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RECENT TRENDS IN ELT IN TELANGANA

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Author's Introduction:

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anguage learning is associated with emotion. It does not initially fall into the intellectual or cognitive domain. In article" *Children of Century* " of four, children have generally basics of their LI and can ask commands report real events and experiences." By seven years they can speak ten words, parts of speech. The emotional bonding in these years. Hence 0-4 years is good to teach languages. The below age of the child's life, is a just emotional phase. Children who are known as the prodigies did this after their four years of age. So, emotional learning for every child is an

automatic thing. But learning English needs to be a proactive strategy for second language learners. This is not happening in the classrooms. However, in English language learning the school going child spends four or five years to learn English.He or she learns English from fifth to tenth class. He or she has to appear for the S.S.C exam, which is rather a less time to pick up English. a below 35 marks in English would get him a fail grade. Though the students score good grades yet they lack some basic competencies in English. The government schools in Telangana have English teaching from first-class onwards. They have textbooks in English. To match this a new pedagogy is being put to practice. The students who appear for SSC forget all that they learned in

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G. Mary Sunanda

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Teaching English in Large Classes: Teach More in Less Time
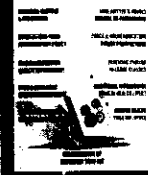
English is a new language to any non-native speaker as this language is not spoken by parents. Siblings and peer groups do not interact in English. So, only in a school s/he has to learn this language. On the other hand, we find large classes in developing countries. In India also the trend is the same. Teaching English in large classes needs unlimited resources. The challenges of teachers teaching in large classes are not the same for all teachers. But there are a few common challenges; they are like, difficulty in managing the class, limited resources, mixed abilities of students etc. A teacher has to strike a balance. Only highly motivated teachers and teachers who have the real interest to teach can withstand the challenges of this nature. This article deals with the ideas to meet the above-mentioned challenges.

The English language stands unique among all other languages when it comes to choosing a profession. This language was born in English land. Rich people from India had sent their children to England to complete higher studies. After the East India Company was established in India, missionary schools were established. English language was taught in missionary schools. Only the rich could afford to send their children to these schools. The middle class and the poor children were found only in vernacular schools.

After we got Independence, the government gave importance to education for its development. Starting of educational institutions was given a priority. English medium schools were also started depending on the needs of the society. We see all sections of the people sending their children to school. They did not concentrate on the family or caste-based professions. As a result of which we find more number of students coming to schools. This trend continues even now.

Evaluation Procedures

Prior to 2011, the English language was introduced from 3rd class onwards. This rule was different in different States of India. The quarterly, half-yearly and annual examinations were conducted, and based on their performance they were given the marks. The assignments were not given. It was neither comprehensive nor continuous. English is now taught from the first class onwards in Telangana. This gave way to the new evaluation procedures. Now, formative assessment marks are added to summative assessment which is calculated at the end. Due to this, the score of each student might improve. This procedure is followed in SSC exams also.

Teaching English in large classes is not conducive to obtain the desired results. What is expected of trained teachers who work in government schools is to help students during teaching in the classroom and also motivate them to write assignments promptly to fulfil the process of CCE. But due to shortage of teachers, and other reasons, formative evaluation is not carried out properly.

Characteristics of Large Classes

- Most of students who come to schools are the first generation learners.
- They are the parents' pets
- Economically backward
- Have the fire in their belly.
- Fully charged.
- Most of the students are now how to write and read alphabets.

Delimitation of the Study

Large classes are found in government schools in India. Even in Telangana, we find student-teacher ratio of 1:35 and above. I have delimited the study to a few schools (mandal) in Telangana

Need of the Study

A) Most of the students who go to government schools have no proper motivation to learn English language. At home, parents think that they are not spending much on their shoes, books and other stationery and their child is chronologically growing in other premises. They hardly enquire about how students spend their time in school. This is the negative aspect of a child's career. No proper environment too. They spend nearly five to six hours at school but without any achievement in the English language. Hence, for students of government schools, it is difficult to reach these targets. But it is also commented that the teachers are not hard working after getting jobs. They hardly read. No preparation before coming to class.

