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Once again we feel academically energized by bringing this compendium with less number of articles came out from the pens of different people who are not relay born as geniuses or writers, but the emotions, enthusiasm, in-depth interest to record their views on the subjects titled therein with their research outcome, view-points, findings, imaginations, suggestion, opinions, supplications and expectations and so on are well documented, especially on language teaching, classroom disciplines, teaching/learning attitudes, status of eagerness to learn English in Sri Lanka, our nearby island and so on for your justification and evolve a requisite reasonable cause on the concepts.

We dedicate this treasure of knowledge packed compilation to all who initiated, guided, and supported us in several ways as they could with positive ambitions and aims without expecting any reward or award from us except to see the outcome of the book by releasing this in acceptable and meaningful footings to satisfy our valid readers like you.

Getting off from the vicinity with best wishes, till we meet with next issue of publication.

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CONTENTS

ATTITUDE TOWARDS ENGLISH AT TRINCOMALEE CAMPUS: A CASE STUDY

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Abstract

This research paper on Attitude Analysis has 374 as its sample size, covering all streams and year of study at the Trincomalee Campus of the Eastern University, Sri Lanka, stressing the fact that an Attitude Analysis is essential before doing the Need Analysis for L2 erudition and even if the needs are identified, these needs cannot be fulfilled if there is no proper attitude amidst the target populace. The researchers were prompted to undertake an attitude analysis to identify the fault-line, since it was told that the present syllabus/curriculum was based on need analysis but the present belief that this present syllabus does not impart effective erudition, since students find themselves not at home with regard to the English language. It further stresses the fact that even though L2 learners have a positive leaning towards English, their fear of committing errors and their shyness of being laughed-at, low self-esteem, and etc., becomes the greatest stumbling blocks. This paper stresses the fact that proper change in attitude is essential in the target audience to attain true erudition, where one is ready to make errors, analyse their errors, and correct them so as to bring-in true erudition.

Keywords: *attitude analysis, need analysis, second language (l2), Bilingualism, fear, self-esteem*

Introduction

Many assume that Need Analysis is the basis for forming or nonforming a curriculum or a syllabus. But when it comes to learning a language, that too a Second Language, it should be noted that the attitude of the learners are the pivotal factors than their needs and the Need Analysis should be only based on the Attitude Analysis and not in contra. This paper is based on a field research conducted on 60 per cent of the total populace of the students at the Trincomalee Campus of the Eastern University, Sri Lanka.

Background to the Study

Ellis (1985, p.292) defines *attitude* as a set of beliefs about the factors of the target language culture, their own culture and the learning task they are given. Therefore, it can be summed that attitudes towards a language are the sets of beliefs which speakers of different languages have, towards other languages or for their own language.

Hypothetically, the curriculum in the school is learner-centered in a sense, students have the right to choose what they want to learn, based on their interests; however, in reality the whole curriculum stratifies the choices not on the likes and dislikes of the learner but rather on their scores. Since, the school curriculum is codified as learner-centered, it gives an autonomy and at the same time, bestows on the learners the responsibility. During the school days most of the students misuse or underuse or mismanage this autonomy since responsibility at that age in the Sri Lankan society is an utopian outlook since children are dependents on various factors. Due to the thrust of the structural systems of the UGC with regard to z-score, the elders or society after their admission into higher education, they lack the killer instinct for upward social mobilization since their choices are made by many forces on which they do not have control. Therefore, in

majority, learning never takes place and in a few it is only due to their compromises.

The Trincomalee Campus facilitates higher education to students of all creeds, class, ethnicity and castes but most of the strata of students belong to the economically lower ladder of the society since they are unable to get admission into the prestigious institutions in Sri Lanka due to their underprivileged nature. 538 of the students out of 723 i.e., overall strength of Trincomalee Campus, receive scholarships such as Mahapola (scholarship provided by the government), Bursary (scholarship provided by the Campus) or EDCS (scholarship given by the Education Employees Co-operative Thrift and Credit Society) further validates the above claim that the students who belong to the underprivileged sections of the society form the major component.

231(61.7%) of the students have done their education through Sinhala (L 1) medium at the government schools in Southern and Central Provinces,130 (34.8%) who are from the North and Eastern Provinces have had their schooling through Tamil (L 1) medium and 13 (3.5%) of the respondents have done their education through English medium. In addition, from grade 3 to A/L students are taught English as L2 but no true erudition is given or made possible other than in cities due to the lack of English teachers, leave alone competent English teachers. In addition to this the CDs provided for the erudition of English do not reach the schools or the students and most of them are ignorant. Furthermore, it is a shame to say that even the government machinery i.e., the people working at the Education Department are ignorant when it comes to the importance of the CDs that are provided along with the book. Thus, the students who belong to a strata of locational disadvantage or/with economic disadvantage become the scapegoat of the system since the

system is based and functions construing the interests of the elite.

The medium of erudition at Trincomalee Campus (EUSL) is in English for all subjects making learning a difficult one for a student who has completed his/her schooling through their L 1.In the campus, students have the chance to learn English for specific purpose but without developing their general skills in Listening, Speaking, Reading and Writing and therefore these ESP based course works become null and void creating a mirage which is not only dangerous for the learner but in the long run will tarnish the name of the Trincomalee Campus.

Objective of the Study

The main objective of the study is to assess the attitudes of the learners at Trincomalee Campus of the Eastern University, Sri Lanka towards English as a Second Language since the attitude of the learner which has been negated for a long-time in curriculum framing is

the biggest gap creating unemployable graduates.

Hypothesis

The following are the research hypotheses for the present study:

1. The students feel that English is an alien language and fear of being alienated once they put it to use.
2. The students have a fear for English as a subject of study
3. The students feel shy to talk in English

Research Questions

The following questions were set at the beginning of the present investigation.

1. What are the attitudes of the learners towards English as a language?
2. Do students fear English?
3. Are students ready to make mistakes and rectify errors when pointed out?

Research Design

This paper is based on an extensive study conducted having 374 as its

sample size out of the universal of 723.

Discussion

The study reveals that the Campus caters to a large number of students who belong to the underprivileged social strata. These students belong to the socially economically and locational underprivileged section of the society. Without considering about the distance majority of the students are studying from such villages due the hostel facilities. These students do not have access to any other institution of higher education due to their Z score while some students have made a choice due to their interest.

320 (85.6%) respondents have learnt English bilingually (but this by itself is a challenge leading to further problems espousing communication gaps since the target audience is a mixture of Tamil and Sinhala). This reduces the attention of the target language among the learners since they pay more attention towards the translation and not the target language. In addition, due to the loss of plasticity of the brain the learners at the Campus find it hard to learn a new language in addition to the interference of L1.

