CHAPTER - I
INTRODUCTION

1.1 CONCEPT OF COMMUNICATION

The term 'Communication' has been derived from the Latin word 'communis' that means 'common'. Thus 'to communicate' means 'to make common' or 'to make known'. This act of making common and known is carried out through exchange of thoughts, ideas, information, opinions and feelings or the like. The exchange of thoughts and ideas can be had by gestures, signs, signals, speech or writing. People are said to be in communication when they discuss some matter, or when they talk on telephone, or when they exchange information through letters. Basically, communication is sharing information, whether in writing or orally.

Communication is defined as a process by which we assign and convey meaning in an attempt to create shared understanding. This process requires a vast repertoire of skills in intrapersonal and interpersonal processing, listening, observing, speaking, questioning, analyzing, and evaluating. Use of these processes is developmental and transfers to all areas of life: home, school, community, work, and beyond. It is through communication that collaboration and cooperation occur.

Raghunathan and Santhanam (2008) have stated that ‘communication’ is a skill acquired by an individual to exchange messages, facts, ideas, and opinions and even express emotions. This skill is acquired either without any conscious effort, or by conscious effort through education. When the skill is acquired without conscious effort (like a child acquiring its mother tongue), it creates a certain profile for the individual. Communication is a tool with which we exercise our influence on others, bring out changes in our and others’ attitudes, motivate the people around us to
establish and maintain relationships with them. Communication makes a major part of our active life and it is a social activity. This social activity is pursued verbally through speech, reading and writing or non-verbally through body language. Communication is giving, receiving or exchanging ideas, information, signals, or messages through appropriate media, enabling individuals or groups to persuade, to seek information, to give information or to express emotions. This broad definition includes body-language, skills of speaking and writing. It outlines the objectives of communication. It emphasizes listening as an important aspect of communication.

Brooker (1949) utters, “Communication is anything that conveys meaning, that carries a message from one person to another.” Stevens (1942) says, “Communication is discriminatory response of an organism to stimulus”. Hortman (1966) states, “Communication is the control of behaviour through descriptive and reinforcing stimuli”. Hovland (1964) defines communication as “a process by which an individual, the communicator, transmits (usually verbal symbols) to modify the behaviour of other individuals - communicators”. Robert Goyer (1967) elucidates, “Communication is any occurrence involving a minimum of four sequential ingredients: (1) a generator of a (2) sign – symbol system which is (3) projected to (4) at least one receiver who assigns meaning”. According to American College Dictionary, “Communication is the imparting or interchange of thoughts, opinions, or information by speech, writing or signs”. Thus, Communication is the process of passing information and understanding from one person to another. It is the process of imparting ideas and making oneself understood by others.

The desire to communicate is natural to all living creatures, and is more evident among those creatures that live in groups. Communication is the tool with which we exercise influence on others, bring about changes in the attitudes and views
of our associates, motivate them and establish and maintain relations with them. Without communication, there would not be any interaction between persons. Hence there cannot be a Government or a society without communication.

Senapathi (2010) defined communication as the method by which people share their ideas, information, opinions and feelings with other people. It is a two way process and therefore requires complete understanding among the communicators. This requirement can be fulfilled with effective communication skills. Effective communication skills are now an essential professional requirement and are considered vital to convert the performance of the individual into success. Whether it is the professional life or the personal discourses, communication plays an indispensable role in all walks of life.

1.2 COMMUNICATION SKILLS

Communication is a learned skill. Most people are born with the physical ability to talk, but we must learn to speak well and communicate effectively. Speaking, listening, and our ability to understand verbal and nonverbal meanings are skills we develop in various ways. We learn basic communication skills by observing other people and modeling our behaviors based on what we see. Some communication skills can also be taught directly through education, and by practicing those skills which are to be evaluated. As an academic discipline, communication relates to all the ways we communicate, so it embraces a large body of study and knowledge. The communication discipline includes both verbal and nonverbal messages. A body of scholarship all about communication is presented and explained in textbooks, electronic publications, and academic journals. In the journals, researchers report the results of studies that are the basis for an ever expanding understanding of how we all communicate. It is the unifying theme that crosses all disciplines.
Language is our window to basic literacy and academic excellence. Reaching levels of excellence and accuracy of expression mandate mastery of formal language. These are the capabilities that cultivate the potential in each student and the possibilities for our future.

