



NEED FOR PROMOTING SPOKEN ENGLISH IN THE LIGHT OF GLOBALIZATION SCENARIO

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Introduction:

It is indisputable fact that English language and Globalization go side by side for the world trade, commerce, science and technology. If they don't go hand in hand, there is no world economy because of no sharing of knowledge and information and no distribution of wealth. Hence the need for English language has become imminent as there is no any other language spoken around the world them English. According to one estimate, there will be two billion people speaking or learning English within a decade. Among the six official languages of the United Nations Organization, English is the most relying and one of the working ones. The domain of English is, today a basic need for any official or professional in any major area.

The internationalization of manpower made nations adopt English as the official language of the world.

Any employable youth will have a very fewer chances of employment without considerable skills in communicative English. It is proved in our regional contact of the campus interviews. Only those young graduates who were good at communication skills in English language got selected and the rest those who did not acquire those skills were left out unemployed with a burden not only to the parents but also to the society.

Besides, the need for English language skills are felt more with the advent of the 'INTERNET' which is crucial base for the international communication, market, commerce, business, finance, trade culture, art, religion, literature and global interaction without which the concept of globalization is null.

Hence the language teaching comes into its own as progress in the twentieth century. This foundation was laid as the early quarter of the twentieth century, as applied linguistics and other put up effort to develop these language learning/s principles, procedure methods and materials.

The author says' where as today English is the words most widely studied foreign language. The main objective of this study is to enlighten the real situation has been aroused in the light of globalization. English has become major source for communication and employment. The Indian students being educated in bi-



languages, one is vernacular language and 2nd one is English language. The students from schools to Universities have been learning English is as 2nd language.

The present study is aimed to analyze when English learning is through literature is a easy way or lengthy route to attain English language skills. The modernization, Globalization drives the engineering students, medicine, medicine students and professional students learn sufficient English speaking skills, oral communication skills i.e., Listening, Speaking, Reading and Writing. The present literature laying is catering the need of these students who were going to see seek job opportunities in various countries in the world. It is very good think to educate in English literature for these that the English language is their mother tongue that these who come from elite back ground.

This study is primarily aims to study spoken English Development in the present day society as it is essential to have enough of spoken English knowledge in order to obtain a job in foreign lands. The society accepted that education is principally essential to develop the nation and its people. The employment opportunities have not been sufficiently provided by the Indian Government to the people who have been educated in engineering, medicines and other streams, therefore these students seeking opportunities in other countries. It is essential to have a common language to express the ideas to perform their duties. Therefore the Indian students chosen learn English as 2nd language. English was introduced by the Britishers for their continuance of ruling in India. The English people introduced and English learning through English literature as it was happening in their country. Some education is being continued even today. This article is aimed to analyze, explore, the alternatives available to the literature in order to cope-up the basis need of spoken English. The world becomes global village, so the intermediate language is English.

About more than 200 years English was introduced in India to promote and run the administration of British people' here the English has been taught as it has been teaching at United Kingdom. The English literatures is being taught in schools, colleges and universities wherein the great poets, soccer, Wordsworth, Milton, Shelly, Keats etc., were taught to the Indian students. The legacy of British is being continued.

But India is a country wherein 75% of the people have been living in the villages. These rural back ground, semi-back ground, semi-town back ground who joined in the engineering, medicines and other professional courses find difficult in understanding the literature oriented English and they thought that, the big challenge for them and to sail in the great ocean of English literature oriented English learning when classes are teaching in English medium than become in a spectators in class rather than participating in learning of the subject. Because of non-understanding what the teacher has been narrating in the class. The present research has experiencing class in English class very found that the class in the same. As early as 1917 Principal



Barrow of Calcutta Presidency College gave his version to Sadden Commission of Calcutta University as below.

