

**A WAY TO ANALYSE THE TENETS OF ENGLISH LANGUAGE IN TERMS OF LEARNING AND TEACHING AND PROCESS OF DEVELOPING SKILLS IN ENGLISH LANGUAGE TO THE NON-NATIVE SPEAKERS**

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**ABSTRACT:** *Language is just like an effluent river. It is a medium of communication which needs to have some approaches in both learning and teaching procedure , which are the combination of so many components and factors. Actually, a language comes through evolution which is adapted through different sorts of changes and changeling over the years. After coming into certain structure, language may be a bit stable and then , the way of learning and teaching becomes volatile due the cultural variation , its wide use and different usage as a tool of connecting language and increasing popularity across the world . Likewise , English language has come across a long way through its wide use and acceptance around the world . But the acquisition of Language to the non -native English speaking is variable due to level of accomplishment in the aforesaid language. In this article a focus is given on the utility and efficacy of approaches , methods and techniques in accordance with decisive factors under the aegis of ambience to improve the skills in English language. The article also describes some internal linguistic ways and means to learn a language with the function of the intrinsic and extrinsic faculties which is to be experimented and justified to have a greater accomplishment in the projected language*

**KEYWORDS** : language, learning, teaching, theories, approaches, skills

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## **INTRODUCTION**

Language is a medium of social contact, communication and control . Life has become smoother and easier for an individual to continue conversation what he wants to express. Modern linguistics considers language as a matter of social activity than individual presentation . As speech is device of conversation in society , stakeholders have to be aware of its beginning , usage and application of the language thoroughly . Subsequently , English as Second language is used and formed out of necessity which gives rise to a platform of analyzing the language more intensively and exclusively . In this respect , target language is to explored and well - judged as per some methods and techniques to acquire it . the target language develop the skills in the desired language with the application of theories , approaches , method, techniques. As English is a global language which is always diversified and ever changing with the versatile use across the world , the learners should be active and accommodating in learning English language .

### **Learning and Teaching**

Learning a second language needs to have patience because it is a bit of entangled way of linguistic science. Students can be confident of associative learning by contiguity, similarity and contrast. Learners might falter in their way because they are going to taste new language which is foreign to them in structure, ambience, use, feelings, and acting. A great deal of concerted effort with involvement, movement of physique, training of brain and brawn, reinforcement and emotional attachment are indispensable to a second language. In learning a second language teacher will arrange all the procedures and act as a central point to persuade the learners and brew up the interest among the participants. The cornerstone of teaching second language is to communicate and this process will get acceleration on the basis of convergence. In addition, a teacher in second language learning should be conversant with the students' knack, coordination of cognition, external use of language, nonverbal communication, sign, cues, process of acquiring second language to make the learning procedure more effective and lasting.

### **Language and Culture**

Language and culture are inseparably connected. Language is the outcome of the culture which creates communication among the people. Non-native speakers try to impose their cultural structure on the new environment than his linguistic habits on the new cultural patterns which emerge from cultural accent. There is strong, intricate and dynamic connection between language which is created by culture and at the same time, the culture is formed by the feasibility of the language. Later, the idea of acculturation can be an effective through the analysis of bicultural and bilingual education, history of cultural deprivation, relevance of pluralism and relativism.

### **THEORIES AND APPROACHES**

Theories of second-language acquisition refer to ways and means in the process of second language learning. On the way of teaching and learning in the field of TESOL, instructor and students can be quite variant in terms of adoption, adaptation, methods and simulation while they are learning and teaching and vice versa. The endeavor for research in second-language acquisition requires different perspectives to carry away the experiment of the target language and they can be named as linguistics, sociolinguistics, psychological attitude and neuroscience. Learning and teaching become more effective on the handling and maintenance of abovementioned ideas.

