

**REINFORCING LSRW SKILLS IN ENGLISH LANGUAGE
TEACHING USING KAHOOT APPLICATION:
AN EXPERIMENTAL STUDY**

Submitted in partial fulfillment of the requirements for the award of

Bachelor of Arts in English

By

A. SABIREEN

REG.NO 38010017



DEPARTMENT OF ENGLISH

SCHOOL OF SCIENCE AND HUMANITIES

SATHYABAMA

**INSITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)**

Accredited with Grade "A" by NAAC

JEPPIAAR NAGAR, RAJIV GANDHI SALAI, CHENNAI – 600 119

APRIL-2021



SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)

Accredited with "A" grade by NAAC

Jeppiaar Nagar, Rajiv Gandhi Salai, Chennai – 600 119

www.sathyabama.ac.in



DEPARTMENT OF ENGLISH

BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **A. SABIREEN (38010017)** who carried out the project entitled '**Reinforcing LSRW Skills in English Language Teaching Using Kahoot Application: An Experimental Study**' under my supervision from **January 2021** to **April 2021**.

[DR. MERCY GNANA GANDHI]

Internal Guide

(Name in Capital letters with Signature)

External Guide (if Applicable)

(Name in letters capital with Signature)

Submitted for Viva voce Examination held on 10.04.2021

[DR. SOWMIYA L M]

Internal Examiner

(Name in Capital letters with signature)

[DR. V. LIZY]

External Examiner

(Name in Capital letters with signature)

DECLARATION

I, **A. SABIREEN** hereby declare that the Project Report entitled 'Reinforcing LSRW Skills in English Language Teaching Using Kahoot Application - An Experimental study' done by me, under the guidance of **Dr. S. Mercy Gnana Gandhi**, Professor of English, Department of English at Sathyabama Institute of Science and Technology is submitted in partial fulfillment of the requirements of the award of Bachelor of Arts degree in English.

DATE: 05.04.2021



PLACE: Chennai

SIGNATURE OF THE CANDIDATE

ACKNOWLEDGEMENT

I am pleased to acknowledge my sincere thanks to the Board of Management of **SATHYABAMA INSTITUTE OF SCIENCE AND TECHNOLOGY** for their kind encouragement in doing this project and for completing it successfully. I am grateful to them.

I convey my thanks to the Department of English for providing me necessary support and details at the right time during the progressive reviews.

I would like to express my sincere and deep sense of gratitude to my Project Guide **Dr. S. MERCY GNANA GANDHI, Professor, Dept. of English** for her valuable guidance, suggestions and constant encouragement paved way for the successful completion of my project work.

I wish to express my thanks to all Teaching and Non-teaching staff members of the Department of English, who had been helpful in many ways for the completion of the project.

ABSTRACT

Language is essential in each part of our lives since it permits individuals to impart in a way that empowers. Communication is a basic need to communicate or interact the information by using various techniques. It is about comprehensive instruction, obtaining new skills, making requests and relaying information with ease. Communication helps us to share ideas, emotions, beliefs or feelings. Good communication skills can be acquired by developing listening, reading, writing, speaking, body language and understanding the concepts. In Communicative English, each skill demands equivalent significance. Technology plays a vital role in a language, which makes students to understand a better way to acquire knowledge. Many people find it difficult to obtain these skills, as there are multiple ways to learn. One of the best practices is to learn English through online platforms and it's beneficial for students. This research focuses on the various methods through which a person can acquire the four types of skills. A survey has been taken through Kahoot application; the usage of this application helps students to develop their knowledge and skills.

KEYWORDS: Application, Language, Skills, Teaching, Technology.

BONAFIDE CERTIFICATE.....	ii
DECLARATION.....	iii
ACKNOWLEDGEMENT.....	iv
ABSTRACT	v
TABLE OF CONENTS.....	vii
LIST OF ABBREVIATIONS	viii

TABLE OF CONENTS

CHAPTER NO.	TITLE	PAGE NO.
1.	INTRODUCTION	1
2.	LITERATURE REVIEW	2
3.	ENGLISH LANGUAGE TEACHING IN INDIA	4
3.1	INTRODUCTION	4
3.2	HISTORY OF ENGLISH LANGUAGE TEACHING	5
3.3	ENGLISH LANGUAGE TEACHING METHODS	10
3.4	ENGLISH LANGUAGE TEACHING APPROACHES	14
4.	LISTENING, SPEAKING, READING, WRITING SKILLS TEACHING IN INDIA	22
4.1	INTRODUCTION	22
4.2	NEED TO DEVELOP LISTENING, SPEAKING, READING, WRITING SKILLS	26
4.3	PRESENT SCENERIO OF COLLEGE AIDED STUDENTS.....	34
5.	ROLE OF TECHNOLOGY AND KAHOOT APPLICATION	39
5.1	ROLE OF TECHNOLOGY IN INDIA	39
5.2	KAHOOT APPLICATION	41
5.3	RESEARCH METHODOLOGY	46
5.4	RESULT AND DISCUSSION	46
5.5	CONCLUSION	49
	REFERENCES	50

LIST OF ABBREVIATION

CALL	-	Computer Aided Language Learning
NCTE	-	National Council for Teacher Education
NPE	-	National Policy on Education
CBL	-	Computer Based Learning

1.INTRODUCTION

In the realm of globalization, English has progressively achieved the medium in each area of communication, both in nearby and worldwide settings. Accordingly, the interest for utilizing English viably is essential in each country. Teaching and learning English, apart from the local language, is hence essential for open purposes to adapt to the developing neighborhood, public and worldwide requests for English skills. The process involves by developing certain skills of communication. In communicative approaches there are four essential skills of acquiring foreign language like English i.e., Listening, Speaking, Reading and Writing. When we talk about learning English at any level of education whether it is essential, auxiliary, moderate or at the tertiary level, it requires showing the four skills of the language giving equivalent significance on every one of these skills. The developing requirements for utilizing English around the world is the result of the job of English as the world's global language have offered need to finding more powerful approaches to show these essential language skills. Language is an arranged system of communication. Oral language is intended to be tuned into and to sound conversational, which implies that decision must be easier, increasingly causal repetitive. The basic need of communication is language Students find easier to communicate with others and also with the teachers. Learners find effective tools as technology. Through technology students find easier and simplest ways to learn a language. The universal technology is the language, it helps to manipulate the ideas, concepts and analyze the language better. Technology based learning can be adopted through electronic technology including audio and video conferencing chat rooms, CD-ROM. This research deals with the level of student's capacity and knowledge about the skills and several tests has been taken through Kahoot application.

2.LITERATURE REVIEW

Communicative Language Teaching (CLT) is a method which is based on the target of language teaching and learning for effective and real-life communication. Rather than to acquire and exhibit knowledge, the emphasis of CLT is on enhancing the ability to communicate (Seraj and Mamun,2011; p.7). According to Diane (2004: in Seraj and Mamun, 2011; p.8) the aim of CLT is to facilitate to communicate in target language. According to English curriculum requirements, the objective of English is to develop students' ability to use English in an all-purpose way. Harmer (1991: p.52) suggests, any skills cannot be performed without another. It is impossible to speak in a conversation if someone does not listen as well and people hardly can write without reading. According to Mercy Gnana Gandhi (2011) says 'we use stimulus response type of software for interactive multimedia, which will enhance the capabilities and values of effective teachers and students. Generally, it is observed that language learners show much interest in multimedia lessons, through which they can perform better than in the conventional method of classroom teaching. According to Mercy Gnana Gandhi (2017), "The implementation of the multimedia into educational institutes requires major changes in traditional learning and teaching". Leonardo de Valoes (2015) states that "The ability to communicate in multiple languages is becoming more and more important in the increasingly integrated global business community". "The unexpected leaping of technology beyond the boundaries, multimedia technology has taken the rightful place in English language teaching, especially in the non-native speaking countries and situations." Says Dr. Mercy Gnana Gandhi (2015). "Language is one of the significant elements that affects international communication activities. Students utilize different parts of English language skills such as listening, speaking, reading, and writing for their proficiency and communication" says Grabe & Stoller, (2002). Ahmadi (2017) states that "One of the important elements for learning is the method that instructors use in their classes to facilitate language learning process." Harmer (2007) states that "Using computer-based language activities improve cooperative learning in learners". Lam and Lawrence (2002) and Pourhosein Gilakjani (2017), says "technology assists learners in adjusting their own learning process and they can have access to a lot of information that their teachers are not able to provide". "Technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through to

teaching and learning process” says Eady & Lockyer, (2013). Speaking skill is required everywhere, from simple conversation to formal public speaking. As Wilson (1997: p.9) argues, talking can be used to connect with others, explore and understand the world and reveal oneself. In Bangladesh’s perspectives, fluency in speaking English is needed for professional purpose a lot; like doing international business, diplomatic jobs and for higher studies (Matin, 2011: p.237).According to Chastain (1998), speaking is a productive skill that involves many components, such as grammar, strategy, sociolinguistics and discourse; for him speaking is more than simply making the right sounds, choosing the right words or getting the constructions correct (pp. 330-358).when students hold a discussion about a chosen topic the teacher should not interrupt the discussion by correcting. I agree with the opinion of Jeremy Harmer who says: “Constant interruption from the teacher will destroy the purpose of the speaking activity.” (Harmer, 2004, 94) J. Harmer claims that: “when students are repeating sentences trying to get their pronunciation exactly right, then the teacher will often correct (appropriately) every time there is a problem.” Brown (2001: 342-343) mentions a list of micro and macro skills for written communication which focuses on both the form of language and the function of language. Firstly, the micro skills of writing mentioned by Brown cover several important aspects. Brown (2004: 335) says that in composing their works, students must obey three main requirements. Every composition must (1) meet certain standards of English rhetorical style, (2) use accurate grammar and (3) be organized based on the convention to make the audience find it easy to understand the text. Kimble and Garmez in Brown (2000:7) state that learning is a permanent process of the change in behavioural tendency and a result of reinforced practice. We can infer that teaching is not just a simple transferring knowledge activity since it is aimed at the behavioural change. Heaton adds (1989; p.2) a test enables teacher to determine about the difficult part of the language program faced by the class. When Kahoot! was launched, it distinguished itself from the rest of SRSs as it had a strong focus on being a game-based platform, and thus can be classified as a Game-based Student Response System (GSRS) (Wang, 2015). Kahoot! is mentioned related to the future of SRS, where it states: “On the other hand, some SRS applications such as Kahoot! have synthesized the best aspects of SRS and smartphone applications by introducing a competitive game element to SRS” (Aljaloud et al., 2015).