When students come to college, they cannot follow lectures and they cannot read even quite simple English with ease. The curriculum is quite pretentious—Wordsworth, Milton, Arnold etc., This may not seem ambitious but the fact is that students at the end of eight years are still without any command of modern English. Their vocabulary is extremely thin. They know hardly anything of the idiom or rhythm of the language. In this conditions they are set to study ‘literature’ which depends for the success of its appeal on choice of allusions to Bible, to European Mythology and legend, and to English life and customs and history with which these boys are almost totally unfamiliar. (Their aim is to acquire) the bare literal meanings of words and phrases and allusions. To suppose that the reading of literature in this manner has nay value whatever is absurd?”

As such our teachers of English in our colleges are expressed to perform two functions at the same time—they are supposed to teach fundamental elements of this language and conceptual content of the prescribed texts. Generally the teacher found himself obliged to attempt two tasks at the same time—teach the basic elements of the language and also the advanced literary texts set in the syllabus. Since the two jobs existed at such widely different levels and since his own security of livelihood depended upon seeing the students safely through the examination somehow, the teacher of English settled down to become an examination coach, teaching the students how to arrive without travelling. It is the real state of affairs have been prevailed in India of such students have to be understood more deeply to develop the spoken English language, oral communication in order to classroom or to be more lively and promote academic learning for them.

Many difficulties had been aroused and facing by the Indian students in the process of learning English. At present in India, even a remote village had either Engineering college, medical colleges, pharmacy colleges or some professional college as spread like mushrooms. The whole Professional courses have been taking in English medium only. These colleges Universities giving English knowledge in core subject basic subject basic i.e., Engineering, Medicine and other subjects. Though enough of interest as evinced in educating in English spoken languages and promoting oral communication skill to the students, but only 20 to 25% of students capably enough to cope-up in this area and they are sellable in globalization scenario. But the rest is being unsellable and piling as an employ youth. It is a great difficulty to the nation as well as to the parents for the youth. What is supposed to be done in the difficulty to overcome even the eminent suggested many measures.

While the teacher’ training needs to undergo a complete transformation, it is equally important that learning and teaching of quality English speaking, listening, reading and writing has to be given equal weight age. The testing and evaluations system should also be revamped. Oral (verbal) tests in reading, speaking and listening



are inescapable and must be included as seminars, workshops, debates, group discussions and laboratory based tests and all should count towards percentage of marks with equal weight age to all components., Parents, guardians, teaches as well as school and colleges must guide, encourage and motivate students to learn utility English peaking and listening. On their part, the students must realize that they need to put in a huge extra effort towards learning the English language. They genuinely have no choice. Learning English course in a commercial language centre for about three months is strongly recommended. Such a step shall enable the students to achieve at least a workable proficiency. Changes and extra efforts are needed by all levels-from the highest, i.e., Ministry of Human Resources Development, National Knowledge Commission, the UGC, the AICTE etc., at the Central Government levels, to the education ministers and Boards of Secondary Education at the level of the state, managements of schools, colleges and universities and down to the parents and students. The teachers in particular must move beyond the textbooks and ignite a spark to fire the imagination and create a will to learn among the students.

The Researcher himself visited a number of 10 Engineering colleges lies in Visakhapatnam District affiliated to JNTUK and found suggestions given by the students desired to have, to collect more English speaking classes . When the Professors are taking classes in English that the students have been facing difficulty in following the lecture of the professor. The students are suggested it is desired to have we explained of in vernacular language to understand what the Professors/Lecturers have been teaching to them. They have suggested that the English spoken class would be continued for the rest of the 3 years instead of stepping on 1st year. They draw to have more speaking classes in a form of mock interviews, good discussions; debates and role play in order to enhance their branch of knowledge, LRWS and cope up the interviews and campus selections.

They have requested uniformly that the management of the colleges, kind enough to time to core subject to educate in theory and practice.

It is therefore the students felt that the English spoken Language, may be developed on par with the subject. It is essential he erode the present unsellable situation and they finally suggested that on part with other subjects, English may be given weight age and examine scrutinize the knowledge to cope up the need of globalization in voice by phonetics and spelling skills and they further requested the management may be considered their earnest request. The Ministry of Department of English in Education, Government of India commented that standard of English is deteriorating very fast in our schools and colleges, scripts are assigned marks by university examines not for what he examines have said but what they meant to say. The English language has itself a ghost life in India.

