out all European competition very soon. Where the British were qualitatively different from the Portuguese is that while the latter language became an interlanguage wherever the Portuguese set up shop, English never interacted with the Indian languages within the same way, didn't undergo the method of creolization and decreolisation and remained more or less an elite phenomenon.

The East India Company entered the picture when the Charter Act of 1813 made the corporate responsible for the education of the Indians. It had been at this stage that the issue of the medium of education took center stage. These early attempts at English language teaching in India were overshadowed by political compulsions. The efforts of the pro English lobby culminated in Macaulay's Minutes of 1853. Macaulay's Minutes of 1835 advocating English education in India reflects this limited perception of the rulers and their imperial design. Despite protests from vernacularists and Orientalists, Lord Bentinck accepted this proposal and directed all funds to

be employed in imparting to the native population knowledge of English literature and science within the English. Lord Auckland resolved the difficulty once and for all in-favour of English (1839). Lord Harding contributed his bit to the controversy by promising jobs only to those trained in English. English became the most popular medium of instruction but existing facilities for oriental and vernacular education also continued. But obviously they did not enjoy the same status as Englishman, while Persian continued within the Lower Courts, in the Higher Courts English continued. Language thus became a marker of social differentiation and the British rulers consciously tried to market English to an edge of prestige. This led to sharp divisions within the population between the English educated elite, the vernacular educated and the illiterate masses. The elite by virtue of their closer links with the rulers became absolutely alienated from the masses. As Rajeswari Sunder Rajan has acknowledged, the consolidation of the English language in India coincided with the consolidation of the colonial power in India. Learners were introduced to a literary cannon comprising Chaucer, Shakespeare, Milton, Dryden, Pope, Wordsworth, Keats, and therefore the likes that were presented as the finest in literature. A shelf of these books was said to be worth all the literatures of the orient. So, the net result of this brain washing was that, irrespective of whether Indians had knowledge of their vernacular literature or not, every educated Indian swore by this cannon, a fallacy which continued till very recently. To take care of its elite nature a series of reforms were introduced by the Morley-Minto Reforms (1909), the Montague-Chelmsford Report (1917) and the Calcutta University Commission recommendations (1919), but neither the English language nor the English model of education reached the masses.

Although, English Language has been adopted as an official language in India, the learners still face difficulties learning it for several reasons. A chief reason is that the incontrovertible fact that every Indian is endowed with his or her mother tongue but compelled to learn in second language or English. The teaching of English in the world today has become very challenging

with the boom in information technology and therefore the attendant fast pace with which pieces of knowledge are transferred from one place to a different . From my daily experience as a practicing teacher of English in the university, I can say that I have serious apprehensions as to the emergent trends of the English language teaching and use in my country. To speak and write presentable English one needs to cultivate the skills such as (a) listening (b) speaking (c) reading and (d) writing. Listening is often ignored but yet a very important in learning English. Active learner requires the listener to understand, interpret and evaluate what is being said. Listening is different from hearing. One has to make a conscious effort to become an effective listener. One must listen with none biases and prejudices and be hospitable the views of people. The reason for poor listening includes unavailability of listening training, mismatch between the speed of thought and speech and inefficient listening. Speaking is an important requirement not only in our academic and professional career, but also in our personal life. Our confidence, clarity and fluency are viral for the effectiveness in our speaking. As our paralinguistic features such as our voice quality, pitch, rate and volume, pauses, modulation etc. Play a important role in speaking. Thus, listening and speaking complement one another. it's important to find out and practice the way to start conversation, the way to carry it on effectively and efficiently and the way to finish it smoothly. Reading is one of the most academic tasks faced by students. Just the purpose of active listening is to form sense what you hear, the aim of reading is to form sense out of what you read. Interpretation of what one reads may be a very subjective matter. Again, this relies on one's own perception of concepts, background and reading ability and knowledge. Learning to read and write is a process of experiencing language Harold Rosen (1981), writing a few school curriculum projects on writing in Britain, explained it in this way: The writer may be a lonely figure cut off-from the stimulus and corrective pressure of listeners. He must be a predictor of reactions and act on his predictions. He writes with one hand tied behind his back, being robbed of gesture. he's robbed too of the tone of his voice and therefore the aid of

clues the environment provides. he's condemned the monologue; there's nobody to assist out, to fill the silences, put words in his mouth, or make encouraging noises. It is these demands which present particular problems to foreign writers of English. Even those that are proficient writers in their mother tongue need to acquire a wide language base from which to make these choices. They may also find that confusing difference exist between the conventions of writing in their mother tongue and English. for instance, the extent of formality or patterns of presenting information in letters may differ, or the accepted method of setting out arguments in discursive writing may vary. A teacher needs to be sensitive to all or any these factors when our learners attempt their writing tasks.