5.9% of the students have an attitude that English is useful for their academic purpose rather than for their career pursuits. They strongly believe that English that is taught in the Trincomalee Campus is useful for their higher studies but not useful when the functional aspects are taken into consideration. 79.9% Students have a wrong attitude that cheap bazar guides, or information from Google are helpful for them to understand since teachers also use the same materials most of the time to teach. And furthermore, the internet spoils all due to the economic advantages and nothing else. Due to this wrong attitude (where not only the teachers but also the UGC of Sri Lanka is partially responsible) they have poor learning skills.

89.4% Students have a feeling of alienation when English is taken

into consideration. For example, even though they are provided with entertainments in the form of Television (in the hostels, cafeteria, etc.,) no one is ready to watch any English programmes because they believe that they will not enjoy the programme since they cannot understand it and at the same time they are afraid that others will make fun of them.

Factor	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
Respondents' Love for English	196 52.4%	159 42.5%	10 2.7%	NIL NIL	9 2.4%
Respondents' superiority when they speak English	165 44.1	163 43.6	25 6.7%	3 0.8%	18 4.8%
Respondents' interest in English because Sri Lanka gives much importance to it	146 39.0%	174 46.5%	34 9.1%	3 0.8%	17 4.6%
Respondents' attempt to be proficient as native speakers	129 34.5%	156 41.7%	37 9.9%	10 2.7%	42 11.2%
Respondents' pride in being students of English medium	143 38.2%	153 40.9%	42 11.2%	9 2.4%	27 7.2%
Respondents' perception of	147 39.3%	174 46.5%	39 10.4%	2 0.5%	12 3.2%

English being the language of upward social mobility and empowerment				
Respondents' use of English not because of their interest but it is a necessity in the current society	98 26.2%	100 26.7%	112 29.9%	31 8.3%	33 8.8%

In addition to this the grapevine communication is solely in L1 since they are afraid that they will be excluded from their inner circles and may end-up without having friends or be excluded by the majority.

According to the above table 94.9% of the students love English while 5.1% of the students have a negative attitude towards English. 87.7% of the students feel superiority when they speak in English while 12.3% of the students have negative attitude towards that. Meanwhile 85.5% of the students have an interest in English because Sri Lanka gives much importance to it while 13.9% of the students have negative attitude towards the factor. 76.2% of the students attempt to be proficient as native speakers while 23.8% of the students have disagreed. 79.1% of the students are proud in being students of English medium while 20.8% of the students have negative attitude towards that. 85.8% of the students have a perception of English being the language of upward social mobility and empowerment while 14.1% of the students have disagreed. 52.9% of the students use English not because of their interest but it is a necessity in the current society while 47% of the students have disagreed. Even though the negative amounts to a lesser number it can

be regarded as a major populace in influencing and changing the attitudes of many.

Even though 94.9% of the students love English, 90.2% of the students have a fear of English as a subject of study. This fear is the greatest roadblock in their development hindering any experimentation. The students feel superior when they speak fluently but they have a fear and feel shy to speak in English, because they are not ready to commit errors and without committing errors true erudition will never take place —an easy example would be the readiness to fall in learning to ride a bicycle. This readiness to committee an error and then rectify the same error is found missing among students since in Sri Lanka to study at University/Campus is given an unwanted weight load. Therefore, providing them a positive attitude towards English will help them to overcome and conquer their fear and shyness.

Conclusion

Since most of the students belong to the economically, socially and locational underprivileged section of the society, it is very hard to see a positive attitude towards English by them due to their fear of English. When students are afraid and feel shy of committing errors, they have narrowed down their learning exposure. Respondents will be able to avoid these type of barriers if they get a direct exposure to the language through part-time jobs along with their studies. Another suggesting would be to create reading clubs so as to kindle their reading habits since reading provides possible sources for language experience. Once they read independently for their pleasure, the rules of the language will unconsciously get installed in them. Pleasure brings knowledge instantaneously making learning a plausible one.

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TEACHING LANGUAGE IN ARNOLD'S *DOVER BEACH*

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Abstract

English has acquired the status of an international language. It plays a significant role in the present world. It has become an important language not only in countries, where English is the majority language but also in places, where English is the second or foreign language. English has been used to communicate across borders and across cultures. In the circumstances, it has become necessary to learn English language. Learning English through Arnold's poem Dover Beach, is useful and interesting. As regards the poem, it reveals the melancholy mood of the poet, Arnold. He observes the noise of the sea near Dover. This noise produces feelings of sadness in Arnold. He opines that he and his companion should be true to each other to be happy and peaceful. As for teaching, a teacher of English can teach Dover Beach to the students, in order to develop their communication skills and knowledge in language matters. The students have to learn and practise listening skills, speaking skills, reading skills and writing skills. They have to know the elements of language like imagery, simile, symbol and allusion. Thus, they can enrich their knowledge in English and prosper.

Keywords: *teaching, language, skills, Arnold, Dover Beach.*

Introduction

The teacher has an important role in teaching English using literature. First, he should select the appropriate, language teaching methods, techniques as well as classroom activities. Then, he should select the relevant literary texts, taking the students' language proficiency, interests, age, and gender and so on into consideration in order not to bore them with inappropriate materials.

-V. Sri Rama Murthy (2014)

The English language has remained the *lingua franca* of many colonies much after the British left them. One such colony where English thrives in India where English serves this function since the first colonization in the 16th century. English has established itself as a language of global communication – a language for which the prominent reason for learning has been to interact not only with its native speakers, but also with other non-native users.

-P. Ami Femila (2020)

In these days, English is the international language and significant means of communication in almost all parts of the world. Further, English has acquired importance in many fields including arts, science, technology, economics, commerce and politics. As such, today, learning English has become a requirement. By learning English, one can get suitable employment anywhere in the world and lead a comfortable life. In view of its increasing importance, teaching of English in educational institutions has become a necessity. Teaching and learning English language through Arnold's poem, *Dover Beach* is informative and instructive. A teacher of English has to teach LSRW skills; he has also to teach elements of language in the poem. In this way, the teacher can develop the communication skills of the students and their knowledge in language matters. The relevant questions, in this regard, are: Give a brief account of the poet, Mathew Arnold? What is the substance of the poem *Dover Beach*? How to teach LSRW skills, regarding *Dover Beach*? How to teach the elements of language like imagery, simile, symbol and allusion? What is the conclusion? What is needed today? All these significant issues related to teaching language in Arnold's *Dover Beach* are discussed, in detail, in this paper.

Discussion

Give a brief account of the poet Matthew Arnold

Matthew Arnold (1822-1888) is considered one of the most important poets and critics of the Victorian age. Although his poetical works are not bulky, they have got their own distinct importance. In 1867, Volumes of poems, *New poems* were published. Some of his poems are lyrical and some others are critical. They reflect Arnold's attitude towards nature and the human world. Arnold's prose work, *Essays in criticism* is a landmark in the history of critical literature. In short, "Eminent alike as poet and critic, Matthew Arnold holds a place of singular distinction among Victorian writers". (George Sampson, R.C. Churchill 1972)

What is the Substance of the Poem '*Dover Beach*'?