B) A.Vasanthi, D. James say"Today, the major problem faced by the students is difficulty in learning a second- language (English). Especially they feel difficulty in LSRW. If a student acquires good communication skills in

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THE PROBLEM OF ENGLISH LANGUAGE TEACHING

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Abstract:

English is a new language for any non native speaker. The English for non native students, thus, who learn English as a second language is also a new language They need to learn this language either form parents, grandparents, or peer group and neighborhood. But there are some restrictions too. The mother tongue they know is in spoken form not a written one. To learn a mother tongue in a written form again they need to come to school or learn from a guru. In schools, earlier, English was taught only to pass the examination but not to peruse higher education or to learn language skills and learn etiquette that is associated with this language. The language of here and now and that of peer group social interaction belongs to the domain of Interpersonal Communicative Skills and Intelligibility. English language in both in written and spoken, the language used in academic spheres and that includes abstract thinking. An effective syllabus, curriculum and classroom interactions in school should aim at promoting Interpersonal and critical thinking and creativity In the world English has become lingua franca because of it s nature.

Keywords: new language, native speaker, second language, language skills, peer group, social interaction, Interpersonal Communicative Skills, classroom interactions, critical thinking, creativity etc.

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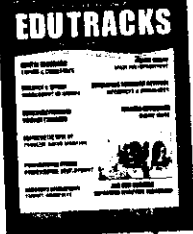
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Use of Inferences and Assumptions to Develop Research Attitude in B Ed Students

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Research · **EDUTRACKS**

The investigator of this study found that majority of the respondents interviewed advocated research on 'media and technology' followed by 'learners and learning' and 'evaluation process'.

Study of inferences and assumptions takes back the students way back to the times of Aristotle. Inferences and assumptions help the students to think critically, in identifying genuine problems related to education. In Teacher Education action and decisions are needed. Inferences and assumptions act like challenges and conclusion to students' research attitude. Today, Teacher Education is criticized for different drawbacks. One among them is lack of research. Now a two-year B ED program has been introduced in India (Telangana). But a few years back M Phil course was removed. The students, who join B Ed program, come with an aim to secure a job in the government sector. After joining or taking up the occupation, the chances of going to higher studies are low.

Objectives

To study the Qualitative Research done in Teacher Education in last one decade.

To study the Quantitative Research done in Teacher Education in last one decade.

To understand the need to introduce Research Methodology at B Ed program.

To understand the uses of Statistical Packages in completing research.

This is purely a semi-theoretical paper. The opinion of the faculty of Teacher Education Institutions is sought; an interaction with the current research scholars on rolls; a careful study of the syllabus for entrance for Ph D and M Ed admissions etc.

A multitude of software programs designed for use with quantitative data is available today. Quantitative research, predominantly statistical analysis, is still common in the social sciences and such software is frequently used among social science researchers. Most notably, statistical packages find applications in the social sciences. The main demand made of such packages in social science research is that they be comprehensive, flexible, and can be used with almost any type of file. A useful statistical software tool can generate tabulated reports, charts, and plots of distributions and trends, as well as generate descriptive statistics and more complex statistical analyses. Lastly, a user interface that makes it very easy and intuitive for all levels of users is a must.

Qualitative and Quantitative Research are commonly considered to differ fundamentally. Yet, their objectives as well as their applications overlap in numerous ways. Quantitative Research is considered to have as its main purpose the quantification of data. This allows generalizations of results from a sample to an entire population of interest and the measurement of the incidence of various views and opinions in a given sample. Yet, quantitative research is not infrequently followed by *qualitative research* which then aims to explore select findings further. Qualitative Research, on the other hand, is considered to be particularly suitable for gaining an in-depth understanding of underlying reasons and motivations. It provides insights into the setting of a problem. At the same time, it frequently generates ideas and hypotheses for later quantitative research.

The main differences between quantitative and qualitative research consists in respect to data sample, data collection, *data analysis*, and last but not least in regard to outcomes. In purely qualitative research, a powerful and flexible *program like ATLAS.ti can also produce quantitative data* and features a direct data export to SPSS, the most popular statistical quantitative software package. Also, the possibility to fully export project results in the universal open XML data format (XML data can be easily transformed and reshaped to be usable in a huge number of applications), make ATLAS.ti uniquely suited for contemporary mixed method approaches.

There are numerous ways under which data analysis procedures are broadly defined. The following diagram makes it evident. Just view the diagram.

