

EXPLORING PROJECT BASED LEARNING AMONG THE FIRST YEAR COLLEGIATE STUDENTS

Submitted in partial fulfillment of the
requirements for the award of Master of Arts
degree in English Literature
by

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**DEPARTMENT OF ENGLISH
SCHOOL OF SCIENCE AND HUMANITIES**

SATHYABAMA

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

Accredited with Grade "A" by NAAC

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BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **YUVASRI M (39970009)** who carried out the project entitled "**Exploring Project Based Learning Among the First Year Collegiate Students**" under my supervision from June 2020 to April 2021

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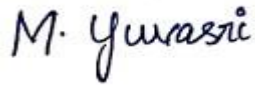
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DECLARATION

I Yuvasri M (38010009), hereby declare that the Project Report entitled **“Exploring Project Based Learning Among the First Year Collegiate Students”** done by me under the guidance of **Dr. Mercy Gnana Gandhi S,** Professor, Department of English, at Sathyabama Institute of Science and Technology, Jeppiaar Nagar, Rajiv Gandhi Salai, Chennai 600119 is submitted in partial fulfillment of the requirements for the award of Master of Arts degree in English Literature.

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ABSTRACT

The information gathered results in an improved definition of project-based learning. Project-based learning (PBL) is a lively student-centered sort of instruction which is characterised by student's autonomy, constructive investigations, goal-setting, collaboration, communication and reflection within real-world practices. The aim of the study is to explore the role of project-based learning in developing critical thinking and problem-solving of first year collegiate students and to analyse the importance of project-based learning. Students are given opportunities to use information learned within the classroom to world situations and make deeper connections with the fabric. The real-world application will allow students to strengthen their skills sets and further prepare them for their higher studies. Students provided with project-based opportunities will be able to hone their problem solving and critical thinking skills as well. Students are going to be better prepared for the manpower.

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CHAPTER I

INTRODUCTION TO ENGLISH LANGUAGE TEACHING

1.1 INTRODUCTION

Language which has been considered man's most remarkable achievement is such a lot a neighbourhood of our lives, just like the air we breathe. Language is a system. English is a widely spoken language today. It has often been mentioned as 'global language'. English as a Foreign language or Second language in many countries, it is the official language. English is claimed to be the world's most vital language having communicative and educative value. English language teaching (ELT) is the mirror of most teaching. The English teaching tradition has been subject to tremendous change, especially throughout the 20th century. Teaching English became knowledgeable and academic field a half century ago. There are many terms of teaching English that had been developed a year. With the knowledge Technology revolution and most software and operating systems being developed within the English. Language learning also helps learners to be able express their ideas and feelings. For the improvement in the effectiveness of language classes, there are many techniques and programmed conducted.

1.2 THE HISTORY OF ENGLISH LANGUAGE TEACHING

The history of instruction reveals itself in pattern of contrasts that are continual again and again in several ways in which over the course of your time. the essential distinction is one between the perception of a language as a collection of representative texts on the opposite. From an education purpose of read the parallel distinction between deductive and inductive methodology is basically a comparable question. In recent times, but the importance of text has become inflated in sure contexts, Associate in Nursing languages are typically characterised in terms of a capricious subset of those texts, English being for example, the language of 'science', 'Shakespeare', 'colonialism', 'popular entertainment'. The history of West Germanic language Teaching (ELT) starts from the fifteenth century. It's been divided into 3 stages. The primary stage is

from the start of the fifteenth century to the tip of eighteenth century. The second stage is throughout nineteenth century and also the third and fashionable stage is from the start of the twentieth century to. The current age. In Europe throughout the tip of ordinal century French gave thanks to West Germanic language and faculties in Europe started teaching English. Instructional establishments in Europe schooled English alongside alternative fashionable and classical languages. Throughout the nineteenth century, because of numerous factors, fast development of ELT was created each in Europe and British colonies. Throughout this era the communicative population multiplied to many billions from the last few millions. English became the main language of European country throughout the reign of King Bolingbroke. Later throughout the fifteenth century King of Great Britain announced English because the official language and by the tip of the fifteenth century law books were created obtainable in West Germanic language. Three main stages are sometimes recognized within the history of the event of a people language:

- Old English, better known once as Anglo-Saxon, is dated from AD 449 to 1066 or 1100.
- Middle English dates from 1066 or 1100 to 1450 or 1500.
- Modern English dates from concerning 1450 or 1500 and may be divided into early fashionable English, from concerning 1500 to 1660, Late Modern English from concerning 1660 to the current.

Old English Language:

Old English language, additionally known as Anglo-Saxon, language spoken and written in European country before 1100; It's the antecedent of Middle English and Modern English. Students place Old English within the Anglo Frisian cluster of West Germanic language languages.

Middle English language:

Middle English language, the vernacular spoken and written in England from about 1100 to about 1500, the descendant of the Old English language and thus the ancestor of recent English.

Modern English language:

Early Modern English:

Early Modern English (1500-1800) the tempest ends during a storm: within the 14th- 15th century, following the Hundred Years War with France that ended French rule of British Isles, English became the language of power and influence another time. It got an additional boost through the event of English literature and English culture, spearheaded by Shakespeare.

Last Modern English:

The main difference between Early Modern English and Late Modern English is vocabulary. Late Modern has more words, arising from two principal factors: firstly, the economic Revolution and technology created a requirement for brand fresh word; secondly, the English-speaking world was at the center of tons scientific progress, scientific advances went hand in hand with the evolution of the language.

1.3 METHODS AND APPROACHES IN ELT

A method is plan for presenting the language material to be learned and it's based upon a selected approach. It's more procedural. Teaching of English just like the effective methodologies, suitable materials and integration of contextualized teaching, multilanguage skills etc. Different methods of teaching English.

1. Grammar Translation Method
2. Bilingual Method
3. Direct Method
4. Dr. West's New Method

Grammar Translation Method:

This method is additionally mentioned because the classical method. This is often of a typical pedagogics that was used to teach Latin and Greek. It had been particularly in practice during the 16th century. The most target at that time was on the interpretation of texts, grammar and rote of vocabulary. There was

no emphasis on speaking and listening comprehension because Latin and Greek were taught more as academic subjects, rather than as how of speech. This method was the predominant method in Europe and India within the 19th century. Most language teachers now say that the grammar translation isn't effective for learning English as second language. Grammar translation method was the foremost popular and widely used method for teaching between the ages of 1840 to 1940. But this method was first used for teaching and learning Latin language which wasn't the language of common use at the time. Latin was considered as a classic language.

The learners were doing to review the literature of Latin language through learning the grammatical rules of language and learning the vocabulary so as that learners may translate the language within the maternal language and within the second language. Grammar translation method was criticized intensively within the nineteenth century because it had been considered that this method cannot fulfil the strain of learning in nineteenth century.

Bilingual Method:

The bilingual method could also be a way of teaching developed by C.J. Dodson (1967/1972) to reinforce the audio-visual method which was advocated within the 1960s. The bilingual method, a lesson includes three stages of teaching:

- Starting with the reproduction/performance of a basic dialogue.
- Moving on to the variation and recombination of the essential sentences
- Application of the previous dialogues/sentences during a new communicative work well ordered activities within the bilingual method take the scholars up to a conversational level within the shortest possible time.
- Bilingual method techniques fit well into a contemporary communicative approach. It's a far better method than the grammar translation method.

The Direct Method:

The direct method also called natural method may be a method that permits an educator to show English language only through English and this method refrains using the student's language. It had been established in Germany and France around 1900. This method is additionally referred to as the 'oral' or 'natural' method. It originated round the 1900s as an alternate to the normal grammatical translation method. The direct method places great stress on correct pronunciation and therefore the second language from the very beginning of teaching English. This method doesn't use translation and memorizing grammar rules and vocabulary. The direct method was the result of the reaction against the grammar translation method. It had been supported the idea that the learners of foreign and second language should directly think in English. This method is against the interpretation of written and oral text and focusses on telling the meanings of the words through actions, demonstration or real objects. This method focuses on directly thinking, doing discussion and conversation in second language.

Purwarno (2006) described the aims of the direct method. He described that direct method is an effort and energy to make a link between thought and expression and between experience and language.

Direct method was criticized thanks to the subsequent reasons:

- Direct method is successful privately language schools because this method is often applied only in small classes where all the learners can get individual attention.
- In Direct method, the teachers extravagantly excel keep the maternal language of the learners far away from them.
- Direct method demands the learners to try to speech within the second language and it's also demands the pronunciation and accent to be a bit like the native speakers so there's need for the school to rent the native speakers so there's need for the school to rent the native speakers

which actually can be very expensive.

The success of the direct method depends on the teacher's skills and personally quite on the methodology. The Direct Method is predicated on the direct involvement of the scholar when speaking and taking note of the foreign language in common everyday situations.

Consequently, there's many oral interaction, spontaneous use of the language, no translation and little if any analysis of grammar rules and syntax. The main target of the teachings is on good pronunciation, often introducing learners to character before they see standard writing examples.

Audiolingual Method:

With the outbreak of war II armies needed to become orally proficient within the languages of their allies and enemies as quickly as possible. This teaching technique was initially called the military Method and was the primary to be supported linguistic theory and behavioural psychology. In the Audiolingual method, "emphasis is on the acquisition of patterns in common everyday dialogue". The Audiolingual Method was widely utilized in the 1950s and 1960s and emphasis wasn't on the understanding of words but rather on the acquisition of structure and patterns in common everyday dialogue. These patterns are elicited, repeated and tested until the responses given by the scholar within the foreign language are automatic. The Audiolingual Method remains in use today though normally as a neighbourhood of individual lessons instead of because the foundation of the course. These sorts of lessons are often popular as they're relatively simple, from the teacher's point of view and therefore the learner always knows what to expect.