Dyvadatham (2007) states that communication skill includes proficiency in four specific verbal activities, speaking, reading, writing and listening. Speaking and writing are skills of transmission; listening and reading are the skills of reception for developing the communication skills in the classroom. Teacher of language has to follow certain strategies / tasks / techniques such as:

1. Pair work and group work
2. Dialogues and Role plays
3. Language Games
4. Information gap exercises
5. Rhymes and Songs
6. Tongue-twisters to develop skills to acquaint ourselves in different methods of communication.

1.3 METHODS OF COMMUNICATION

The following are the various methods of communication:

- Person to person - face to face, reading a letter and making a phone call
- In a small group - planning, problem solving, decision making, written reports, memos, notice boards
- In a meeting - presenting, bargaining, negotiating agreements
- Using mass media - speaking in public, on radio or television, writing for print media such as newspapers and journals, books, advertising
1.4 CONCEPT OF LANGUAGE AS A MEANS OF COMMUNICATION

The concept of language applies to the linguistic skills of a person, particularly his or her ability to use different languages in different circumstances, such as at home, at school, at work or in social situations. Language is a complex phenomena associated with the vocal and auditory communication of emotions, ideas, thoughts and feelings of human beings. Language is something specific to human that is the basic capacity that distinguishes humans from all other living beings. It is considered to be an exclusively human mode of communication; although other animals make use of quite sophisticated communicative systems, none of these are known to make use of all of the properties that linguists use to define language. Language therefore remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes.

A set of linguists made claims based on their assumptions of language on psychology that language is nothing but ‘habit formation’. According to them, language is learnt through use, through practice. In their view, ‘the more one is exposed to the use of language, the better one learns’. Language in its most common, pervasive, representative and apparently central manifestation involves oral-aural communication. Language functions effectively when the symbols used are known to both the speaker and the listener, the writer and the reader (Sharma, R. A. (2004). Another property of language is that the symbols used are arbitrary. Any concept or grammatical rule can be mapped onto a symbol. Written languages use symbols (characters) to build words. The entire set of words is the vocabulary of the language. A set of agreed-upon symbols is only one feature of written language; all languages must define the structural relationships between these symbols in a system
of grammar. Rules of grammar are what distinguish language from other forms of communication. They allow a finite set of symbols to be manipulated to create a potentially infinite number of grammatical utterances. The ways in which the words can be meaningfully combined is defined by the syntax and grammar of the language. The actual meaning of words and combinations of words are defined by the semantics of the language. Most languages make use of sound, but the combinations of sounds used do not have any inherent meaning - they are merely an agreed-upon convention to represent a certain thing by the users of that language. Linguists estimate that there are about 5,000-6,000 different languages spoken in the world today. There are about 200 languages that have a million or more native speakers. English is a distant third with approximately 341,000,000 native speakers.

1.5 ENGLISH LANGUAGE - CONCEPT, MEANING, HISTORY AND SIGNIFICANCE

English is an Indo-European, West Germanic language originating in England, and is the first language for most people in the United States, the United Kingdom, Canada, Australia, New Zealand, Ireland, and the Anglophone Caribbean. It is used extensively as a second language and as an official language throughout the world, especially in Commonwealth countries and in many international organizations. Of all the languages in the world today English deserves to be regarded as a world language. Because English is so widely spoken, it has often been referred to as a "world language", the lingua franca of the modern era. While English is not an official language in most countries, it is currently the language most often taught as a second language around the world. English is an official language of the United Nations and many other international organizations, including the International Olympic Committee.
English is a widespread and important language in the world today. It is the dominant international language in communications, science, business, computing, aviation, entertainment, radio diplomacy and tourism. It plays a part in the cultural, political or economic life throughout the world. It is the major language of news and information in the world. It is used for everything from International academic conferences to news reports to popular music lyrics. It is also the dominant language in electronic communication. About 75% of the world's mail, telexes, and cables are in English. Approximately 60% of the world's radio programmes are in English. About 90% of all internet traffic is as well. Books, magazines, and newspapers written in English are available in many countries around the world. English is also the most commonly used language in the sciences.

1.6 ENGLISH LANGUAGE SKILLS

1.6.1 Language is a Skill

Learning a language is acquiring some skills - learning to understand when it is spoken, speaking it, reading it with understanding and writing it. It is also forming a certain set of habits. It is like learning to ride a bicycle or driving a car involve certain skills like operating levers etc. and made into a habit, speaking, reading and writing are to be learnt by imitation and regular practice. One should acquire by imitation and practice all the speaking, reading and writing skills.