CHAPTER 3

ENGLISH LANGUAGE TEACHING IN INDIA

3.1 INTRODUCTION

English is a broadly communicated in language today. It has regularly been intimate to as 'worldwide language', the most widely used language of the present-day time and right now the language frequently educated as a second language around the globe. English in India is used not only for speaking with the remainder of the world, yet also for among state and intrastate correspondence. As a result of the extraordinary ethnic and phonetic variety found inside our country, English goes about as a basic 'interface' language. With the Information Innovation insurgency and most programming and working frameworks being created in the English language, another utility for composed also, oral correspondence in the English language has arisen. English is supposed to be the world's most significant language having informative and educative worth. English is utilized everywhere on the world not out of any inconvenience but since of the acknowledgment that it has certain favorable circumstances. English has been educated as second language in every phase of education in all states of India and has been acknowledged as the fundamental guidance in higher education. English Language Teaching has been varying English for the beneficial of the people whose first language is not English. In India, English has become an indispensable piece of the educational program nearly at all degrees of training. At any rate, there are diverse social, political and social factors that impact the circumstance of English in different sheets, universities and various foundations. Indeed, even the educational program offered and assessment apparatuses utilized are different the nation over. The model of English offered to the student's needs consistency and it is this inquiry that keeps on testing the strategy creators and instruction organizers. While most States accord English the situation of second language, some others treat is as the third language; the territorial language and the public language getting priority. English has entered all capacities and all segments of society. It is a generally acknowledged apparatus for correspondence. It is not, at this point limited to the English or Americans as a method for correspondence. Indeed, even inside India, with its variety of dialects,

English has arisen as the acknowledged language of correspondence diversely. Also, a large portion of the world imparts in English and if India must be a piece of the Global situation, English language can be a significant setting.

3.2 HISTORY OF ENGLISH LANGUAGE TEACHING:

Two states In Eastern India, Meghalaya and Nagaland shares English as their state language. It is the fundamental mechanism of guidance at the post graduate level, and it is instructed as a second language at each phase of training in all conditions of India. Precisely English has a status of associated language, however in reality it is the main language of India. After Hindi it is the most generally communicated in language in India and likely the most read and composed language in India. Indians who know English will consistently attempt to show that they know English. English represents in Indians minds, better instruction, better culture and higher intelligence. Indians who realize English regularly blend it with Indian dialects in their discussions. It is additionally common among Indians to suddenly move to talk familiar English in their discussions. English moreover fills in as the communicator among Indians who convey in different language. English is very significant in certain frameworks – legitimate, monetary, instructive, business in India. Until the start of 1990s, unfamiliar motion pictures in India weren't interpret or named in Indian dialects, however they were communicated in English and were intended for English speakers. The explanation Indians give such significance to English is identified with the way that India was a British province. Exactly when the British started govern India, they searched for Indian authorities who could help them with managing India. The British gone to high position Indians to work for them. Numerous high standing Indians, particularly the Brahmans worked for them. The British strategy was to make an Indian class who should think like the English, or as it was said then in Britain "Indians in blood and shading however English in taste, in suppositions and ethics and astuteness". The British additionally settled in India colleges dependent on British models with accentuation on English. These Indians likewise got their schooling in British colleges. The English Christian preachers came to India from 1813 and they likewise fabricated schools at essential level for Indians in which the language of guidance was nearby language. Later on, the teachers constructed secondary schools with English as the language of guidance which obliged the Indians who needed to concentrate to have a decent information on English. The

British rulers began gathering their universities in India from 1857. English turned into the primary language in Indian schooling. The 'advanced' heads of that time in India too upheld English language and guaranteed it to be the principal key towards progress. Indians who realized great English were viewed as the new world class of India. Numerous new schools were set up in which the language of guidance was English. As indicated by the English laws the language of guidance at college level was English and subsequently schools that stressed English were favored by goal-oriented Indians. Even after India's freedom, English remained the fundamental language of India. Authoritatively it was given a status of an associate language and should end formally following 15 years of India's freedom, yet it still remaining parts the significant language of India.

3.2.1 PRE-COLONIAL PERIOD

In the seventeenth century the English language came to India with the East India Company. It was framed to direct exchange with India and different nations in the east. At first the Britishers attempted to learn Indian dialects to speak with Indians. They began unique schools for this reason. They likewise took the assistance of the interpreters. However, when their political forces expanded, they made the British Indian regions like Bengal, Madras and Bombay. So, the English brokers gave more significance to English as opposed to Indian dialects. Some evangelist organizations instructed English to Indians. The East India Company accepted the risk of the directions of the Indians. The Indians were moreover understanding the importance of the English language. The Indians were moreover understanding the importance of the English language. As A.P.R. Howett notes: By the 1830s the Indian working classes were getting very requesting. They understood that English was the language required for a safe future in an administration work, so for what reason was English not instructed in the auxiliary school, Non-public schools offering this organization were by then doing incredible business, particularly in Calcutta. The state was set for the main 'defining moment' in the magnificent history of English language instructing. In the interim a few developments were begun by Raja Ram Mohan Roy to present western logical training through English. He expected to replace traditional Sanskrit and Persian educating. To take a choice on the issue, a panel was framed. Ruler Macaulay was the executive of this panel. He pushed English as the mechanism of guidance in the spot of Sanskrit and Persian. Master

Macaulay needed to make the individuals Indian in blood also, shading yet English in taste and assessment. He figured the people from this class would spread their knowledge through English. Macaulay's motivations were: i) to make the strength of English culture over the Indians and to have the power over the brains of the Indian individuals through English. ii) to prepare Indians also, make them fit for the business. The British Government gave inclination in positions to the Indians who had the information on English. Various Indian understudies discovered verse, dramatization and other works hard to get their degrees. In the interim some new schools and colleges were framed. The arrangement of English instruction established on English writing proceeded till the autonomy.

3.2.2 COLONIAL PERIOD

India got the freedom and the Indian government needed to choose its arrangement towards English. They chose to make Hindi the authority language. Local dialects were given the status of public dialects. Certain states requested to make English the accomplice official language. Colleges and schools were expanding quickly in India. A portion of the individuals from the disregarded society additionally approached to learn English. English was not limited to a few first-class schools and colleges. However, there were grumbles about the principles of English. The public authority selected numerous commissions to improve the norm of English in schools and universities. All these would cut us off from the living stream of our developing information. The Secondary Education Commission underscored the equivalent in a comparative tone: Commissions reaffirmed the significance of English. For example, University Education Commission says: English, be that as it may, should keep on being contemplated. It is a language which is wealthy in writing – humanistic, logical and specialized. In the event that under wistful urges we should surrender English, in the current situation of India in the worldwide circle is incompletely because of the order that informed Indians have obtained over English. Numerous prominent educationists and researchers have hence, communicated the assessment that by no means should we penance the numerous focal points that we have acquired by the investigation of English. Local foundations were set up in Bangalore furthermore, Chandigarh. Be that as it may, no one attempted to change the writing-based arrangement of English. English was read for the most part for instruction and organization. But since of the progressive improvements in science,

innovation, travel, exchange, interchanges and diversion, English got another job as the global language of correspondence. These days it is important to become familiar with all the four abilities of tuning in, talking, perusing and composing English. English educating has stayed unaltered for almost 150 years, new improvements are occurring worldwide in the techniques for instructing and learning English. These advancements have influenced the English language instructing in India moreover. Already, English was educated from fifth norm in the non-English medium schools of Maharashtra. Presently it is educated from the principal standard indeed, even in the non-English medium schools. In the past the schedule was writing based yet now it is aptitude based. Prior the assessment framework focused on the composed ability just, from the year 2006-07 the oral test is presented in the optional and higher optional schools. Individuals know about the significance of English. They are keen on learning the communicated in English. Therefore, different courses are produced for instructing communicated in English. The utilization of Language Laboratory and Computer Aided Language Learning (CALL) has made new changes in the instructing of English. The sound tapes and CDs are being utilized for an enormous scope to become familiar with the communicated in language. Different programming of English instructing is created and utilized by a developing number of individuals. There are various private associations that run the courses of imparted in English. Particularly in large urban communities the language mentors are assisting the students with gaining the required capability over the informative aptitudes all in all also, the expressed abilities specifically. Presently Television stations are additionally running after improving communicated in English. NDTV Imagine is running a program 'Angrezi Mein Kehte Hain'. "Every one of them can't be named as modest" Dr. Deepti Gupta appropriately says: The incongruity of circumstance is that while academicians name these learning focuses' 'shops' or 'business organizations' it is these foundations that are a significant impact behind the evolving face of the ELT worldview in India.

3.2.3 POST - COLONIAL PERIOD

Teaching English as an apparatus for imparting the narrative of Jesus has a long history. Ministers have energetically contrasted from each other about its convenience as an instrument for this reason. Indeed, even as English contains incredible Christian writing, it additionally is home for mainstream writing. Common Humanism discovered its way in numerous terrains through the learning of English language and writing. Its "honoring" trademark as an instrument and purveyor of culture, the logical information it opens up for the individuals who learn it, the straightforwardness with which one could execute business utilizing it, all have pretty much dominated the profound Christian establishment whereupon the language, writing and culture is constructed. Helped by the impact of secularism, numerous Christian instructors of English have pretty much deserted the Christian program while educating English. Morals and ethics depicted in writing were deciphered not as arising out of the Christian base however from all-inclusive humanism. English is as yet pregnant with Christian illustrations, maxims and set expressions, which can't be completely comprehended and utilized without a grip of the basic Christian message. Maybe on account of the explanation last referenced, most countries have left upon a cycle of reading material contextualization with regards to educating English. The first bits of composing by the local speakers of English are tried to be supplanted by the compositions of the nationals who are experts of English exposition and verse. In their experimental writing, similitudes, figures of speech, and set phrases from the public dialects, which suggest neighborhood culture furthermore, religion, are all the more unreservedly utilized. Interpretations from the nearby stories are all the more every now and again fill in for stories from Europe. In expansion, government-roused archives on philosophy become part of the course reading. Countries (and people) need to fitting English as a language less the way of life and religion it speaks to and conveys. Indeed, even as the objectives of English instructing and learning are being consistently re-imagined, you ought to recollect that English would not be educated exclusively by the local speakers of English in numerous countries. A few nations like India, Pakistan, Nepal, Bangladesh furthermore, a few African countries have accommodated the instructing of English mostly through their nationals. A few nations like Japan and China make their ways for a greater number of local speakers of English to educate English. English has been considered as a significant foreign language in India since freedom. As the world is getting globalized, there has likewise been a feeling of

English as a worldwide language, not simply a language of the USA or the UK. Despite the fact that English was considered as a significant unknown dialect in India, Indians in various settings are bound to have seen, or experienced advantages of having more capability than previously. These adjustments in the capacities and advantages have achieved change in the status of English from that of an unknown dialect to a worldwide language. In the of field English language instructing is filling step by step in India in view of good and committed analysts have contributed something to English language instructing and additionally number of language specialists have made impression in the field of applied phonetics.

3.3 ENGLISH LANGUAGE TEACHING METHODS

Language training strategies are subject to and impacted by various thesis of language and language learning. The historical backdrop of language showing advances various types of techniques. These techniques are received by various individuals in various circumstances as indicated by the need of the students. Various strategies might be fitting to various settings. The proficiency of a technique relies on a complex of variables which shift place to place and circumstance to circumstance. The test today is to keep away from creed and unbending nature through new thought of needs, and to establish all new procedures in the real factors of the circumstance. An endeavor has been made here to take into clear the historical backdrop of language training strategies starting from the soonest times to right now. A portion of the significant strategies and ways to deal with instruct English as a subsequent language are discussed here.