Theories of language learning are stuffed with some approaches which render the idea of cognitive, emotional, and environmental influences which are necessary to acquire, comprehend, change and synthesize which happen in the classroom in association with learners and teachers through different activities. Analysis of language teaching is described through different aspects: approach, method and technique. Ideas about the features of language learning and the ways of learning is called approach which denotes the different ways of teaching language and is termed a method. The different tools of method used in language teaching is

marked as technique. In line with this, there is a description of different approaches in second language, which are rendered sequentially in the following.

### **Aural - Oral Approach**

The structural speech can be termed as aural–oral approach. Distinction of language in structural level is inevitable in terms of each language. The structural approach emerged during the world war II demanded by military. The structural approach denotes language as a system with alignment that provides meaning. For example, a language is stuffed with different tenets and they are phonological, grammatical and lexical elements, etc. Learning the structure of these elements helps a person learn the language vehemently. The audiolingual method is based on this approach. According to Brewington "Structural approach is a scientific study of the fundamental structures of the English language, their analysis and logical arrangement". In the structural approach there may be four kinds of structures namely like Sentence patterns; Phrase patterns, Formulas and Idioms. The main aim of structural approach is to teach four fundamental skills: listening, speaking, reading and writing. It also enlarges the vocabulary of the students. The merits of this approach are that it can be adopted for all stages of education. It stresses on habit formation through intensive drills where the students cultivate the habit of speaking in English language. The demerits of this approach are that it is suitable only in lower classes. Only well selected sentence patterns are taught in this approach.

### **Cognitive Approach**

Cognitive approach deals with catapult of mind used in language teaching. Therefore learning a language is a matter of acquiring abstract knowledge. As language is abstract, it has a wide variety of genre which makes the total language learning more intrinsic. Basically, it renders to the formation of noun and developing questions. Cognitive means something inner which always belongs to intrinsic faculty associated with universal grammar. Universal Grammar is indispensable to the way of learning a language effectively. The most commonly associated cognitive approach is grammar translation method.

### **Communicative Approach**

A way of teaching language which indicates that communicative proficiency is a key factor in case of learning a language. It is all about the matter of shifting to learner centered classes from teacher centered classes. The communicative approach is the recent and latest approach of teaching English. This approach lays a great emphasis on the use of language. It enables the students to communicate his ideas in a better way. The sociolinguists Dell Hymes generated this approach. According to him, the purpose of teaching language is to attain accomplishment in communication. Materials which are used in this approach are of numerous tasks such as conveying likes and dislikes, informing, requesting, notions of time, location and duration etc. They also include applying language to serve different purposes such as dramatization, role play, solution to maze etc. The aim of this approach is to make the students capable and confident of interaction with other people.

### **Comprehension Approach**

An approach to give emphasis on comprehending the different aspects in learning process. It gives importance on learning before speaking. It also denotes that a language is a task where teacher will be active in making the learners understand. Its aim is to produce language after certain period of language learning. In this case, level of comprehension should cross from mediocre level and should lead the students to be more natural in the process of experience and acquisition. Basically, it deals with children response to language and it is more about developing linguistic skills in the early stage. This approach sees language as purpose of interacting with people. People learn English through conversation around them. Grammar is not a major issue. In this case, task based learning gets preference.

### **Functional & Genre Approach**

In the functional approach language is deemed as a medium of exposition of an individual in real life incident. The ultimate aim of language is to groom a person to communicate and obtain skills in conversation. Then, communication and semantics in this approach play a great role in understanding the nature of language. In this respect, highlighting on grammatical aptitude becomes vital to make communication more meaningful and fruitful. In the functional and genre approach, the usage of English language revolves around particular purposes such as English for academic purposes, English for Science and Technology which are compared to English for general purposes. The genre approach results from functional view. In this approach, learners give emphasis on specific purpose like science, health care and business etc.