There are four basic language skills which every learner must master. They are (a) Listening, (b) Speaking, (c) Reading and (d) Writing. Listening and reading are passive skills whereas speaking and writing are active skills. The pupil must understand the stream of sound and learn to discriminate between the different sounds. Only then he will be able to speak, even though it may mean
repetition after the teacher at the initial stage. After speaking, comes reading. It is said that regular reading from the textbook should start after about two months of aural-oral practice. Especially during the first three years of teaching English, pupils should not be asked to read any language item which they have not already mastered in speech. New items should first be practiced in speech, then in reading, and lastly in writing. The four basic language skills should receive due attention. No skills should be neglected at the cost of others. Our approach in teaching English throughout the whole school course should be balanced and aim at the proper development of the four language skills. Thus we need a multi-skilled approach.

Vincent (2007) has stated that the skills development in the pupils becomes the main concern of the English teacher. Because of the changed circumstances, all the four skills have to be taught. The development of the skills alone will enable the learner to study his other subjects effectively and to communicate meaningfully. The teachers are to be guided to teach English as a second or a foreign language and to develop the students’ abilities in the language. It is the application of an integrating approach for the development of communicative skills in the classroom, in which the four skills in the acquisition of knowledge of a foreign language - Listening, Speaking, Reading and Writing can be taught in a coherent way, and practiced together, with a distinction of the importance of one upon the other.

1.7 LANGUAGE EDUCATION

Language education includes the teaching and learning of a language. It can include improving a learner's native language; however, it is more commonly used with regard to second language acquisition, that is, the learning of a foreign or second language. As such, language education is a branch of applied linguistics. Due to research in various techniques in the field of language education, some new
classroom techniques as methods or approaches adopted to teach the language. To achieve the objectives of language education, the teachers must adopt the adequate method or approach. For this, a sound knowledge of various methods and approaches is essential for the teachers.

1.7.1 English Language Learning

Learning is one of the most important mental functions of humans, animals and artificial cognitive systems. It is not an isolated process that takes place during certain years of one’s life in formal education. It is a continuum in which individuals are ‘students’ throughout their lives as they continue to acquire knowledge and skills relevant to their personal needs, work aspirations, their communities and ultimately, the country as a whole. Learning ranges from simple forms of learning such as habituation and classical conditioning seen in many animal species, to more complex activities such as play, seen only in relatively intelligent animals and humans. Therefore, in general, learning can be conscious and not conscious. It relies on the acquisition of different types of knowledge supported by perceived information. It leads to the development of new capacities, skills, values, understanding, and preferences, increasing of performance of the individual and group experience. Learning functions can be performed by different brain learning processes, which depend on the mental capacities of the learning subject, the type of knowledge which has to be acquired, as well as on socio-cognitive and environmental circumstances.

School education involving the teaching of and learning language by children from pre-school to teenage years, is a critical step in this process and the school system is its foundation. At its core, the school system must provide the highest standard of teaching and create the best learning environment possible for all students.
Every individual - no matter what their background - ought to be able to finish schooling with the knowledge and skills that will give them the opportunity to choose a rewarding career and to fully participate in the life of their community. Fundamentally, it must allow each individual to reach their potential and enable them to live a meaningful and purposeful life. This will provide the foundation for us to successfully negotiate current challenges and achieve the aspiration supported by a highly skilled and innovative workforce.

Language learning is essentially a matter of acquiring the important skills of listening, speaking, reading and writing in an integrated manner, and harnessing these skills to the performance of formal as well as informal communication tasks. The language learning strategies can serve an important instructional goal for learning strategy instruction in second and foreign language classrooms by offering a way to think about language learning strategies from the perspective of the learner and the teacher. Comprehensive classification schemes of learner strategies are needed to describe the information derived from descriptive studies that seek to chart the subtle permutations and often slippery definitions of learners’ self-reported strategies. However, these extended and complex definitions may be less useful in the language classroom where the teacher is trying to help students become more strategic as they cope with actual learning tasks rather than the hypothesized learning tasks proposed in the many questionnaires and interviews designed to identify strategies that language learners claim to use.
1.7.2 English Language Teaching

There are certain basic principles, which are essential for good language teaching. The English language teacher must always keep in mind the various principles of language teaching to make the teaching more effective. According to Verma and Krishnaswamy (1989) the goals of teaching, aptitude, ability and motivation of learners, teachers’ competence, effective methods and materials, policy matters, and language planning are all involved in language teaching. English teachers need the ability to understand a subject well enough to convey its essence to a new generation of students. The goal is to establish a sound knowledge base on which students will be able to build as they are exposed to different life experiences. The passing of knowledge from generation to generation allows students to grow into useful members of society. Good teachers can translate information, good judgement, experience and wisdom into relevant knowledge that a student can understand, retain and pass to others. The teacher’s role is not that of a strict supervisor but that of a facilitator. A teacher of English is expected to facilitate the learning of English for his learners. It is the foremost duty of the English teachers to teach the language efficiently, so that the learners will have an interest to learn and know the language.