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Perceptions of D Ed Students during Teaching Practice: A Case Study of DIET

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Research

Pre-service teacher education program is meant for preparation of trained teachers. Pre-service teacher training was there during the pre-Independence time. After we got Independence, the curriculum of teacher education has changed several times based on the recommendations of various commissions. One more change is the duration of the course of (B.Ed.) Teacher education from nine months course to two- year program. All these changes were made to view education as a professional course. But, it is still addressed as a multidisciplinary subject. It is yet to become a professional subject, as pointed out by eminent educationalists (University Education Commission, 1948). The reasons are unlimited. Among all the areas of TE, the 'teaching practice' is found to be most neglected one. Hence, the internship program of Teacher Education is one aspect that needs care and quality, time and again. What is believed is, the Internship' is the heart and soul of Pre-service Teacher Education program. Students' perceptions differ before and after the internship. This article talks at length about the experiences of student-trainees of D Ed students during the teaching practice that was held during 2017-2018. In my fieldwork, I administered tool on 59 students. Findings and recommendations are given.

Teacher Education in India

Woods Dispatch was a milestone in the journey of Teacher Education. The pre-service teacher training was started as a result of Woods Dispatch recommendations. After we got Independence, pre-service teacher education programs were offered to the deemed aspirants. Thus, pre-service programs expanded in the following years in India, depending upon the need. Pre service teacher training programs are organized mainly in two broad categories. They are D Ed; B Ed. The Diploma in Elementary Education is offered at the Intermediate level, B Ed at Degree level. The D Ed program is of two years. Each district in every state has a DIET college. B Ed programs are offered in CTE'S and IASEs. There is age limit to enter into D Ed course. The formal qualification to enter into this course is Intermediate; the entrance toppers will get seats depending upon the local area status and other things etc. The students who complete these courses can expect job after getting selected for DSC or TRT The D EL .d passed

students are eligible for Secondary Grade teacher.

Challenges and Prospects of Teacher Education

India in ancient times had gurukula schools. Only a few sections of the society were given admission into ashram schools. They were taken away from their homes to learn from gurus. After a particular duration they used to return home to take up some responsibility or profession. Forefathers of India had visualized this kind of teacher education. Hence, efforts have been made from time to time to design curriculum of teacher education to reflect the role of a teacher that is mentioned in religious texts -that is the third potential in the lineage; the God: the parents and the teacher. The teachers place is in "third position." This feeling remained as it is, even after we got Independence. Recently, the (technology) digital lessons were transmitted into the lab to overcome the shortage of teachers and also to make learning an effective one. For the time being this was viewed as some improvement in

quality of teacher education; yet the trained teacher cannot be replaced by one digital lesson or one PPT (Powerpoint Presentation).The hard and soft skills should be well mastered by teacher trainees during their stay in the college . There is a huge gap between the theory and the practice (University Education commission)

After we got Independence, all sections of society were allowed to get education. India, as a young nation (after Independence) had to walk into the stages of development as other nations of the world did. It had appointed commissions and committees to review the importance of TE and also to give valuable suggestions, and recommendations to strengthen the education system from time to time.

Justice Varma Report (Vol.1. p.12, 2nd Chapter) says "curriculum prescribed for B Ed and D El ED do

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Implementation of Language Policy

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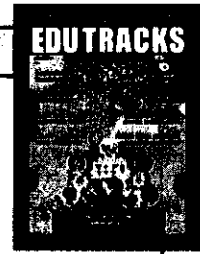
In this article the author states different countries view their linguistic goals differently and avers that language policy is traditionally viewed as a powerful tool for achieving social cohesion.

The language policy of any nation depicts the priorities of that particular nation's priorities with regard to the usage of number of languages for its smooth functioning within the same territory. It could be in administration, education, tourism and other business dealings. And these languages will have a mention about them in their Constitutions. In India, the VIII schedule of the Constitution talks about this. There is no hard and fast rule that the State language cannot serve the purpose of an official language. Official language in general refers to the language used in government (judiciary, legislature, administration). This is different from people's language. It is believed that people's language serves the purpose of recreation, and sharing emotions. People all over the world have native languages as their mother tongues. The official language in Africa may be French or English, but the residents do not use these languages. English is the most common official language, with recognized status in 51 countries. Arabic, French and Spanish are also widely recognized. Many linguistic movements emerged as a challenge to their appropriation by a standard language.