## **METHODS**

Method is meant to organize the materials of language sequentially and chronologically. The methods of particularly do not confound any contradiction rather they are coeval and reciprocal to all the approaches resulting in a well-knitting position. Approach is a set of axiomatic theory whereas method is a matter of procedure. There are many methods in one approach in learning of language and the students can be influenced by the factors lying in the method. Here are some indicators to be countable in case of implementation of methods and some questions to be considered into account such as students' cultural ambience, their learning procedures and factors.

### **Audio-Lingual Method**

It emphasizes the teaching of speaking and listening than reading and writing. The method came into being in-between 1950s and 1960s in the United States. Later, it became popular across the world. It belongs to Aural oral approach which uses dialogues and drills and it makes a bar to the way of speaking of mother tongue in the classroom. It has some doctrinaires about language learning. It circulates that speaking and listening are the most prominent factors in language learning. In this method, a unique structure and distinctive system are used by the learners and thereby, language is formed through habitation.

### **Direct method / Natural Method**

It emerged into in the late 19<sup>th</sup> century as a reaction against the Grammar Translation method. It is a method of second language learning which gives force on target language rendering to direct communication with actions, objects, mime, gestures and situations. Reading and writing will be followed by Speaking and listening in this method.

### **The Grammar Translation Method**

It gives importance on the grammar. This is basically a medium of learning grammar in quite good way. It gives importance on learning rules. It means giving attention to mistakes and errors. It refers to teaching English with a set of grammatical rules and transformation with greater skill. This is the conventional way but more practical way of learning English. In GTM, both audio-lingualism and structural situationalism assimilates into one form giving rise to Presentation, Practice and Production (PPP). In PPP lessons or sequences, the teacher forms the context and ways for the language and in this perspective, both clarify and show the meaning and formation of the new language.

### **Communicative Language Teaching (CLT)**

In 1970s, CLT came into existence in reaction to structural-situationalism and Audio-Lingualism. It means that none should be cooped up in grammatical rules to have correct sentence grammatically; rather one should be aware of application and position of the grammatical rules. CLT has two main guiding principles: the first is that language is not just matter of excellence in grammar with vocabulary control but also involves language functions such as appealing, approving and dissenting, proposing, requesting resulting in range external factors of language.

### **Suggestopedia / Suggestopaedia / Suggestopedy**

It is related to pseudoscience. This theory was first coined by the Bulgarian national called Lozanov. This method by large counts on students' inclination to the efficacy of the method. It offers a wide range of use of dialogue, situations and translation to present and practice language and there is a inclusion of art, music, visual images and relaxation exercise for effective learning as well. It is the pedagogical way of "Suggestology", the result of suggestion on human approach. Each Suggestopedia lesson is divided into three different phases such as deciphering, concert Session and Elaboration.

### **Total Physical Response**

Total Physical Response refers to a way of learning where learning will be acquired through experience or physical movement which is commonly known as TPR. This is a good way for the beginners particularly in children where learning procedure will be continued through different real life situations and repetitive statements and therefore, students can learn from reputational utterance, as for example – Open at page, please be attentive, read the text, write down, sit down, no talk etc.

### **The Silent Way**

The Silent way refers to autonomous way of learning. In this method , teacher is less active and teacher will just stimulate the students to learn to from the text and visual information. In this method , teacher will observe their motives , intention and ways of analyzing , understanding and their pronunciation. There will be raised some conflicting issues on different topics. Students will judge among the different factors and they will definitely bring out the right one from the wrong justification .This method seems to be better , informative and creative a bit. There will be practice of structural grammar vocabulary and pronunciations. Thus , they will learn themselves and it will come into lasting point from reinforcement .

### **Community Language Learning**

A system developed by Charles Curran refers to a way of learning a language wherein leaning through counselling is accomplished in teaching as well. It happens to success by dealing with emotional and psychological disorder. This sort of learning develops in group counselling in small or large groups . Learners come up with personal feeling and share the community in native language and the teacher counselor will cooperate the members and the learner share his problem with his other counterpart and it should be repetitive way.