1.8 Teaching of English as a Foreign Language / Second Language

Teaching English as a Foreign Language (EFL) / Second Language (ESL) refers to the teaching English to students whose First Language is not English and is taught in a region where English is not the dominant language. The English language teaching tradition has been subjected to a tremendous change, especially throughout the twentieth century. Perhaps more than any other discipline, this tradition has been practiced, in various adaptations, in language classrooms all around the world
for centuries. Keeping the importance and the need of the learners to learn this language in view, the objectives of teaching English, broadly, are as follows:

The students

- need to learn the language to use it for communicative purposes.
- need to develop their listening skills so as to understand instructions from their superiors, and they are able to understand lectures, etc. if they are studying in an institution where the medium of instruction is English and so on.
- need to develop their speaking skills so that they are able to speak English with some confidence while being interviewed for jobs, and if they are studying in English medium institutions, they can speak to their teachers and discuss with them in English and may have to speak English in other situations.
- need to develop their reading skills to comprehend different types of texts.
- need to develop their writing skills so that they can write different aspects of writing such as writing reports, taking notes, attempting question papers for which they need to describe and narrate things, and so on, if they study in English medium institutions and may fulfill other different needs in terms of writing.

The main linguistic objectives of English Language are to fulfill the above needs of a student are:

- To encourage students to use the second language as a functional tool to learn and acquire key concepts and skills of the subject matter.
- To acquire new vocabulary and linguistic structures both related and non-related to the content matter.
To provide enough learning opportunities in all four language skills.

To develop academic language skills in the second language through cognitively demanding activities.

To allow the use of the first language (mother tongue) to be able to draw on prior knowledge (declarative and / or procedural).

1.9 INTEGRATING LANGUAGE SKILLS IN THE TEACHING OF ENGLISH

In the teaching English as a second or foreign language, the characteristics of the teacher, the learner, the setting, and the relevant languages are very important. For example, the instructor's teaching style and the instruction must be in positive ways to address the learning style of the learner, the learner’s motivation and the settings must provide resources and values that strongly support the teaching of the language. However, if the instructions from the teacher and the follow ups from the learners are not adopted together effectively, the outcome from the learners will not be fruitful.

In addition to the four aspects mentioned above - teacher, learner, setting, and relevant languages - other important aspects also exist in the English language teaching and learning. In a practical sense, one of the most crucial of these aspects consists of the four primary skills of listening, reading, speaking, and writing. These aspects also include associated or related skills such as knowledge of vocabulary, spelling, pronunciation, syntax, meaning, and usage. These skill aspects lead to optimal ESL / EFL communication when the skills are interwoven during instruction. This is known as the integrated-skill approach.

In order to integrate the language skills in ESL / EFL instruction, teachers should consider taking the following steps. The teachers should
learn more about the various ways to integrate language skills in the classroom (e.g., content-based, task-based, or a combination).

reflect on their current approach and evaluate the extent to which the skills are integrated.

choose instructional materials, textbooks, and technologies that promote the integration of listening, reading, speaking, and writing, as well as the associated skills of syntax, vocabulary, and so on.

remember even if a given course is labeled according to just one skill, that it is possible to integrate the other language skills through appropriate tasks.

teach language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills.

With careful reflection and planning, any teacher can integrate the language skills and strengthen the tapestry of language teaching and learning. When the tapestry is woven well, learners can use English effectively for communication. The integrated-skill approach exposes English language learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Moreover, this approach stresses that English is not just an object of academic interest or merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people. This approach allows teachers to track students' progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms. The integrated-skill approach,
whether found in content-based or task-based language instruction can be highly motivating to students of all ages and backgrounds.