Historical Aspects Relating Literature and Spoken English:

500 years ago it was Latin for it was the dominant language of the educated commences religion and government in the Western world. In the sixteenth century,



however, French, Italian and English gained an importance as a result of political changes in Europe and Latin gradually became displaced language as a language of spoken and written communication. Then the language of English occupied its place and now it became a library language. Due to globalization it gained its importance or business or global language.

The present situation can be revealed through the general points like: the goal of foreign language study is to learn language in order to read its literature. Reading and writing are the major focus, little or no systematic attendants to period to speaking or listening. Teachers and linguists began to write about the need for new approaches to language teaching and through their pamphlets books, speeches and articles. The foundation for wide spread pedagogical reforms was built.

Generally to improve the teaching of modern language one can advocate: The study of the spoken language, phonetic training in order to establish good pronunciation habits, phonetic training in order to establish, the use of conversation texts and oral language to introduce answerable phrases and idioms, an inductive approach to the teaching of grammar, and teaching new meanings through establishing association within the target languages rather than by establishing associates the native language.

A notable, observation can be established by giving new insights into speech process. Linguistics emphasized that speech, rather than the written word was primary form of language. The approach and methodology are very important in dwelling language learning. According to victor, sweet, and other reforms in the Latin nineteenth century shared many beliefs about the principles on which new approaches to teaching foreign language should be based on the general the reforms believed that: The spoken langue is primary and that this should be reflected in oral based methodology. The findings of phonetics should be to teaching and to teachers training. Learners should hear the language first, before seeing it is written form. The rules of grammar should be taught only after the students have practiced the grammar point in context that is, grammar should be taught inductively.

Special Issues relating to the Context of India :

When it comes to India, English education was in fact introduced in India in the middle of the ninetieth century. In 1857 three universities were established. One each at Calcutta, Bombay and Madras. The senate of the University of Calcutta adopted a resolution in 1861 that all examinations should be conducted in English. Needless to say, this completed all schools to introduce English as a subject at a very early stage. The teaching of English in the Indian Universities however followed a set pattern. For all we know the then university of London provided the model. However, the trans found approach to the teaching of English come in for severe criticism later.



Munro's Approach:

John Munro' said the students whose language competence was low in preparing would be more likely to experience a lower level of academic success. This observation is applicable even for engineering students who are studying in JNTU. Munro conducted an intensive oral language programme which enables the students improve by self-bank, self-providing in their learning activities. He suggested, the students who had with oral communication, knowledge should paid special attention and provide their learning. He post it 'increasingly I come to believe that primary schools needed to implement in the early years, one intensive oral language programme that prepare the students for their journey through primary and

It can be noticed that, many of the schools Munro had reviewed not have an explicit oral language program in the early years of formal education to close the gap in students knowledge that entered each school with the prop cohort. As well the speaking and listening strand in the English continuum in the curriculum and standards frame work was barely used at all. It was ugly sister of the reading and writing strands, when I initiated discussion and about oral language knowledge. Many teachers and principals were unsure of exactly what this looked like. If they could not see or bear it being used, how could they target it in their teaching? As well many did not know how to teach it. They seemed to forget that immersion comes sometimes lead tragically to drawing particularly if you do not know how to swim, similarly of you don't know how to learn learning, immersion by itself may not be very useful. Munro believed that teachers and schools needed a description of how oral language developed that was teaching friendly. When I suggested new method of teaching, they have occupied this speaking and listening continuum and indicators of progress.

Issues Relating to Pronunciation:

The speeches of the Indian spoken of India who resolved and the laps were played before native speakers who wrote down what they heard. The investigation obtained some interesting results. This test also raveled that generally speaking we place the account on the wrong syllable of the word on the syllable which so should not receive accent. Thus 'Richard' was reared as the child 'hesitate' as had a 'develop' as double point was considered 'felt' and keys as kin to acute an examples, levisim was hard as 'Kitchener'. The speech of Indian has been heard very differently.