3.3.1 GRAMMAR TRANSLATION METHOD

The Grammar Translation Method is a method of instructing foreign languages got from the old-style technique for showing Greek and Latin. In this type of classes, Students learn grammatical standards and afterward apply those principles by translating sentences between the target language and the native language. This strategy for encouraging English is language heavy and depends a great deal on interpretation. This is the conventional or 'traditional' method of learning a language it's still ordinarily utilized when learning a few dialects. A few nations incline toward this way of educating and the primary thought behind this strategy is that the understudies gain proficiency with all language structure rules, so they're ready to

translate to various sentences. This is especially normal for those understudies who wish to consider writing at a more profound level. The majority of the teachers recognize that this technique is incapable without anyone else as it doesn't weight on the communicated in type of the language and relational abilities were disregarded. The material this strategy worked with was scholarly and as such of little use in exchanges. Subsequently, this strategy doesn't upgrade the understudies open capacity in the second language.

3.3.2 DIRECT METHOD

The Direct Method involves the learners to be in direct contact with the target language. The main concept of this method is to make learners think about the language, it may be writing, reading or speaking. This method of teaching is also called as Natural method. It's utilized to show various languages not only English. The only implementation of this method is successfully involving themselves with only target language but not mixing up with native language. Listening and speaking skills will be developed through direct method. The immediate technique was famous towards the finish of 19th century at some point and in the start of the 20th century. This technique was fruitful in non-public schools yet thought that it was hard to use in government funded schools as there was an interest on educators that they should utilize high capability and local – like familiarity with communicated in language. It was unrealistic to become familiar with the subsequent language simply like the primary language since there was not sufficient opportunity and openings accessible in the schools. Educators were relied upon to show just in objective language which was an incredible battle for them. Students were befuddled as there was no determination and reviewing of jargon and syntax were completed.

3.3.3 AUDIO-LINGUAL METHOD (ALM)

The Audio-lingual method is otherwise called as New key or Army method. This method is used in teaching foreign languages. This is based on behaviorist theory which hypothesizes that specific attributes of living things, and for this situation people, could be prepared through system of supplementing. The right utilization of

an attribute would get positive input while inaccurate utilization of that characteristic would get negative criticism. This way to deal with language learning was like another, prior strategy called the direct method. Like direct method, the Audio-lingual technique exhorted that understudies ought to be shown a language straightforwardly, without utilizing the understudy's local language to clarify new words or punctuation in objective language. In any case, in contrast to the immediate strategy, the Audio-lingual technique didn't zero in on teaching vocabulary. Or maybe, the instructor penetrated understudies in the utilization of sentence structure. The instructor penetrated understudies in the utilization of sentence structure.

3.3.4 STRUCTURAL APPROACH

This method is about structure. The thought is that any language is comprised of complex sentence structure rules. These guidelines, as per this methodology should be learnt in a particular request, for instance the consistent thing is show the action word "to be" preceding encouraging the present nonstop which requires utilizing the assistant type of the action word "to be."

3.3.5 COMMUNICATIVE LANGUAGE TEACHING (CLT)

The thought behind this methodology is to assist students with imparting adequately and effectively in practical circumstances that they may end up in. This kind of instructing includes zeroing in on significant capacities like proposing, expressing gratitude toward, welcoming, griping, and requesting headings to give some examples.

3.3.6 SUGGESTOPEDIA

This is a behaviorist hypothesis and identified with pseudoscience. This technique depends vigorously on understudies' conviction about the strategy's adequacy. This hypothesis is expected to offer students different decisions, which thusly encourages them become more answerable for their learning. It depends a great deal on the climate and the actual environmental factors of the class. It's fundamental that all students feel similarly great and certain. At the point when educators are preparing to utilize the Suggestopedia strategy, there's a ton of

workmanship and music included. Each Suggestopedia exercise is partitioned into three distinct stages – 1. Unraveling 2. Show Session 3. Elaboration.

3.3.7 THE SILENT-WAY

The Silent Way emphasizes learner autonomy. The teacher acts simply as a facilitator attempting to urge students to be more dynamic in their learning. The principle of this method of educating is for the teachers to say practically nothing, so students can assume responsibility for their learning. There's a major emphasis on pronunciation and an enormous piece of the exercise centers around it.

This method of learning English follows a structural recycled for reinforcement. The teacher assesses their students through cautious perception, and it's even conceivable that they may never set a proper test as students are urged to address their own language mistakes.

3.3.8 TOTAL PHYSICAL RESPONSE

In Total Physical Response, otherwise known as TPR is an approach that follows the idea of 'learning by doing'. Beginners will learn English through a progression of dull activities, for example, "Stand up", "Open your book", "Close the entryway", and "Stroll to the window and open it." With TPR, the main expertise is aural cognizance and all the other things will follow normally later.

3.3.9 THE LEXICAL APPROACH

The Lexical prospectus or approach depends on PC contemplates that have recently recognized the most ordinarily utilized words. This methodology in educating centres and vocabulary acquisition and showing lexical pieces arranged by their recurrence and use. Educators of the Lexical Approach place an extraordinary accentuation on credible materials and practical situations for more important learning.

3.3.10 COMMUNITY LANGUAGE LEARNING

This is likely one of the English training strategies where the understudy feels the most secure as there's an incredible accentuation on the relationship and connection between the understudy and educator. In contrast to a ton of different

techniques and approaches of showing English as a Second Language, a ton of the L1 (native language) is utilized for interpretation purposes.

3.3.11 TASK BASED LANGUAGE LEARNING

The primary point of this way to deal with learning is task fulfillment. Normally, significant and intriguing undertakings are set by the teachers and students are required to draw on their prior information on English to finish the task with as few errors as possible.

3.4 ENGLISH LANGUAGE TEACHING APPROACHES

English language teaching approaches is an abstract of what is a language and how it can be learnt. The main approach can be done through teaching and learning. An approach produces lots of methods which improvise teaching methods and it also helps the students to learn easily.

3.4.1 IMPROVING PROFESSIONAL PRACTICE

Today, professional improvement runs the extent from one-shot workshops to more escalated work implanted professional turn of events, which has educators learn in the everyday environment wherein they work as opposed to getting pulled out to go to an external training. There are many sources to develop professionally, some techniques for teachers can fall in short with countless ways, including:

Too much (and once in a while clashing) objectives and needs seeking educator's time, energy, and consideration. Unreasonable assumptions for what amount of time it will require for schools and educators to receive and actualize objectives. Professional improvement preparing occasions that are wrong in size, degree, or construction to help mastering novel thoughts or skills. Social occasion 100 educators into one space for a preparation occasion won't ever give them the time they need to think about the material, pose inquiries, tune in to their friends, or experience exercises to improve their understanding. Loss of support for educator's usage of new instructional practices. Examination shows there's a usage hole in instructors' expert turn of events. They may learn, comprehend, and agree with a creative thought or procedure introduced in a workshop, yet it's difficult for them to actualize that thought without progressing support. Inability to furnish educators with input about how actualizing new skills impacts understudy acquiring.

3.4.2 CURRICULUM DESIGN

Curriculum refers to the information and practices in subject matters that educators instruct and that understudies should learn. An educational program for the most part comprises of a degree, or expansiveness of substance, in a given branch of knowledge and of a grouping of ideas and exercises for learning. Traditional curriculum can be found in classroom style of learning used in many schools. Its essential methods are oral guidance, reading and presenting realities. Concept-based Curriculum (CBC) is a way to deal with educational program plan that moves from subject-explicit substance and rather underlines "enormous thoughts" that length various branches of knowledge or orders. Now-a-days, there are numerous ways of curriculum followed in schools:

- i. *Rhetorical curriculum*: Components from the rhetorical curriculum are involved from thoughts offered by policymakers, school authorities, administrators or lawmakers.
- ii. *Phantom curriculum*: The messages common in and through exposure to any media. These segments and messages have a significant influence in the enculturation of understudies into the transcendent meta-culture, or in assimilating understudies into smaller or generational subcultures.
- iii. *Overt, explicit, or written curriculum*: It's simple which is composed as a component of formal guidance of schooling experiences. It might allude to an educational program archive, writings, films, and steady instructing materials that are unmistakably picked to help the purposeful instructional plan of a school.
- iv. *The hidden or covert curriculum*: That which is inferred by the very design and nature of schools, quite a bit of what rotates around every day or set up schedules.
- v. *The null curriculum*: That which we don't instruct, subsequently giving understudies the message that these components are not significant in their instructive encounters or in our society. Eisner offers some significant focuses as he closes his conversation of the null curriculum.

- vi. *Societal curriculum (or social curricula)*: This kind of curricula would now be able to be extended to incorporate the incredible impacts of web-based media (YouTube; Facebook; Twitter; Pinterest, and so on) and how it effectively makes new points of view, and can help shape both individual and popular assessment.
- vii. *Curriculum-in-use*: The proper curriculum (composed or obvious) contains those things in course books, and substance and ideas in the region curriculum guides. Nonetheless, those "formal" components are as often as possible not educated. The curriculum being used is the genuine educational program that is conveyed and introduced by every teacher.
- viii. *The electronic curriculum*: The implications of the electronic curriculum for educational practices are that piece of the obvious curriculum needs to remember exercises for how to be insightful shoppers of data, how to fundamentally evaluate the precision and accuracy of e-data, just as how to decide the dependability of electronic sources. Likewise, understudies need to figure out how to be cunningly knowing about the helpfulness and fittingness of particular sorts of data.
- ix. *Received curriculum*: Those things that understudies really remove from classrooms; those ideas and substance that are genuinely learned and recalled.
- x. *The internal curriculum*: The process, content, information joined with the experience and real factors of the student to make new information. While teachers ought to know about this curriculum, they have little authority over the inside curriculum since it is one of a kind to every student.
- xi. *Concomitant curriculum*: What is instructed, or emphasized at home, or those experience that are essential for a family's experience, or related experiences endorsed by the family.

3.4.3 ASSESSING STUDENTS

There are numerous ways to deal with assessing student picking up including formal or reviewed proportions of assessment, and more casual, frequently ungraded, input openings. A comprehensive arrangement of assessment is maintainable, giving

developmental and summative input inside the course, and furnishing students with the skills to meet their future learning needs. There are nine standards of good practices for Assessing Students Learning:

- i. Assessment works best when the projects it looks to improve have clear, expressly expressed purposes.
- ii. Through assessment, teachers meet obligations to understudies and to people in general. There is a convincing public stake in education.
- iii. Assessment encourages more extensive improvement when agents from across the educational community area are included.
- iv. Assessment is destined to prompt improvement when it is essential for a bigger arrangement of conditions that advance change.
- v. The educational qualities start from the assessment of student learning.
- vi. Assessment is best when it reflects a comprehension of learning as multidimensional, coordinated, and uncovered in execution over the long run.
- vii. Assessment works best when it is progressing not wordy.
- viii. Assessment expects regard for results yet in addition and similarly to the experience that led to those results.
- ix. Assessment has an effect when it starts with issues of utilization and enlightens questions that individuals truly care about.