The poem begins with the description of *Dover Beach*. The poet sees the Beach and the sea at night. The sea is unusually calm. The moon is shining in all beauty. The rays of the moon fall on the Straits of Dover. The cliffs of England can be seen at a distance. The poet asks his companion to observe the sounds caused by the pebbles, as they are thrown up and drawn back by the waves of the sea. The waves produce a rhythmic sound. The rise and fall of sounds of pebbles seem to bring 'The eternal note of sadness in'. Arnold writes that the Athenian poet, Sophocles (496-406 B.C) hears the sad music of Aegaean sea, near Greece. That sad music reminds Sophocles of the inflow and outflow of human misery. After a time, Arnold and his companion also hear the melancholy music of the Northern sea. Arnold says that like the sea, faith was receding. The world appears "like a land of dreams" with beauty, variety and newness. In reality, the world is devoid of joy, lover light, certainty, peace and help. Human beings are like soldiers fighting in the darkness of the night in a confused manner. Arnold expresses melancholy view of life. However, Arnold appeals to his

companion to be true to one another, so that there will be consolation and peace.

How to Teach LSRW Skills, Regarding *Dover Beach*?

The teacher can teach LSRW skills, regarding the poem *Dover Beach* in the following ways.

Teaching, Listening Skills and Reading Skills: The teacher has to read the poem *Dover Beach* two times with a loud voice. He has to ask the students to listen carefully, when he reads the poem. Afterwards, he has to ask the students to read the poem silently for themselves and understand it as much as they can. After completing this work, the teacher has to ask the students, one after another, to read the poem loudly. During this activity, the teacher has to correct the mistakes of the students, if any, in matters of pronunciation, stress, rhythm and intonation. In this way, the teacher can teach listening skills and reading skills to the students in the class.

Teaching, Speaking Skills

Speaking skills refer to the ability to communicate information or ideas in an effective manner. Speaking is not just pronouncing words. The teacher has to explain the poem. He has to tell the students about the ideas in the poem. He has to speak about all the points in the poem. He has to make known the meanings of difficult words and phrases in the poem. Then the teacher can ask some students to speak about the meaning of a few lines in the poem. Next, he has to ask some other students to speak about the meanings of the remaining lines in the poem. Afterwards, the teacher can ask all the students, one by one, to speak about the whole poem, in their own words. In this way, the teacher can teach speaking skills to the students in the class.

The following is a list of the meanings of some difficult words and phrases in the poem.

- moon-blanched land :land whitened by the light of the moon

- the Aegaean : the sea between Greece and Asia Minor
- turbid: confused
- night-wond: doubts and disbeliefs
- various : varied
- darking plain: a dark field

Teaching Writing Skills

The teacher has to teach writing skills to the students in an orderly manner.

(i) The teacher can ask the students to write the synonyms of some words in the poem.

Some examples:

Calm – quiet; fair – honest; cease – stop; retreat – withdraw; eternal – endless; true – factual.

(ii) The teacher can ask the students to write the antonyms of some words in the poem.

Some examples:

Sweet x sour; begin x end; slow x fast, before x behind, beautiful x ugly,

misery x happiness.

(iii) The teacher can dictate a comprehension passage from the poem and ask the students to write answers to simple questions.

(iv) The teacher can dictate short answer questions and ask the students to write answers to them.

(v) The teacher can dictate long answer questions and ask the students to write answers to them.

Thus, the teacher can teach and improve the communication skills of the students.

How to Teach the Elements of Language Like Imagery, Simile, Symbol and Allusion?

The teacher has to teach the elements of language with examples from the poem.

About Imagery: an example

Its melancholy, long, with drawing roar, (line 25)

Retreating to the breath (line 26)

The auditory imagery in the above lines comes from the word 'roar'. These lines refer to the "sea of faith". When faith prevailed, people were happy. In Arnold's time, faith was receding like the waves of

the sea. When the waves of the sea were receding, unpleasant sound was produced. When faith was receding, sad note was produced; only misery was left. Arnold was sad and unhappy.

About Simile: an example

And we are here as on a darkling plain; (line 35)

Swept with confused alarms of struggle and fight, Where ignorant armies clash by night. (line 37)

Human beings are like soldiers fighting in the dark. In a dark field, at night, soldiers do not know, who are their friends and who are their enemies. So, they attack and kill each other. Likewise, people lost faith and they are in a state of confusion and they are leading a miserable life.

About Symbol: an example

Begin, and cease, and then again begin, (line 12)

With tremulous cadence slow, and bring The eternal note of sadness in. (line 14)

A symbol refers to "something used for or regarded as representing something else". As to the symbol in the poem, the roaring sea near Dover appears to Arnold as a symbol of sadness in the human world. Further, regarding the symbol, it can be explained thus. When the waves of the sea withdraw from the shore, they take the pebbles with them. When the waves turn towards the shore, they throw the pebbles towards the shore. As a result, the pebbles produce a sort of unpleasant noise, which creates a feeling of sadness. The sound of the waves of the sea near Dover, is not only sad (perhaps a personal impression of the poet) but also eternal (a philosophical tone). Arnold finds such sadness in the world. The line (14) –'the eternal note of sadness in' – is a popular and typical phrase of Arnold.

About Allusion: an example

Sophocles long ago (line 15)

Heard it on the Aegaean, and it brought into his mind the turbid

ebb and flow of human misery;

(line 18)

Arnold hears the sad sound produced by the waves of the sea near Dover. The sad sound reminds Arnold of the misery in the world. The allusion is to Sophocles, a famous Greece dramatist, who hears the same sound, when he hears the sound of the waves of the Aegaean sea. The sad sound reminds Sophocles of the inflow and the outflow of human misery. Arnold recalls how Sophocles also had similar experience.

Conclusion

The teacher of English has to teach *Dover Beach* in such a manner that the students will be able to develop communication skills and also knowledge in English language. The students have to listen to the words of the teacher carefully and they have to put into practice, what is instructed to them and thus develop their knowledge in English. **What is needed today is:** (1) to provide modern tools to the teacher of English, so as to enable him to teach English language effectively and motivate the students to improve their knowledge in English, (2) to know the importance of poetry in developing knowledge in English and (3) to give due importance to the words of Prof. M. Mohana Sundaram, about dedicated teachers and learners and language:

Dedicated teachers are always eager to return to basic questions of "what to teach particularly in the age of information explosion". (World Bank, 1981 Report, 67). At the university level an adequate and appropriate use of media would enable learners to familiarize them with language. (2014).