However, the figure oversimplifies matters because, although writing in general involves these stages, the process of composition is not a linear one, moving from planning to composing to revising and to editing. it might be more accurate to characterize writing as a recursive activity in which the writer moves backwards and forwards between drafting and revising, with stages of replanning in between. If the writing process is to develop naturally, then it's important to permit some mother tongue usages until such time as when a toddler has enough mastery over the second language to not require the mother tongue. The policy of "speak in English only" is not found to be conducive to learning naturally. The transition is Gradual, and if we don't allow children to use the maternal language, we'd completely block the children from being able to express themselves. We need to facilitate the transition by providing suitable vocabulary or structures, also as motivating-children by creating a true need to communicate in the second language. This can be done by providing a secure and stimulating natural environment for language learning. The major challenges are faced by students coming from: I. Rural and Underdeveloped areas ii. Tribal background iii. Economically backward society iv. Uneducated families Learning a foreign language may not be butter and bread experience due to languages peculiarities and distinctiveness. No matter the similarities, two languages

aren't utterly an equivalent thing. Learners of English as a second language find its learning difficult because the sudden break from a familiar language to a now –familiar one can be difficult, thus various errors ranging from phonetical error to syntactic, morphological to semantic errors etc. are committed. a number of the issues are highlighted below: First of all, students learn basic grammar at college level for the aim of passing only within the tests and in the examinations and not to face any real-life situations. Application-oriented advanced grammar is not taught in schools. Furthermore, adequate practice is not given to students to find out a language. It is obvious that students only read to pass English but aren't totally committed to its mastery; probably because learners are only taught and expect to regurgitate the experience rather than allowing them to self - discover the intricacies involved in English. Second English language learners experience a mother tongue interference phenomenon which deals with the problems learner encounters when he transfers the acquired skills in his native or indigenous language (L1) to his second language (L2).

Phonetically, learners of English as a second language find it difficult to pronounce certain English words because the sounds are absent from their native languages. Examples are dental sounds in thin, this and/ in them, that etc.; and also, palato-alveolar fricative sound /ʒ/ in measure, pleasure etc. Syntactically, the scholars employ plurality to honour elders. A very important challenge confronting learners of English as a second language is students' fearful attitude towards the utilization and usage of English especially within the presence of a competent user. Sometimes, it is humiliating to possess to talk to one's countryman in a foreign language, especially in the presence of the proud owners of that Language. They would naturally assume that ,one had no language of one's own. Speaking English requires a measure of confidence and readiness, however, if a speaker feels inadequate to speak it, it may lead to incoherence and incorrect expressions. To quote Kapoor, "Now the failure in teaching English as a second language stems not from the idea, training and mechanics of

teaching, but from the intrinsic conceptual inappropriateness in accepting English as a second language, L2, pedagogically and linguistically. Analysing the issue further, he says that English certainly is not useful in our day to day life. This, in fact, is the main problem of teaching English in India. Being a far-off language, it cannot function as a second language; but it's been uniformly imposed as L2 everywhere the country. what's more, when one looks at the functions, goals and instructional objectives, it's evident that English is to be taught as L2. To agree with Kapoor, all the Indian students study English as one of the Indian languages; and therefore, are not able to achieve any competence. All the remedial courses, U.G.C sponsored institutes, use of technology, audio cassettes, the language laboratory, radio, TV, reviews of syllabi, testing, error analysis has not helped in improving students' standards in any way. The standard of English has always fallen short of even the minimum level, except in certain cases. The teaching of English in India has always been in difficult circumstances. Firstly, many teaching/ learning materials like —good textbooks, workbooks, and handbooks for teachers, TV, radio, charts or other useful visual material — are essential for effective teaching. Unfortunately, many teachers and students are not provided with these materials. Hence, sometimes the teaching and learning becomes more imaginative than practical Good teachers of English are found in very small number in India. Even if they're trained, they're trained by the teachers of English in India but not by the native speakers. Thirdly, Methods are not appropriate. The oral work which is the soul of any method is totally neglected. Lack of motivation, faulty examination system and enormous classes are other examples.