One must say that acquiring perfection in speech in a tedious job for everybody. In another instance pronunciation is concerned different countries and regions people generally speak English with the accent of their own language. In this context an American once said" In order to understand an Andhra Man's English you have to know Telugu as well, of course various characteristics manifest themselves in various parts of India, because it is due the difficulty in the English pronunciation. The standard pronunciation is received pronunciation, which is intelligible to the listener.



Received pronunciation popularly known as RP is generally the model in this context. Often identified with BBC English, RP is educated south British English and is usually equated with correct pronunciation of langue un deeming this type of pronunciation is used by only a handful of the English speaking world. Through made in a light vein, the remark perhaps indicates that keeping to RP standard is not easy. Jones emphasized the fact that public school pronunciation (i.e. RP) is not necessarily the ideal. Another expert stated that “It is time that an international form of English should be devised. The accent is to be correct or otherwise but also ridiculous thereby providing others with much food for laughter. This pronunciation accent might not be accurately used by the second language English engineering students in Delhi Engineering students participated around six lakhs students out of which 20% twenty percent of people only eligible for the jobs rest of the eighty percent have failed in seeking their jobs because of lack of spoken skills in English.

In the light of the above aspects, the important issues emerged are: What to do to cope up this adverse situation. The British council expert, RE under wood at the Nagpur session of the All India Teachers conference discussed about university education in India and identified three main problem areas. They are inter connected and concern. The first one is language oriented and the second literature oriented. The Group recommends *viva voce* test as a part of the M.A. examination to test the candidate’s spoken English. Unlikely not many universities adopted this pattern rigorously. It is significant that the Group has drawn a distinction between a lecturer in the English language and a lecturer in English literature and wants the students to have the choice to specialize either in literature or in language and has also suggested that universities should have two different departments. It is observed that generally the average college student cannot write acceptable English, cannot understand spoken or written English, he is very slow at reading and poses a problem to the lecturer. So many writers provided various solutions to be proposed by the universities to deal with them.

The average college texts are expected to meet the needs of two quite different sets of students, the good ex-English medium (ex-vernacular medium.) The average-to-poor (ex-English medium) ex-vernacular medium. Contain passages not primarily selected for purposes of language learning and development of reading skills. Contains no glossary and no text-based remedial language exercise . Similarly the average college lecture is expected to have M.A. degree in literature and is largely unwilling and unprepared to teach language. Prefers the lecturer to the dialogues disinclined to risk exposure by preparing his own language teaching materials, may not speak and write correct English him/herself.

In this context this study suggests that there is urgent need to have separate English communication Department in English department from the High School level on wards. But at the university and college levels, it should be more clear and suggestive with specialist lecturers and profession to develop English spoken language for second language and foreign language students as suggested by Reborn



Study Group (1965). The second one is literature oriented. The group recommends viva voce test as a part of the MA examination to test the candidates spoken English unluckily not many universities adopted thesis pattern rigorously.

Teaching and learning of English language in India:

English language is being taught and studied in India for over two centuries and despite the fact that the British ruled us for two hundred years. Indian are still far away from learning to speak and listen effective English language. English is one of our official languages' it is the link language. It is the medium of teaching in most professional courses and degrees. English is the language of almost all of our selection process-whether for admission of students in professional courses of IIMs, IITs, MBAs., MCAs, Medicine, Hospitality industry or for any sphere of employment of our corporate sector, national or multinational, as well as officers of our defense services. Even then, the average Indian student is not able to either learn English to a reasonable level of proficiency and fluency. The weakness persists and it shall stay as long as the teaching and learning methodology of English will continue in its present form in our schools, colleges and universities.

A proficient faculty is the fountain head, the essence of quality instruction in any field of education and this is where India's greatest weakness lies with regard to teaching and learning of English. Do we have proficient teachers of English language today in schools and college who are compared to teach all the four components—reading, writing, speaking and listening? Do we have uniform methodology to train our English teachers? Last but not least, do our regulatory bodies and policy makers have the courage of their conviction to accept.

The twenty-first century is witnessing a big boom in professional development and career profiles. Such rapid and phenomenal growth all around has never been seen or experienced in earlier times. To keep pace with the professional advancements which are taking giant leaps the first and foremost requirement of the job-seekers is to develop professionally to the extent that they are able to match the personality requirements of the employers.