Dr. West's New Method:

Dr. West worked as an educator and Principal during a Teacher college in Dacca and he conducted an in depth research and experiments on the issues of teaching English as foreign language in India. The result of this research is 'The New Method'. It stood as a reaction against the Direct Method. Dr. West holds

that, "Indian boys first got to be ready to read English, then to write down it, and lastly to talk it and understood it when spoken". Moreover, he maintains that "learning to read a language is far and away the shortest road to learning to talk and write it. consistent with him "it is simpler to accumulate the reading skill than the speaking skill". So, teacher's main concern should be to develop the habit of purposeful silent reading within the children and not the habit of oral reading. The teacher should engage them in purposeful silent reading. Dr. West insists through his method that Indian school children should first be taught the way to read English. This is able to increase the student's power of comprehension. so as to develop the habit of purposeful silent reading within the children he provides a replacement sort of reading books containing interesting reading matter and a specially selected vocabulary.

Silent Way:

The silent way is discovery learning approach. It had been developed by Caleb Gattengo within the early 1970s. During this method, the teacher is typically silent, allowing the scholars to explore the language. Students are liable for their own learning and are encouraged to interact. This method focuses on the learners to get on their own instead of they remember or memorize something. The learners are facilitated in learning by giving them some problem to unravel which involves the materials that are needed to be learnt. The Silent Way uses a structural syllabus and concentrates on teaching a little number of functional and versatile words. Translation and rote repetition are avoided and therefore the language is typically practiced in meaningful contexts. The silent way may be a methodology of teaching language supported the thought that teachers should be as silent as possible during a category but learners should be encouraged to talk the maximum amount as possible. There are three basic principles:

- The learner must discover or create.
- Learning is formed easier by the utilization of physical objects like Cuisenaire rod
- Learning is formed easier by problem-solving using the target language.

Suggestopedia:

Suggestopedia may be a pedagogics developed by the Bulgarian Psychotherapist Dr. George Lozenoves. Suggestopedia has been called a pseudoscience. It strongly depends on the trust that students develop towards method by simply believing that its work. The aim of suggestopedia watch to reinforce learning by tapping into power of suggestion. Suggestopedia is system for liberation from the 'preliminary negative concept regarding the difficulties in the processes of learning'. Suggestopedia is pedagogic application of suggestion. It helps to beat the felling that they can't achieve success and take away their mental barriers to learning. The theory underlying this method is that a language is often acquired only the learner is receptive and has no mental blocks. By various methods it's suggested to the scholar that the language is straightforward and, during this way, the mental blocks to learning are removed.

Approaches to ELT:

- Structural approach
- Situational approach
- Communicative approach
- Oral approach
- Eclectic approach

Structural approach:

The structural approach is combined with the situational teaching teachers should know the main target of structures by structural approach. The structural approach is often better described as "a syllabus of graded structures and controlled vocabulary, taught through the oral approach".The structural approach also puts emphasis on the 'function words or structural words. This method sees language as a posh of grammatical rules which are to be learned

one at a time in set order. So, for instance the verb 'to be' is introduced and practised before this progressive which uses "to be" as an auxiliary. The structural approach mainly employs the techniques of the direct method but the reading and writing skills aren't wholly neglected. The structural approach is predicated on the sound principles of learning. The structural approach says that the arrangement of the words in such how on form an appropriate pattern which pattern may make the meanings of the language clear to us. Any language has its own structure and skeleton which provides this language an honest appearance. A structure may be a pattern and a specific arrangement of words which to point grammatical meanings. It's going to be a word, a phrase or a sentence. Structural approach was criticized because it had been only suitable for lower grades. Continuous teaching of structures and their repetition make the atmosphere dull and boring. It also neglected the reading and writing abilities and there was also lack of skilled teachers.

Situational approach:

The Situational Approach was developed by British applied linguistics like Harold Palmer and A.S. Horny. The situational approach distinctly differs from the structural approach within the incontrovertible fact that the situational approach puts emphasis on "the presentation of structures in situations", whereas the structural approach depends only "on structures/ and pattern practice through oral drill". Situational teaching syllabus is meant upon a glossary and structural activities. Situational teaching remains attractive to several teachers who stills believe structural practice of language. The situational approach demands the language teachers to make appropriate situations for teaching English structures and words.

Communicative Approach:

Communicative teaching created tons of enthusiasm and excitement when it first appeared as a replacement approach to teaching within the 1970s and 1980s and language teachers and teaching institutions all round the world soon began to rethink their thinking, syllabuses and classroom materials. Consistent with communicative approach the goal of second teaching is to

develop “communicative ability” among students. Communicative teaching emphasizes the power to communicate the meaning of the message rather than concentrating on grammatical perfection. Understanding occurs through active student interaction within the foreign language. Teaching occurs by using authentic English texts. Students not only learn the second language but they also learn strategies for understanding. Communicative ability is often achieved through communicative activities within the class. The Communicative approach emphasizes the power to speak the message in terms of its meaning, rather than concentrating exclusively on grammatical perfection or phonetics.

Oral approach:

The structural approach emphasizes the presentation of the structures through differing types of oral drills. The structural sentences are taught orally. First the teacher says the sentence aloud with proper stress and intonation. Oral drills provide practice to the scholars in making use of the new pattern habitual. Oral drills are wiped out chorus in groups orally using substitution tables. In situational teaching, language is taught by practising basic structures in meaningful situation- based activities. So as to present the structures in a clear manner situation are used. The situational presentation of content words structures and grammar items proves to be very effective in teaching. The oral approach may be a method during which children to use whatever hearing they get from their surroundings. They also take help from the context to know and use language. The target is to develop the talents within the individual in order that he can communicate and performance independently. This approach helps within the development of reading and writing skills. The oral approach was developed from 1930s to the 1960s. The most difference between oral approach and therefore the direct method was that the methods which were developed under this approach had theoretical principles about the choice, grading and presentation of the content and material.

Eclectic approach:

An eclectic approach isn't a specific approach to teaching like situational approach or communicative approach. The eclectic approach may be a mixture

of interesting and weird teaching points drawn from different teaching methods. Eclectic approach may be a practical approach because it encourages the language teachers to use all the great aspects in each method of teaching. Eclecticism is an approach that attempts to suit the tactic to the learner, not the learner to the tactic. The fashionable teacher will actually use a spread of methodologies and approaches choosing techniques from each method that they consider effective and applying them consistent with the training context and objectives. They prepare their lessons to facilitate the understanding of the new language being taught and don't believe one specific 'best method'. Eclecticism or eclectic approach states that not one single best method for everybody altogether contexts which nobody pedagogics is inherently superior to the others. The new principled eclecticism fits the tactic to the learner not the learner to the tactic. The fashionable teacher doesn't believe one specific 'best method'.

1.4 ENGLISH TEACHING IN INDIA

English plays a key role in our academic system and national life. British introduced English in our academic system so as to supply cheap clerks for his or her colonial administration and to supply, what Macaulay called: "a class of individuals, Indian in blood and colour, but English in taste, in opinions, in morals and in intellect". Goodbye because the British ruled over India, English couldn't be displaced from the position of dominance given it by Macaulay. British came here as traders and their first attention on teaching English. English helped the expansion of nationalism which ultimately freed India from foreign letters. India may be a multilingual nation. Eighteen languages are recognized within the Indian constitution for official use. The government has recommended the three language formula Hindi because the national language for instance Tamil in Tamilnadu and English which continues to function the associate link language. English in India is employed not just for communicating with the surface world but also for interstate and intrastate communication. English symbolizes in Indians minds, better education, better culture and better intellect. Indians who know English often mingle it with Indian languages in their conversation.

1.5 PROJECTBASED LEARNING

Project based learning is an instructional approach designed to offer students the chance to develop knowledge and skills through engaging projects set around challenges and problems they'll face within the world. With the assistance of project- based learning students are ready to learn various things while performing on what they know and widen new skills around passions, hobbies, and careers. Project based learning (PBL) may be a student's centered pedagogy that involves a dynamic classroom approach during which it's believed that students acquire a deeper knowledge through active exploration of real world challenges and problems. With project-based learning, the content is baked inside a long-term project, a real- world problem student must solve during a creative and authentic way. Within the process of solving the matter students also meet required standards but this work integrated into project not break away it. PBL also improves students' attitudes toward education because of its ability to stay students engaged. The PBL structure lends itself to putting together intrinsic motivation because it Page 1 centres student learning around an important central question or problem and a meaningful outcome.

1.6 NEED FOR PROJECTBASED LANGUAGE TEACHING

PBL helps students develop skills for living during a knowledge based, highly technological society. The old school model of passively learning facts and reciting them out of context is not any longer sufficient to organize students to survive in today's world. Solving highly complex problems requires that students have both fundamental skills and 21st century skills (teamwork, problem solving, time management, information synthesizing, utilizing high tech tools). With this mix of skills, students become directors and managers of their learning process, guided and mentored by a talented teacher. These 21st century skills include

- Personal and social responsibility.
- Planning, critical thinking, reasoning, and creativity.
- Strong communication skills, both for interpersonal and presentation

needs.

- Cross cultural understanding
- Visualizing and deciding

1.7 TECHNOLOGY VERSES PROJECTBASED LANGUAGE TEACHING

Project based learning is that the way forward for education and technology is that the way forward for education and technology is that the way forward for the workforce. Finding how to mix the 2 not only gives your students the talents they have to achieve the longer term, but it also makes the lesson more interesting to students within the present. Use of technology to introduce real-life elements, increase collaboration and provides students a stage to point out off their work. PBL and technology use bring a replacement relevance to the training at hand. By bringing real-life context and technology to the curriculum through a PBL approach, students are encouraged to become independent workers, critical thinkers, and lifelong learners. Teachers can communicate with administrators, exchange ideas with other teachers and subject area experts and communicate with parents all the while breaking down invisible barriers like isolation of the classroom fear of embarking on an unfamiliar process and lack of assurances of success. PBL isn't just how of learning it is how of working together. If students learn to require responsibility for his or her own learning, they're going to form the idea for the way they're going to work with others in their adult lives.