There is a general craze for 'convent education' and this type of education has remained the exclusive privilege of the rich. Again, without exception the standard of English teaching in Indian schools (with the exception of a few elite schools) has fallen dramatically, chiefly because infrastructure has not been able to keep up with the exploding number of students. But the role and importance of English in the Indian society continues to rise unhindered.

Vernacular and maternal language education still be neglected. Thus, while Hindi remains the 'official' language, English continues to rule the roost. Problems caused by this phenomenon are indeed difficult to resolve. Because of these challenges, the standard of English in our country is disgracefully low. Hence, tons of responsibility are left for English teachers to form their classes interesting and fruitful learning. Against this background, we need to find a solution to these challenges. If the solution is sought for, it is realized that they are not in the hands of the teachers. These challenges can be turned opportunities and teachers can become resourceful. Open ended activities certainly can improve the standard of ESL class. Open ended activities are suggested as a means to differentiate instruction by allowing students to figure at their own rules, use their preferring learning styles, investigate their own interest and produce work commensurate with their abilities. Teachers could give all students the same activity, and quality of instruction, with the differentiation occurring in the children's response, reflective of their abilities and interests. Differentiating learning experience through learner responses may be a powerful instructional strategy for maintaining both challenges and democratic principles within the class. The alignment of learner characteristics with features of their learning experience is fundamental principles of differentiated instruction. To put the idea in nutshell, the role of activities is providing autonomy to learners which suggests making use of the capacity of being liable for own learning process with the assistance of the available resources. In such situation, the syllabus is negotiated between learners and therefore the teacher with –self instruction, self-direction and individualization. It is therefore recommended that English learners must be extensive readers. Teachers must reward efforts of learners so as to motivate their struggle to acquire the language skills. Government as a matter of priority should make available necessary facilities which will empower teaching and learning of English. Parents should arouse the interest of their wards by providing needed materials and conducive learning and studying environment at homes.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 Evolution of Classroom Technology

Innovation is quickly changing the manner in which we live and work. The field of training is no exemption. Truth be told, during the late 1990s, new advancements were being concocted and planned practically month to month. Innovation was swirling and instruction was the essential objective for those excited specialists who needed to check whether their item could change training as we probably are aware it. Just about 10 years after the fact, the curiosity of instructive innovation has fairly worn off. Numerous schools are battling to make a decent living, reducing expenses at every possible opportunity. Money related battles are as yet a reality today for some, school areas. However, in any event, for those schools with restricted money related assets, instructive innovation is as yet a predominant piece of training today (Vail, 2003). Throughout the years, our country has felt the weight from different nations who are proceeding to effectively incorporate data and correspondence advancements (ICTs) into the training of their understudies. So as to set up our understudies to flourish in the computerized age, the United States has made a guarantee to furnish understudies with the abilities and assets they should prevail throughout everyday life (CEO Forum, 2001). As per the CEO Forum, teachers are urged to utilize accessible innovation so as to profit our country's Available online at www.sciencedirect.com© 2013 The Authors. Selection and friend survey under obligation of Prof. Dr. Ferhan Odabaşı

1604 Michael W. Firmin and Deanna J. Genesi/Procedia - Social and Behavioural Sciences 93 (2013) 1603 – 1617 schools, encompassing networks, and in particular, our understudies. The present understudies should be shown twenty-first century abilities that they will require so as to