### **Task Based Language Learning**

Through task based system , accomplishment is assured through different tasks. Students will be kept busy in giving assignment and documentation where they will learn language in their own way. In this case , task may or may not produce language but it can create a way to learn a language.

### **The Lexical Approach**

The Lexical syllabus or approach is based on computer studies . This approach in teaching focuses on vocabulary acquisition and teaching lexical chunks in order to gain frequency and use. Teachers of the Lexical Approach place a great emphasis on authentic materials and realistic scenarios for more valuable learning.

### **Techniques and Materials in Language Teaching**

Techniques are important in language learning and teaching . Both the teachers and students are great concerned in the overseeing and applying the techniques . Approaches follow different methods and likewise , method follow different techniques which is similar in meaning but different in structure and utility . Technique lies in the root level of hierarchy of teaching a language . technique in language learning will be effective , the element are relevant to techniques. The variation in the use of materials is subject to leaning environment inside and outside of the classroom.

In this case there should be some technemes and rhythm in class activity in learning language. They are nice exposition to the language , i, e, to be learned and morale. Morale refers to accumulation of faith on learners and eager to learn practically . The students can progress if two morales and exposition go side by side. In case of rhythm, teacher find problem for slow and unmindful learners. In addition , there are various technemes and they are a bit of intellectual training

than physical aptitude. In this field, it can be accomplished through conditional stimuli and stimuli response. Behaviorism can play a role through its mechanistic interpretation of language learning. In addition to it, two theories of language learning can be applied here. This is behavioristic psychology which indicates pattern, practice and memorization, on the other hand, the rationalist approach, gives students the way of grammatical accomplishment. It can be to transformation grammar.

In leaning and teaching English language, materials can cover up a great thing. The materials are key factors in learning and attaining expertise. The language book to be read by the students should be evaluated, suited and adapted conditionally. In this perspective, evaluation whether it is effective or not, it has to be judged with three qualities. The qualities are strength, lightness and transparency and their opposites are weakness, heaviness and opacity.

There are also references to the drill of language in structural view. In structural pattern view, pronunciation drill, vocabulary drill, oral structure, and habit reinforcement are important. Drills should be counted into consideration on the basis of three dimensions: linguistic, social, and topical categories. In giving reference to drill, Brooks is mentionable with his idea of twelve types of drills: repetition, infection, replacement, restatement, completion, transposition, expansion, infection, replacement, contraction, rejoinder and restoration activities. Structural drill bears one perspective and that is production of some utterances composed of grammatical construction irrespective of varying linguistic and psychological evidence. There are two sorts ways of describing drills. In the first, grammatical relationship should be maintained between input and output. The second one does not refer to the input/output pairs, but the succeeding output. All the drills need to have coordination among them four scales. They are completely manipulative, predominantly manipulative, predominantly communicative and completely communicative. In addition, there is an importance of selective listening. This means to listen to something at fixed module at a time wherein emphasis will be given on phonetics features, vocabulary, and grammar.

### **Current Theoretical and Classroom Problem**

There is difference between practice and theory. It means connecting communication, empirical attitude and different theories in language learning. To solve the matter we have to be aware of what we are teaching that means language, learners' psychology and teaching method done by us. The aforesaid knowledge are supplement to the implementation of practice. Clumsy practice demands that there are some frailties in knowledge of ways. Nowadays an idea that is about rendering the questions than giving answer due to having so many quite relevant and irrelevant answer that will gear up different ideas. In modern time teacher cannot depend on flimsy, haphazard shrinking pedagogical approach rather keep cognizant of the students mental skill, IQ, intention, ambience and motives. Here it can be referred to the application of mime practice, more example and text oriented work. Observation and his experience is more important than his intention to learn his second language through rules alone.