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PORTFOLIO ASSESSMENT ASAN EMERGING PARADIGM IN THE ASSESSMENT DISCOURSE IN SECOND LANGUAGE CLASSROOMS

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Abstract

This article explores Portfolio Assessment as an emerging paradigm in second language classrooms. Disenchanted with the traditional methods and forms of assessment, the article discusses how and why educational practitioners looked at alternative assessment methods and among them why portfolio assessment gained so much of popularity as an effective method of assessing learners. With regard to second language classrooms, the article presents details of studies carried out on portfolio assessment in ESL classrooms done in the last few years which show that the assessment has been successful in bringing about an improvement in learners and has been able to document their progress. It has also been looked at as a viable alternative that can be used alongside traditional methods of assessment However, the assessment is still an emerging paradigm in ESL classrooms and has to be researched on further to try and include that alongside conventional assessment.

Keywords: *emerging paradigm, alternative assessment, traditional assessment, assessment discourse, portfolio assessment.*

Introduction

Assessments are an integral part of the teaching and learning process. They have the ability to determine if the teaching and learning goals and objectives have been met with or not. An assessment can be defined

as an ongoing developmental process to measure growth and change in learners and to provide information on areas that need further development. However, for over a few decades now, the field of education has been accustomed to certain methods of assessments that have been standardized and considered as being traditional. Some common examples of traditional methods of assessment are: multiple-choice tests, fill in the blanks, questions and answers, writing essays and so on. These methods of assessments though psychometrically provided valid measures of students' performances, they often failed to provide a clear picture about the progress of student learning which is a vital information that any classroom teacher or an instructor needs to have a record of. In the context of second language classrooms, the greatest potential of assessments are to document and chart students' growth in the proficiency of the four language skills. Apart from documenting their progress in terms of their language proficiency it should also give educational practitioners an insight into their entire language learning process itself. However, traditional methods of assessment are found to be still inadequate in the assessment of learners.

As a result of this, there has been a growing interest in the application of methods and forms of assessments that are radically different from the traditional ones. These new methods and forms of assessment came to be known as "Alternative Assessment". An "Alternative Assessment" is a process that consists of certain methods that assess learners' knowledge based on the skills they are able to show or demonstrate. It is the practical application of knowledge through which learners show their ability and proficiency in subjects that this assessment focuses on. Carl and Rosen in their book *Using alternative assessments with English language learners*

define Alternative Assessment as, "Any method of finding out what a student knows or can do and is intended to show growth and inform instruction" (82). The thing about "Alternative Assessment" is that it is also continuous and ongoing in nature and is a part of instruction which is what makes it different from traditional methods and forms of assessment which are more focused on assessing learners separately after a specific period of time after instruction was over. Some of the methods and forms of "Alternative Assessment" include projects, presentations, experiments, demonstrations, open-ended questions and portfolios.

Among these forms and methods of alternative assessment, "Portfolio Assessment" has gained widespread popularity and is being used and experimented at various levels and fields of education around the globe and has also started to become a part of the assessment discourse in second language classrooms. Portfolios were a common

phenomenon that existed only among people belonging to the art and music industry who maintained records of their work and accomplishments in a file or folder what they called a portfolio. It showcased people's talents and achievements put together over the years. The existence of this otherwise popular phenomenon in the world of arts and music also gained attention among educational practitioners who were already looking for ways to revolutionize the field of assessments as the traditional and conventional assessment methods and types only focused on assessing learners' knowledge regained from their memory, the amount of it and how much of it they have learned. It is during this time that educational practitioners gave portfolios an assessment spin and considered it to be an effective way of not only assessing learners but also going by its original idea of it as a way to collect works done by learners over a period of time in order to see their

development and progress in subjects. This is how Portfolio Assessment came about.

Portfolio Assessment is an assessment that consists of a portfolio maintained by learners throughout a course of study in which work done by them is systematically collected and assessed continuously by their teachers in the context of specific predetermined teaching and learning objectives and assessment criteria that are known to both of them. According to Gillespie et al (1996), "Portfolio Assessment is a purposeful, multidimensional process of collecting evidence that illustrates a students' accomplishments, efforts and progress over time" (p. 487). With regard to English language teaching, the field has undergone a change in the last few years by experimenting with and implementing innovative teaching and learning methods with the idea to catapult learners to use English beyond classrooms which has also changed its views on assessments. English language practitioners wanted an assessment that was capable of providing them with evidence that reflected learners' proficiency in the skills of English language, to see how their language was improving, to find out the areas of language that they are weak in and their strengths, and most importantly to assess their ability to use English in real world situations.

Since language learning was also not a one-time thing and required time to learn, English language researchers and instructors thought of an assessment that should be able to assess the process of language learning and not that which would focus only on the product of learning and the instructional outcome alone. This is when Portfolio Assessment was looked at an as an effective means of assessing learners in English language classrooms and was considered as an alternative to traditional assessment practices and ways. Alimemaj and Ahmetaj (2010), list out the strengths of Portfolio

Assessment in language classrooms. It measures students' ability over time; it is an assessment that is done by the teacher and the student and the student is aware of the criteria; it is embedded in instruction; it involves student in his/her own assessment; it captures many facets of a learner's language learning ability; it allows for expression of a teacher's knowledge of student as a learner and also allows a student to take responsibility for his/her learning.

It is as Delett et al (2001) say, "an ongoing, interactive assessment that actively involves both the teacher and the student in the process of learning" (p. 560). Its features are a stark contrast to the ones of traditional assessment practices which did not look at assessment as one that could trigger learning and consider learners as imperative to the assessment process. Hence, in course of time, English language classrooms resorted to the use of portfolio assessment to assess reading,

writing, listening and speaking. With regard to its features, there are certain specific characteristics of Portfolio Assessment that has made it an enticing method of assessment as opposed to the traditional methods.

This non-traditional assessment like any other type of assessment has to be implemented with a framework, plan and purpose. Unlike other assessments, portfolio assessment consists of a continuous compilation of student work over a period of time in a file or folder that would serve as evidence of their learning and progress hence, it requires planning and a systematic execution with clear cut goals and purpose in mind. Especially in the case of English language that consists of four major skills, where each skill can be further divided into sub-skills comprising of macro and micro components, an assessment like the portfolio has to be methodically implemented.

In order to successfully carry out the portfolio assessment process,

there have been several scholars who have provided frameworks for language educators. The National Capital Language Resource Centre (NCLRC) carried out a three-year project from 1996-1999 where they came out with a flexible framework of portfolio assessment that can be used by language educators throughout the world. They list seven steps in designing a portfolio assessment. The steps are as follows:

1) Planning the assessment purpose,
2) Determining portfolio outcomes
3) matching classroom tasks to outcomes,
4) Establishing criteria for assessment,
5) Determining organization,
6) Monitoring the portfolio, and
7) Evaluating the portfolio process (as cited in Delett et al., 2001, p. 560).