Causes of Linguistic Conflicts in India

Geographical causes (2) Historical causes (3) Psychological Causes (4) Economic causes (5) Political Causes

What is a Language Policy?

Language policy is traditionally viewed as a powerful tool for achieving social cohesion (Blackledge, 2000; Pavlenko, 2008, Lo Bianco, 2010.) However, on the one hand, different countries view their linguistic goals differently and hence they adopt dissimilar measures to promote their vision of social justice.

1. Status of languages in different countries

178 countries of the world have official language for administrative purposes. 101 countries recognize more than one official language. While Italian was made official in 1999, there are some nations such as the United States that still continue without declaring any official language at the national level. There are non-indigenous official languages promoted by other nations. The Philippines, a south Asian country and a few parts of Africa have cultural paradox. Although the official languages in Africa may be French or English the citizens in those countries do not speak these languages.

Papua New Guinea has the most languages, with 840 living languages. Indonesia comes in second, with 710 living languages. The third place goes to Nigeria, having 524 living languages. The mention of the official languages in respective countries is spelled out in their Constitutions also. A few countries adopted official languages to empower indigenous groups by giving them access to the government in their native languages. The countries that do not formally have an official language prefer English as the official language. Some languages like Arabic, French and Spanish are widely recognized. In Germany, German is compulsory for all school students. After ten years, they can study English, French, and

Russian. The Soviet Russia has three language formula (similar to India). In Switzerland, the main languages are German, French, Italian and Roman. There is no national language. French and English are taught in educational Institutions. Japanese language is spoken in Japan. English is taught at international schools. Arabic, Chinese, English, French, Russian and Spanish are the official languages of UNO.

An instance is Nigeria which has three endoglossic official languages. By this the country aims to protect the indigenous languages although at the same time recognizing the English language as its lingua franca. 7,111 languages are spoken today all over the world. That number is constantly in flux, because we're learning more about the world's languages every day. And beyond that, the languages *themselves* are in flux. They're living and dynamic, spoken by communities whose lives are shaped by our rapidly changing world. This is a fragile time: Roughly 40% of languages are now endangered, often with less than 1,000 speakers remaining. Meanwhile, just 23 languages account for more than half of the world's population.

2011 Census of India

The total population of India was 1,210,854,977 in the year 2011. The data given below is about the languages, speakers and percentage

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Use of Images in English Language Teaching from General to Particular

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ABSTRACT

This article presents the information on use of images in English language teaching in the schools. Language learning is believed that it is related to performing responsibilities. Learning cannot be viewed as a personal entity. In the past years it was taught to students with limited exposure. But in 21ˢᵗ century learning is surely responsibility related. Children are questioned by parents; teachers question students about learning. Society has a role to play in educational process. Thus it is a connected Endeavour.

Key words: Language, English, rote learning

I. Introduction

In general, the students with English as mother tongue were also sent to school to learn writing and reading. That means they cannot learn writing and reading automatically on their own. They spend 6-7 years, (like other students) at school mastering these skills. At school they follow traditional ways of learning writing and reading. Rote learning is one such method. In rote learning comprehension of language skills is not taught. Rote learning is teacher center - not student or learner center. The results used to be poor. A lot of research has been done to introduce student center techniques, tools to introduce learner center curriculum from time to time. Also in order to improve the results the teachers of English have been advised to use listening, speaking writing and reading. They have been asked to change the methodology and apply new ways of teaching. This is same everywhere on the globe. In view of the above mentioned context let us focus on the other ways of teaching language skills.

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The Changing Theory of Creativity: Now and Then

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ABSTRACT

The word creativity is derived from Latin word "creo", which means to make or to create. Creativity is not theoretical, it is not dumb, it speaks to oneself and makes others to speak, and it is rather activity oriented. People like Glenn Cunningham, Edison, Louis Braille, Stephen Hawkins, Nick Vujicic, Newton, Einstein and many more were all self- made. They found deformity that could not stop them. They constantly, rigorously interacted with the other doors of knowledge (senses) and also with the resources available in the outer realm. They battled heavily and found success. Hence creativity cannot be limited to one subject or one person or one area. It can be found with sports persons, psychologists, educationalists, writers' artists, actors, scientists so on so forth. The education commissions from 1948 till 1992 recommended continuously for. mother instruction, use of dynamic methods, one to one interaction in the classroom etc. hoping that creativity will be nurtured but the results were not as successful as expected. NEP-2020 recommended for development of mental faculties 3-6 years which is a best age to foster creativity. This article titled" The Changing Face of Creativity: Now and Then is a theoretical paper conclusion are drawn from different sources like, books, journals and abstracts.