One of the major personality traits in great demand is effective and excellent communication skills. Although communication skills are not hugely dependent on many particular language best anyone aspiring to excel today in any professional field must possess a reassembly good commandover English Language. It is the key to success' it is the bridge which has to be crossed to reach, greener professional pastures. It is the medium of teaching in most professional courses and degrees English is the language almost all of our solution process-whether for admission of students in professional courses of "MS., MBA, MCA, Medicine ... even then two average Indian students is not abide to either learn English or communicate in English to a reasonable level of proficiency and fluency. The weakness persist and it shall



stay as languages the teaching and learning methodology of English will continue in its present form in our schools, colleges and universities.

Even after seven decades of independence India is not having proficient teachers of English language today in schools and colleges who are competent to teach all the four components. Reading writing, speaking and listening, Ideal syllabus, our regulatory bodies of their conviction to accept that India needs to create a huge modern infrastructure in our schools, colleges and universities to produce proficient teachers who came then teacher English language to the matters of students of this country.

Of our education system and teaching methodologies have found to produce teachers who are proficient in all the four elements, then how do we expect our students to be proficient in speaking and reading, writing, listening skills of English language. The students who have studied vernacular language up to XII standard or intermediate would join in Engineering or Medicine or for that matter any Professional courses, have to study in English medium. The most starting fact is that the subject of professional communicative (English) is part of their syllabi in B.Tech only up to the first year.

This author conducted survey in U.P August 2007 and concluded that majority of the students have been skipping burking class for I semester reasons that they do not follow the teaching and hence facing lack of interest. It is not only problem with the students but also with teachers as well. The author deplored that 'today' teaching and learning of the language with emphasis our spoken English and listening is sadly restricted to only the communicably established private organization and they are restricted mainly to methods.

It is also opined that our schools, colleges and universities in India do teach the reading and writing of English. However testing student is done only in writing English. Mo for exist for testing the students in the reading, speaking and listening elements. This is because these elements do not form class rooms, schedules, they are neither taught nor practiced, compulsorily and hence not tested. If a student or for that matter any one is good in the written expression of language he is considered to be a brilliant student.

Measures Required to promote Skills in Spoken English:

What we need for the benefit of English language, therefore one well trained teachers, need based syllabi and the creation of the basic infrastructure in every school college and universitiesthrough length andbreadth of the country. Such arrangements should be aimed to teach and learn all this four components of English language i.e. LSRW, reading writing, speaking and listing.

For the development of communication skills at the undergraduate level, the concerning aspect of today's most undergraduate students is that due to his poor back



ground of English speaking. His teachers neither possess the desired skills in spoken English themselves. When the another had interaction with postgraduate and research scholar when he does assessment over their spoken English skills, mostly responding in mixing English and high hardly first present and also to converse in English, with standing of their poor pronunciation. The response exhibited by the potential candidates can only be described as sad and depressing... It is a tragedy that today student particularly in colleges from rural and semi urban background neither readings on his own nor is he being faced to realize that he is indeed very weak in important aspects line personality projection and communication and listening skills as well as in spoken English.

With the experience of the last line yearning interaction with the young members of faculty of several professional institutes it is revealed that their powers of communication skills in English medium are rather poor. Many of them are so weak that neither . They can converse fluently nor can they write an application of even half page without grammatical mistakes. Believe me it is not an exaggeration. When it comes to teaching the syllabi in English they do so by mixing Hindi words. They have a very potent excuse saying that the students do not follow the teaching wholly in English language... Their poor soft skills in the prime reasons that they shun and shy away from partaking or guiding or even supervising any events in their colleges involving speaking in English. The scenario is the same in most urban areas and almost all colleges and institutes in rural area and semi-urban areas.