1.8 IMPLEMENTATION OF PROJECTBASED TEACHING IN CLASSROOM

Implementing project add the teaching of English as a far-off language in Greek state primary schools. Theoretical foundations for project-based learning are presented and applied within the classroom, difficulties encountered are discussed and benefits resulting from student participation in project work are suggested. Project based learning like all lessons, requires much preparation and planning. It begins with a thought and an important question. When the projects are designing and essential question which will launch the activities it's

important to recollect that a lot of content standards are going to be addressed. With these standards in mind, devise an idea which will integrate as many subjects as possible into project. Here are the steps for implementing PBL which are detailed below:

- Start with the Essential Question
- Design plan for the project
- Create a schedule
- Monitor the scholars and therefore the progress of the project
- Assess the result
- Evaluate the experience

Projects come from different sources and develop in several ways. There's nobody correct thanks to implement a project, but there are some questions and things to think about when designing effective projects.

1.9 CONCLUSION

English is usually has been a really diverse language. The language has become the foremost popular second language round the world. People is getting wont to using English as a tool for several different activities in their daily lives. Communication and business are just a couple of samples of why people use English between countries. This is often why people should start to find out and practice this language since they're Kids. English has changed over the past centuries but so far, it's changed during a great way. English is that the second speech within the world. As a social creature people will continuously interact with other in various social lives. During this case English become unifier of the difference in language. Last, because the most speech within the world, English holds huge part within the communication. International business goes well due to English. It helps people once they are using technology products although growth of technology increasing continuously. English also helps student to know the topic that written in English properly.

CHAPTER – II

ENGLISH LANGUAGE TEACHING AND LEARNING IN INDIA

2.1 INTRODUCTION

English has been playing a crucial role both in our academic system and in our national life. English was supreme during the pre-independent India. It had been the language of administration a compulsory subject in schools and colleges and therefore the medium of instruction for a few subjects at the varsity and grade and for all subjects at the university level. English still occupies a crucial place in our academic system and lifetime of our country. English plays the role of a second language in India today. Even after years of independence people haven't been ready to do away with English. In fact, the mastery of English has given us a start. The learners do extremely well in universities within the USA and therefore the UK due to their command of English. English newspapers are popular among educated Indians. English magazines are widely circulated. Now with the move towards globalization. The various channels on television inspire all viewers to master English.

2.2 LITERATURE REVIEW

Howatt (1984) thirty years ago there has only been a limited amount of original research into the history of English teaching for speakers of other languages. Howatt says that “Teachers need to know whether they are engaging students in practice to cope with the demands of communication in a foreign language that is language for communication at some later time. This contrasts strongly with add reference to French. Rodger’s book “Approaches and methods in teaching” first published in 1986 and in its fourth edition already, and Larsen Freeman’s (1986) “Techniques and Principles in teaching”, a good more reductive a historical account, also in its fourth edition. According to Mercy Gnana Gandhi (2013) “Remedial Teaching through Refined Teachers and Technology”. Teaching is an important task a teacher does in the classroom. Whenever an opportunity arises a teacher should improve upon his education

and professional qualifications. Many theorists are credited with the event of project-based learning, most credibly Piaget, Vygotsky, and Dewey. A mass of data has been gathered to develop key features and aspects of projects-based learning for it to be implemented during a sort of classrooms. There are many advantages to project based.

In Piaget's *The Child's Concept of the planet* (2007), he discusses that a private is born with schemas in their brain. These schemas are what allow one to travel through the processes of both accommodation and assimilation. Through the method of assimilation. Through the method of assimilation new information is added and adapted to existing schemas. Therefore, unless schemas are being reshaped or new ones are formed the scholar will only understand the knowledge because the existing schema allows. Piaget's theory has been adjusted and adapted by many constructivist theorists. However, one thing remains a constant: students construct their knowledge by build-up existing knowledge and thru experiences. Although Piaget's never directly associated his theories with education, it's easy to ascertain where it is often applied. One-way constructivism is often applied to education is thru discovery learning. Discovery learning is that the idea children learn best by actively exploring and physically doing. The practice of constructivist theories allows for the creation of an environment that's conducive for project-based learning.

Vygotsky's theory regarding the importance of social interaction of social interaction within the learning process also underlying the PBL approach which generally administered collaboratively. The social constructivism theory of Vygotsky considers the separation of social and practical elements in learning shouldn't occur because the foremost important moments within the course of intellectual development occur precisely when social communication and practical activities two previous separate development paths, meet. Through practical activities, student builds meaning at the extent in his itself while communication connects this meaning with the interpersonal world shared by students and their culture. The inability of scholars to attach their desire to find out with the curriculum requirements in schools often make obstacles within the learning process. The methodology of PBL could reinforce students desire to

find out naturally by its characteristics like the formulation of prioritizing learning supported problems or needs made by students themselves, through the sensible way students enhance the power to integrate knowledge and provides meaningful and relevant learning. Further Basilotta GomezPablos stated that the implementation of PBL contains three fundamental phases that are planning, creating and processing. The 2 main activities during the design phase are choosing the subject and organize the specified materials like the project schedule and therefore the steps for executing the project. The creation phase contains students' activities in developing and documenting the project ideas from the group, combining all project group's members ideas, coordinating to figure on the top product. Reflection on and follow up of the project done during the processing phase through activities in sharing the products in projects groups or with the entire class receive feedback and reflect on the training undertaken.

It is often said that Dewey is that the father of project-based learning. He believed students should have opportunities to require part in their own learning. He believed that students would achieve environments where they're ready to interact, both socially and with curriculum and are ready to learn through experience. According Dewey's perspective, a problem about knowledge is connected with all of the processes to unravel life problems. Further, Dewey stated that teaching must specialise in guiding students to hold out a self-directed intentional inquiry associated with real problems. In is Pedagogical creed, Dewey states there are two sides to the tutorial processes, psychological and sociological. While the psychological side is that the basis neither side is more important than the opposite. "Without insight into the psychological structure and activities of the individual, the educative process will, therefore be haphazard an arbitrary". Dewey also discusses the sociological aspect of the tutorial process. This side of the tutorial process is there for the preparation of future life. A student is trained to be ready to "have the complete and prepared use of all his capacities". Many of the key points in Dewey's creed center on the entire development of the kid. So as for a toddler to become successful and a functioning member of society.

2.3 IMPORTANCE OF ENGLISH IN INDIA

As a Politician Language of Administration

English has been the official language of the country for quite 300 years. It's been declared because the Associate Official language of the Union for an indefinite period by an Act of Parliament in 1963. Intrinsically it dominates the executive business at the centre also as within the states. All the executive works are wiped out English throughout the country.

As a Language of The Court:

English still continues to be the language of the courts in India. So far, there's no other suitable language for legal transaction, not only at the Supreme Court but also at the High Courts and District Courts. Cases are presented and judgements are given in English altogether these courts.

As a Link Language:

English may be a link language in India. It's the sole language which is known altogether states. Though Hindi is our link language, it's not been as successful and powerful as English. Within the absence of English, an individual from Tamilnadu isn't ready to communicate with an individual from Bihar or Punjab or Gujarat for instance.

In Our Academic System:

English plays a crucial role within the field of education. It's taught compulsorily in most of the States of the country. It's the medium of instruction within the public schools, technical, medical, law and other institutions. An outsized number of English medium schools are arising. There seems to be an explosion within the craze for such schools. Several State Departments of Education are trying now to introduce English within the third year of a child's education. Several English Teaching Centres and Regional Institutes of English are found out so as to coach teachers of English in new methods and techniques of teaching English.

2.4 OBJECTIVES OF TEACHING ENGLISH AS A SECOND LANGUAGE

Cultural Objectives:

The texts are often taught choosing the cultural model. The cultural model views a literary text as a product. This suggests that the text is treated as a source of data about English culture. The culture model is that the most traditional approach which examines the social, political and historical background to a text, literary movement and genres. There's no specific language work done on a text. This approach tends to be quite teacher centred. While teaching English teachers should expose the masterpieces of the planet and enrich the students' lives hundredfold.

Linguistic objectives:

The language model or linguistic model views the text as a tool to find out the way how English is employed. While using textbooks students are expected to focus general grammar and vocabulary and stylistic analysis of the texts, which can enable students to form meaningful interpretations of the text. It aims to assist students read and study literature or texts more competently.

Literary objectives:

Language teaching through the textbooks should help students to become a literary one that likes and enjoys literatures in English.

Integrative objectives:

The integrative objective model considers English teaching as a complete process and merchandise. This model aims to supply opportunities for people to use English consistent with their personal preferences and skills.

2.5 PRINCIPLES OF ENGLISH TEACHING

Several principles are involved within the teaching and learning of English as a second language. A far better understanding of those principles helps the teacher to be effective in teaching English as a second language. The

fashionable approach to all or any learning and teaching is that the scientific one and supported sound linguistic principles. Some important principles discussed below: they're subject to vary within the light of latest facts exposed by linguistics and language users. These principles and are applicable to English language

The Principle of Sound Priority:

The sounds of English should receive priority. Sounds should tend their due place within the scheme of teaching. Sounds shouldn't be presented in isolation and will appear with proper expressions. A speaker should speak sentences with the intonation and rhythm.

The Principle of Presenting Language in Basic Sentence Patterns:

From small utterances, the scholars can easily expire to longer sentences. Within the case of learning mother tongue, the student's memory span can retain for much longer sentences than those of a far-off language. The power thus gained during a foreign language enables the learners to expand the grasp of the language material in reference to sounds and vocabulary items.

The Principle of Language Patterns as Habits:

Real language ability is at the habit level. It doesn't just mean to understand the language. Make language patterns because the habit through intensive pattern should be practice during a sort of situations. The scholars must be taught to use language patterns and sentence constructions with appropriate vocabulary at a traditional speed for communication. In fact, the habitual use of the foremost frequently used patterns and items of language should take precedence over the mere accumulation of words.