flourish later on. A portion of these aptitudes incorporate computerized proficiency, imaginative reasoning, compelling correspondence, cooperation, and the capacity to make top notch ventures. So as to do arrive at this elevated objective, instructors need to concentrate innovation on the key structure squares of understudy accomplishment. Those structure squares incorporate appraisal, arrangement, responsibility, access, and examination. Similarly, as instructors ought to consider the structure squares of understudy accomplishment, it is likewise significant that they think about the numerous aspects of training. One essential angle to think about is the means by which understudies learn. At the point when instructors know how their understudies learn best, genuine real learning starts to happen and understudies are readied and prepared for their future. Driscoll (2002) contended that while innovation joining in schools isn't simple, it is fundamental. She gave four wide standards as a system for educators as they consider how to coordinate innovation into their everyday guidance. These four standards were as per the following: 1) Learning happens in setting, 2) Learning is dynamic, 3) Learning is social, and 4) Learning is intelligent. Remember that innovation without anyone else won't ensure genuine learning. In any case, the correct utilization of accessible innovations has the ability to upgrade and change training in the present homeroom. Indeed, even with all the positive presumptions about the compelling utilization of innovation in the study hall, innovation despite everything will in general be seen meekly by numerous instructors today. Instructors are frequently disposed to be conventionalists; thusly, they are not as anxious to lock on to the most up to date and most recent mechanical progression that has quite recently come out available (Vail, 2003). Another factor that adds to teachers' reluctance concerning innovation is that they would prefer not to grasp another innovation until they see a requirement for it. With the death of the No Child Left Behind Act (NCLB) in 2001, be that as it may, teachers' points of view will undoubtedly change. Truth be told, Vail contended that it would be almost unthinkable for schools to fulfil the needs that are put upon them without actualizing innovation in the study hall.

Similarly, as with any issue, there are normally different sides of the coin. The equivalent is valid for instructive innovation. It is imperative to perceive the contrasts between the amount of innovation use (how much innovation is utilized and why) and the nature of innovation use (how innovation is utilized and why). In past research, the spotlight has been for the most part on the amount of innovation use. Be that as it may, it is similarly as substantial an inquiry to consider the nature of innovation use in schools today. Truth be told, ongoing examination shows that in any event, when innovation is utilized at a specific recurrence, not all advances are seen as useful, valuable, or accommodating (Lei, and Zhao, 2007). It is significant that instructors understand that the basic utilization of instructive advancements alone doesn't ensure that educating and learning will by one way or another be changed. Instructors must utilize innovation proficiently and carry new teaching methods to their guidance.

4.2 Benefits of using technology in the classroom

It is crucial to well known that scholars are already involved and engaged in mistreatment era, this creates numerous wonderful possibilities for colleges and teachers to study from institution movement some styles of era in the room and to shape coaching and studying extra effective. Here are some of the maximum benefits of mistreatment era with inside the classroom. Improves engagement When era is incorporated into lessons, college students are predicted to be extra inquisitive about the subjects they are studying. Technology gives exclusive possibilities to shape studying extra a laugh and pleasurable in phrases of coaching equal matters in new approaches. For instance, turning in coaching via gamification, taking college students on digital discipline visits and mistreatment different online studying sources. what is extra, era will inspire a extra lively participation in the studying technique which can be onerous to reap via a traditional lecture environment. Improves statistics retention Students who're engaged and interested in matters they are studying, are predicted to personal a much higher statistics retention. As stated before, era will facilitate to inspire lively

participation in the room which is likewise a quite crucial problem for hyperbolic statistics retention. Different varieties of era can be accustomed test with and judge what works first-class for university college students in phrases of conserving their knowledge. Encourages character studying No one learns in the equal technique thanks to absolutely exclusive studying designs and exclusive abilities. Technology gives excellent possibilities for creating studying easier for absolutely everyone with absolutely exclusive needs. For example, college students will study at their personal speed, assessment hard thoughts or bypass in advance in the event that they should. What is extra, era will provide extra possibilities for stricken or disabled college students. Access to the Internet gives college students get right of entry to a vast range of sources to conduct studies in numerous approaches that successively will boom the engagement. Encourages collaboration Students can follow collaboration talents via way of means of acquiring involved in numerous on-line activities. For instance, working on absolutely exclusive comes via way of means of participating with others on boards or via way of means of sharing files on their digital studying environments. Technology will inspire collaboration with college students in the equal classroom, equal university or even with alternative lecture rooms spherical the world. Students will study useful existence talents via era by the usage of era in the classroom, every teachers and college students will broaden talents critical for the 21st century. Students will advantage the talents they will should be forced to reap fulfilment in the future. Elegant studying is approximately participating with others, willpower complex problems, critical thinking, growing absolutely exclusive varieties of verbal exchange and leadership talents, and up motivation and productivity. what is extra, era will facilitate broaden numerous realistic talents, collectively with making presentations, studying to distinguish dependable from unreliable reasserts at the Internet, preserving accurate online etiquette, and writing emails. These are critical talents to be able to be advanced in the classroom. Benefits for instructors with endless online sources, era will facilitate enhance coaching. Teachers will use absolutely exclusive apps or