Need for formal training in all elements of English language:

There shall be a regulatory bodies at school, college and university level which can suggest syllabi and mode of teaching in English spoken language, such training must be uniform and should include all the four elements-listening-reading, writing and speaking of English language of this does not happen then the quality of teaching and learning English language shall contusive to be as pathetic and embroidery's it is at present. The proficiency of the language among the students shall also remain poor and most of them shall remain deprived of high profilejobs despite possessing degrees with first division marks, Ground relatives with respect of to non-availability of suitable and above average faculty with good proficiency in spoken English, compel the managements of colleges and institutes to salient sub-standard faculty otherwise the shortages shall persist.

Conclusion and Suggestions

The authorities like the UGC, AICTE and the policy makers in the state and central governments need to wake-up the challenge of developing the desired infrastructure of laboratories at all level of academic institutes to first train appropriate English language teachers who most acquire excellent standard in reading, writing, speaking and listening skills of the language. Only then can be we hope to ensure that the future generations of students shall possess the desired levels communication skills to match the demands of modern selection process, until then the students shall have to continue to struggle and suffer for want of proper facilities



to develop their soft skills. The authorities view has been acceptable since it is generated out of experience and observation of ground relatives.

Delhi survey has stated that it needs to examine the area of far hence and take the suggestions from experts and form a commission which can study ground realities and coming with suggestions that swear suggestions would increase speaking skills in English language and they would fit take up future jobs as offered by corporate sectors. It is equally important that learning and teaching of quality English speaking listening, reading and writing has to be given equal weightage. The testing and evaluation shall be revamped. Oral (Verbal) tests increasing speaking, should and listening are inescapable and must be included as seminars workshops, debates, group discussions and laboratory based tests and all should count towards percentage of marks with equal weightage to all components. Parents, guardians, teachers as well as schools and colleges, universities must guide, encourage and motivate students learn quality English speaking and listening. On their part, the students must realize that they need to put in a huge extra effort towards learning English language.

The students shall read fifteen minutes of a good English news paper. Watching and listening good English channel for period of fifteen minutes. It shall be done for everyday for period of six months. Students must restrict their conversation to only English once they are own the composers of their colleges and universities. Making speeches in front of a mirror, re-coaching the same on a video tape and then managing it for self correction by the teachers or a friend shall bring a lot of self-confidence in public speaking and taking up a spoken and listening English course in a commercial language. Centre for about three months is strongly recommended, such a steps shall enable the students to achieve at least workable proficiency. In the present globalization scenario, more number of students are likes Engineering, MBA, Pharmacy in order to go abroad for seeking employment, so that it is essential to learn more English spoken language particularly in the present scenario. It is advised to constitute an enquiry commission to know the difficulties and for to avoid the difficulties and improve the spoken language and there is a need to have two branches in schools, colleges and universities that are English literature and English language. They should give equal importance by giving weightage marks to oral communication i.e. CRSW to improve the English in engineering students and they should be sellable in international market. Pronunciation of English language is essential at school level to university level. Finally the Schools, Colleges, Universities and the Govt. UGC and other departments which deals with the language learning maytake essential ken steps to improve the English language skills in student by providing enough budget, enough infrastructure, enough change in syllabus, text books and pattern of English language to cope up with the study by the Engineering students.

The above observations finally reveal that if the spoken English skills have been improved in the students, their academic career would also be in excel. The first one is language oriented and the second literature oriented. The Group recommends viva voce test as a part of the MA examinations to test the candidate spoken English.



Unlikely not many universities adopted this pattern rigorously. It is significant that the Group has drawn a distinction between a lecturer and want the students to have the choice to specialize either in literature or in the language and has also suggested that universities should have two different departments. The English Department should have two branches with equal importance: English literature The English Language Department would take care to develop vocabulary, pronunciation, reading, writing, speaking skills in the students and weight age should be given for all subjects. This study ultimately suggests that there is urgent need to have separate English communication Department in English department from the High School level on wards. But at the university and college levels, it should be more clear and suggestive with special lecturers and profession to develop English spoken language for second language and foreign language .

All the suggestions listed above has to be considered by the authorities like: Ministry of Human Resource Development , National Knowledge Commission ,UGC, The AICTE etc., at the Central Govt. level to the education ministers and Boards of Secondary education at the level of the State Government management of schools, colleges and universities and down to the parents and students.

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