With regard to Second language classrooms, portfolio assessment is an emerging paradigm in the assessment discourse. It has been experimented on and has been taken up by researchers to be researched on at various levels. Since, ESL classrooms have to cater to the needs of learners who are non- native speakers of the English language, it is of utmost importance that the focus of assessment lay on assessing the four skills which are listening, speaking, reading and writing and in ensuring that learners become more proficient in them.

Over the last couple of years, portfolio assessment has been researched on as a method of assessment to assess English language skills separately and has also been used to assess the skills together in ESL classrooms. Some of the studies done on portfolio assessment over the last ten years include a study done by Akhter in 2017 who studied the impact of portfolio assessment on the writing skills of Bengali ESL learners. The results of the study revealed that the ESL learners showed an improvement in the macro and

micro components of writing such as grammar, semantics, mechanics like spelling, capitalization and punctuations and organization and coherence. The study concluded on the note that portfolio assessment could be used alongside conventional assessment because it showed students' growth in writing and made them improve in it. The assessment also paved way for regular discussions and feedbacks between the teacher and students and the students felt that they were an integral part of the assessment process.

A doctoral thesis by Chung in 2012 examined ESL students' perceptions on portfolio assessment in an advanced academic writing course in the University of Illinois. The results of the study revealed that students were satisfied with portfolio assessment because they were able to reflect upon their works and analyze them. They were also able to document their writings and see their growth and improvement and also become aware of their

strengths and weaknesses and work on their areas of weaknesses something that traditional assessment methods could not do. An action research conducted by Chanda in 2007 implemented portfolio assessment to assess and monitor her students' language development. Through the portfolio assessment the researcher was also able to examine their on-going work, give them regular feedbacks on their progress. The assessment also helped her to document and monitor each individual's work and progress over time. She had a detailed picture of each student's weaknesses, strengths and achievements. The interviews of students also stated that the assessment made them active participants in it and encouraged them to take more responsibility for their learning and to set goals.

Another action research conducted by Parveen in 2007 where she implemented portfolio assessment for a group of eighth graders in Kendriya Vidyalaya in

Hyderabad (India) resulted in the research becoming a success. The learners felt that they were able to see a progress and most importantly see an evidence of their learning because they were being documented. Besides that, they felt that the assessment made them aware of their strengths and weaknesses and they were able to work on their areas of weaknesses and rectify their shortcomings.

All of the above mentioned studies are a proof that portfolio assessment is an emerging paradigm in the assessment discourse in second language classrooms and is being considered a viable alternative to traditional methods of assessment.

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EFFECTIVE WAY OF TEACHING AND TESTING LANGUAGE SKILLS

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Abstract

This article explains about the effective way of teaching and testing language skills. The listening, speaking, reading and writing skills are important for effective communication. This paper discusses various strategies and activities to develop the usage of the language skills in communication. This paper also focuses on the types, and characteristics of listening, speaking, reading and writing skills. This article is on the purpose to stimulate effective strategies for developing listening, speaking, reading and writing skills. Language skills are the basic and effective way of learning a target language.

Keywords: *listening, speaking, reading, writing, teaching, testing, language*

Introduction.

Language helps to communicate using words and expresses feelings and emotions. Skills are the ability to do the activities more effectively. Language skills help to develop the outcome of language. The four divisions of language skills are listening, speaking, reading, and writing. Listening and reading skills are called as receptive skills, speaking and writing skills are identified as productive skills. These four types of language skills are also called as macro skills. Language skills are very essential for the development of a particular language and communication.

These four language skills are equally important for producing the decisive effects. It acts as a perfect assistance and aid to create an efficient speaker and trainer in the particular language or the target language. Listening, speaking, reading and writing skills helps to develop the mastery in the language.

Listening takes place when we pay our attention towards a

particular speech or of a person. Listening is a skill in learning process particularly in the second language. Listening is the beginning of the language skill, without listening one cannot understand or learn something or a language. Listening skill develops the spoken ability and helps to understand the speech of others. Casual listening and focused listening are the two types of listening. Casual listening is done without any specific reason or purpose but focused listening is done for a particular reason with keen understanding.

Listening is an ability that requires diligent engagement of students. Teaching effective listening strategies help the students to build understanding and active communication skill. Listening skill is the foundation for the growth of active communication.

An effective way of teaching listening skills are, asking students to think about the concepts and the strategies of listening, practicing the listening strategies every day to accomplish the goal of effective listening. The learners are asked to be focused on the activity of listening, and their thoughts while listening to any of the conversation. Listening is the basic step for improving our conversation.

Some listening strategies are listed below to improve the skill. These techniques help he listeners to get the connection and grasp the meaning of a particular speech. Predicting the concept of the speech they listen and summarizing the idea of it and understanding the meaning.

As a listener, one must receive the message and starts to focus on the speech, and then the listener interprets what he or she has listened so far for a better understanding. Finally the students recall and respond to the speaker. Listening skills can be developed through dialogues and audio video recordings.

Testing listening skills refers to assessing the proficiency of listening. Teacher can use checklists

and rubrics to assess the listening activities of the learner. Teacher can ask the students to create a report of their observation.

Speaking skill helps the students to develop communicative efficiency. Developing speaking skill provides the learner with active language development. The strategies for improving speaking skills are, starting with a minimal responses. Students who lack in confidence and if he or she is a beginner of language, they are asked to share a minimal responses and idiomatic phrases. Students must be motivated to practice regular communicative phrases. Speaking is the most essential skill to acquire second language learner. Students are need to be given practice for expressing their thoughts in the target language.

Classroom conversation and oral talk must be encouraged to the students in the second language. Teaching speaking skill should be free of domination. Teacher must act as a co-communicator and a facilitator, teacher must provide space and freedom for the students to communicate freely without any hesitation. Students must improve oral fluency in English and learn simple phrases and sentences and translation of the sentences are not encouraged for effective speaking ability. Speaking skills can be improved through communication games, debates, storytelling, and by describing story are any events and thoughts.

Testing speaking is an important step to assess the speaking skill of the learner. Continuous assessment and oral test helps to find out the level of the learner. Students are asked to practice speaking regularly to attain the mastery in the spoken language. Oral tests help the teacher to assess the students' ability and their difficulties while speaking in person or in front of the people. Continuous assessment provides an effective outcome of speaking skill, it enhances the language skills of the students. Continuous assessment helps the

teacher to monitor the learners' ability in speaking the language.

Reading is an essential part of language skills. Reading skill is called as receptive skill, it makes the students to understand grammatical rules, vocabulary, and sentence structure. Comprehensive reading and reading with recognition are the two kinds of reading skill. The meaning of the sentence and the concept is understood by the reader while reading the text with focus .Reading is an activity with a purpose to gather information, to enhance knowledge and so on. Extensive reading and intensive reading are the two types of reading which is focused on the particular reason or casual reading. Reading aloud and silent reading are the two types of reading. Reading aloud is also referred as an extensive reading. Silent reading includes intensive reading with skimming and scanning methods. Intensive reading is done for a specific purpose but extensive reading is done for the pleasure of reading a

particular text and to develop a general reading ability. Reading strategies involves previewing and predicting the text, and read through skimming and scanning technique, and paraphrasing the subject. Assessing the reading proficiency has done in these methods, like asking the students to read aloud, and making the learner to answer comprehensive questions by reading and understanding the text given for them.