3.4.4 TEACHING STRATEGIES

Teaching strategies, otherwise called instructional techniques, are strategies that teachers use to convey course material in manners that keep students to be connected with and rehearsing distinctive ranges of skills. An educator may choose diverse teaching techniques as per unit subject, grade level, class size, and classroom assets. There are five main teaching strategies:

- i. Graphic organizers are a basic and compelling device to help students conceptualize and put together their contemplations and thoughts in a visual presentation.
- ii. Making use of technology in classroom helps students to stay engage and motivate to learn. Some innovation techniques in the classroom are to make electronic activities or media introductions like a video, or some kind of realistic, using a tablet or an iPad, taking your class on a virtual field trip, taking an interest in an online exploration project, or in any event, making a class site. Any of these innovation joining systems will emphatically affect student learning.
- iii. Inquiry-based learning is a learning and teaching approach that force the student to questions, thoughts and perceptions. Educators effectively urge students to share their thoughts and to deferentially challenge, test and reclassify thoughts. With Inquiry-based learning, teachers and students share duty regarding learning.
- iv. Differentiated Learning permit teachers to connect every student by obliging to their particular learning style. Learning stations can without much of a stretch be intended to empower students with different adapting needs to learn at their speed and readiness level.
- v. Cooperative learning offers students the chance to work with others and see various perspectives. Students learn more viably when cooperating instead of separated, and it is likewise known to develop fearlessness in students. The jigsaw technique is particularly powerful in light of the fact that every understudy is answerable for each other's learning, and students discover rapidly that each gathering part has something similarly critical to add to the gathering to make the assignment an effective one.

3.4.5 ASSESSING TECHNOLOGY

Assessing Technology is a logical, interactive, and open communication process that means to add to the development of public and political assessment on cultural parts of science and innovation. There are many ways to assess technology in schools and colleges using Embedded assessments are woven straightforwardly

into the texture of learning exercises students embrace. Such assessments might be innovation driven or basically a piece of compelling guidance, and they may show up in computerized learning instruments and games. Computer adaptive testing has encouraged the capacity of assessments to estimate precisely what students know and can do across the curriculum in a more limited testing meeting than would somehow or another be needed. Computer adaptive testing utilizes calculations to change the trouble of inquiries all through an evaluation based on a student's reactions. Estimating learning is an essential piece of each teacher's work. Teacher need to check for student comprehension, and parents, students, and pioneers need to know how student are getting along generally to assist them with planning school and work. Also supporting learning across content areas, technology-based assessments can help lessen the time, assets, and disturbance to learning needed for the organization of paper assessments. Assessments conveyed utilizing technology likewise can give a more complete and difference image of studentneeds, interests, and capacities than can customary assessments, permitting educators to customize learning. Technology empowered tools additionally can uphold instructor assessment and training. These tools catch video and other proof of characteristics of showing like teamwork and joint effort. They give new roads to self-reflection, peer reflection and criticism, and director assessment. Teachers and organizations ought to be aware of whether they are estimating what is not difficult to gauge or what is generally important to quantify. Continued advances in technology will extend the utilization of continuous, developmental, and implanted assessments that are not so much difficult but rather more helpful for improving learning. These advances additionally guarantee that all students have the best chance to exhibit their insight and abilities on state-wide assessments that growing focus around genuine skills and complex shows of understanding.

3.4.6 ENGAGING LEARNING ENVIRONMENT

One of the most parts of turning into a teacher is figuring out how to motivate your students. It is additionally quite possibly the most significant. Students who are not persuaded won't adapt viably. They will not hold data; they will not take part and some of them may even get difficult. A student might be unmotivated for many reasons: They may feel that they have no interest in the subject, discover the

teacher's strategies un-connecting with or be occupied by outer powers. It might even become known that a student who seemed unmotivated really experiences issues learning and needs uncommon consideration. While motivating students can be difficult undertaking, the prizes are more than awesome. Motivated students are more eager to learn and take part. Basically: Teaching a class pack of motivated students is charming for teachers and students the same. A few students are self-motivated, with a characteristic love of learning. However, even with the student who don't have this normal drive, an extraordinary teacher can make learning fun and rouse them to arrive at their maximum capacity. You ought to empower open communication and free thoughts with your students to cause them to feel significant. Be excited. Commendation your students frequently. One approach to energize students and train them duty is to get them associated with the classroom. Make them participating fun by giving every student something important to do. Give students the duty of cleaning up or enriching the environment. Teach through games and conversations rather than addresses, urge students to discuss and advance the topic with visual guides, as bright outlines, charts and recordings. Setting assumptions and setting sensible expectations urge students to take an interest, however now and then students need an additional push the correct way. Offering students little motivators makes learning fun and inspires a student to motivate themselves. Incentives can go from little to huge giving a unique advantage to a praiseworthy student, to a class pizza party if the normal grade rises. Prizes give students a feeling of achievement and urge them to work considering an objective.

3.4.7 CREATING LEARNING MATERIALS

Learning Materials is also known as Instructional Material, are any assortment of materials including energize and lifeless things and human and non-Human resources that a teacher may use in instructing and learning circumstances to help accomplish wanted learning destinations. Instructional materials may help a student in concretizing a learning experience to make adjusting truly restorative, fascinate and inborn. They are devices utilized in instructional exercises, which incorporate dynamic learning and assessment. The term incorporates all the materials and actual methods a teacher may use to execute guidance and encourage student accomplishment of instructional targets. finding learning assets and coordinating

learning materials to the requirements, interests, capacities and varieties of students. Surveying and choosing fitting learning materials. Adding to crafted by interdisciplinary instructional plan groups. Making open learning materials (prints, audio-visuals, electronic) that assist students with accomplishing their learning results. Ensuring that learning materials are comprehensive of a fluctuated student body in language and approach. Working inside legal and moral rules when making learning materials. Ensuring that learning materials perceive standards of ecological manageability.

CHAPTER 4

LISTENING, SPEAKING, READING, WRITING SKILLS TEACHING IN INDIA

4.1 INTRODUCTION

To accomplish work force and expert objectives, and to support one's day to day environments in a proper way, it is fundamental for the people to achieve enhancements in LSRW skills. These are alluded to Listening, Speaking, Reading and Writing. The meaning of training is completely recognized all through the country. The people, having a place with all classifications and foundations seek to gain instructive capabilities. Be that as it may, people differ in their obtaining of instruction. A few people gain higher instructive capabilities, though, some are simply centre school or secondary school graduates. Subsequently, independent of the instructive capabilities, it is important for the people to enlarge their skills in regards to Listening, Speaking, Reading and Writing. The principal objective of this examination paper is to get an agreeable comprehension regarding achieving upgrades in the LSRW skills of students. It is fundamental for the instructors to place into activity, the educating learning techniques and instructional systems in such a way that would grant not just adequate data as far as scholastic ideas, yet in addition as far as LSRW skills. One necessity to focus on a persistent premise in achieving movements in these skills. Advancements in these skills would help in improving the general nature of lives of the people. In Bangladesh Secondary education is perhaps the main areas in education. English is taught at this level yet proper emphasis isn't given on learner's writing and speaking skills. In spite of the fact that writing and speaking are the two normal methods for communication, education organizers of primary, secondary and higher optional levels give less emphasis on these skills. Accordingly, students proved unable apply English in their viable life effectively. This current examination investigates approaches to the instructing of writing and speaking skills in Secondary schooling. The city-bred children are presented to a great deal of modules and they have the advantage of learning English through various strategies. Special training is accessible in the city schools to improve the students Listening, Speaking, Reading and Writing skills which are the fundamental skills for learning any language while the rural students have just restricted

openness to learn English. The training given in schools, is absolutely hypothetical and bookish and English is trained distinctly in the test perspective. Thus, even following twelve years of learning English as a subject the students hesitate to convey in English. This applies to city-bred children additionally, a considerable lot of them are great in English yet with regards to the point of conveying in English hesitation wins more among students. The opportunity has already come and gone to rouse the students, right from their school by making a mindfulness with respect to the significance of English language. It is vital that the teachers who train English in rural regions ought to be submitted and have a fair way to deal with prepare the skills of the students. The accessible assets ought to be totally tapped in order to give an empowering air for learning and practicing the language. Today, traditional teaching strategies are supplanted with current methods which depend immensely upon media resources and training English with the assistance of such current methods encourages an uplifting positive attitude among the rural students to get familiar with the language which would empower them to satisfy the needs of the day in a creative way.

4.1.1 LISTENING SKILLS

Listening is the capacity to exactly collect and explains the messages in the communication process. Listening plays a vital role for the all-useful communication. Without the capacity to listen carefully, messages are effectively misunderstood. Therefore, communication separates and the sender of the message can without much of a stretch become disappointed or bothered. To become the best in communication skills then listening is one of the important skills to acquire by an individual. Great listening skills additionally have benefits in our own lives, including: A more prominent number of companions and informal communities, developed confidence and certainty, higher grades at school and in scholarly work, and far and away superior wellbeing and general prosperity. Studies have shown that, while talking raises pulse, mindful listening can cut it down. Listening isn't the Same as Hearing. Hearing alludes to the sounds that enter your ears. It is an actual interaction that, if you don't have any meeting issues, happens consequently. Listening, in any case, requires more than that: it requires centre and collective effort, both mental and now and then physical too. Listening infers centring not exclusively to the story, anyway how it is told, the usage of language and voice, and

how the other individual uses their body. Listening is not a passive process. Indeed, the audience can, and ought to, be at any rate as occupied with the process as the speaker. The expression 'active listening' is utilized to depict this interaction of being completely included.

4.1.2 SPEAKING SKILLS

Speaking skills which permit us to communicate easily. They enable us to pass on information verbally and such that the listener can understand. Children will learn English speaking skills just as communicating in skills in different languages, in primary and secondary school. Figuring out how to create English speaking skills is so significant for ESL student and EAL students as well. It's perhaps the main pieces of language learning as speaking is the manner by which we will in general convey in regular day to day life. Speaking is an interactive process where data is shared, and if important, followed up on by the listener. Thus, it's essential to create both speaking and listening skills to convey successfully. Pronunciation, fluency, grammar, vocabulary are the four elements for speaking skills. One of the most significant skills we learn is Speaking skills, as they permit us to speak with others and express our feelings and thoughts. Speaking skills can be isolated into formal and casual talking skills, and we utilize the two types of speaking skills in a sort of settings all through life. Casual speaking skills are significant for discussions with family and colleague, assisting us with framing enthusiastic connections. Formal discourse, then again, is essential for working environments, in introductions or for discussions with individuals you don't have the foggiest idea. Formal language is significant as it causes us to establish a decent connection with individuals and convey pleasantly. As an ESL or EAL students, speaking skills are viewed as the main piece of learning a language. In fact, numerous language learners measure their exhibition by how well they can speak it. As best the foreign language learning happens through communication, it's an expertise that can be sharpened to truly construct an understanding of the language and culture of English-speaking nations.