straightforward online sources to boost the conventional approaches wherein of coaching and to live college students extra engaged. Virtual lesson plans, grading code and online exams will facilitate instructors keep a splendid deal time. This precious time can be used for operating with college students who're struggling. What is extra, having digital studying environments in colleges complements collaboration and statistics sharing among instructors.

4.3 English Language Teaching

Ahmad, Jameel (2012) English Language Teaching (ELT) and Integration of Media Technology, *Procedia - Social and Behavioural Sciences*. 47. 924-929. 10.1016/j.sbspro.2012.06.758. The most innovative endeavour the teachers of English have undertaken so far is to integrate media technology in ELT classroom, in order to improve learners' motivation, integrated language skills and self-learning environment. The aim of this study is to statistically explore EFL learners' response towards media technology in general and its impact in improving accentual patterns of individual English words in particular. It also explores the impact of internet and teacher's role in improving learners' writing skill. Three statistical surveys were undertaken at JCC, King Abdul Aziz University, KSA and the result of using electronic devices was found marvellous and interesting. (C) 2012 Published by Elsevier Ltd. English language teaching (ELT) together with the growth of English as a Second or Foreign Language (ESL/EFL) is a progressive field that often witnesses methodological innovations. Teachers, researchers, and practitioners are in continuous search for the best teaching tools and practices that can help learners succeed in their language learning and meet the employment criteria and market needs. According to Cook (2003:30), "different approaches to teaching English did not just occur by chance, but in response to changing geopolitical circumstances and social attitudes and values, as well as to shifts of fashion in linguistics which, for all its apparent objectivity, was itself subject to social change". In response to the increasing demand for quality teaching and learning, particularly in the ESL/EFL

contexts, quality assurance (QA) system has evolved from the outset of its inception as a peculiar and unique practice in the higher education new agenda. In their quest for quality education, institutions of higher learning often adopt a set of policies and procedures to ensure that quality learning is achieved by quality teaching. This equation rests on clearly-articulated quality assurance philosophy which requires teachers to continuously reflect on their teaching, and to motivate students to view learning as meaningful and useful. Effective teaching, as a requirement of quality education and quality learning presents students and teachers with continuous demands and challenges. Teachers must develop transformative reflection, adjust their teaching strategies and decisions, and set the suitable learning setting for meaningful practices.

4.4 Smart Classroom

It is vital to acknowledge that students are already interested and engaged in victimization technology, this creates several wonderful opportunities for colleges and lecturers to profit from integration some forms of technology within the schoolroom and to create teaching and learning more effective. Here are a number of the most edges of victimization technology in the classroom.

Improves engagement

When technology is integrated into lessons, students are expected to be additional interested in the topics they're studying. Technology provides different opportunities to create learning additional fun and gratifying in terms of teaching same things in new ways. For instance, delivering teaching through gamification, taking students on virtual field journeys and victimization other on-line learning resources. what's more, technology will encourage a more active participation within the learning method which may be laborious to achieve through a conventional lecture environment.

Improves data retention

Students who are engaged and curious about things they're studying, are expected to own a much better data retention. As mentioned before, technology will facilitate to encourage active participation within the schoolroom which is also a awfully vital issue for multiplied data retention. Different sorts of technology may be accustomed experiment with and choose what works best for college kids in terms of retentive their knowledge.

Encourages individual learning

No one learns within the same approach owing to totally different learning designs and different abilities. Technology provides nice opportunities for creating learning more practical for everybody with totally different needs. For example, students will learn at their own speed, review tough ideas or skip ahead if they have to. what's additional, technology will give more opportunities for troubled or disabled students. Access to the Internet offers students access to a broad vary of resources to conduct research in numerous ways, that successively will increase the engagement.