Writing skills helps the students to develop the knowledge of sentence structure and the mechanics of writing. Teaching writing skills helps the learner to recognize the form of letters and the structural strokes of the letters. Writing skill requires an effective organization of words and formation of sentences. Writing skill depends according to the purpose to be formal and informal. Formal writing requires certain format to be followed, and it is mostly objective type. Informal writing requires no

such specific format and it is subjective in nature.

Writing skill involves some mechanisms like sentence structure, punctuation, capitalization and grammatical structure. Sentence structure is very essential to create a sentence without any errors or mistakes. Writing a language must be free of errors then only it is considered to be in right format. Capitalization of a sentence is the basic concept in the writing skill. Students should be aware of the basic rules of capitalization and learn to distinguish between the lower case and upper case letters. Punctuation adds meaning to the text. Punctuation plays an important role while writing. The presence and absence of punctuation makes a different in the semantics of the language. Punctuation defines the relationship among the words in a sentence like full stop, question mark, exclamation mark, quotation mark colon and semi-colon.

Conclusion

Testing writing skills is important to identify the mastery level of writing skills in the students. Some techniques to test the writing skills are, gap filling method, completion of the form, making corrections, essay writing, letter writing and composition writing methods.

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THE INFLUENCE OF SUBTITLED MOVIES/SERIES ON ESL LEARNERS' VOCABULARY DEVELOPMENT

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Abstract

Learning new vocabulary is an important element in language learning since learners cannot effectively use the target language unless they have a good understanding of the words and their meanings. Moreover, if vocabulary is not acquired and used in appropriate ways that reflect ESL learners with language inputs in a target language setting, it is likely to be forgotten. In this regard, ESL learners of the contemporary age benefit from increased access to various multimedia and technological resources, which improve spontaneous vocabulary acquisition. Movies with subtitles, in particular, can be a useful tool for exposing ESL learners to authentic real-life communication vocabulary. Previous studies have identified several advantages to watching subtitled movies, including the fact that subtitles help with vocabulary learning. The purpose of this paper was to replicate these findings by analysing the use of subtitles in different circumstances. To establish which sort of subtitles produces the best outcomes, 50 ESL learners were observed in three conditions one with interlingual (Tamil) subtitles, one with intralingual (English) subtitles, and the third without any subtitles. A questionnaire of 10 questions was used as a data collection tool. The results of the analysis demonstrated that English subtitles facilitate better vocabulary acquisition among the ESL learners. This is because the vocabulary used in English movies and series provides incidental learning that the learner can remember and utilise for a longer period of time in any real-life situation.

Keywords: *movies/series; subtitles; vocabulary; ESL learners.*

Introduction

One of the most crucial components of language learning is learning vocabulary. It jeopardizes a critical component of language learning success because learners are unable to effectively utilise the target language without proper knowledge of words and their meanings. Without words to convey a wider range of meanings, communication in the target language cannot happen in any meaningful way, no matter how well the learner learns grammar or how well the sounds of the target language are mastered. As very little can be expressed with grammar, practically anything can be said with words. ESL learners must first learn enough vocabulary and know how to use these words effectively if they are to build strong communication. Furthermore, because learners are frequently required to acquire a threshold level of target vocabulary to communicate smoothly or comprehend authentic literature, the amount of their vocabulary can often define their language proficiency.

However, new vocabulary learnt via books is more likely to be forgotten if it is not gained and applied correctly. Language learning, particularly vocabulary acquisition, has significantly improved in recent years as a result of rapid technological advancements. In this sense, the advancement of technology, particularly multimedia technology, has played a significant role in providing learners with authentic materials that expose them to a wide range of vocabulary. As a result, audio-visual materials, particularly movies/series, are one of the most effective strategies for encouraging spontaneous vocabulary acquisition for learners of the contemporary age.

However, depending on the learners' level of language proficiency and the movie's vocabulary complexity, learners may have difficulty in understanding audio-visual materials if subtitles in

the mother tongue or target language are not provided. As a result, watching foreign language movies with subtitles is an effective cognitive component that has proven to help with a variety of language aspects, including vocabulary development. Movies with subtitles can be a useful tool for bringing learners closer to authentic real-life communication vocabulary.

Review of Literature

The most important aspect of language is vocabulary, which is used in all concepts and ideas across all fields. According to the Collins Cobuild English Language Dictionary (1989:1629), a language's vocabulary is the total number of words in it, while a person's vocabulary is the total amount of words in a language that he or she knows. According to Mayer's cognitive theory of multimedia learning, "There are two different channels (auditory and visual) for processing information; there is limited channel capacity; and

learning is an active process of filtering, selecting, organising, and integrating information" (K. Davey, 2015). Movies, as one example of audio-visual channels, offer learners a large quantity of vocabulary that must first be detected and then processed with the help of subtitles. In this aspect, subtitled movies encourage learners to notice unfamiliar vocabulary, which is the first step in the learning process (M.M. Perez, & E. Peters, G. Clarebout, & P. Desmet, P,2014). Also, the same word repetition offered by the subtitles promotes vocabulary acquisition, according to reference (G. Melodie,2014).

Furthermore, according to Pavio's dual-coding theory, "when pictures are associated with the meaning, the number of signals connected to the message increases" (B. Gorijan, 2014), as an outcome of which the message is more likely to be remembered. As a result, when ESL learners watch subtitled movies, they are exposed to three separate systems, the image, sound, and text,

all of which are strongly linked. On the other hand, subtitled films, offer visual information in a realistic and natural setting with realistic and natural language that is "spoken at a normal conversational speed as well as variants of language from varied ages, genders, and socio-cultural backgrounds" (J. Lertola, 2012). The authentic context provided by movies allows learners to acquire a wide range of vocabulary, and indications from the text assist learners in understanding the meaning of unfamiliar terms, resulting in incidental vocabulary acquisition (T. Xenia, 2016).

Furthermore, according to M. Nasab, & S. Motlagh, S (2017), words must be encountered in a variety of semantic and syntactic situations, and as a result, movies with audio-visual components provide a rich source for vocabulary learning, allowing learners to retain vocabulary for a longer period. Subtitled movies have the advantage of offering real context, as well as repetitive chances of words, with normal language and a combination of audio and visual stimulation, verbal and nonverbal communication, which will undoubtedly enhance the learner's vocabulary development (W. Kunyun, & L. Huayu,2011). Given their importance in ELT, the usefulness of subtitled movies in facilitating vocabulary acquisition is one of the aspects that need to be studied further.