4.1.3 READING SKILLS

Reading skills is the capacity to interpret the meaning from the text. The skills incorporate phonics, word acknowledgment, vocabulary, interpreting and fluency.

For one to be a capable reader, one needs to have these essential skills. Reading can make you a good writer and speaker. Reading skills can make you a step forward and assist you with accomplishing your goals by designing the way in which you read. In the event that you pick the suitable reading skills, it will improve the understanding interaction and assist you with accomplishing your goals. Among the different reading skills, escalated reading is utilized frequently. Here, you give total consideration to each word and understand it completely. This technique would take you any longer to read, yet the perception of the content would be a lot higher. Another reading skill, critical reading, examines and question the assumption in the content. It empowers you to come to your own end results. At the point when you need to go over data rapidly, you use skimming. For instance, experiencing a book prior to buying it. Some of the time when you read, you just search for a particular segment. This skill is called scanning. Picking the appropriate method to peruse can assist you with getting most extreme advantage. For instance, you ought not skim through something that you need to prepare the report on. Also, you might not have any desire to apply the broad reading skill for a theme that you don't discover interesting.

4.1.4 WRITING SKILLS

Writing skills incorporate all the information and capacities identified with communicating thoughts through the written word. Specialized information about writing conventions, style aides and designing for various circumstances are additionally a significant piece of writing skills. Understanding what circumstances call for various styles of writing and having the option to establish a suitable tone over content are both significant writing skills that any individual can use at work. Writing skills are significant because they permit individuals to convey an idea without being physically present. Numerous businesses get their early introduction of future workers through the writing skills they show in their resume, introductory letter and email communications. Writing skills impact the nature of your work and how others see your demonstrable skill, which can directly affect your capacity to get a meeting and dominate at work. Writing skills are transferrable, so building up a solid understanding of creative process permits you to keep up clear communication and exact documentation in any work environment. Proficient writing is a complex process that includes various skills for arranging, drafting and editing.

Great journalists should have the option to rapidly learn new ideas and make an interpretation of thoughts into unique substance.

4.2 NEED TO DEVELOP LISTENING, SPEAKING, READING, WRITING SKILLS

To accomplish personnel and expert objectives, and to support one's day to day environments in a proper way, it is fundamental for the people to achieve enhancements in LSRW skills. The importance of education is exhaustively recognized all through the country. The people, having a place with all classifications and background seek to obtain educational qualifications. In any case, people change in their asset of education. The main parts of these skills are, they assist the people to socialize and structure great terms and associations with others, inside just as outside the home. To accomplish ones wanted objectives and actualize the work. obligations in a successful way, it is fundamental for the people to keep up great terms and associations with others. To set up great terms with others and proper communication skills, it is crucial for the people to secure fluency of language. Writing and speaking are viewed as the two fundamental parts of any language. Considering writing and speaking skills are fundamental for the students to build up their language skills. Some have the perspective that writing is a higher priority than speaking, etc. In educational organizations and inside business settings, they can manage others proficiently and adapt to different issues and difficulties that may emerge. Thus, the people need to develop eloquence of language in understanding to the local area in which they are residing and occupations in which they are participated.

4.2.1 STRATEGIES FOR DEVELOPING LISTENING SKILL

Listening skills are respected to be of most extreme importance, especially when the people are devoted towards accomplishment of individual and expert goals. Aside from creating data through web and other reading materials, people are needed to speak with others in a proper way. At the point when they are speaking with others, basically to look for thoughts and ideas that would help and gainful to them in giving answers for their issues, they need to have compelling listening skills. Aside from assisting of powerful listening skills, it is urgent to execute the methodologies to create beneficial results. It is indispensable for the people to ensure that they utilize data that they have tuned in to for advancing prosperity of

their families and networks. Assisting from proper listening skills would empower the people to frame good terms and associations with others, inside just as outside the home.

- i. *Listening in to Ideas and Suggestions* – Problems and difficulties are viewed as vital part of the existences of the people. Now and again, people detail their own measures and techniques to adapt to issues and difficulties, however in others, they are needed to listen to ideas and suggestions. At the point when people need ideas and suggestions from others for advancing their prosperity and creating profitable results, at that point they give sufficient consideration towards increasing their listening skills.
- ii. *Accomplishment of Academic Goals* – In the current presence, people, having a place with all classes and foundations have perceived the meaning of education. At the point when the people get taken on educational institutions, at that point they have the significant goal of ensuring that they upgrade their knowledge and data as far as academic concepts in a proper way and accomplish academic goals. To secure acquiring academic data and expanding their learning, it is imperative for the people to have effective listening skills. Inside the classroom settings, when teachers are taking lectures, it is indispensable for the students to mindfully listen in, record highlights, pose inquiries, basically concerning their issues and portray consistency in their work.
- iii. *Taking part in Social, Cultural, Economic and Political Activities* – When the people are needed to participate in any kinds of social, social, economic and political exercises, at that point they are needed to create awareness regarding different ways and upgrade data. For delivering a useful support in these exercises, they are needed to have viable listening skills. At the point when the people are needed to update their skills and capacities as far as inventive exercises, for example, dance, music, singing, pretends, works of art, handiworks or with respect to sports and proactive tasks, at that point likewise they are needed to enough listen in to the coaches and improve their skills.

- iv. *Communicating with Family Members* – Communicating with the relatives builds up the base whereupon people would have the option to improve their communication skills of speaking, listening and reacting. At the point when parent create data among their kids as far as ethics, morals and qualities, at that point it is vital for them to viably listen and execute them in a proper way. During the early stage, parents make arrangement of data to their children that external their home likewise there is a world, which they need to associate with. Consequently, when parents are teaching the attributes of profound quality and morals among their children, they can create viable listening skills.
- v. *Achieving Job Targets* – Within business settings, people have certain objectives and goals to accomplish. To accomplish work targets, individuals go to preparing programs. The training programs are coordinated in different associations. Through going to these projects, people can gain proficient understanding regarding methods and systems that are should have been placed into activity. Moreover, these projects empower the people to obtain data as far as present day, logical and imaginative techniques. Subsequently, to deliver the ideal results, people need to have successful listening skills, especially to the data imparted by the mentors. The ownership of compelling listening skills in the training projects will encourage in achieving position targets and causing position fulfilment.

4.2.2 STRATEGIES FOR DEVELOPING SPEAKING SKILLS

Speaking is considered as the way to communication. To communicate with others in a powerful way, complete one's assignments and exercises in an efficient way and improve the general nature of lives, it is urgent for the people to centre upon their speaking skills. When speaking with others inside just as outside the home, it is essential for the people to install the attributes of profound quality and morals and maintain a strategic distance from the utilization of any unforgiving words. At the point when the teachers are granting speaking skills to the students, at that point they should know about techniques and procedures that are needed to be placed into activity. At the point when the students experience issues and difficulties in improving their speaking skills, at that point it is the work of the teachers to make arrangement of help and help to them.

- i. *Discussion Strategies* – While Speaking, it is important to take into consideration discussion procedures. These techniques focus on the use of non-verbal communication, gestures and posture. For example, when one is speaking regarding a specific theme, at that point it is indispensable to keep in touch with the audience members. Arms ought to be kept open. As when one crease his arms, at that point it portrays that he is a shut natured individual and isn't willing to speak with others. While speaking, smiling and keeping charming outward appearances is respected to be of most extreme importance. At the point when one has a lovely character, at that point others enjoy speaking with the person in question.
- ii. *Interactions* – Teachers consent to this reality to a significant degree that students figure out how to communicate in a second language by interacting. Communicative language teaching depends on genuine circumstances that require communication. In speaking classes, students are given the chance to connect with one another. Their communications might be based on formal or casual discussion. Through interaction, they can get occupied with practice sessions to improve speaking skills. At the point when the people need to produce awareness as far as different perspectives, at that point they are needed to associate with others. It happens with educators, individual student just as different individuals from the educational organization.
- iii. *Confidence* – When concentrating in on speaking, it is vital for the people to be sure and conquered apprehensiveness and weakness. Confidence is alluded to independence, affirmation and sureness. At the point when the people are focusing on their speaking skills to accomplish professional goals, they should be confident. When people are speaking with relatives or local area individuals as far as different viewpoints, at that point too confidence is viewed as a fundamental aspect. Subsequently, it tends to be expressed that teaching of confident encourages the people to increase their speaking skills, structure powerful terms and associations with others and accomplish individual and professional goals.
- iv. *Rectifying Errors* – The teachers are needed to give fitting input and right the defects and irregularities that have been capable by people, inside the course of their learning. When making corrections, ensure that the communication

process doesn't get intruded. At the point when others are speaking either on an individual premise or in gatherings, at that point it is indispensable to take notes. Taking notes would not just empower the people to obtain data as far as points, however they would have the option to improve their speaking skills. Regularly, teachers put the blunders down on the chalkboard and ask the students, in the event that they can make rectifications.

- v. *Interviews* – Interviews in basic terms are alluded to questions and answer meetings. In directing meetings, there are two kinds of questions that are usually followed. These are, close-finished questions and open-finished questions. Close-finished questions are the ones that normally include single word answers, for example yes or no. While, open-finished questions are the ones that include complicated clarifications. The people regularly are needed to experience interviews, when they need to get taken a crack at higher educational organizations or acquire work openings. While going for the meetings, they are needed to set themselves up well by producing data as far as different viewpoints, improving speaking skills and increase their own appearance.

4.2.3 STRATEGIES FOR DEVELOPING READING SKILLS

Reading is a fundamental piece of learning. It is expressed that to support one's everyday environments in a suitable way and accomplish the ideal objectives and goals, people need to have the fundamental skills of reading, writing and numeracy. Reading skills are respected to be of most extreme importance. At the point when the people have successful understanding skills, at that point they can actualize different undertakings and exercises, inside business settings, yet in addition in the administration of family unit obligations. There are number of people, who don't have the essential possess skills of reading, writing and numeracy. Because of this factor, they experience obstacles inside the course of doing different occupation obligations and accomplishing their objectives. Along these lines, it is essential for the people to endless supply of reading skills.

- i. *Improving Existing Knowledge* – Less Knowledge is viewed as unstable. The people focus after achieving upgrades in the existing Knowledge, particularly when one needs to engage in specific assignments and exercises. These incorporate, setting up a report, article, paper or any writing task, giving a

speech or introduction, participating in conversations or discusses, etc. When the people are needed to actualize these implements effectively, at that point they need to produce awareness and upgrade their insight by perusing different materials or utilizing technology and web. Consequently, achieving upgrades in existing knowledge is a significant technique for improving reading skills.