Students seem to be reluctant to use their creative power by depending solely on their teacher. This creates a bar to the flourishing of the students in language learning. Sometimes consistent use of first language in second language learning will make a problem in learning and they will lose interest in adopting the core and accommodating the means of language. Further, there is another cause against the problem that is of defiance or indifference to the class or teacher. In this case, teacher will make the class joyful and entertaining to make the students attentive. It so happens that, students hijack the lesson, in this position, there will be distraction which is not beneficial to the learners and instructors. In classroom teacher's lecture sometimes becomes boring due to unclear and inaccessible technique and divergence speech. In this position teacher should understand the knack of the students and try his level best to make the language learning class fit and attractive so that students get attracted

### **Conditions for Successful Language Learning (CSA)**

There are some elements for successful learning. If the elements are rightly appointed to the use with proper sense in the classroom, learning becomes more faster. It gives an idea of explanation of language which needs to be explored with eclectic approach synthesizing the inner factors which debar the way of exploring one's frailty at language learning. Students need to be provided with clarification, explanation, exposure, motivation and proper grooming and different possible stimuli to have skills. There are three elements. They are viz engage, study, and activate. Elements are placed for discussion in the following.

In the classroom, students may be unmindful or absent minded due to teachers failure to engage them into learning. Teacher in the beginning of teaching language will have to work hard that means teacher should have full preparation. Study refers to browsing through the way of judging the intention of the writer. It renders a student to seek for the content of the book or language wherein focus will be given formation of the language and its different activities. The whole process of student should revolve around the discovery activities. It is more than PPP procedure.

The elements refer to the drill and practice of the language without restraints and constraints. It refers to the possibility of communication freely and smoothly where students will be free to generate ideas of any field of language. They will comprehend and later apprehend in accordance with knowledge and they will make thesis, anti-thesis and later synthesize all the emerged idea. Above all, the task is to know or judge oneself. There is a sequence to be maintained in the sequence of ESA. Generally the aforesaid sequence that is called straight arrow is used just like the following way. The teacher will engage the students and the students will study and will be activated by bringing about the product. If the teacher sticks to same sequence, it will be monogamous and boring. Necessarily teacher is to be active in changing the sequence of the elements to bring variety in the sequence. Consequently, student will get opportunity to taste the different way resulting in interest of the students to class and lecture.

**Development of Skills**

Developing skills of a language means enhancing the strength of core a language .To attain skills means exploring the ins and outs of language and attempt to gain skills widens the door of changes ,leading and formation of a language .With the skills , the learners can reach to their desired goal and explore their potential which matters a lot during learning a language .Each and every language has four skills viz reading and writing , listening and Speaking. Though the four components of the language are different ,they are linked to and incorporated into one another. The skills sit on same linear and revolve around the common ground .The aforesaid can be developed in different ways and the learners approach to skills can be variable on the basis of their strength , motivation , inspiration , practice , repetition and reinforcement .The skills should be monitored properly to have the goals and the skills can be changeable with the passage of the time. So I have tried to give a detailed idea about developing skills of the English language in the following .

**Reading Skill**

Reading is a matter of cognitive functions to extract the meaning from written text . We have to read anything. In case of learning English , we read different sorts of text and books .The reading text is continued for many purposes .The students read to succeed in life or to get pleasure from reading text. In acquiring language , reading plays an important role .The more a student reads, the more his knowledge increases. Reading also puts importance on the development of vocabulary , getting ideas , development of the writing . Reading makes a man knowledgeable , writing makes a man complete . Reading text can offer many things to us .As for example, it can be interesting topics, continued discussion, brewing imaginative responses and gives a stand to be structurally and grammatically ok.

There are two kinds of reading such as extensive and intensive. Extensive reading indicate the reading outside the academic study or the classroom reading .In broadened sense, extensive or joyful reading refers to such material stuff resulting in great pleasure. This sort of reading flourish the students or readers by opening a wide range of imagination to share their experience with others. Extensive reading is confined to a few readers and in this case, the few readers will get benefits from out of their reading. On the other hand ,intensive reading refers to classroom reading or not go beyond the academic syllabus. It gives emphasis on the accomplishment of certain purposes. There are some specific goals in this learning procedure and it runs with achievement goal. In this learning, emphasis is given on grammatical improvement and vocabulary.