Encourages collaboration

Students can follow collaboration skills by obtaining concerned in numerous online activities. For instance, functioning on totally different comes by collaborating with others on forums or by sharing documents on their virtual learning environments. Technology will encourage collaboration with students within the same classroom, same college and even with alternative classrooms round the world. Students will learn helpful life skills through technology.

By using technology within the classroom, each lecturers and students will develop skills essential for the twenty first century. Students will gain the skills they're going to have to be compelled to achieve success within the

future. fashionable learning is about collaborating with others, resolution advanced problems, important thinking, developing totally different sorts of communication and leadership skills, and up motivation and productivity. what's more, technology will facilitate develop several sensible skills, as well as making presentations, learning to differentiate reliable from unreliable sources on the Internet, maintaining correct on-line etiquette, and writing emails. These are important skills that may be developed in the classroom.

Benefits for teachers

With countless on-line resources, technology will facilitate improve teaching. Teachers will use totally different apps or sure on-line resources to boost the traditional ways that of teaching and to stay students additional engaged. Virtual lesson plans, grading package and on-line assessments will facilitate teachers save loads time. This valuable time may be used for operating with students who are struggling. what's more, having virtual learning environments in colleges enhances collaboration and data sharing between teachers.

4.5 Benefits Of Smart Classrooms

- i) Interactive Learning Experience
- ii) Encourage Collaboration
- iii) “Go Green” Concept
- iv) Upgraded Integration
- v) Time-Saving Classroom Technology Solutions
- vi) Smart Interactive Modules- Videos, Presentations, etc.
- vii) A Touch of Fun Element to Learning
- viii) 24*7 Accessible to Online Resources
- ix) A Fillip to Academics
- x) Pace of Growth

4.6 Components Of Smart Classroom

The general components of smart classroom consist of:

- i) Hardware Equipment (Desktops, laptops, tablets, iPads)
- ii) LCD projectors
- iii) DVD/VCR Combo
- iv) Interactive Whiteboards
- v) Microphones

Dwelling deeply, the must-have set of smart classroom equipment is as follows:

- i) Learning Management System
- ii) Interactive Control Centre
- iii) Class Pad
- iv) Interactive whiteboards
- v) Classroom Control System
- vi) Response Pad
- vii) On-Demand Collaboration
- viii) On-Demand Visual Learning
- ix) Classroom Capture
- x) Interactive Displays

The journey of developing a smart classroom has been long but escalating. From a classroom that solely depends upon chalks and boards for interaction, the step has been taken towards “interactive whiteboards”.

Replacing the traditional notion of teaching, it incorporates the finest “**digital ink technology**” that helps the children to stay focused on classroom teaching and in an entertaining way.

4.7 Major Findings

All the colleges have computing device but no faculties have interactive/ clever board. 88% of faculties do now no longer have laptops. All the colleges have projector however 66% of faculties do now no longer have Wi-Fi microphone. All the colleges have as a minimum one clever class and may accommodate in common sixty-five students. 84% of faculties do now no longer have technological know-how associated software program, 88% of faculties do not have arithmetic associated software program, 96% of faculties do now no longer have social technological know-how associated software program and 88% of faculties do now no longer have English associated software program for coaching learning. Most of the colleges do now no longer use academic software program and packages which include English Mentor, Edu comp, e-Pathshala, K elegance, BYJU's, SWAYAM, Classmates, Teacher tube, Khan Academy for coaching different topics in Smart lecture room. Half of the lecturers in Science, Mathematics, Social Science and English are now no longer skilled for taking classes in smart lecture room/ use ICT for coaching learning. 88% of faculties do now no longer use smart lecture room normal for coaching Science, Mathematics and English and 68% of faculties by no means use smart lecture room for coaching Social Science. All instructors are taking classes in smart lecture room in sporadically however no college has contemplated the schedule of the clever elegance within side the timetable.