- ii. *Relevant Reading Materials* – Making use of applicable reading materials is respected to be of most extreme importance, when improving reading skills. When the people are reading, they need to put significant emphasis upon the viewpoints and ideas, as far as which they are needed to enlarge their understanding or create awareness. For this reason, they are needed to acquire significant reading materials. In some educational institutions and preparing focuses, students are needed to bring their own reading materials. This is particularly in language backing and learning support classes. Consequently, when they are to bring their own reading materials, they need to ensure that they are significant and would end up being profitable in accomplishing the ideal points and targets.
- iii. *Developing Concentration* – When one is perusing for relaxation purposes or when one is dealing with a task and reading to accomplish professional goals. In both these cases, the people need to ensure that they create focus and give sufficient consideration towards their reading. When one gets totally consumed in reading, at that point people typically tend to neglect other works. Thus, from the underlying stage, people are instructed that separated from execution of own undertakings and exercises, it is fundamental for them to perceive their duties and give satisfactory consideration towards different regions too. In this way, when they have different obligations to focus upon, people need to create concentration and possess restricted energy for reading.
- iv. *Getting ready Speeches and Presentations* – In the preparation of addresses and introductions, people are needed to procure understanding of different ideas. First, they read the materials, and afterward in their own words, they record the ideas. At times, while giving addresses, people utilize written materials, though, in others they basically read the materials and procure the

fundamental data that would deliver their discourses profitable. As a rule, inside educational organizations just as inside business settings, introductions are made, utilizing Power Point. Consequently, people need to gain productive comprehension of the ideas through reading and set up their presentations.

- v. *Memorizing* – In past many years, in educational organizations, students fundamentally made use of memorizing, especially before their group tests or tests. In any case, in the current presence, it is infrequently utilized. The explanation being, with the coming of technology, people are utilizing technology to gain a proficient understanding of the ideas and rarely utilize this strategy. Examination has shown that students didn't feel pleasurable and placated with this procedure. Incorporating it on a regular premise, typically caused pressure and pressing factor among them. Consequently, with progressions occurring inside the arrangement of training, educators ordinarily prescribe students to comprehend the ideas instead of memorizing them

4.2.4 STRATEGIES FOR DEVELOPING WRITING SKILLS

The advancement of successful writing skills not just causes the people to seek after their academic goals, yet they are additionally ready to obtain great work opportunities. In presumed work opportunities, likewise people are needed to utilize their writing skills. Aside from advancement of writing skills, it is fundamental for the people, having a place with all fields to expand their knowledge and data as far as advances. In the current presence, in educational institutions and associations, people are utilizing PCs to get ready articles, projects and different archives. Aside from PCs, they are utilizing versatile technology to produce data, send messages and speak with others. Consequently, the utilization of technology is encouraging the improvement of writing skills among people. Through improvement of writing skills, they can support their everyday environments and upgrade their profession possibilities.

- i. *Writing* – When one is writing, there are sure viewpoints that should be considered. The people ought to portray their own thoughts and perspectives in their writing. When they are utilizing different sources, it is indispensable

for them to refer to the sources and put them in reference index toward the finish of the task. These are fundamental steps to avoid plagiarism. While writing, people need to consider certain viewpoints. These incorporate, syntax, vocabulary, sentence structure, etc. Ordinarily, people ensuring that when they are writing their articles, they need to utilize suitable data, ideas and avoid grammatical mistakes.

- ii. *Writing Books* – Some people enjoy the errands of examination and writing to a significant degree. When they feel pleasurable and satisfied through engaging recorded as a hard copy exercises to a significant degree, at that point they even write books. At the point when one is occupied with writing books, at that point it is indispensable for the people to create awareness as far as subjects, ideas and part designs. They need to peruse number of articles and direct broad examination, especially regarding regions of study. It is fundamental for them to follow suitable methodology and constructions, when writing books. Writing books is tedious. It might require months or even a very long time to finish the task. People may creator them either independently or may work together with others.
- iii. *Utilizing Technology* – In the current presence, technology is respected to deliver a huge commitment in advancing securing of information and understanding of the concepts among people. To create writing skills, people are needed to utilize technology and web. Using web, they can secure data regarding different ideas and aspects. The people typically have the perspective that using technology, they will portray more effectiveness and cleverness in their work, when contrasted with the work that is executed in a transcribed structure. At the point when PCs are utilized for writing, at that point one can make remedies, erase undesirable material, increase or decrease the text dimension, etc. Consequently, they can do the capacity of altering and roll out the ideal improvements.
- iv. *Reading* – Reading is one of the viable and normal methodologies that is accustomed to achieve enhancements recorded as writing skills. At the point when the people are needed to write a paper or report or discourse in regards to a specific subject, at that point it is indispensable for them to peruse different articles and materials identified with that subject. Through reading,

people will actually want to gain a comprehension of the subject and produce awareness. With the acquisition of knowledge, they will actually want to incorporate, writing skills in a proficient way. Learning and securing of data starts with reading. At the point when one needs to create writing skills, it is essential for the people to understand messages, get information and afterward compose, utilizing their own words and language.

- v. *Encouraging Individuals to Co-work with Demanding Writing Projects*- When people have the perspective that their work is requesting, at that point typically they feel compressed and pushed. The mental issue of pressure that is capable by the people principally because of responsibility, causes obstructions inside the course of execution of assignments and capacities. Henceforth, it is the work duty of the teachers and managers just as the relatives to help people to co-work with requesting writing projects. The principal procedures are, people ought to write less however they need to ensure that they write it well; they ought to be very much aware regarding the ideas; they should look for help and help from others and ought to be inspired towards their work.

4.3 PRESENT SCENERIO OF COLLEGE AIDED STUDENTS

India has probably the biggest arrangement of teacher education in the world. Other than the college department of education and their affiliated colleges, government and government aided organizations; private and self-financing colleges and open colleges are additionally occupied with teacher's education. In spite of the fact that most teacher's education modified are almost indistinguishable yet their standard changes across foundations and colleges. Education of teachers not just encourages improvement of school training by planning able, submitted and expertly capable teachers who can fulfil the need of the framework, yet in addition capacities as an extension among schooling and higher education. The job of teacher education is a process of country building is all around perceived. In any case, teacher education in India, due to its set of experiences and furthermore because of different components outside its ability to control, has overall been bound to class schooling as it were. The educational extension, universalization of elementary schooling, vocationalisation of secondary education, higher and professional schooling and generally nature of education are significant difficulties before the

country. Clearly, the nature of education is an immediate result and result of the nature of teachers and teacher education system. The undertaking of acquiring subjective change institutional viability of the teacher education system in itself is an immense and testing one. The turns of events and changes in the course of the most recent twenty years require a new glance at the teacher education. The requirement for improved degrees of educational participation for large advancement is very much perceived.

"Education has continued making, update and build up its solidification since the start of history. Each nation builds up its arrangement of education to communicate and advance its interesting socio-social personality and furthermore to address the difficulties of time". These expressions of the National Policy on Education (NPE) 1986 in this manner reconsidered in 1992, provide guidance to Indian Education. The strategy further stresses that "the Government of India will likewise audit, like clockwork; the advancement made and suggest rules for additional improvement". In the light of the previously mentioned explanations, the National Council for Teacher Education (NCTE), a legal body, set up by the Government of India for the upkeep of guidelines and improvement of the nature of teacher education in the country. During these years, huge scope and extensive advancements just as changes have occurred on the public and worldwide scenes in friendly, financial, social, logical and scientific circles just as in data and communication technologies. These advancements have influenced education, including teacher education call for survey and change of Indian teacher education. The National Council for Teacher Education needs to start reasonable measures to make teacher education at different levels receptive to such improvements just as to quality concerns in future.

Teacher education in India has a long past yet a short history. Gurukul-focused practice of the Vedic time frame was to some degree altered and advanced affected by Buddhistic vihara-based framework. This proceeded till the eleventh century A.D. The appearance of the Muslims saw the ascent of an equal Maktab-based practice and the two customs flourished next to each other till the happening to the British. Both the practices went through some change during this period. Verifiable records of the choices taken, the funds made accessible and their execution and later assessment turned out to be generally more methodically coordinated on account of the documentation by the British.

During the most recent twenty years, the teacher's education curricula have gotten serious analysis and their shortcomings have been very much uncovered. It must be underscored that without expanding the length of teacher education programs, these objectives can't be accomplished. Scholarly and professional skills are not free of one another. There is not really any distinction between the presentation of prepared and undeveloped teachers because of outdated teacher training educational programs.

Teacher Education curricula need to incorporate and mix them into a composite entire like the curricula of clinical sciences. The recreation of teacher education curricula has, subsequently, become a squeezing need of great importance. It must be changed from data based to experience based. In the course of the last 50 years and especially, in the new many years, teaching learning has been going through extreme changes. There has been a move towards student focused classrooms with teacher's job more as facilitator of adapting as opposed to an imperious expert. Not at all like in the past when the teacher was depended with moving the substance of educational program to a detached crowd of student, today new trials are being given a shot in the classroom that incorporates project-based learning, improvement of reasoning skills, and revelation learning draws near. Numerous teachers are not appropriately prepared in executing the ideas driving the new educational program and many are not prepared to as expected actualize the curriculum. Interestingly, the teacher training focuses and the educational program continued in the teacher education have next to no attention on new patterns in education.

Teacher education organizations have been multiplying and mushrooming everywhere on the State with benefit thought processes until the National Council for Teacher Education (NCTE), concocted and demanded required standards and guidelines for these establishments. Because of their mediation, numerous organizations have developed structures with classrooms and obtained foundation to satisfy their guidelines. These organizations were even been compelled to expand the compensation of salary of teachers to the essential sum in the public authority scale. In any case, later, the viability of NCTE intercession decreased and the incredible anteroom of private education organizations had their way in running their teacher education shops.

In any event, when the periodical compensation corrections increment the pay rates of perpetual workers high as can be, their partners in the B.Ed. focuses can just dream of a pitiful ascent. The incredible entryway of the private foundations is likewise said to impact the Universities' hesitance in giving reasonable arrangement to the teacher educators. The NCTE, not at all like previously, is by all accounts hushed and staying remaining aloof thus does Hon. Minister for Education. No one needs to annoy the private organization supervisors. That itself gives plentiful scope for benefit situated administrations to disconnect the teacher education communities. The assessment of teacher trainees in the teacher education foundations is another large joke. The distinction in the imprints between successful people and low achievers is insignificant and the employees are least troubled in either promising the learners to score high or to rebuff the apathetic with bad grades. In this manner, most students who enter these organizations come out with no trouble at all.

The requirement for improved degrees of educational participation for by and large advancement is very much perceived. The critical part of educational foundations in acknowledging it is reflected in an assortment of activities taken to change the nature and capacity of training - both formal just as non-formal. General openness to quality education is viewed as fundamental for advancement. This has required improvement in the arrangement of teacher education to get ready quality teachers. Different Commissions and Committees named by the Central and the State Governments in late many years have constantly stressed the requirement for quality teacher education fit to the necessities of the educational system. During the most recent years, new pushes have been presented because of fast changes in the educational, political, social and financial settings at the public and global levels. The system actually plans teacher who don't really turn out to be expertly able and submitted toward the finishing of starting teacher preparation programs. An enormous number of teachers preparing foundations don't try to do they say others should do. A few of the skills procured and philosophies acquired are only from time to time rehearsed in genuine school system. This features the need to get authenticity and dynamism the curriculum.