1.10 NEED FOR ENGLISH LANGUAGE PROFICIENCY FOR ENGLISH LANGUAGE TEACHING COMPETENCY OF TEACHERS

Education means 'to draw out' - facilitating the realization of self-potential and latent talents of an individual. It is an application of pedagogy, a body of theoretical and applied research relating to teaching and learning. Education encompasses teaching and learning specific skills, knowledge, proper conduct, technical competency, positive judgement and well-developed wisdom. Education has as one of its fundamental aspects the imparting of culture from generation to generation. It thus focuses on the cultivation of skills, trades or professions, as well as mental, moral and aesthetic development. Formal education consists of systematic instruction, teaching and training by professional teachers. This consists of the application of pedagogy and the development of curricula. In a liberal education tradition, teachers draw on many different disciplines for their lessons. Informal education also includes knowledge and skills learned and refined during the course of life, including education that comes from experience in practicing a profession.

Education systems are established to provide education and training, in most cases for children and the young. A curriculum defines what students should know, understand and be able to do as the result of education. A teaching profession delivers teaching which enables learning and a system of policies, regulations, examinations, structures and funding which enables teachers to teach to the best of their abilities. Sometimes education systems can be used to promote doctrines or ideals as well as knowledge. The challenge today is to develop a framework for quality education that is accessible to all, which lays the basis for meeting lifelong needs and which is
respected by teachers, students and the community alike. Improving the learning outcomes of all students requires a concerted commitment from governments, schools, local communities and the business sector to lift the quality of the school system. Research in the area of teaching, has consistently shown that improving the quality of teaching is the most effective way to achieve better educational outcomes for individual students. Excellent teaching is the key to increased student engagement and higher levels of achievement, regardless of student background.

Gautam (1991) and Rao (1997) consider that teacher’s role is to inspire students for learning and act as a guide to impart certain skills, attitudes and competencies. According to Bras (1980), Rajaiah (1990), Appasamy (1996) and Joshua (1996), the attitude of the teacher will make a world of difference to a child’s progress. It is very important for a language teacher to know the nature of language and the way it is learnt. Pahuja (2004) says, “the knowledge of nature of language can be learnt through drill, practice, exercise etc. A skill has been described as “knowledge put to active use”.

“Competencies” in educational settings, as defined by skills demonstrated by learner type or intelligence, provides a useful, framework in demonstrating mastery of a subject or topic. The verbs include the skills that demonstrate each:

a. Knowledge: To remember or recall facts or bits of information, though one can "know" something without understanding it or being able to put it into a higher context.

b. Comprehension: To comprehend a fact or piece of information is to understand what it means, and be able to provide new examples or instances
of the concept. The learner demonstrates a subject from a personal, internalized perspective, rather than a formal externally driven one.

c. Application: To use information it according to principles and rules.

d. Analysis: To breakdown the information into its parts and to see how those parts work together, and be able to organize or place it into meaningful and new patterns or relationships.

e. Synthesis: To synthesize means to take the knowledge you have and connect it with other knowledge, or putting parts together to form a new and original whole.

f. Evaluation: To judge whether information or an argument is good or bad, sound or unsound.

For effective teaching of language, it is essential that the teacher knows the nature of language and how it is learnt. Any satisfactory approach to the teaching of a foreign language like English is based on the nature of language. Good teaching and sound educational policy will depend on proper understanding of the nature of language and how it is learnt. Our understanding of the language has changed tremendously in the last few decades. The understanding that language is primarily speech had underlined the importance of oral work in class-room teaching. The realization is that, the language changes have resulted in teaching descriptive rather than prescriptive grammar.

A teacher familiar with this aspect of nature of language adopts audio-lingual approach of teaching English and does not hurry for reading book. He provides his students with practice in listening and speaking English. He gives new material in spoken form before his students come across it in reading. A teacher will conversant with the nature of language as a system places equal emphasis
on all the three elements of language i.e. sounds, words and structures. It also helps teacher to avoid the translation method of teaching.

Development cannot be sustained if a country does not have competent and capable teachers in its schools (Hunzai, 2009). The English language teacher-trainers ought to be versatile, constructive and motivated individuals who have professional experience of observation, assessment, language awareness workshops and the type of activities and procedures used in a range of teaching methodologies, which can be suitably adapted to meet the needs of second language teacher. They should also be aware of the contemporary professional debate on using western style communicative approaches to teaching in a manner that is context sensitive and open to adaptation. If teachers are properly trained, this will motivate students who want to explore knowledge themselves and find their own answers. The time has come to offer a more professional impression of teaching English as a second language and the best means of doing that is, to ensure that those who have opted to teach are properly trained.

Every course should have a rationale as a reasoned explanation of what kind of course it is and why it has been designed in the way that it has and it is also important to specify the training and educational philosophy underpinning the course. Research reveals that the standard of education can be improved by preparing competent and effective teachers (Bhat & Ganihar, 2006).