The have a look at well-known shows that everyone colleges have desktop, projector, printer and scanner. But no colleges have interactive board which performs an important function in the coaching gaining knowledge of procedure in smart study room in this virtual era. Most of the colleges do now no longer use wireless microphone for coaching within side the smart study room. Many hardware additives are discovered in negative condition. The HM/principal in conjunction with different instructors have to often take a look at the situations of these system and take important actions. Government may also take initiative to offer substances like interactive

board, microphone to all colleges and make certain very well that these types of substances are utilized by the academics within side the coaching gaining knowledge of procedure. All colleges obtained as a minimum projector. But simplest one projector has been established in majority colleges that is a motive behind irregularity of instructions in smart study room. It is important for the college authority to installation each the projectors in conjunction with different important system in rooms for supplying lessons regularly with the assist of to be had era. All colleges do now no longer have a right floor to show or use the multimedia pen. So in this situation a few colleges are the usage of multimedia pen on tough floor wherein it's far hard to write, a few apply it to putty wall in which he multimedia pen may get damaged. So, the Government may also offer a display on which the academics can show the virtual contents to the students. Initiatives can be taken via way of means of the Government to train all instructors in pedagogy of clever class. The head of the organization have to specify the smart study room intervals within side the timetable so that everyone instructions get equal possibility and all topics might be taught ever day or as a minimum three times in every week with the assist of era. Government may also take initiative to recruit complete time laptop instructors for training, coaching and keeping the smart study room. The college authority may also encompass a few academic CD/DVD in their library in order that vital academic contents might be shared within side the Smart study room. Other than the content material to be had in KYAN projector issue unique software program have to be used within side the Smart study room. The lesson in clever study room desires to be brought in a manner wherein the instructor makes use of the to be had virtual gadgets and create a bridge between conventional strategies and current digitized era in order that utmost gaining knowledge of consequences might be generated. Special and instant measures have to be taken to put in or offer a few e-content material or e-assets for coaching Social Science, Hindi and Nepali. Moreover, all e-content material desires to be translated in English for English medium colleges and different vernaculars like for Hindi medium

and Nepali medium colleges in West Bengal. Teachers have to be sensitized within side the function of ICT for expert improvement via way of means of getting enrolled in MOOC and SWAYAM. Teachers can be recommended to finish ICT associated MOOC from special Institutions and Universities.

4.8 Research Methodology

A test will be conducted for the urban school students to test their basic skills in English language before using Smart-Class technology. Twenty students will be involved in the test. There were given twenty-five questions and each question carried two marks. They were given forty minutes to complete the test. The test result is shown below. The same set of students were trained and taught the basic of grammar vocabulary, parts of speech, pronunciation and sentence pattern using Smart-Class technology. A test was conducted. Again, the test was for forty minutes and there were twenty-five questions in total each carrying two marks. Their scores were calculated and tabulated.

CHAPTER V

RESULT AND DISCUSSION

A set of students from secondary school are explained about the question pattern for the test. Day one they were taught grammar vocabulary, parts of speech, pronunciation and sentence pattern and a test was conducted with twenty-five questions each carried two marks and marks are allotted accordingly. On the next day another test was conducted to the same set of students before and after using the smart-class technology. Both tests are conducted with a time of forty minutes. The result of both the tests are compared and analysed. The outcome is analysed after using the technology.

Table: 1 shows the detail of the scores of the learners and percentage obtained before and after the basic vocabulary training using SMART-CLASS TECHNOLOGY. The result shows how the learners improved their vocabulary knowledge with help of this technology.

Table:1
Result of Before and after Using Smart-Class Technology

S.No	Name	Before using Smart-class technology	After using Smart-class Technology
1	Naveena	26	37
2	Rakesh	22	40
3	Pooja	28	35
4	Chandru	34	45
5	Archana	22	38

S.No	Name	Before using Smart-class technology	After using Smart-class Technology
6	kawshik	29	43
7	keerthiga	23	36
8	Arun	31	40
9	Abi	28	39
10	Pradeep	25	40
11	Janani	30	42
12	Prem	24	37
13	Swathi	26	41
14	Ajay	20	44
15	Nancy	22	38
16	Raghav	27	43
17	Yeshwa	25	39
18	Sharan	32	41
19	Rina	21	34
20	Raj	36	46

When the result of the two tests are compared, it is found that students have secured more marks after using smart-class technology than before. The results are represented in the bar diagram.