The courses of studies both in principle and practice ought to be rearranged. A teacher education department ought to hence; lead extraordinary imaginative

projects for example courses, joining of workshop, discussing with lectures, group teaching and board discussion. The admission procedures of B.Ed. ought to be totally arranged. There ought to be an arranging unit in each state education department. The capacity of this unit ought to be to direct the interest and supply of teachers at different degrees of schools. The rehearsing schools must be taken into confidence. For this the individuals from the staff of teacher's universities ought to be firmly connected with the schools. Communication courses in teacher education ought to be given, with a severe and high screen for admissions and an exact way of evaluation.

CHAPTER 5

ROLE OF TECHNOLOGY AND KAHOOT APPLICATION

5.1 ROLE OF TECHNOLOGY IN INDIAN EDUCATION

Education Technology implies the utilization of all sort of present-day media and materials for expanding the learning experience. Education Technology is recommended by master as one of the likely methods for debilitating instruction adequately and effectively. Already, teachers used to educate in unbending, formal and sound system composed ways. Education was then imagined as the way toward communicating information and thoughts. Students used to get by heart whatever was given by the teacher or reading material. They frequently couldn't understand what was taught and were relied upon to imitate at the hour of examination. Students were quiet crowd and couldn't make any sensible questions or autonomous thinking about their own. Today, the student isn't considered as an unfilled vessel to be filled in by statistical data points. They are currently expected to utilize so numerous media and materials and to get taking in experience from all sides. Education is viewed as a process of association and relational communication. The advanced teacher needs to help, to control and encourage the student's turn of events. The teacher needs to move and persuade the youthful leaners and help the grown-up students as they continued looking for information and skills. Technology in education is characterized as a variety of devices that accommodating in propelling student learning and estimated in how and why people act. Education technology is the examination and moral act of encouraging e-learning, which is the learning and improving execution by making, utilizing and overseeing suitable technologies processes and assets. Education Technology depends on a wide meaning of "Technology" which critical the devices and the sources to upgraded, to build up the skills of the Education. Education Technology could be followed back to the development of early apparatuses, e.g., compositions on cavern dividers. In any case, normally its set of experiences begins with the presentation of educational movies (1900s) or Sidney Presser's mechanical showing machines during the 1920s. The primary enormous scope use of new technology can be followed to US WWII preparing of fighters through preparing films

and other interceded materials. Today, introduction-based technology, in view of the possibility that individuals can learn through aural and visual gathering, exists in numerous structures, e.g., web-based sound and video, or PowerPoint presentations.

During the 1990s, there are an assortment of schools that have Computer-based learning (CBL) framework. They are oftentimes founded on constructivist and cognitivist learning hypotheses, these conditions zeroed in on showing both unique and area explicit critical thinking learning. The 2000s development of various media and universal advancements which gave another drive to arranged learning speculations preferring learning-in-setting situations. Students are presently experiencing childhood in an advanced age where they have consistent openness to an assortment of media.

5.1.1 TECHNOLOGY AS DEVICE OF TEACHING

There are different types of technologies as of now utilized in classroom. Among these are:

- i. *Computer in the classroom*: Having a computer in the classroom is a resource for any teacher. With a computer in the classroom, teacher can exhibit another exercise, present new material, illustrating how to utilize new projects, and show new data on sites.
- ii. *Class web journals and Wikipedia*: There are a different types of Web 2.0 devices that are right now being executed in the classroom. Websites take into consideration students to keep a running discourse, like a diary, contemplations, thoughts, and tasks that additionally accommodate student remark and reflection. Wikipedia, an online reference book, are more gathering cantered to permit numerous individuals from the gathering to alter a solitary record and make a genuinely collective and cautiously altered completed item.
- iii. *Remote classroom microphones*: Noisy classrooms are an everyday event, and with the assistance of receivers, can hear their teacher all the more plainly. Students learn better when they hear the teacher obviously.

- iv. *Cell phones*: Mobile gadgets, for example, tablet can be utilized to upgrade the involvement with the classroom by giving the likelihood to teachers to get criticism.
- v. *Interactive Whiteboards*: An interactive whiteboard that gives contact control of computer applications. These improve the involvement with the classroom by showing whatever can be on a computer screen. This guides in visual learning, however it is interactive so the students can draw, write, or control pictures on the interactive whiteboard.
- vi. *Digital video-on-request*: Digital video dispenses with the requirement for in-classroom equipment and permits teachers and students to get to video cuts promptly by not using the public Internet.
- vii. *Online media*: Streamed video sites can be used to improve a classroom exercise.
- viii. *Online study devices*: Tools that inspire concentrating by making concentrating more fun or individualized for the students.
- ix. *Digital Games*: The field of educational games and genuine games has been developing altogether in the course of the most recent couple of years. The digital games are being given as tools to the classroom and have a ton of positive input including higher inspiration for students.

There are numerous different devices being used relying upon the neighbourhood educational committee and assets accessible available to them.

5.2 KAHOOT APPLICATION

Kahoot! was set up in 2012 by Johan Brand, Jamie Brooker and Morten Versvik in a joint assignment with the Norwegian University of Science and Technology. They worked together with Professor Alf Inge Wang and were thusly joined by Norwegian finance manager Asmund Furuseth. Kahoot! Was dispatched in a private beta at SXSWedu in March 2013 and the beta was conveyed to everyone in September 2013. Kahoot! Was expected for social learning, with students collected around an ordinary screen like an instinctive whiteboard, projector, or a PC screen. The site can moreover be used through screen-sharing gadgets, for instance, Skype or Google Hangouts. The strategy is so much that the players are expected to

constantly rotate toward the sky from their gadgets. The intelligence is direct; all players interface using a created game PIN showed up on the normal screen, and use a device to address addresses made by a teacher, business pioneer, or other person. These requests can be changed to allow centers. The creator can pick, whether or not the player can get 0 centers, up to 1000 or 2000. The centers the player gets are resolved on up to what in particular sum can the player get and what measure of time it needs for the player to answer. The sooner the player answers, the more centers they get if the player answers adequately. Spotlights at that point show up on the leader board after each question. The player can moreover get a streak, which implies they tended to more inquiries in progression. The better their streak is, the more centers they get while tending to a question precisely. Kahoot! Has now completed 'Mix'. Mix tests the players to place in answers in the correct solicitation as opposed to picking a singular right answer. It offers another experience that enables significantly more clearness of psyche from players. Kahoot! Can be played through different web programs and cells through its web interface. There is moreover an application. In March 2017, Kahoot! Shown up at one billion totals taking an interest player and in the extended length of May, the association was represented to have 50 multi month to month dynamic uncommon customers. In September 2017, Kahoot! Dispatched an adaptable application for classwork. Presently at 2020, a Kahoot client would now have the option to use assorted request types. The Quiz is the principal kind of request. It requires the inquiry and in any occasion 2 decisions, one of which ought to be separate as the right answer. Premium adds the probability to pick between "single select" or "multi-select". Single select infers that the player can pick simply a solitary decision and Multi-select suggests that the customer can pick many the four decisions presented. A substantial or sham variety is moreover open with the essential differentiation being that the single two decisions (legitimate or fake) are fixed and can't be changed. These two sorts needn't bother with any record upgrades. The accompanying inquiry type is Open-completed, which implies the players should type in the correct reaction to get centers. The creator ought to pick the recognized answer, at any rate they can moreover set different recognized answers. The last sort of inquiry is Puzzle, which requires the player to change the four decisions all together, which the creator sets as right. For example: Align the countries by people from the most un-populated to the most populated. Towards the completing, there

is an action of the 3 best players appearing on the winners' Podium. The players can rate the Kahoot subject to their experience.

Kahoot! is a tool for utilizing technology to regulate quizzes, conversations or overviews. It is a game-based classroom reaction system played by the entire class progressively. Multiple-choice questions are projected on the screen. Students answer the questions with their cell phone, tablet or Computer. The Kahoot application download is accessible for iOS (iPad and iPhone) and for Android gadgets just as on work area (PCs, PCs and Mac PCs). Kahoot is allowed to download with in-application buys accessible. It is accessible for grades K-12 with an age limit from 5-18 yrs. The basic version of Kahoot is free. On the off chance that you intend to choose an exceptional one with more upgraded highlights, you will need to pay a specific sum or charges.

5.2.1 WHAT IS KAHOOT?

Download Kahoot and perceive how these current children learning application gives a stage to make multiple choice games that are shown on a huge screen where players can join the game utilizing their own gadget. Kahoot application for workstations, Kahoot for MacBook, and the Kahoot application for cell phones all work similarly and can be utilized conversely. Numerous teachers discover Kahoot to be a viable method of joining the classroom and drawing in their students in a positive learning surroundings. Teachers can utilize The Kahoot application as an evaluation instrument to review students' progress irregularly. It is an extraordinary method to distinguish the level at which every student understands the material while planning for more summative tests or tests. Math, science, health, and social studies are only a portion of the potential courses where teachers can utilize the Kahoot application.

5.2.2 FEATURES AND GAMEPLAY OF KAHOOT

i. FEATURES

- You can make quizzes within a couple of moments.
- Different of layouts accessible. You can settle on an incredible decision among them.

- Highlight of importing questions.
- Explore and pick among 500M questions accessible in the question bank.
- Alternative to mix various Kahoots.
- Highlight of inserting drawings in the iOS application.
- You can add YouTube recordings additionally into questions.
- Various questions can be mixed into one structure, i.e., tests, surveys, riddles, and slides.
- Alternative to pick great pictures from the library.

ii. GAMEPLAY

- To make learning interactive and fascinating, games are planned through videos.
- Make games as indicated by the capability of the students. They can play effortlessly at home or in the classroom.
- Students can play both independently or in group.
- Multiple-choice questions can likewise be added to the quiz.
- Attention is made through true/false questions.
- Time adaptability can be remembered by the level of the questions.
- Feedback can be accomplished through surveys.
- Evaluate the understanding of students learning through the alternative of riddles.
- More substance can be made and appeared through slides.

5.2.3 How could Kahoot! help Teachers?

Whenever teachers have completed the process of downloading Kahoot they can:

- Assign kahoots as homework to make it amazing
- Support learning

- iii. Save time on adjusting tasks (students get moment criticism)
- iv. Evaluate learning progress progressively

Since students and their teacher see quick input between questions, this is an incredible developmental formative instrument; students barely notice they are assessing their own insight and being assessed.

5.2.4 How does Kahoot work in the classroom?

When the Kahoot application download is introduced it can without much of a stretch be utilized in the classroom

- i. Survey student understanding - Useful for evaluating where students may be feeling the loss of an idea or substance.
- ii. Focus in on the necessities of individual students - Get an itemized report of which children missed which questions.
- iii. Warm up the class with a game - Use it as a class starter. Do a quick five questions on themes you covered or material gained from a past class.
- iv. Survey student's information before the beginning of a unit - Use is it for mental/oral starters in maths and furthermore to evaluate subject information prior to beginning another point.