Success in reading and level of understanding among the learners depends on the reading levels of the students. In this case , students should be suggested to read real text , more specifically , a text which is not for the language learning but for the skilled user of language .A language can be learned by a child and an adult . A problem arises to the students at lower level in case of understanding the text which is not accessible to the students. There will be a balance in between effective English and student's aptitude test on the language. A balance has to be made between real English on the one hand and the students' capabilities and interests on the other. There is some authentic

written materials which beginner students can understand to some degrees. They are menus, timetables, signs and basic instructions. But, hard things are given in the beginning, the learners will feel demotivated. At some stage they can understand critical things without the teacher's help, where the function of the brain will be active with cerebral dominance due to familiarity and frequent practice.

Two things are important in reading text. They are scanning and skimming. Scanning refers to reading between the lines and this is done to have specific information and exact idea. It helps the students get the cornerstone which will render him to get into some deepened knowledge. On the other hand, skimming refers to bird's eye view which will give him superficial knowledge. This is meant to get some ideas at a glimpse. Some other will take the help of either scanning or skimming which will help the students to get two sorts of ideas within the shortest possible of time.

Reading skills can be increased through maintaining different principals. To extend its meaning, we can talk about encouraging the students to our level best to read extensively and intensively. Moreover, they should be engaged in study with joyful reading and persuaded to respond to the teacher with the content not its structure. We can give the student a preview of the text or book so that they can be interested in the book. The teachers are different and in this case, strategy can be different. In this case, English teachers of an institution should coordinate among the teachers. The teachers should integrate all the elements into effect as well for doing well in reading. The synchronization will come into effect through engagement, in this perspective, literature will increase their learning era with vocabulary development. In this case students have to be aware of mechanics such as spelling, capital and special marks end punctuation, Punctuation between clauses, internal punctuation, quotation manuscript form, Close procedure and lexical field respectively.

### **Writing Skill**

Writing is a documented form of speech. In no way can we avoid its importance. Its importance is greatly realized inside and outside of the classroom. It is more than orthographic icon of speech. It has great purpose in selecting and aligning our thoughts. We have to write by maintaining some genre which are of exploring ideas and facts. We write in the class room as lecture notes, also in exam hall and we write for research work or critical papers. In writing, thoughts are rendered into documents and it gives a more thinking time resulting in a process to gain expertise in language. The thought of language does not give only a platform of different aspects of linguistic variety but also engaged in study and activation giving more varieties in their way. Over there, there should be a distinction between writing for writing and writing for learning. In case of previous one, writing is a medium of experiment with the language they want to learn. As for example, we can appoint the students to write something according to grammatical construction. The habit of writing refers to frequent drill of any topic and its continuous progress means the reinforcement of the habit. And this is beneficial to visual and kinesthetic purposes.

Writing for learning means one sort of grooming condition before writing. Writing for learning is indirect and writing for writing is direct. The main aim is to make good at writing. Students should be familiar to real life writing such as emails, letters and reports. Writing for learning means construction and writing for the content. In case of writing, the advice and correction will come into consideration with the levels of the learners and different factors. We cannot impose difficult idea on the learners to write; it is better to engage them in familiar idea. Here are some genre to be considered. First one is to appoint them to write what they need, genre to maintain categories of writing what to do in daily life. Suppose we can show different kinds of texts and their construction and they will be asked to write another piece in same genre in the lower level. When they will progress we can give them opportunity to explore themselves by experimenting in their writing with the writing process: planning, crafting and editing and reviewing. In this respect, students should be made familiar with the writing habit as they are indifferent to writing lack of confidence, shortage of knowledge, shorts coming of the content.