The Principle of Imitation:

Imitation is a crucial principle of learning. No learner by himself ever invented language. An honest speech may be a result of imitating good models. The model should be intelligible. Imitation followed by intensive practice helps within the mastery of the system. The principle of Controlled Vocabulary:

Vocabulary should be kept in check. Vocabulary should be taught and practised only within the context of real situations. This way, meaning is going to be clarified and reinforced.

The Principle of Graded Patterns:

“To teach a language is to impart a replacement system of complex habits, and habits are acquired slowly”. So, language patterns should be taught gradually in cumulative graded steps. This suggests the teacher should continue adding each new element or pattern to previous ones. New patterns of language should be introduced and practised with vocabulary that students have already got known.

The Principle of Selection and Gradation:

Selection of the language material to be taught is that the first requisite of excellent teaching. Selection of the language material should be wiped out respect of grammatical items and vocabulary and structures.

ELT Methodologies in India :

India may be a multilingual nation. Eighteen languages are recognised within the Indian constitution for official use. The government has recommended the three-language formula Hindi because the national language; the regional language for instance Tamil in Tamilnadu and English, which continues to function the associate link language. Several reasons are often accounted for this sad and deplorable situation of ELT in India but much of the own ways, approaches and methods adopted to show English. However much the examination system could also be faulty and therefore the syllabus not suitable to the requirements of the scholars, the methodology of teaching is that the key factor and therefore the real power within the hands of an educator. English remains treated as a topic to be taught, not a skill to be mastered. Also, the normal ELT methods like Grammar Translation method, Direct method and Situational teaching are in no way beneficial to the scholars within the changed scenario where the bulk of scholars are wanting to learn English only to be

communicatively competent. Where the difficulty of methodology cares, ELT seems to be in three transient stages consistent with the various levels of the paradigm and its demands:

- The first level is that of the institutions travel by the government, mainly Primary, Secondary and High schools.
- At the second level are those institutions that are Semi Government are travel by private managing bodies assisted through government funds.
- The third level comprises purely private sector academies that undertake to form learners' proficient English users within a stipulated period.

ELT pedagogy was developed primarily within the West where political and social realities were different the status of English was fixed whereas, in India, ELT pedagogy depends upon the subtle and not so subtle ways during which the status of English keeps changing. The developments that have taken place in ELT methodology within the West took a while to succeed in Indian classrooms. Three factors are liable for this gap:

- Only round the year 1980 did English achieve adequate attention from policy makers, administrators and teachers.
- No formal teacher training is given to new recruits or practising teachers (barring the one year program).
- The examination system is more achievement oriented instead of performance oriented.

2.6 ENGLISH IN INDIAN EDUCATION

English is that the state language of two states in Eastern India, Meghalaya and Nagaland. It's the most medium of instruction at the post graduate level, and it's taught as a second language at every stage of education altogether states of India. In India, as in other linguistically and culturally pluralistic societies, the position of English is decided by various political,

cultural and social considerations sees primarily three questions which still be discussed. The primary question concerns the position of English in early and in education. The second question cares with the roles of the regional language Hindi and English. The third question deals with the model of English presented to Indian learners, and the way that presentation is often made uniformly and effectively. The government of India has primarily been concerned with the primary two questions, which are directly associated with planning at both the national and state levels. English was perceived as a library language during the youth of India's independence; indeed, at one point there was a proposal that Hindi should tend fully fledged official language status which English should be abolished from public use. However, having been granted 'associate official language' status though it's still not a language listed within the eighth schedule of the Indian constitution. English continued to dominate education. Increasingly, it's been spreading its wings and is getting into school education. English in India has acquired a definite identity as a regional variety and is understood as Indian English. In recent years there has been a definite change within the attitude of both Indian and western scholars towards Indian English. English was the language politically imposed on Indians. Regional varieties were considered substandard as suggested. After independence however, it had been realised that English had much deeper roots in India than within the British Raj. English language became Indianized, a neighbourhood of Indian culture. In important ways, Indian English are often said to hold the load of the Indian experience, and it's constantly reshaping itself to suit the requirements of the new nation.

2.7 RELATIONSHIP BETWEEN CULTURE AND LANGUAGE IN INDIA

Culture refers to the entire life system of a specific community or a person's race. Culture involves thoughts, beliefs, traditions, language, arts and value of individuals belonging to a community. Language and culture are closely related. In fact, a language may be a part of the culture the people's way of life. It's the chief means by which the people of a specific community communicate. Thus, language may be a component of culture. In other words, a language may be a component of culture. In other words, a language its words and literature

are culturally determined. Teaching English becomes more and more relevant particularly during a multilingual and multicultural country like India. Within the framework of a comparative study projecting eclectic teaching methodology examples from the classroom are going to be presented and discussed. Taking a pan Indian view on the country's education system, we observe that not only are there various sorts of schools catering to every section of the Indian society, correspondingly there are various boards of education following different English and Literature syllabi. A big difference is additionally observed between the private and therefore the government schools during this regard. Today each Indian child has got to learn English. Keeping this in mind, teaching methodologies are designed. English course designers in India try to bridge the multicultural and multilingual gap as perceived within the indigenous cultures, languages and religions. We follow an eclecticism within the school rooms to develop the four skills in Communicative English. More workshops and exchanges between teachers experience across the planet would help us overcome the hurdles.

Culture and language : Their Correlation

On April 5, Gandhiji was speaking during a conference at Allahabad. He told his audience about Indian Culture, "Many folks are striving to supply a mix of all the cultures which seems today to be in clash with each other. No culture can live if it attempts to be exclusive. There's no such thing as pure Aryan Culture alive in India Today. Whether the Aryans were indigenous to India or were unwelcome intruders. No culture can live if it attempts to be exclusive. Kramch's observation about foreign learning and foreign culture is of great importance during this great importance during this regard: Culture in learning isn't an expendable fifth skill, tacked on, so to talk to the teaching of speaking, listening, reading and writing. It's always within the background, right from day one, able to unsettle the great language learners once they expect it least, making evident the restrictions of their hard-won communicative competence, challenging their ability to form sense of the planet around them. Language teachers everywhere the planet since the 80s have felt the bond between teaching and culture. The question which has sometimes raised brows of

English Language teachers earlier is whether or not the culture of the target language should be a neighbourhood of the language class. Recent studies on this issue especially by scholars like Byram's, Kramsch, A. Pennycook and lots of others now prove the very fact that language and culture have an intense relationship and that they complement one another. A toddler is formed conscious of her own culture even in her mother tongue language class. So, the seamless importance of culture in an L2 class makes both the learning and teaching simpler.

2.8 NEED FOR ENGLISH IN INDIA

English had a strong impact on Indians that it remained the most language of India even after our independence. Today, English has become an integral part of our education system from literature to science and technology, arts and sports. Learning English has never been so important for Indian students. Almost every institute in India has adopted English because the medium of imparting knowledge. From admission forms to textbooks every resource is out there mostly in English lately. Seeking better job opportunities is one more reason why English is vital in India. English is that the language of opportunities. Hence, it plays an important role within the employment sector. Students from various disciplines of the knowledge search for job opportunities in and across the country. Organizations often search for candidates with exceptional communication skills and good command over English. This is often because the bulk of organizations have a world clientele and English may be a common language for them to interact. Hence, they appear for workers that aren't only technically sound but are proficient in English. Therefore, it won't be wrong to mention that aspirants with good command over English are at a better chance of getting hired during a multinational company than those with just technical proficiency. English is everywhere. Globalization and therefore the Internet have made English a crucial part of our lives. The simplest and most advanced innovations in science and technology are made within us, where English is that the important means for scientific communication. Importance of English within the internal matter: India may be a country where people that are in several parts have their own language. The regional languages are quite

different. The language in India changes every few kilometres. The leaders and managers of the country cannot stay in touch with of these regions without a standard language. It's impossible that everybody knows ten or fourteen languages. We currently haven't any common language except English. English is that the language best suited for maintaining internal unity. English is that the most vital educational medium in India. English is that the most vital educational medium in India English medium sized schools are those students who have an interest in higher studies from universities and colleges abroad. English in India has acquired a definite identity as a regional variety and is understood as Indian English. In recent years there has been a definite change within the attitude of both Indian and Western scholars towards Indian English. English was the language politically imposed on Indians. Regional varieties were considered substandard as suggested by labels. After independence however, it had been realised that English had much deeper roots in India than within the British Raj. English language became Indianized, a neighbourhood Anglian literature. It's acquired the status of Indian literature and therefore the Sahitya Academy has given several annual awards to Indian writers in English. English is that the language of international communication today. The expansion of language depends on the population. It's therefore likely that the expansion in English are going to be most notable in its use throughout the planet as a second language.

2.9 CONCLUSION

On the idea of above important aspects, it is often concluded that the importance of English in our national life and academic system can't be denied by anyone. English plays a task of paramount importance within the country's national life also as educational system. English was great importance within the British India. it's more important today than it had been wont to be during British period in India. Therefore, English has been considered as a serious foreign language in India since independence. Because the world is getting globalized, there has also been a way of English as a worldwide language, not just a language of the USA or the United Kingdom. Although English was considered as a serious foreign language in India.

CHAPTER III

ROLE OF TECHNOLOGY IN ELT

3.1 INTRODUCTION

With the spread and development of English round the world. English is employed as a second language during a country like India and for a few people the first language. It enjoys a high prestige within the country. At the present the role and standing of English in India is above ever as evidenced by its position as a key subject of medium of instruction, curriculum. Because the number of English learners is increasing different teaching methods are implemented to check the effectiveness of the teaching process. Use of authentic materials within the sort of films, radio, TV has been there for an extended time. It's true that these technologies have proved successful in replacing the normal teaching. The new era assigns new challenges and duties on the fashionable teacher. The tradition of English teaching has been drastically changed with the remarkable entry of technology. Provides numerous options as making teaching interesting and also making teaching more productive in terms of improvements. Technology is one among the foremost significant drivers of both social and linguistic change. Graddol states that technology lies at the guts of the globalization process; affecting education work and culture. The utilization of English has increased rapidly after 1960. At the present the role and standing of English is that it's the language of social context, political, sociocultural, business, education, industries, media, library, communication across borders and key subject in curriculum and language of imparting education.