Furthermore, in light of the connection between education and the broader socio cultural milieu, asserts that in order to provide general professional training for educators and teachers, a course should primarily guide the trainee towards an understanding of the nature of education in relation to the individual and society. The training goals must be realistic and valid but also striving for a level of
professional competence that one would expect to find in a training course for any other serious profession.

The content of any good preparation programme should pay particular attention to language awareness, in the sense of giving native speaking trainees a better theoretical knowledge of teaching and using language in the classroom, the more aware a teacher is of language and how it works, the better. Once a teacher is secure in their grasp of the language it clears the way for better practice in other key areas of preparing lessons, evaluating, adapting and writing materials, understanding, interpreting and ultimately designing a syllabus or curriculum: testing and assessing learners' performance, and contributing to English language work across the curriculum.

The teacher competence in general seems to cover the subject knowledge and skills and their application. Vygotsky (1986) views the teaching-learning process as socio-cultural development, and describes the teacher’s support to the learners’ zone of proximal development. This is executed through a number of professional skills, e.g. the skill to motivate, to establish and maintain contact, to control the learning process, to stimulate and activate etc. (Svec, 1998).

To provide professional training, drawing influence from activities and procedures to provide trainees with the knowledge, the skills, and the competencies they will need to perform well in their profession. To connect this training to language learning methodologies appropriate for the context, the need to inform teachers of realities about the whole educational system in which they are to operate in.

Teachers who have had more preparation for teaching are more confident and successful with students. The programmes with extended preparation interwoven with
coursework on learning and teaching produce teachers who are both more effective and more likely to enter and stay in teaching. Teacher education seeks to reshape the attitudes, habits, and personality of the teacher. The process of reshaping, remodeling and reconstituting for the purpose of developing effective teachers is a challenging and complex one, and teacher education programmes have engaged in spirited discussions as to how to define an ‘effective teacher.’ To adopt a holistic approach to teacher development, the need for the development of personal qualities of creativity, judgement and adaptability and to reflect on the nature of language teaching are required. This approach is used use as a means of eliciting the importance of language awareness from the trainees.

To give trainees the experience of teaching, using a process of progression from skill-specific micro lessons to the teaching of longer lesson segments, using the three features, a skills approach, a scaled down practice situation and crucially, maximum relevant feedback to incorporate continuous reflection into the practice teaching, so as to assist the developing teacher's path toward becoming an expert teacher and create an image of "teaching as profession".

Crucially, to lead trainees towards an acceptance of the need to strengthen formal knowledge of English grammar, vocabulary and phonetics, through work on language awareness, the teaching new skills of language awareness and of adjustment to the learner's level. To instill in trainees a full, experiential knowledge of the fundamental importance of thorough lesson planning at all times, and the evaluation and correctional aspects of language teaching.

The development of linguistic proficiency in the learner is needed for the spontaneous and appropriate use of language in different situations. For that, some of the language skills are to be fostered. The learner should
acquire the ability to listen and understand, and should be able to employ non-verbal clues to make connections and draw inferences.

develop the habit of reading for information and pleasure; draw inferences and relate texts to previous knowledge; read critically and develop the confidence to ask and answer questions.

be able to employ her communicative skills, with a range of styles, and engage in a discussion in an analytical and creative manner.

be able to identify a topic, organize and structure thoughts and write with a sense of purpose and an awareness of audience.

be able to understand and use a variety of registers associated with domains such as music, sports, films, gardening, construction work, etc.

be able to use a dictionary and other materials available in the library and elsewhere, access and collect information through making and taking down notes, etc.

be able to use language creatively and imaginatively in text transaction and performance of activities.

be able to develop sensitivity towards their culture and heritage, aspects of contemporary life and languages in and around the classroom.

be able to refine their literary sensibility and enrich their aesthetic life through different literary genres.

be able to appreciate similarities and differences across languages in a multilingual classroom and society.

Further, it is important for the learner to notice that different languages and language varieties are associated with different domains and communicative
encounters. The learner should become sensitive to the inherent variability that characterizes language and notice that languages keep changing all the time.

1.11 NEED FOR COMPREHENSIVE STRATEGY FOR ENGLISH LANGUAGE LEARNING

A learning strategy is a plan for accomplishing a learning goal. It consists of six components: metacognition, analysis, planning, implementation of the plan, monitoring of progress, and modification. It is a general plan that a learner formulates for achieving a somewhat distant academic goal. Like all strategies, it specifies what will be done to achieve the goal, where it will be done, and when it will be done. A learning tactic is a specific technique (like a memory aid or a form of note-taking) that a learner uses to accomplish an immediate objective (such as to understand the concepts in a textbook chapter and how they relate to one another). Tactics have an integral connection to strategies. They are the learning tools that move the person closer to the goal. Thus, they have to be chosen so as to be consistent with the goals of a strategy.