To ask somebody instantly is a good way to developing writing habit. It can be applicable to children as well as adult. Students will be involved in writing instantly by following the teachers' command. It can be writing a paragraph and completing the sentence. It can be of anything else that is sentence making to forming paragraph. This will bring out the shortcomings in writing before it does not give enough time. To develop in English writing, song and portrait can play an important role. Students will listen to a song and they will write down the lines of the song and describe it to their level. Picture also brews a great stand of thinking possibilities. In the writing all the minute things and observation will come through the writing. Describing a picture has no alternative and at the same it creates an opportunity to broaden the analysis. We can also refer to teaching writing for newspaper and magazines. Students will be experienced different headlines and features and teacher will involve the students to read between the lines. They will be asked as well to read the article and analyse them. Students will write them in fixed mode whatever standard is. They will be engaged in teaching different sorts of real life situation writing to understand language feature. In this case, students can be familiar to brochure and guides to be familiar writing to this sort of informal writing. They will try for it nicely. Poetry writing can have a great importance in writing skill. Though this is tough, students should be familiar to this. It enhances the students imaginative power which will explore mind.

Collaborative writing pieces can help them in writing. On a particular topic given on the board, student will write a sentence. A piece of paper will be handed to each students to write one sentence. In this way, students will get the writing collaboratively. Students also should try for personal, narrative story and any pieces of writing which is necessary. Writing should be continued with the friends who will write the same topic and they will check another copy and should write down missing information. In this case, after writing, piece of writing should be given to an expert who will correct the problem and give a solution to it. In this case, instructor should have discernment in giving correction and it should be gently not harshly done to anybody.

Handwriting is important part of writing .When students write in hand ,they have to give focus on many things. Particularly, students can be careful of sentence structure, spelling mistake and vocabulary building .A student takes the help from dictionary from time to time for structure and other lexical purposes which enhance the learning process and increase vocabulary and strengthen their varied use and ultimately develop writing skill as well.

### **Speaking Skill**

All of us have to speak in our daily life .Speaking gets more concentration in case of learning a second language wherein learners have to aware of what they are speaking. In the perspective ,we can refer to speaking in the classroom ,which create a great room for rehearsal activities which create an inspiration among the students to talk to the other in real life situation .Speaking is a task which is more intensive and exclusive .In this case a student strives for talking perfectly or clumsily , he expects to have feedback which happens in both teacher and student. They can sort out all their frailties and mend their problem and can improve themselves and become fluent .Students have to communicate inside and outside of the class ,necessarily ; they have to put their brain in active due to experience which they did not face before and they have to apply all the possible and wrong rules which later give a way to correct them after their realization and resultantly , create automatic language generating system.

Good speaking need concentration for both teachers and students. Students are set free whatever they want to say. Speaking skills means to talk on without controlled practice or better speaking than giving importance on particular structure of a language. Scott Thorn bury suggests that good speaking counts on the ambience and culture of classroom practice resulting in making the students active in speaking .Practice should be done on regular basis . To practice speaking a sequence can give a better result to the students. There are some activities which matter really in the sequence .They are photographic competition , role play ,portrait interview (upper intermediate to advanced). In the photographic competition , students are engaged in some activities related to discussing following activity, i.e. students have to discuss their assumptions before final decision and put their argument in favour of their reason.

In role –play ,teacher will put the students in simulation and students will face real life situation and they have to act as if they were facing seriously and it is serious in nature ; they will be under pressure and they will try to level best to carry on their speaking smoothly. The last is the portrait interview which refers to raising questions and giving answers to have an atmosphere in where students creativity will flourish and they will generate ideas and will help them to speak as well in conversational way and it will be intensive. In this regard we can give the students prerehearsal time .I think ,at this stage to develop speaking skill , we have go for three activities .They are decision making , role play and interview game ,building connection between the students and audience , pointing out the substance of the talk, retaining discussion and debate .In this case the more the learners have power over words ,the more they feel confident and can learn the language very well . In addition ,there should be practice in group on caretaker speech , classroom interaction and management,

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language chunks , colloquial speech , conversational maxim and discourse , to attain communicative competence in the language .