3.2 A BRIEF HISTORY OF TECHNOLOGY AND LANGUAGE LEARNING

Virtually every sort of teaching has had its own technologies to support it. Language teachers who followed the grammar translation method (in which the teacher explained grammatical rules and students performed translations) relied on one among the foremost ubiquitous technologies in U.S. education. An ideal vehicle for the one-way transmission of data that method implied. blackboard was later supplemented by the projector, another excellent medium for the

teacher dominated classroom, also as by early computer software programs which provided what were referred to as drill and practice grammatical exercises. In contrast, the audiotape was the right medium for the audiolingual method. University language classes within the 1970s and 80s usually included obligatory sessions at the audio lab where students would perform the dreaded repetition drills. By the late 1970s the audiolingual method fell into disrepute, a minimum of partially thanks to poor results achieved from expensive language laboratories. Whether within the lab or within the classroom, repetitive drills which focused only on language form and ignored communicative meaning achieved poor results. The 1980s and 1990s have seen a shift toward communicative teaching, which emphasizes student engagement in authentic, meaningful interaction. Within this general communicative trend, we will note two distinct perspectives, both of which have their implications in terms of the way to best integrate technology into classroom. These can roughly be divided into cognitive approaches and sociocognitive approaches.

Cognitive Approaches:

Cognitive approaches to communicative teaching are supported the view that learning a language is a private psycholinguistic act. From this attitude, language learners construct a mental model of a system based not on habit formation but rather on innate cognitive knowledge in interaction with comprehensible, meaningful language. Errors are seen during a new light not as bad habits to be avoided but as natural by products of an ingenious learning process that involves rule simplification, generalization, transfer, and other cognitive strategies. Learners output, if relevant in the least, is useful principally to be extent that it helps make input more comprehensible or salient in order that the learners can construct their own cognitive models of the language. Technologies which support a cognitive approach to learning are those which permit learners maximum opportunity to be exposed to language in meaningful context and to construct their own individual knowledge. Samples of these sorts of technologies include text reconstruction software, concordancing software, and multimedia simulation software allows teachers to supply students various texts during which letters or words are either missing or scrambled. Students

work alone or in groups to finish or rearrange the texts, thus supporting a process of mental construction of the linguistic system. While such activity could in theory be administered with paper and pencil, the pc facilitates the method for both teachers and students. Teachers can quickly and simply create rearranged texts or cloze exercises from any original word-processed passage.

Students can use hints provided by the pc to help their learning process. Concordancing software allows teachers or students to seem through small or large texts to look for instances of the particular use of particular words. Concordances are thus supplements to dictionaries therein they assist illustrate the usage of a word, instead of just its definition.

Sociocognitive Approaches:

Sociocognitive approaches in contrast to cognitive approaches, emphasize the social aspect of language acquisition; learning a language is viewed as a process of apprenticeship or socialization into particular discourse communities. From this attitude, students got to tend maximum opportunity for authentic social interaction, not only to supply comprehensible input but also to offer students practice within the sorts of communication they're going to later engage in outside the classroom. this will be achieved through student collaboration on authentic tasks and projects while simultaneously learning both content and language. The web may be a powerful tool for assisting a sociocognitive approach to teaching, and it's actually this fit of the web with a sociocognitive approach which largely accounts for the newfound enthusiasm for using computers within the language classroom. The web may be a vast interactive medium which may be utilized in a myriad of the way as are going to be illustrated below.

3.3 USE OF TECHNOLOGY TEACHING ENGLISH

As the use of English has increased in popularity so has the necessity for qualified teachers to instruct students within the language. It's true that there are teachers who are 'cutting edge' technology, but the bulk of teachers still teach within the traditional manner. None of those traditional manners are bad or

damaging the scholars. In fact, till date they're proving to be useful also. However, there are more opportunities for college kids to realize confidence practice and extend themselves, especially for ESL students who learn the language for quite just fun. For them to stay pace with ELT and gain more confidence they need to stride into the planet of multimedia technology. English is that the language of science and technology without the knowledge English, Scientific discovery or innovation in other developed countries cannot reach India. All the newest technologies are now accessible, but to realize access to the present technology we'd like to develop and Improve your English-speaking skills. The syntax of most existing programming languages also consists of English keywords. Although there are different websites in several other languages, English is usually the first language for internet access. Most information via the web is in English. So, to realize access to the present extensive information, knowledge of English is required. Technology has been wanting to both help and improve learning. Technology enables teachers to adapt classroom activities, thus enhancing the learning process. The present generation is named Net generation. This target students are born in or after 1994 a minimum of. They're called computer and net generation. All of them are electronic and devices lovers. They use net, search engines and have fascination for technologies. Their brain is named wired differently as they use devices better than traditional tools. So, they need to use technology in everything. They find new and innovative information through net and apply them in their reading, writing and learning. Even for social networking and community communication they use technology. So, it's really imperative to use technology for his or her second learning.

3.4 THE GROWTH OF ELT THROUGH TECHNOLOGY

The 21st century is that the age of globalization and is vital to understand on various foreign languages and English comes first. English Teaching has been with us for several years and its significance continues to grow, fueled, partially by the web. Graddol's study (2000) suggests that within the year 2000 there have been a few billion English learners but a decade later the numbers doubled. The forecast points to a surge in English learning which has peaked in

2010. An equivalent study indicates that over 80% of data stored on the web is in English. For the primary time there are more Non-native than native users of the language and variety of context in terms, age, nationality, learning background etc. has become a defining characteristic of ELT today. With the rapid development of science and technology the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favourable platform for reform and exploration on English teaching model within the new era. It's proved that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effect in English class. Technological innovations have gone hand in hand with the expansion of English and are changing the way during which we communicate. It's fair to say that the expansion of the web has facilitated the expansion of English language which this has occurred at a time when computers are not any longer the exclusive domains of the dedicated few, but rather available to several. With this there has been a really significant proliferation of literature regarding the utilization of technology in teaching English. Mostly these writings unequivocally accept technology because the most essential part in teaching. During a sense a bent to stress on inevitable role of technology in pedagogy to the extent of obliterating human a part of teacher by technology part has been very dominant. And as a result, if we neglect or ignore technological developments they're going to continue and maybe we'll never be ready to catch up, regardless of our discipline or branch. For this reason, it's important for language teachers to remember of the newest and best equipment and to possess a full knowledge of what's available in any given situation. Teachers can use Multimedia Technology to offer more colourful, stimulating lectures. There are many techniques applicable in various degrees to learning situation. Some are useful for testing and distance education and a few for teaching business English, spoken English, reading, listening or interpreting. The teaching principle should be to understand new technologies within the areas and functions where they supply something decisively new useful and never let machines take over the role of the teacher or limit functions where more traditional ways are superior. There are various reasons why all language learners and teachers must skills to form use of the

new technology. Here we also got to emphasize that the new technologies develop and disseminate so quickly that we cannot avoid their attraction and influence in any form.

3.5 INFORMATION AND COMMUNICATION TECHNOLOGY IN ELT

English and ICT became essential tools for variety of needs and emotions of lifestyle. With the assistance of technology, teachers are going to be leaders within the transformation of education round the world. Craig R. Barrett ICT means Information and Communication Technology. Consistent with Kent, ICT in education point of view refers to Information and Communication Technology like computers, communications facilities and features that variously support teaching learning and a variety of activities in education. Because of its interactive and dynamic nature ICT has the stamina to satisfy the requirements of the individual student by providing opportunities to direct their learning and to pursue. ICT students can learn any subject especially English with ease. Within the context of the worldwide exchange the role of ICT has become inevitable within the 21st century. The utilization of ICT has become essential in everyday classroom teaching and learning. Its use gives an opportunity to teachers also as students to extend the standard of education and meet the wants set by the coeval knowledge society. ICT has become essential tool for educational change and reform.

Computer Assisted Language Learning:

CALL is broad and an ever changing discipline. Beauty defines, CALL as “Any process during which a learner uses a computer and as a result improves his or her language and it covers the wide selection of current practice within the sector.” the online and different computer applications. Computer Assisted learning (CALL) software, CDROMS, and Office software applications became common place in many teachings and learning environments. the pc can act as a stimulus which generates analysis, discussion and writing.

The Internet:

The internet offers the simplest thanks to learn language aside from immersion in an English-speaking milieu. The student's relationship with websites is more noticeable than with print-based text. Internet users may return to sites frequently or use internet for interaction to share their information and concepts. Digital technology is rapidly employed by pupils and teachers not only within the classroom but also within the personal life.

E-books:

An eBook is an electronic version of a standard print book which will read by employing a personal or by using an eBook reader like iPods and kindle. EBooks also want to improve the teaching and learning skills within the classroom. In eBooks teachers and students can add images, info graphics, posters, video, and text, audio then on. Learners can share eBooks with their friends. EBOOKS strengthen students note making skills the knowledge of English grammar and application skills.

Audio Books:

Baskin and Harris (1995:372) explain, "The first literature heard, not read." Audio books aren't discovery of this century or maybe of the last one considering authentic books as like its content and to not its format. Audio books are applicable for English learners and children who are looking for learning English with stories. Audio books develop the four language systems; phonological, semantic, syntactic and pragmatic. Audio books are recordings on CD or digital file of a book which are read aloud. the utilization of audio books with struggling reluctant or second language learners is powerful since they act as a scaffold that permits students to read above their actual reading level. Play way is that the new arrival regarding audio books. Play way doesn't need a separate player and it's preloaded and prepared to use.