Language learning strategies are any set of actions, plans, tactics, thoughts or behaviours that the learners employ to facilitate the comprehension, storage, retrieval, and use of information. Therefore employing strategies of any kind is goal-oriented. This goal can be realized by developing linguistic and sociolinguistic competence in the target language. To achieve this, states, successful language learners develop a range of strategies from which they are able to select appropriately and adapt flexibly to meet the needs of a specific context.

Learning strategies are important in second language learning and teaching for two major reasons. First, by examining the strategies used by second language learners during the language learning process, we gain insights into the metacognitive,
cognitive, social, and affective processes involved in language learning. The second reason is that less successful language learners can be taught new strategies, thus helping them become better language learners. Learning strategies are sensitive to the learning context and to the learner’s internal processing preferences. If learners perceive, that a task like vocabulary learning, it requires correct matching of a new word to its definition within a specified period of time. They will likely decide to use a memorization strategy which will depend on their understanding of their own learning processes on which strategies have been successful in the past.

The purpose-specific nature of language learning strategies becomes evident when, as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. It was Oxford (1990) who attempted to present a comprehensive taxonomy of language learning strategies, the Strategy Inventory for Language Learning (SILL). The main distinction in this taxonomy is that between direct strategies (working with the language itself) and indirect strategies (general management of learning).

Direct strategies are divided into three subclasses: memory strategies (strategies to store and retrieve aspects of the target language), cognitive strategies (strategies for using the language and for understanding how it works), and compensation strategies (strategies for using the language despite gaps in knowledge). Indirect strategies include metacognitive strategies (strategies for planning, organizing and evaluating learning), affective strategies (strategies for approaching the task positively), and social strategies (strategies for working with others to get input and practice). With the emergence of the concept of language learning strategies, scholars have attempted to link these strategies to language
learning skills believing that each strategy enhances learning of vocabulary, pronunciation or improve reading and speaking skill. The most language learning strategies are used for vocabulary (followed by pronunciation) tasks. The importance and popularity of vocabulary learning within the framework of language learning strategies lies in the fact that all language learning strategies can be used for vocabulary learning task.

In this era of second language teaching, it is essential that in any training course for teachers, there is a strong concentration on reflective practice and language awareness as a means of meeting 'local' needs, demands and expectations. The training course must be context sensitive, realistic in its objectives from the outset and supported by a coherent rationale that draws on theoretical influences and practical examples of second language teaching. Now is the time to focus on how teachers should be trained in this context. Ideally, as the content and processes used in teacher training programmes should be based upon a system of continuous reflection and use active rather than passive means of teacher education. In terms of trainee involvement and participation, all candidates should possess qualities and attributes conducive to this type of education and training. However, it is equally important that any course is based on realistic expectations.

The reflective processes, activities and procedures used in courses must be adapted to meet the needs of these particular trainees because, if the trainee student does not have the necessary theoretical knowledge and has not received efficient training in classroom skills and competencies, reflection becomes shallow and superficial. Trainees should also gain the knowledge of those skills to present material, give clear instructions, correct errors in various ways and manage classroom interaction and discipline.
There are different steps in any instructional strategy. They are:

- **Pre-Instructional Activities**: this is what happens in class before the teacher present the content to be learned.
- **Information Presentation**: presenting course content.
- **Learner Participation**: pre-planned opportunities for student interaction.
- **Testing**: mini-evaluations, both formal and informal, built in each class to test the students.
- **Follow-up / Follow-through**: remediation and enrichment activities available after class.

The development of students’ repertoires of language learning strategies requires teachers to:

- introduce a strategy and explain why, how, and when it is used
- model or demonstrate its use
- provide students with an immediate opportunity to use the strategy in the context of the course
- follow up with other opportunities for students to use the strategy and to reflect on its use and to discuss other possible uses.

Teachers can facilitate transfer of strategies by asking students to respond to the following questions as they use a strategy:

- Why am I using this strategy?
- How does it work? Can I do it again or do it another way?
- What other strategy could I use in this situation?
- How would I help someone else use it?
- In what other situations can I use this strategy?
Gradually transferring responsibility for learning to students empowers them to become lifelong learners. Students learn best when they are aware of the processes and strategies they use to construct and communicate meaning. Students must have frequent opportunities to speak, listen, write, read, represent, and view in various situations, for different purposes and audiences. They also need to be aware of the strategies they use to construct and communicate meaning. Whether speaking, listening, writing, reading, representing, or viewing, skillful learners make deliberate use of the learning strategies that will serve their purposes.