5.2.5 PROS OF KAHOOT APPLICATION FOR STUDENTS

- i. It focuses on improving learning results by boosting commitment, interest, and inspiration through serious, game-based learning experience.
- ii. Game elements have demonstrated a powerful system to upgrade learning, as students are inherently motivated through play, interest, and a craving to win, driving them to learn without acknowledging it.
- iii. Teachers can make quizzes, conversation questions or reviews.
- iv. Teachers can change the time as required.
- v. Students can easily access without an account, registration and downloading the application.
- vi. Its free to use and easy way of learning.

- vii. Music and colours add the students feel energetic and enthusiastic.

5.2.6 CONS OF KAHOOT APPLICATION FOR STUDENTS

- i. Sometimes the game pin is not shown and also works slow.
- ii. The accessibility of gadgets can likewise be an issue.
- iii. As numerous players are associated, the degree of competition can be expanded, consequently prompting pressure and outrage among kids.
- iv. The questions are always visible in the teacher's computer.
- v. It's an online based application, no offline accessibility.
- vi. Sometimes the background music causes stress and distracts the students.

5.3 RESEARCH METHODOLOGY

A set of twenty students of Sathyabama Institute of Science and Technology were involved in this test. The survey will be based on two methods. Firstly, Control method will be taken, the students were taught manually how to communicate, deliver a speech and improve their body language, vocabulary, grammar. This test is for fifty marks, it will be conducted based on manually teaching and the marks will be obtained for control method. Then, Experimental method will be taken, the students were taught how can they develop skills using technology. The same set of students were instructed to download Kahoot application in their mobile phones and they were trained to use it. This test is also for fifty marks. It will be conducted through Kahoot application and marks will be obtained from it. Finally, the control method and experimental method marks will be compared and tabulated in table and chart.

5.4 RESULT AND DISCUSSION

A set of twenty students of Sathyabama Institute of Science and Technology were taught by both the methods. The first method is control method, in that method students were taught how to communicate, deliver a speech, grammar, vocabulary and how to improvise their body language. Based on the manual teaching they were given some test like spin a yarn, spell bee, listening to dialogue, vocabularies exercise. The test was conducted for fifty marks, each question carries one mark

and the marks are allotted. The second method is experimental method, in that method students were instructed to download Kahoot application in their mobile phones. Students were explained about the application. There are fifty various question about the grammar, audios of dialogue, vocabularies and each carry one mark. It was also conducted for fifty marks. The marks were allotted. The result of both the tests were compared and analysed. The results shows that students have scored more marks after using the application. In fact, this Kahoot application was accessible in all electronic gadgets and it helps to acquire knowledge anywhere and anytime. The given application will be beneficial for the students.

Table 5.1: Score of the tests conducted using both methods

S. No	Name	Control Method (50)	Experimental Method (50)
1.	Abinaya	33	45
2.	Bipana	35	41
3.	Diya	29	38
4.	Aishwarya	34	43
5.	Harini	30	41
6.	Reshma	32	37
7.	Roshini	33	41
8.	Irfan	34	43
9.	Zara	32	47
10.	Imran	36	43
11.	Simra	30	39
12.	Swetha	35	42
13.	Arun	27	35

14.	Christy	24	36
15.	Himanshi	25	37
16.	Sara	34	45
17.	Zamya	29	38
18.	Asma	32	41
19.	Priya	30	43
20.	Zia	22	37

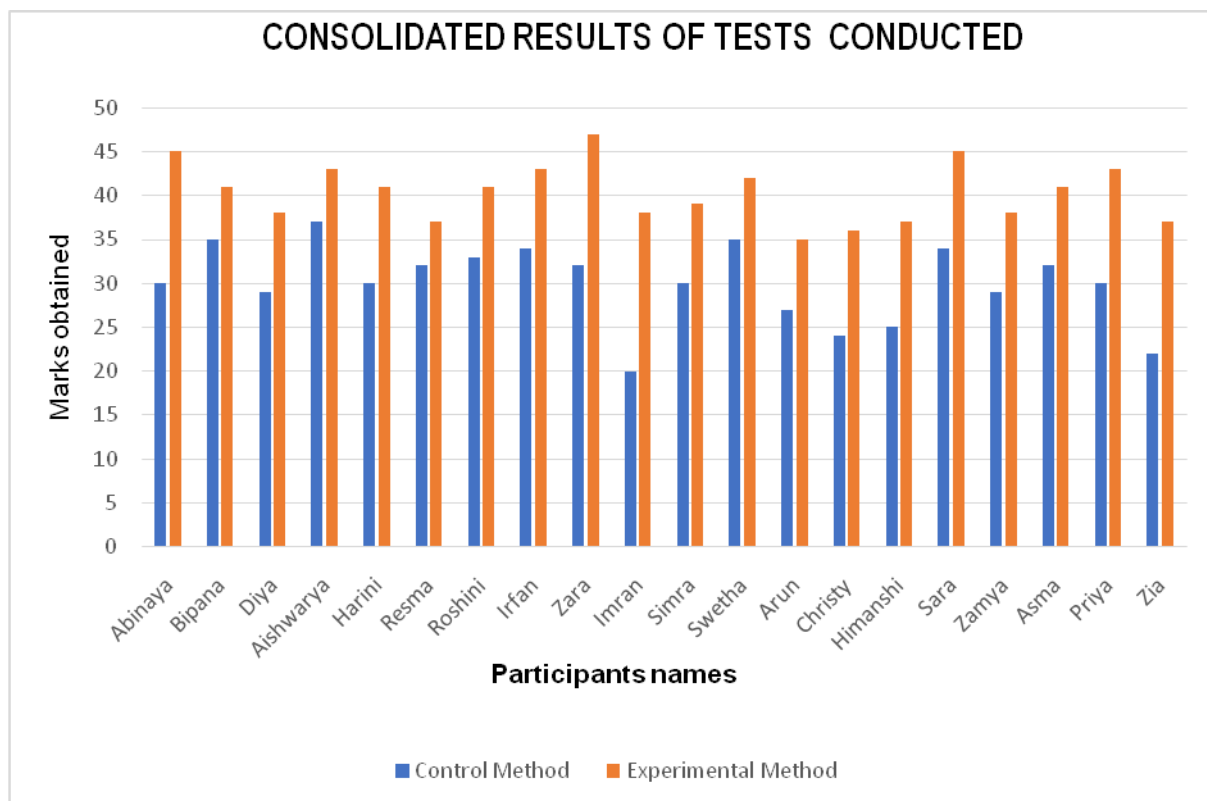


Fig 5.1: Consolidated Analysis of Student's performance

This chart shows that the students have an efficient training after using Kahoot Application. The performance of students varied much before and after the usage of application. The results are given in the above table and bar chart shows the level of acquiring knowledge through the usage of this application. The application acts

as a good platform for the students to develop their body language, level of understanding, vocabulary and good communication.

5.5 CONCLUSION

This research has proved that skills can be easily develop through technology. There are many issues faced by students to develop and acquire knowledge about the skills. In previous years, there was not sufficient platforms and technology for students to learn. But now there are plenty of online platforms and opportunities to explore and learn about language and skills. Among them Kahoot is one of the best applications for learning and communicate. Therefore, Kahoot is an exciting application for students to acquire their basic skills. Though it may not be useful for school students it can be useful for college students. Some students may find it difficult to acquire skills without appropriate knowledge but after using this application they can easily access, get to know their level of learning and to communicate with others. It has more games, themes, musical backgrounds and rewards and it helps students to learn, enjoy. According to me, this application is also recommended for the beginners to improve their skills. The method of learning vocabulary games, paves way for interacting sessions with teachers which is efficient for the students and helps in more ways. In this research, technology plays a major role to learn a language to communicate or to present it. Hence, Kahoot application helps to improve the confidence level of the students in the usage of different skills.

REFERENCE

- [1] Aungwatanakun, S., "English Teaching Methodology", (2nd edn.), Bangkok: Chulalongkorn University Press, 1994.
- [2] Brown, H. D. (2000). Principles of language learning and teaching (4th ed.). New York: Longman
- [3] Brown, H.D. (1994) Teaching by principles: An interactive approach to language.
- [4] Brown, Nation. "Teaching Speaking: Suggestion for the Classroom." 4 January 2008 <http://jaltpublications.org/tlt/files/97/jan/speaking.html>>
- [5] Chastain, K. (1998). Developing second language skills (2nd Ed.). Chicago: Harcourt Brace Publishers.
- [6] Davis, P. & Pearse, E. (2000). Success in English Teaching. Oxford: Oxford University Press.
- [7] Gnana Gandhi, Mercy (2017). Computer Assisted Language Learning (p.75) ISBN: 978-93-83409-20-4
- [8] Gnana Gandhi, S. Mercy. "Teaching English language to engineering students and the problems faced by the language teachers: Solutions through computers." ELT Weekly Journal 3.81 (2011).
- [9] Harmer, Jeremy (2007) The Practice of English Language Teaching. 4th ed. London: Longman.
- [10] Harmer, Jeremy. The Practice of Language Teaching. 3rd ed. UK: Longman Publishers, 1991. Print.
- [11] Heaton, James Ben. Writing English Language Tests. UK: Longman Publishers, 1989. Print.
- [12] Hughes, Arthur. Testing for Language Teachers. Cambridge: Cambridge University Press, 1989. Print.
- [13] "Importance of language why learning a second language is important" By Leonardo De Valoes, /2014/02/26.
- [14] Lanter, E., & Watson, L. R. (2008). Promoting literacy in students with ASD: The basics for the SLP. *Language, Speech, & Hearing Services in Schools*, 39, 33.
- [15] Seraj, P. M. I. and Mamun M. A. A. "Speaking and Listening Practice in English Language Learning through Communicative Language Teaching at HSC Level". Online journal of G-Science Implementation and Publication. Volume 2, Issue 4 (Nov. 2011): 07-12

- [16] "Teaching Speaking: Goals and Techniques for Teaching Speaking." The National Capital Language Resource Center, Washington, DC. The Essentials of Language Teaching, 2004. 14 December 2007
- [17] "The effect of using Kahoot! For learning – A literature review" by Alf Inge Wang. 22 May 2017.
- [18] The Use of Technology in English Language Learning: A literature review Ahmadi International Journal of Research in English Education (2018) 3:2.
- [19] Wang, Alf Inge; Lieberoth, Andreas (2016). "The effect of points and audio on concentration, engagement, enjoyment, learning, motivation, and classroom dynamics using Kahoot!". European Conference on Games Based Learning. Academic Conferences International Limited. 10: 737–746 – via Google Scholar.
- [20] Whalon, K., & Hart, J. E. (2011). Adapting an evidence-based reading comprehension strategy for learners with autism spectrum disorder. *Intervention in School and Clinic*, 46(4), 195–203.
- [21] Wilson, Julie Anne (1997). A program to develop the listening and speaking skills of Children in a first-grade classroom. Research Report, [ED415566]
- [22] "Why Kahoot is one of my favourite classroom tools — Tomorrow's Learners". Archived from the original on 2017-08-10. Retrieved 2017-08-09.