Webinar:

Webinar is that the best example for online learning. Webinar is an interactive seminar conducted via the planet Wide Web. Usually a live presentation, lecture or workshop that happens in real time as users participate through chatting, video chatting, filesharing or asking questions with a microphone. Webinars are more helpful in learning grammar.

Mobile Apps:

Mobile digital devices like laptops, iPods, tablets, smart phones have made English learning easier. At present there are numerous apps available within the app store and play store (android) markets. These apps furnish students with quizzes, games, dictionaries, podcasts and tests. Simultaneously teachers can now constitute the gamification element into their teaching which put out interest within the students for a given topic. Mobile apps can perform as a private 24/7 English teacher.

Television:

The most efficient medium for teaching is television. The television appeals both to the ears and eyes. We will record some teaching programmes in CD or Cassettes and may telecast them. This shows significant impact on the minds of the scholars. Radio and television give us the experience of world into the classroom. Here teaching is extremely active process. Television may be a companion, entertainer and instructor. Knowledge acquired through films features a lasting effect. We will project some educational films, dramas etc. this will develop the listening and speaking skills of the scholars.

Mobile phones:

Mobile phone has also become very essential tool for learning a language. It's a mini computer in every one's pocket. Mobile phones function in some ways just like the addition of texting, email, functions etc. as computers do. In mobile assisted learning we will find portability, social interactivity and immediacy.

3.6 ADVANTAGES AND DRAWBACKS ICT IN ENGLISH TEACHING

The use of ICT has positive effects on foreign teaching learning

- We can get the specified information within a fraction of second.
- Learners become more innovative with the assistance of eLearning.
- ICT provides the knowledge to the scholars which can be useful for them to compete with this competitive world.
- English lessons that incorporate multimedia applications can exert powerful motivation and supply bored students with exciting new ways to find out.
- ICT can make students and teachers to figure with current and authentic sources.
- ICT ameliorates the learner's interaction, verbalization involvement in group collaborative learning.
- Students can learn independently.
- With ICT pictorial description is out there.
- The information required are going to be more quickly and simply accessible for educational purposes.
- Innovation in learning is growing within the presence of eLearning innovations that further facilitate the tutorial process.
- Progress of ICT also will allow the event of virtual classroom or classroom- based teleconference that doesn't require the educator and learners are in one room.
- System administration in an establishment are going to be more easily and smoothly due to the appliance of ICT systems.

Disadvantages:

- Students get short span of attention due to the ICT in learning.
- Online learning cannot offer human interaction.
- Students may open or go online to the unnecessary websites to play games or to observe movies etc.

- Intense requirement for self-discipline and self-direction.
- Good infrastructure and trained man power are required to use the ICT tools in teaching and learning.
- Communication is happening between learners.
- The teacher is merely a mediator.
- Progress of ICT also will occur of violation of property Rights for the straightforward access to the info that's causing people will commit fraud.
- Although the system of the administration of an academic institution sort of a system without a niche, but if there's a recklessness in running the system would be dangerous.
- One of the negative impacts of television is to coach children to think short and survive concentrated during a short time.

3.7 CALL AND ELT

CALL, an abbreviation for Computer Assisted learning, is an interactive method of instruction that helps learners achieve their goals of learning, at their own pace and skill. During this method technology is employed in teaching/learning procedures in the least stages like presentation, practice and feedback. Computer Assisted learning (CALL) are often defined as “the look for and therefore the study of application of the pc in teaching and learning”. Although earlier practioners relied on acronyms like CAI (computer aided instruction), CAL (computer assisted learning) CELL (computer enhanced language learning) and TELL (technology enhanced language learning), CALL is now widely considered the central acronym to ask studies concerned with second language and technology. Other terms, however still be introduced to specialise in particular uses of the pc for instance, individual learning through adaptive computer systems, promoted as intelligent CALL and web enhanced learning (WELL) is employed by educators who promote Internet based activities. Community group has formed under the banner ICT4LT (Information and communication technologies for language teachers). For his or her part,

Warschauer and Ker (2000) has coined the ProCALL (project-oriented CALL) to spotlight largescale collaborative activities. Chapelle (2001) on the opposite hand employs the acronym CASLA (computer applications in second language acquisition) to function an umbrella phrase that pulls together research in CALL computer assisted language assessment (CALT), and computer assisted second language acquisition research (CASLR). CALL helps in enriching English skills connects a learning place to outside world helps in relating academics to the sensible needs of the surface world is a 'surrogate teacher' aids in collaborative and cooperative learning is right for completing repeated drills provides impartial feedback creates a sensible environment is right for integrating skills like reading, writing, speaking and listening provides a choice of an appropriate learning strategy acts as a ready reckoner for all queries within the field of language learning/teaching. The history of CALL is usually divided into three phases:

1. Structural CALL
2. Communicative CALL
3. Integrative CALL

Structural/Behaviourist CALL:

Starting within the 50s and developing through the 70s we've what's called Structural/Behaviourist CCALL by Warschauer. This marked the age of stimulus and Response. The pc prompts the scholar with an issue (stimulus) and therefore the student gives a solution (response) by filling within the blanks or choosing from a given set of choices.

Communicative CALL:

In the 80s and 90s came Communicative CALL. The Communicative Approach to teaching came into being as a reaction to the Grammar translation and Audiolingual methods. This time, rather than teaching the language its rules, syntax, phonemes and morphemes teachers found ways to supply opportunities for college kids to truly use the language. They gave students tasks which will

only be completed by using language. Communication and interaction were important.

Integrative Phase CALL:

The next phase of CALL is that the Integrative Phase (which has reigned from 2000 onwards). First came the drills of the structural approach, then followed the talents within the communicative approach. Critics of the second phase say that the talents taught could also be limited to the amount and kinds of situations which will be presented to students.

Advantages of CALL:

Many educators indicate that the present technology has many advantages for second learning. The subsequent are the benefits as stated by many experts:

Interest and Motivation:

Classical teaching in classroom are often monotonous, boring, and even frustrating, and students can lose interest and motivation in learning. CALL programmers can provide students ways to find out English through computer games, animated graphics and problem-solving techniques which may make drills more interesting.

Individualization:

CALL allows learners to possess nonsequential learning habit; They will choose their own which skills to develop and which course to use, also because the speed and level by their own needs.

A Compatible Learning Style:

Students have different sort of learning and an incompatible style for college kids will cause serious conflicts to them. Computer can provide an exciting “fast” drill for one student and “slow” for an additional.

Optimal Use of Learning Time:

The time flexibility of using computer enables students to settle on appropriate timing for learning. Winter (1997) in Kilickaya (2007) stressed the importance of flexible learning, learning anywhere, anytime, anyhow and anything you would like, which is extremely true for the web-based instruction and CALL. Learners are given an opportunity to review and review the materials as repeatedly they need without limited time.

Immediate Feedback :

Students receive maximum enjoy feedback as long as it's given immediately. A delayed regeneration will reduce the encouragement and reinforcement, and a delayed feedback affect the crucial knowledge a student must master.

Disadvantages:***Lack of trained teachers:***

It is necessary for teachers and students to possess basic technology knowledge before applying technology in second teaching and learning. Therefore, computers will only benefit those that are conversant in technology.

Imperfect current CALL programs:

At present the software of CALL mainly deals with reading, listening and writing skills. There are some speaking programs are developed recently, but their functions are still limited. Warschauer stated that a program should ideally be ready to understand a user's spoken input and evaluate it not only for correctness but also for appropriateness.

Inability to Handle Unexpected Situations:

The learning situation that a second language learner faces are various and ever changing. Computers merely have AI and it cannot affect learner's unexpected learning problem or response to learner's questions immediately as

teachers do. In other words, today's technology and its learning programs aren't yet intelligent enough to be truly interactive.

3.8 DEVELOPMENT OF CALL LEARNING

Computer Assisted learning (CALL) is typically perceived, somewhat narrowly as an approach to teaching and learning during which the pc is used as an aid to the presentation, reinforcement and assessment of fabric to be learned usually including a considerable interactive element.

To Teach:

CALL applications are often employed by teachers as technology partners in running their classrooms from the initial intro of language concepts to the giving of electronic homework. Students are using computers in practically every other aspect of their lives anyway, from locating the closest cafe to buying new shoes. CALL additionally to integrating technology within the learning process also helps solve classic teacher problems like capturing student attention, maintaining student interest, holding focus and increasing engagement. Teachers can enjoy the good sort of interactive activities, games, songs, and stories that make learning not only painless but also fun.

To Reinforce:

CALL also can be wont to reinforce a teacher's classroom lessons and activities. When educators need help in making lessons more vivid and once they need the concepts to return alive rather than pasting cut-outs and visual aids on the aboard they will make use of multimedia lessons offered in CALL.

To Test:

There will probably never be a substitute for an educator or a speaker to work out whether a student has actually become fluent with the language, but CALL has become excellent at assessing competency with subsets of a language. For instance, it can easily determine if a student has mastered specific topics, like grammar and vocabulary.

To Practice:

CALL is often used even when classes are out and within the teacher's absence. Learning technology in its present form is student initiated and student-centred giving all the time and every one the space within the world for college kids to practice. Language practice are often had within the privacy of one's room and at a moment's notice. And therefore, the kicker is that students get to try to this without worrying of being negatively judged by others.

3.9 CONCLUSION

“Ideally the aim of both the traditional and computer assisted cooperative learning classrooms is to provide a neighbourhood during which the facilitation of learning and learning itself can take place”. it's true that one among the last word goals of multimedia teaching is to market student's motivation and learning interest which may be a practical thanks to get them involved within the learning, Context creation of ELT should be supported the openness and Accessibility of the teaching materials and knowledge. In conclusion we believe that this process can fully improve student's ideation and practical language skills which is useful and useful to make sure and fulfil an efficient result of teaching and learning.