In English language classrooms, teachers can help students grow in their language abilities by making explicit what is implicit in language learning. They can explain and model the needed language strategies, give students opportunities to use and practice the strategies, and give students opportunities to apply the strategies. Teachers can model a variety of strategies during a lesson and can help students draw on the strategies appropriate to the task at hand.

Before students speak, write, represent, listen, read, or view, they may need to:

- connect their own experiences to the task at hand
- build background knowledge
- establish a purpose
- learn strategies that will allow them to succeed at the task or with the resource
- obtain direction that will guide them into the task or resource.

During their speaking, writing, representing, listening, reading, or viewing they may need to:

- become actively engaged with the task
use and adjust a variety of strategies to help them "through" the task or resource.

After they speak, write, represent, listen, read, or view, they may need to:

- respond, review, and reflect on their learning
- expand and extend their experiences
- apply their understanding and experiences.

Finally, trainees should have extensive knowledge of language teaching methodologies so that they can promulgate aims and values of various traditions and methods and then allow trainees to reflect on their own teaching style in the light of this. Above all, they should be able to adapt contemporary teacher training theory to meet the specific needs of this training context. By the end of a well-run programme, the trainees should have made substantial, measurable and observable progress in terms of their ability to teach English as a Foreign Language in the classroom and should be able to relate practice to principle and to have an awareness of the rationale of particular procedures and to understand the organization of language courses in terms of ends and means, so as to better understand the exam-oriented culture in which they are operating.

In terms of the literature, there are two accepted frameworks for thinking about the process of teacher training: an understanding on two levels: a view of what language teaching is and a view of how to educate individuals in such teaching is needed.

On most teacher preparation programmes, trainees will likely start out with limited knowledge of the local cultural and educational milieu or professional practice in teaching English as a foreign language. However, they can make a successful progression from the simulated world of the training programme, even in a relatively short space of time. They will achieve this, through the process of prolonged
experience, rationale, keen observation, trial and integration by being immersed in a continuous process of reflection upon received and experiential knowledge through the application of the procedures and strategies. At the outset of any course, trainees should have an introduction to use methodologies, practices and activities used in the English classroom and will be required to adopt a reflective perspective from the outset. This will serve as a base for considering the type of teaching appropriate in this context and as the course progresses, they will be fed more detailed information about methodologies and activities used in contemporary language teaching.

Simultaneously, they will be led towards analytical knowledge and reflection upon what they already know about teaching, learning and second language acquisition, before being shown models of language and teaching situations as a form of gradual exposure to the realities of teaching in a simulated environment. Although there are a vast range of courses and institutions in the present context, the same underlying principles of reflection and context sensitivity can be applied to any age level or teaching situation once the trainee acquires a grasp of such concepts as professionalism, the need for continuous professional development, a high level of language awareness, time management, preparation and planning, informed decision making, the use of appropriate teaching methodologies, employing a wide range of pedagogically sound activities and procedures in the English classroom. The success of any activity lies in the hands of proper planning. The crystallized planning, organization of ideas, positive attitude following the right path will certainly lead to fruitful results.

The present study is aimed at forming some constructive teaching - learning strategies for the teacher trainees who are the ‘man-makers’, as they are going to mould the students in the near future. With the help of adopting
the English language teaching and learning comprehensive strategies, the teacher-trainees can learn how to use learning strategies more effectively. Many strategies can be used for a variety of tasks, but most students may need guidance in transferring a familiar strategy to new problems. Learning strategies instruction can increase student motivation in two main ways: by increasing students' confidence in their own learning ability and by providing students with specific techniques for successful language learning.

The teacher-trainees who possess good language proficiency particularly in English Language will know how to use different teaching strategies and make them more self-reliant and develops ability to teach confidently. Language proficiency will ultimately promote better communication skills among the teacher trainees which in turn promote efficient teaching. Realizing this, the present study aims to develop English Language Proficiency for better promotion of English Language Teaching within their teacher preparation course. The present study will certainly improve better English Language Teaching by enhancing The English Language Proficiency of the teacher-trainees which will mould them and promote them as competent teachers in their professional arena.

The review of related literature is presented in the forthcoming chapter.

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