Methodology

Babbie (121) says, research is a systematic inquiry into a subject matter using, involving inductive and deductive methods, to describe, explain, predict and control the observed phenomena". Some of the general types of research methods are basic research, applied research, quantitative research, qualitative research, quasi-experimental and experimental research. However, the widely used types of research are quantitative and qualitative. According to Bryman (393), "quantitative research is about

numbers, data, statistics and percentage which results in the form of diagrams, whereas, qualitative research must be chosen if a researcher wants to know deeper information about what people do and the reasons that happen".

For an in-depth study of the present research topic, which is to study the influence of subtitled movies/series on ESL learners' vocabulary development, two kinds of research methods were chosen i.e. qualitative and quantitative methods. To obtain data, an online questionnaire was designed. The questionnaire consisted of 10 questions on subtitled English movies. It was sent to a select group of 50 participants through WhatsApp. After collecting the data from the respondents the data was analyzed and interpreted and results were arrived as the conclusion of the study.

This paper was directed by the following research questions:

1. Does watching movies/series with subtitles help learners learn more vocabulary than watching movies/series without subtitles?

2. Does the presence or lack of subtitles affect the amount of vocabulary acquired in incidental and purposeful language learning while watching movies?

3. In terms of long-term retention, which type of movie watching mode leads to the most successful vocabulary acquisition?

Findings

This section will look at the research findings made from the data analysis and interpretation.

Among the 50 participants, 35 have indicated that they will always watch English movies/series with subtitles.10 have marked sometimes. The majority of 39 participants stated that they will watch an English movie or series with English subtitles. They were also asked why they watch English subtitled movies/series; some of their responses included, "to understand the dialogues of the movie," "to improve speaking skills,"

"to know the words that the native speakers use," "for better understanding," "to learn new vocabulary" and "to develop vocabulary". When asked if they considered watching English subtitled movies/series was a good way to learn English, yes has been answered by 40 out of 50 participants. Although watching English movies has been proved to help people learn English, this study shows that watching English subtitled movies can help people learn English vocabulary, especially younger people. Among the 50 participants, 35 stated that English subtitles help them better understand the conversation in movies/series.45 participants marked that English subtitles aid in the acquisition of new vocabulary.40 participants indicated that learning vocabulary by watching English subtitled movies/series will stay with them for a long time. This is due to the fact that the vocabulary used in English movies/series provides incidental learning that the learner can remember and use for a longer time in any real-life situation. Incidental learning refers to any learning that is unplanned or unintended. It develops while engaging in a task or activity (Kelly S.W, 2012). Thus, the presence of English subtitles has a great impact of the amount of vocabulary acquired in incidental and purposeful language learning while watching movies. In response to the question, "What efforts do you take to remember the new vocabulary you've learned? "29 participants have indicated that they will Google the word, and 15 participants have indicated that they will use that in a conversation. 35 participants have said they sometimes use the vocabulary learned from the subtitles.

It can be estimated that there is a significant difference in the level of vocabulary acquisition depending on the different subtitle treatments, i.e. using English, Tamil or no subtitles. Thus, the highest average of vocabulary acquisition results in the

English subtitles versus Tamil subtitles and without subtitles.

Conclusion

Learning new vocabulary, which is a difficult process for most language learners, is critical to language learning and, in particular, to increasing communication abilities. On the other side, learners now have more access to a variety of multimedia and technology resources, including subtitled movies, which provide a plethora of possibilities to expand their vocabulary. Many academics have recognised the significance of subtitles in assisting learners in the acquisition of vocabulary. As a result, a lot of research has been done to see how helpful watching subtitled movies is for vocabulary learning. Previous researches have discovered several advantages to watching subtitled movies, including the fact that subtitles do aid vocabulary learning.

Since multimedia language materials, particularly movies, have been proved to be an effective tool in supporting language learning, examining their advantages is an important step in Computer Assisted Language Learning (CALL) and Mobile Assisted Language Learning (MALL). There have been numerous studies that have looked into the role of movie subtitles in improving learners' vocabulary development. The present research provided solid empirical evidence to support the claim that subtitled movies have a great impact on ESL learners' vocabulary acquisition.As a result, this study is significant in that it informs researchers and educators about how watching movies with subtitles can aid in the development of learners' vocabulary. It also highlights how movies can influence vocabulary usage in real-life situations while offering a realistic environment for vocabulary learning.

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ENRICHING ENGLISH LANGUAGE BY RECREATING STORIES OF ABRIDGED CLASSICS

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Abstract

Humans are a story telling species, and it is in our DNA to learn from stories. Not only many stories be used to teach morals and ethics, but they can also be used to teach language innumerous forms. Stories have a major impact on the learning process, especially among high school students, whether they are read, listened to, written, or told. During one of the English teaching programs, it was discovered that high school students were more interested in the fictional elements of English than the poetry and non-fiction parts. Apart from the standard textbook short stories, when they are assigned abridged versions of classical novels from the school library, students were enthusiastic about reading them. After reading the book, a sequence of pictures or a scenario from the story of the book have been made as printouts. The students are expected to recreate the same story with a new version using the learnt vocabularies. Students have also learned various aspects of grammar through reading, such as sentence building, tenses, voices, and so on, all of which let them recreate the same narrative with a new version. This paper will describe the experiment in detail, with the goal of demonstrating that abridged fictions can be used to learn various aspects of grammar while also encouraging imagination.

Keywords: *abridged fiction, recreation, scenario, language teacher.*

Introduction

The Modern learners are quite confident and strong in terms of their requirement levels, even at their high school levels. One particular teaching strategy or planning may not produce the desired effect or suffice every student's needs. Coming up with an effective teaching strategy is a

huge responsibility on the part of an ELT teacher. Particularly, as a language teacher for high school students, one should consider factors such as the learning capacity of the students, their readiness to learn, and most importantly, the authenticity of the learning material. While looking for language teaching methods and learning material, it is a high responsibility of the language teacher to motivate the young learners and at the same time, achieve the desired language proficiency among the learners.

Considering all these factors, the use of classical storybooks and abridged novels achieve the authenticity of the language as well as helps to motivate the learning process of the high school learners. Using the literary texts for language learning is not a new initiative; many research and experiments have been conducted across time. Abuzahra and Farrah states, "the authenticity of the literary work, the richness of the language, the scope of imagination and creativity and the process of critical thinking, are just a few advantages for using literary genres in the language classroom" (23). There are a number of advantages and justifications for using a bridged novels in an ELT classroom as it encourages language learning, creativity, and most importantly, its length when comparing with huge textbooks for the young learners. Rather than acquiring a language, when the learner is exposed to a classic abridged novel, 'learning' takes place, particularly in a short time. A proper and genuine learning of the language takes place as the learner is exposed with a rich variety of dialogs and elements of grammar. This paper will attempt to justify the effectiveness of using the abridged novels in a language classroom will increase the proficiency and helps enriching the language among the young learners.