CHAPTER IV

PROJECT BASED LEARNING

4.1 INTRODUCTION

Project based learning may be a pedagogical method during which students are directed to make an artefact to present their gained knowledge. Artefacts may include a spread of media like writings, art, drawings, three-dimensional representations, videos, photography, or technology-based presentations. The idea of PBL lies within the authenticity or real-life application of the research and is considered an alternate to paper based, rote memorization, teacher led classrooms. Proponents of project-based learning cite numerous benefits to the implementation of those strategies within the classroom including a greater depth of understanding of concepts, broader knowledge domain improved communication and interpersonal/social skills, enhanced leadership skills increased creativity and improved writing skills. Project based learning (PBL) may be a strategy that enhances innovative and high-quality teaching and learning within a posh task- based environment by producing an artefact or outcome. PBL skills involve students solving an open-ended problem or answering a driving question over a period of your time. PBL also provides students with various opportunities to practice 21st century skills as a part of teamwork with reference to knowledge sharing, deciding, and important thinking. Furthermore, PBL may enhance students' self-directed learning.

4.2 AIM OF THE RESEARCH

- To identify the role project-based learning in developing creativity of collegiate students
- To analyse the importance of English through Project based learning
- To train the talents of critical thinking, problem solving.
- To research on the project-based learning method enhancement of the first- year collegiate students.

4. 3 SORTS OF PBL AND ITS MERITS

Project based learning benefits include the event of skills idea generation, collection of resources, time management, design, organization, collaboration, revision, and publication/presentation. There are three sorts of project-based learning:

1. Challenge based learning/Problem based learning
2. Place based education
3. Activity based learning

Challenge based learning:

Challenge based learning is an “an engaging multidisciplinary approach to teaching and learning that encourages students to leverage the technology they use in their daily lives to unravel real-world problems through efforts in their homes, schools and communities. Challenge based learning may be a rebranded version of the favoured problem-based pedagogics that excited educational circles with its emphasis on the student led solving of real-world problems. Within the method, students are encouraged to use technology and develop solutions to problems in their homes and communities. They build skills in problem solving, research and potentially social skills while being engaged in learning. Challenges, or problems, to focus on are often found during a sort of sources, including newspapers, books, movies, case studies and magazines. Problem based learning activities are often the main target of instruction, or they will simply be the beginning of a discussion and everything in between. For instance, the youngsters are asking to guard an area species of plant or animal, the way to increase good nutrition within the household or the way to reduce the spread of an epidemic within the community. They'll need to pull from information across science, maths, ELA and social studies so as to style solutions, then they will present final products that's letters, graphs, etc.

Place Based Education:

Place based education “immerses students in local heritage, culture, landscapes, opportunities and experiences uses these as a foundation for the

study of language arts, mathematics, social studies, science and other subjects across the curriculum and emphasizes learning through participants in commission projects for the varsity and community. Place based education uses the local community including its culture and heritage, landscapes, and opportunities and experiences to study across a variety of subjects. It's going to include service projects for a corporation and community, but it's going to not involve "project" within the traditional sense in the least. Through place-based education, students enjoy inquiry based, relevant learning that's personalized and grounded in local communities. Place based education focuses on the setting instead of the answer of a definite problem as in challenge-based learning, but both learning methods can and sometimes do extend across ELA maths, science, social studies, and other subject areas. Like challenge- based learning, students are driven by their own motivations and interests, following Piaget's constructivist approach to education. Place based education has many names including experiential learning, community-based education, environmental/sustainability education and even service learning. Students have the area people as target where issues like poor housing or economics or community involvement, or students can specialise in local are sort of a state or park and study its geography, history or wildlife. Within the event students are "road schooling" people can use the present geographic location in to drive the training. World schooling families can have a good broader cultural experience. Those that cannot visit locations of interest can visit virtually and knowledge place-based education remotely or design computer game models of places they research.

Activity Based Learning:

Activity based learning takes a sort of constructivist approach the thought being students constructing their own meaning through hands on activities often with manipulatives and opportunities to experiment. Activity based learning emphasizes the constructivist approach through hands-on activities. Students "construct" meaning through manipulatives and experiments. Activity based learning could also be very useful in schools, colleges where there are students learning at different levels. Like problem-based learning and place-based

learning, it's a student centered approach. In some versions of activity-based learning like those popularized in India, activity cards are created, and every student chooses from the cards is completed, a milestone is reached, and therefore the students can choose an assessment card. Its list of sorts of activities associated with a specific concept. For instance, you'll want to incorporate reading, writing, drawing, building, experimenting and music activities when learning about the water cycle.

Differentiate the activities to their reading and writing levels, also as their interests and preferences, while all of them study an identical topic. Regardless of which sort of project-based learning is employed, the scholars will benefit simply from the very fact that the teacher try something new. Consider experimenting with each of the kinds and incorporating even brief learning sessions in each of the styles initially. Students celebrate with the pbl pedagogics and see how the scholars react.

Merits of Project-based Learning:

Project based learning (PBL) may be a powerful pedagogics that has extensive benefits for college kids, starting from critical thinking to project management to self- confidence. Collaboration: Relationships formed during collaboration may be a huge part PBL. Not only do students find out how to figure better in groups providing their own input, taking note of others, and resolving conflicts once they arise they build positive relationships with teachers, which reinforces how great learning is. Students also form relationships with community members when performing on projects, gaining insight for careers and beyond.

Problem Solving:

Students find out how to unravel problems that are important to them, including real community issues, more effectively even learning from failure and possibly starting over. Creativity: Students apply creativity skills to innovate new product designs and possibilities for projects. In depth understanding: Students repose on their research skills and deepen their learning of applied content beyond facts or memorization.

Self-confidence:

Students find their voice and learn to require pride in their work, boosting their agency and purpose.

Critical Thinking:

Students learn to seem at problems with an important thinking lens, asking questions and arising with possible solutions for his or her project. Perseverance: In performing on a project, students learn to manage obstacles more effectively, often learning from failure and possibly starting over from scratch.

Project Management:

Students find out how to manage projects and assignments more efficiently.

Curiosity:

Students get to explore their curiosities, ask questions and form a replacement love for learning.

Empowerment:

Students take ownership over their projects, reflecting on and celebrating their progress and accomplishments.

Independent learning:

In project-based learning, students work to research the concepts by making their own choices. Once the teacher found out the parameters the scholars do all the work. The teacher as a facilitator. This doesn't mean that students do whatever they need. The necessity to plan and pace out the tasks that help students run through the driving question.

Communication:

The ability to share information, ideas, arguments and narrative clearly and properly according things.

4.4 TECHNOLOGY SUPPORTS FOR PBL

PBL and Technology use bring a replacement relevance to the training at hand. By bringing real-life context and technology to the curriculum through a PBL approach, students are encouraged to become independent workers, critical thinkers and lifelong learners. Teachers can communicate with administrators, exchange ideas with other teachers and subject area experts, and communicate with parents all the while breaking down invisible barriers like isolation of the classroom, fear of embarking on an unfamiliar process and lack of assurances of success. PBL isn't just how of learning; it's how of working together. If students learn to require responsibility for his or her own learning, the desire form the idea for the way they're going to work with others in their adult lives. In the twenty-first century, students use computers in very advanced ways, but we must remember that they're still children and wish guidance to use technology safely and effectively. Technology as a way, not an end, enables students to experiment with different technologies for all aspects of PBL. An authentic use of technology is very engaging to students, because it taps into their fluency with computers. Students participate in research using the web. During this phase of PBL students find out how to navigate the web judiciously also on discriminate between reliable and unreliable sources. It's important to line parameters to make sure that students can explore safely. Students can use a mess of applications, including Web 2.0, for his or her projects. Students may use a wiki to share knowledge or blog with other students to troubleshoot during the method segment of their projects within the presentation phase, students may use various technologies to display their learning. Their audience may receive a podcast, a video, a photograph story, a comic book then forth. These uses of technology provide instruction to the scholar by demonstrating innovative usage of varied applications. These applications also help students realize appropriate ways to use technology. When students share their work or

challenges, a brainstorming session often helps them repose on each other's ideas for future possibilities. This exercise promotes serious creativity and divergent thinking. The internet adds another dimension to project based learning:

- It allows greater access to information.
- Gives students one more reason to be excited about the class; they will use computers.
- Allows collaboration with peers at a distance.
- Gives students an opportunity to find out a real-world skill; communicating with others using networked technologies.
- Supports the mixing of technology into the curriculum (learning with computers, not just learning about computers)
- It demands greater creativity from the teacher.
- Assumes that the teacher has basic to intermediate level computer skills.
- Needs a guarantee of access to technology for all students.
- Demands an extended timeframe.
- Requires participation of all partners so as to succeed.

4.5 RESEARCH METHODOLOGIES

The methodology and implementation of project-based learning research are discussed during this section. The essential idea behind the task is to explore the response after the project based had been wiped out the shape of both problem- based learning and activity-based learning. Because the present study administered for the twenty students from St. Anne's arts and science college, Tindivanam. During the course of experiment, the scholar was given a piece of writing poem/postcard letter writing as activity and word puzzle/comprehension questions as a problem- based form to an equivalent student.

4.6 PROCEDURE

The learners have followed these two works and the time was given for a week to finish the work. The procedure was followed for the both methods.

Activity based learning – Poem/postcard letter writing:

During the study, the work has explained through online class, for the scholars. For this twenty, first year students were selected and that they were provided the task through the mail. To check their creativity in project-based learning, poem and postcard letter writing got. The scholars were asked to end the work with during a period of your time. Later, their performances were recorded. The work of the scholars was taken carefully and to ascertain the interest of the scholars.

Problem based learning – word puzzle/comprehension:

During the study, an equivalent set of scholars got word puzzle with some vocabularies and therefore the choice of comprehension questions. to see their critical thinking level. They answered the questions and therefore the performances.