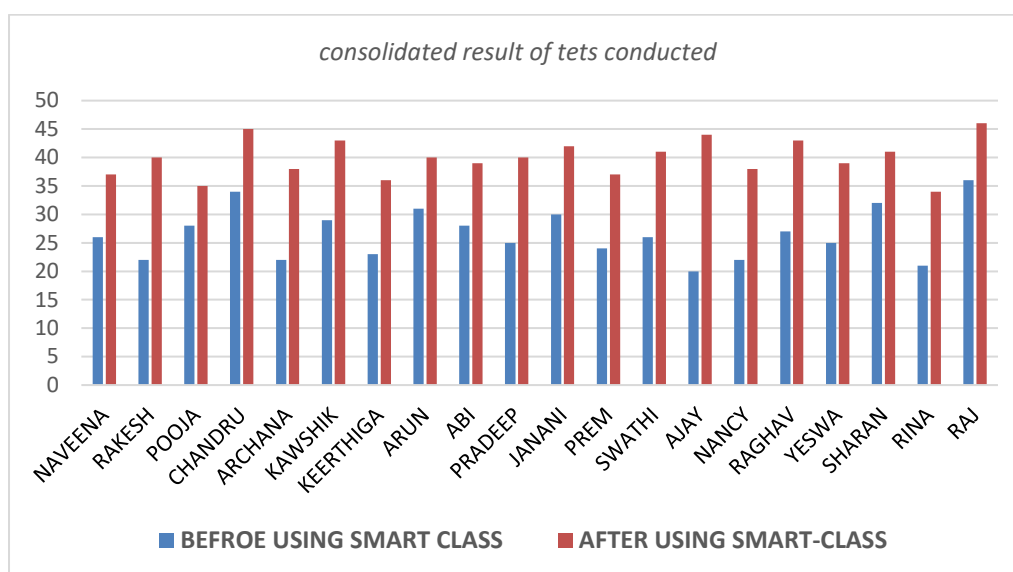


FIG. 5.1 Consolidated Result of Tests Conducted

The result of both the tests were compared and analysed. The outcome was analysed that the students have secured more scores after using the technology. The test has resulted in an expected outcome that the use of the smart-class technology has developed the vocabulary grammar of each student.

Smart class is the recent innovation in the field of teaching learning across the levels of education. The Government of India as well as states has been equipping school with devices and software required for smart class. This study was intended to find out the availability and uses of equipment's and software in smart class. The study indicated that all the smart class in West Bengal has desktop and projector and only 12% of schools have laptop but no schools have interactive white board. Majority of schools have printer, speakers, multimedia pen, modem etc. This is a very good sign for the quality improvement of school education as smart class provides content in interactive and multisensory mode (Kumar and Kumar, 2017). The smart

class is helpful for teachers in enhancing students' performance with use of technology (Jena, 2013; Ropum and Arafat, 2014; Dhvakshayani, 2015; Menon, 2015; Varghes, 2017). The study also revealed that few schools have laptop and no schools have interactive white board, which are essential for making teaching learning meaningful and lively. Hence Government must provide all these required devices, equipment's and software to all secondary schools. The important finding of this study is that half of the teachers are trained in teaching by using smart classroom or ICT. Without the capacity building of teachers, smart class room or ICT is not useful. Hence all the teachers must be oriented in taking class in smart class. Further, teachers must be encouraged and motivated to take class in smart class as it creates interest and meaningful learning among students. The head teacher must include the smart class in school time table so that all subject teachers can get equal opportunities for taking class in smart class. ICT has great potential for the professional development of teachers. Hence teacher must be sensitized about the ICT initiatives like epathshala, MOOC, SWAYAM, NROER etc.

CHAPTER 6

CONCLUSION

The basics of English language like vocabulary grammar, pronunciation was trained to the students using smart classroom technology in order to develop their knowledge about English as second language. Class technology has great potential for the improvement of quality of teaching and learning. This study has found that smart classroom project has been implemented in the secondary schools of West Bengal, India and some digital devices are provided to these schools. But half of the teachers are not oriented to use smart classroom for teaching different subjects. Further, majority of teachers are not aware about the free online resource material available on different subjects. The initiatives of NCERT and MHRD like ePathshala and NROER etc are not being used by the teachers and students. Hence, it is high time to orient teachers and HMs of all secondary schools on uses of ICT tools for teaching learning. Further, students of higher classes must be sensitized and encouraged to use free online resources including text, audio and video relating to school subjects. This methodology can be followed and implemented in the future for the rural backgrounds schools to develop their knowledge in English language. This will be helpful for all type of students to choose English as a second language.

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