Aim

This research aims to prove that using abridged textbooks and novels among the high school students is an efficient way of teaching the language. Furthermore, it focuses on the factor that language can be 'learned,' through abridged texts and that it encourages and facilitates language learning. After the reading process, students are given handouts with scenarios to recreate the same novel with the grammar they learnt, mixed up with their creativity.

Literature Review

This section reviews various studies that were conducted previously using the literary texts and novels as a language learning tool. Literature reflects life itself that constitutes tales through language and imagination. Various studies initiate language learning from the literary texts and are used as examples of 'illustrations of the grammatical rules' (Duff, 1990). When such studies are conducted where the language learning is based on literary texts, then the focus of the teaching and learning method is on the form, grammar, and lexis. There are a whole lot of experiments on language learning based on literary texts. Short and Candlin(1986)suggests that literary texts are great examples of language learning that the learners could easily comprehend the grammatical components and structures of the language. Also, Lazar (1990) states that literary texts are beneficial as they make the students to engage in the class room linguistically.

Why use Abridged Novels?

Using literary texts in an ESL class room or for high school students has many advantages. One of the major reasons for using it is its authenticity. Using abridged classics from authors like Charles Dickens, Shakespeare, Thomas Hardy or Daniel Defoe or any other classical writer helps in learning language e better and at its purest form. Classical writers have used

language at its purest forms, with proper grammar and reading such classics assist the high school students in learning the language with proper grammar and some of the ancient English authentic vocabularies. Another major feature of using an abridged text in an English classroom is that they are compressed yet retaining the authentic and genuine language used by the original writer. Also, using the abridged texts provides a variety of information along with a wide range of vocabulary, and at the same time, it hides unnecessary political affairs and religious controversies, which is how exactly a young learner should be taught. The length of the abridged text achieves the same effect among the learners as the unabridged lengthy novel. The abridged classics are extremely compressed in its content, allowing the reader the high school learner to complete it within a week.

Through abridged classics, the learners are invited to observe a global view with a wide range of cultural attributes and language slangs. It is the teacher's duty to guide the learner through the reading process, picking up a character and enacting the role. This sort of associations helps them understand the them e better and furthermore, while reading or enacting a character's dialogue, the students get to learn more about the 'voice' forms i.e., Active and Passive. Not only that, but also, they learn the different types of sentences like interrogative, exclamatory, affirmative etc.,

Some other advantages of using abridged classics in an English high school class room include:

1. The students learn how to form short yet grammatical correct sentences since the abridged works contain short sentences and paragraphs unlike the unabridged ones.

2. While reading, the students learn intonation, though it can't be taught to them at that point. For example, when they read a

sentence or question, they intonate in the right way, even without conscious learning of intonation.

3. Improves creativity and thought process, which in turn leads to creating new characters or forming new sentences on their own.

4. Motivates students to read further sinceit's a story.

5. Some learners start to analyze things when they read certain paragraphs, there by improving their critical thinking skills.

6. Learning the language authentically and knowing few cultural words.

7. Since the language tool is an a bridged classic, the learner feels more comfortable and enthusiastic, thereby, sub-conscious learning of grammar is easily achieved.

8. Above all, helps the teacher achieve the desired result easier and at the same time in an interesting manner.

Skills Acquired

Literary texts can generally be used to acquire various skills like reading, writing, speaking and sometimes listening too. This paper focuses on teaching the students a bridged classics and after the completion of reading, the students are given hand out swith pictures from the prescribed classic, to recreate the story. Through this, the young learners acquire proficiency in reading, writing, speaking and enrich their grammar and language. However, first the type of skills that are to be focused through the learning tool must be taken into consideration. In this experiment, through reading the abridged classics, students are expected to learn grammar and enrich their vocabulary. To test this, the teacher must prepare activities related to the skills to help the students achieve the desired result in their language. In addition, before planning for the activities and how to carryout them, the ESL teacher must keepin

mind the level of the students. The teacher can opt for simple language-based activities like reading comprehension, grammar exercises or word puzzles, resulting through an adequate reading of the texts.

Procedure

When an ESL teacher chooses the students for the study, he/she must analyze the level of the students through an initial or basic test. There are various ways to classify the activities during different stages of the experiment. Initially, for this experiment, it is recommended that the teacher chooses 'post-reading' activities, and later, organize tasks and activities related to the text. Though the focus is not on the pre-reading, it is advisable that the teacher questions the learners in the middle to expand their speaking skills and there by, making the learner learn new vocabulary.

Question1: Read the title of the book and describe what you think the story will be about.

Question 2: Making the students read the blurb of the text and question them what they understood from it.

Question3: Did you find any new words?

Question4: what do you think the story line is about? / What genre is the book?

Question 5: Having read the book blurb, ask for the opinion of the learner like what do you think will happen at last? Do you think the protagonist will succeed in his/her aim?

Question 6: How many characters have you inferred so far after reading the blurb? Name the characters and their roles.

Having done with the pre-reading activities, the teacher then instructs the students to complete the book in a week's time since an abridged text wouldn't take much longer time. During this time, the teacher must come up with post-reading activities of the text to analyze the learning level of the

students. According to Lazar, the post-reading activities have many advantages, and they help students to interpret the text, improve their language proficiency and enrich grammar.

There can be a variety of post-reading activities that include testing on the understanding of the story, interpretation skills and language skills. Since the paper focuses on enriching the grammars kills and language proficiency, the following activity can be experimented.

Step 1: Prescribe an abridged classic to the high school learners like Defoe's *Robinson Crusoe* or William Shakespeare's *A Tale of Two Cities* or Dicken's *David Copperfield.*

Step 2: Assign the students a week's time to complete the text.

Step 3: Prepare handouts with a sequence of pictures from the text. Ask the students to recreate the scenario of the original story and come up with a new storyline. Instruct them to use dialogues or conversation. This can be with be either conducted as a speaking test or written assignment.

Through this, the learner will implement the new words they learnt in the book. Also, while writing down dialogues, the students will implement 'voices,' which they have learnt in the text. Through this activity, learners come up with different scenarios recreated, some include new characters, and some with an entirely different storyline altogether. This activity helps the learners think, be creative, and at the sametime implement the grammatical elements they learnt while reading the book.

Conclusion

This research can be conducted to high school students though it suits all age group. This is are markably effective teaching method among high school students because considering the age factor and the learning capacity of the students, using an abridged classic in the classroom brings in a desired effect. High school is the base where a learner is supposed to be taught

the elements of grammar and the nuances of the language. Any number of similar grammar exercises and activities or role plays can be given to the students based on the learnt text. But before planning the activities or exercises, the language teacher must always keep in mind the needs and the capacity of the student group. This type of language enrichment through an a bridged text can result in learner's individual development as well as the proficiency level of the entire classroom since it is one of the most engaging and flexing learning tools.

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