4.7 RESULT AND DISCUSSION

The study brings out the consolidated performance of the learners in their project- based learning tests using Activity based learning as well as Problem based learning methods. The result accommodates practical support for extensively held, real, project-based learning method is followed. Therefore, project-based are the one main resource that the teacher has to capture the attention of the student's today. The research confirms that PBL can help students be successful in today's rapidly changing and complex world, by developing a broader set a knowledge and skills as well as improving academic achievement. The assessment criteria in project- based learning is also far better than in a traditional language lesson and encourages students to engage deeply with the topic, gather information, synthesize opinions and present their viewpoints to the of the class.

TABLE 4.1 : Scores of the Students Using Activity Based Learning and Problem-based Learning Methodologies

S. No.	Name of the students	Activity-based	Problem-based
1.	Abhishek	5	8
2.	Deepika	8	7
3.	Dhivya	6	8
4.	Jenifer	7	6
5.	Joy blessy	7	7
6.	Logesh	7	6
7.	Maiyazhagi	6	6
8.	Mathan	6	7
9.	Murali	5	8
10.	Narmatha	6	8
11.	Nigilashwin	8	7
12.	Priyanka	7	6
13.	Ragavi	6	6
14.	Reni Christina	7	7
15.	Rio Anish	6	8
16.	Rublily	7	8
17.	Udhayakumar	6	7
18.	Vinishree	5	6
19.	Vignesh	6	7
20.	Yogeshwari	7	6
	Total & Percentage No. of students	128 = 64%	139 = 70%

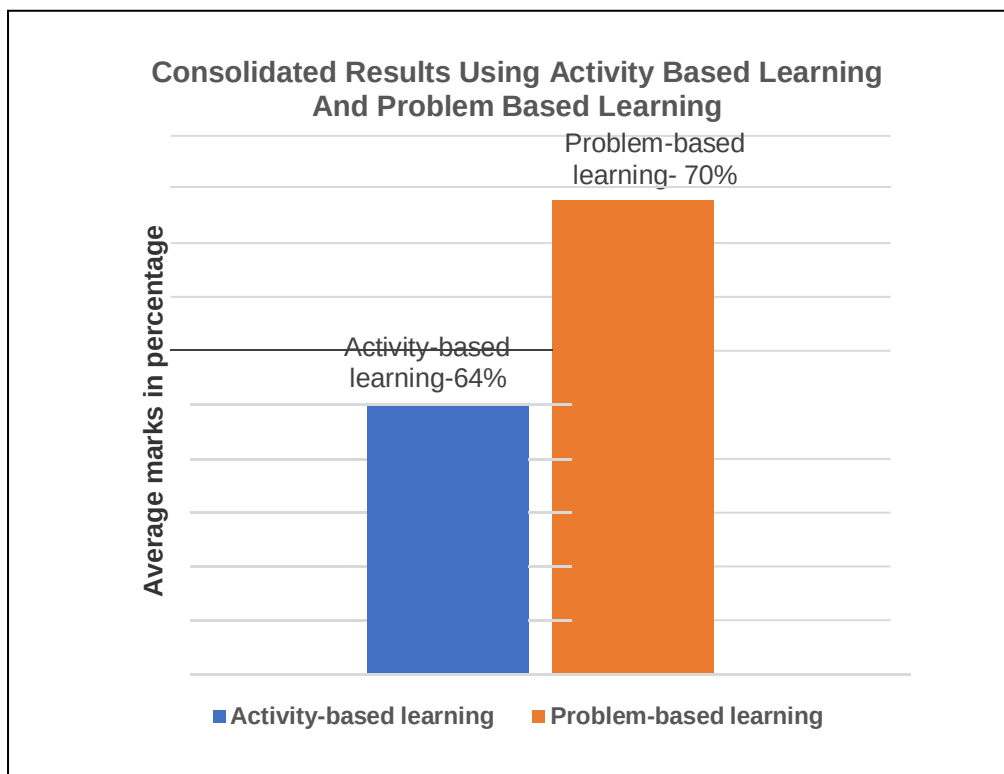


Figure 4.1: Performance by Students Using Activity-based and Project-based Learning

The bar diagram shows the marks obtained by students using Activity-based learning and Problem-based learning. The result shows that, the students had more interest on Project-based learning.

4.8 QUESTIONNAIRES

Based on the experimental study and the usage of Project-based learning, a survey was conducted to the participants after the learning. This questionnaire comprises ten statements and five options as strongly agree, agree, neither agree nor disagree, disagree and strongly disagree they are given below in detail:

1. Project-based learning is effective for engaging students in learning
2. The project-based learning made me an active learner

3. I prefer project-based learning over lecture-based learning
4. It helps me to stimulating critical thinking skill
5. It motivates me to learn more
6. It brings out the creativity in me
7. It helps me to learn independently
8. It helps me to manage the time
9. Project-based learning is effective for classroom differentiation
10. This method increasing the quality of education

Data Collection:

The data given above are collected from the students, who took part in the experimental study. Students were encouraged to do the project-based learning assignment. According to their understanding they were asked to revert with response. This is done to recognize experience of the students in using project- based learning.

Data Analysis:

Various actions were adopted to organize the information. And examination was done to test the learner's creativity, critical thinking and problem-solving skills by using project-based learning. According to the participant's responses inside and out, concentrating on their feedback data was categorized.

TABLE 4.2 : Questionnaire Result from Students Feedback

Participant	Strongly agree	Agree	Neither agree Nor disagree	Disagree	Strongly Disagree
First year students	10	4	2	2	2

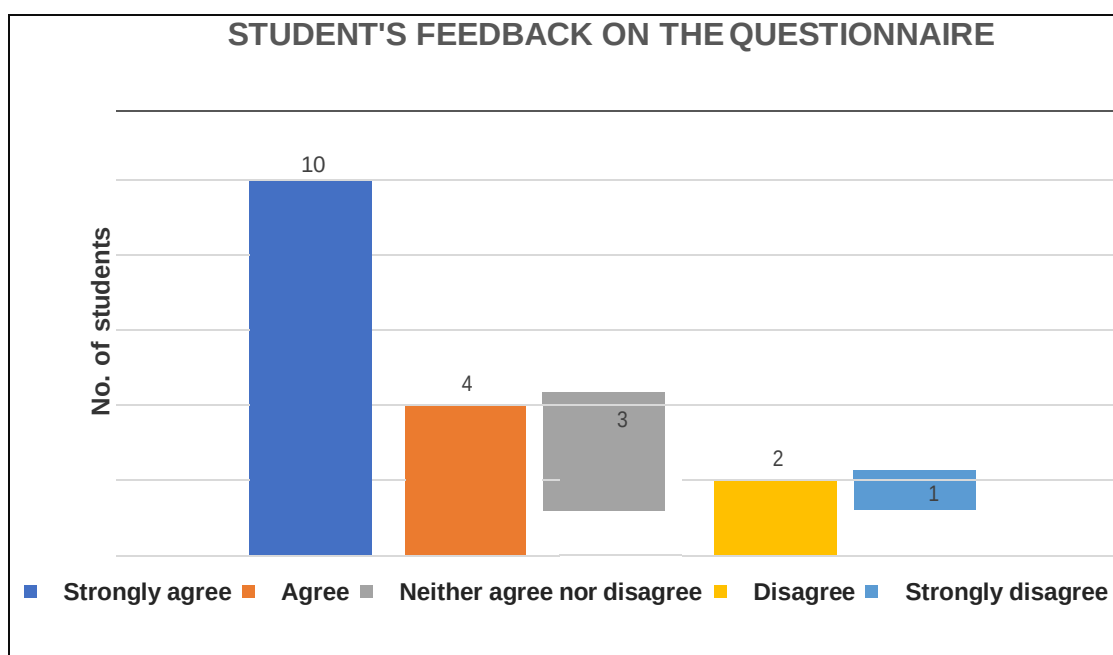


Figure 4.2 : Analysis on the Questionnaire Feedback given by the Students

Examination and investigation are done to find out which is best to improve learning skill and the result proves that students show more interest on project-based learning. Because it is an extremely motivating and helps to learn all kinds of knowledge. It affects the position of learners and improves student's centric learning. The result of the study provides significant evidence that project-based increases the learning achievement over traditional learning.

4.9 CONCLUSION

Project based learning is an instructional model that involves students in investigations of compelling problems that culminate in authentic products. Students become more engaged in learning once they have an opportunity to probe complex, challenging and closely resemble real world. Projects grow out of challenging questions that can't be answered by rote. Projects place students in active roles and serve specific, significant educational goals; They're not diversions or add on to the "real" curriculum. Allow students to critically think without realizing it. Project based learning has always been keying a part of the tutorial system because it requires hands on work for college students. Project based learning promotes teacher's motivation and satisfaction in teaching.

CHAPTER V

SUMMARY AND CONCLUSION

5.1 OVERALL SUMMARY

The purpose of the research reported in this study was to explore whether the application of project-based learning (PBL) in higher education could develop the self-directness. It includes that the students are to develop, educate empower through innovative and high-quality learning and teaching well rounded graduates who are able to think laterally and critically in their service to the country and its people. The reason for the current research was mainly focus on the students' critical thinking and creativity. Successfully implementing PBL takes time patience and careful planning, but the potential results make it all worthwhile. PBL can be challenging to implement but with proper planning and reflection, it can be developed effectively, manageable and motivating learning experiences in the classroom. Learn from the process and keep refining the project-based lessons with each class. Allow the students to choose their own topics. It is provided examples and options but encourage students. The time was given to the students to complete the work. The results were collected and analysed the scores of the students. Feedback was provided at the end of the task. The feedback data was collected and analysed. Students gave the positive results for the research.

5.2 CONCLUSION

Project based learning plays a key in 21st century learning and technology as it prepares students to think critically expand their knowledge by making their own discoveries and solutions to challenges. It can be concluded project-based works. Research shows students enjoy the opportunities for autonomy projects-based learning provides them. They are allowed to have choice in what /or how information learned. They are more motivated and they are improving their results. It takes time to develop those trainings. The results of the project-based learning have wide reaching and positive impact on the lives of the students and for the world.

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