Key words: *creativity, knowledge, education commission, educationalist, classroom*

I Introduction

(a) Definitions of Creativity

Creativity is a cluster of skills that are needed to produce ideas that are both original and valuable (Sternberg, 2001), and Teaching Creatively has been defined as 'teachers using imaginative approaches to make learning more interesting, exciting and effective' (NACCCE, 1999).

Spearman (1931): "Creativity is the power of human mind to create new contents by transforming relations and generating new correlates".

A STUDY ON EFFECTIVE IMPLEMENTATION OF WRITTEN AND ORAL DISCOURSES IN STATE SYLLABUS SCHOOLS OF TELANGANA.

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I INTRODUCTION:

We got the independence 70 years ago. Since then the governments from time to time appointed various commissions and committees to make recommendations to primary, secondary and higher education.The literacy rate has been growing at a marginal level. Vernacular schools were opened under government sector. The English had not been taught from the nursery or the first class. On the other hand, the invention of the computer has made great impact all over the world on the developmental aspects including Education. In India also, this invention has further created a demand for educated or skilled human resources.The changes in the school syllabus, infrastructure in colleges, computer labs in schools, digital learning so on and so forth are brought into force.

a) The importance of English in Today's world: English is no more an elite language. It has become a common man's language. The semi literates are making use of cell phones for their day to day communication. By using different Apps they order food, sell old things, pay bills online and can carry out much more business. The Whats APP , Face book etc are for everyone to use. The cell phone has instructions in English language. By practice, they are able to use cell phones. The presence of E-Seva centres, the Internet, Super markets and ATM's on the streets of Hyderabad, talks about the presence of technology in its neighborhood. The sight of rikshaw is forgotten but Cab service is ubiquitous. Also, the children of all ages are exposed to computer games, so they are nearer to technology use. That means they have the interest to learn message, talking to friends and relatives over phones etc. Before three- four decades the importance of English language was relevant only to the educated and to the limited sections of society. Thus, an environment is developed for all children, working and nonworking people to develop the interest to like these changes. The school going children will get the support and motivation from their parents to go to school and also to speak in English.

b)The concept of Multilinguism: Many languages are spoken here in Hyderabad and in Telangana. Children who come to school may not belong the local language. They have the target to learn this local language and also to respect the other languages. This is a good opportunity for any teacher to teach in English.

c) Benefits of teaching children second language early on: (i)Varieties in mother tongue(Telugu): The newly born child comes into this world with some language software in them. As long as he or she is at home, understands only the mother- father dialect. But when the same child comes out to school, it finds the 'book language' different from the mother and father dialect. Moreover, the teachers who speak mother tongue in school might have the slight different accent. The fellow students also may not speak the same accent. By listening to these different accents or varieties of same language, students automatically think that they are different, not the same. So, the students create different files in their memory for same mother tongue. For example, 'Aada' in Telugu is informal ! Means, 'there' in English. The word' there,' is written as 'akkada' in Telugu textbook. They also pick up an accent or a dialogue watching on TV.These dialogues or accent are not as same as the ones they already heard. Students are in confusion as to what form to follow. A lot of time is wasted in understanding these patterns. That is why they are unable to master the language on their own. They need teachers. This is how they are unable to concentrate on learning English language. Also, they will not have any time to learn the etiquette. Telangana government has taken an initiative to start English medium schools.

d) The literacy rate in Telangana state: According to the 2011 census, Telangana's literacy rate is 66.46%. Male literacy and female literacy are 74.95% and 57.92% respectively. Hyderabad district leading with80.96% and Mahabubnagar district at the bottom with 56.06%As per the latest population figures released by the census department in Delhi on Tuesday, the population of Telangana is 3.22 crore. Population of (0-6) stood at 9,142,802.
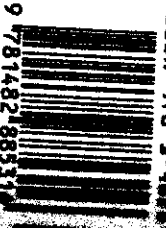
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