### **Listening Skill**

Listening is associative with behavioral process resulting in giving more stress on the nerves and internal functions of the brain. In our daily life we have to listen to anybody .The importance of listening and developing it come to effect when we think about the learning a language specially English . As a non - native speaker , we have to understand others by sitting front to front ; attend a programme and classroom . at conference , watch TV or listen to something on air , or on tape or any other recorded media . If the students do not understand what they want to listen , all the things will go in vain . We have to make listening easier for the benefits of the students. The more the students can understand listening , the more they will get bits of information and they can catch the pitch of the information. They can also find their conflicts with the pronunciation , stress , accent, articulation and sound system which will help them to improve listening . Listening to aforesaid activities will not only improve listening skill , rather it will help him speak well through experiencing different sorts of listening .

For effective speaking , we have to listen more as well . Of course , teacher voice has a great impact on the students , possibly more teachers mean more difference and variation in pronunciation and accent .The world can have different listening from English speaking countries or differences in same country among the different states of the country. We can refer to varieties and difference in pronunciation , collocation , accent , stress , usage in Britain. The differences are quite understandable in standard southern English, in the British Isles , In Yorkshire. Now- a-days there is a confusion arises between British and American English with regard to variation in usage, stress , diction , vocabulary and pronunciation and spelling and the variation is going to be more contrastive day by day . In recent time , students can have so many options to be familiar with the listening materials from the internet as a part of extensive learning ; at the same time students can listen to the news on TV, on air , dialogue , public circulation, dialogue and conversation of different native speakers of different countries .

As of intensive learning , we can refer to specific use of performance in the classroom and this can be teacher's lecture. Students lower level can face a problem that is understanding of the listening authentic English which sometime creates problem for the lower level of the students. In this case , teachers should be aware of teaching the students to help listening capacity with multitasking attitude . In this case some principal should be maintained .In this respect , students will be convinced to listen more and more. The more they listen the more their listening will be easier .At the same time students have to be prepared themselves to listen something what is coming next in their learning procedure. If the students do not understand anything , teacher have to go in repetitive way. Resultantly , students will get idea about sound , articulation , gesture and idea nicely .In this case ,teachers have a role to get response by making them understand what is being said to them. That's why ,there should be awareness in maintaining different phases in learning stage of listening . First listening should be of general class and simple , so that students can be inspired and then , audio can

be more detailed . In what way principal can be maintained is that it can be through interview by inviting a visitor.

In this perspective ,the feedback can be of exchangeable with question, answers and follow-up questions. We can listen to some real life conversation which will give you more floor to develop skills. Side by side, students should stick to jigsaw listening and different kinds of tapes which will be compared and synthesized by the learners . Skills can be made strong if the learners listen song which is effective and by listening music ,they have to fill up in the blanks or doing matching or multiple choice question. Moreover .they can listen to a poem which can be used in a number without punctuation and comma .They can also listen individual story converted them into graphs and charts. They can also play different sorts of games and word puzzle, vox -pop interviews , video with sound, sound without video , monologue and lastly , a story without ending which will be concluded in their own way .

### **Test**

Test is important in language learning system . After the ending of language learning, students have to appear at the achievement test which refers to the scale of authority on the target language .Without testing, learners cannot understand his aptitude and excellence , frailty and shortcomings in the language . If testing is regularly maintained , learners will be active in justifying them and mend them to be expertise in the projected language . But there is a matter of system of taking the test to justify the aptitude and achievement , we have to analyses the content in accordance with classroom ,and ambience. In this case , a problem arises to pinpoint accuracy of content of the language . Instructor can find problem in identifying the measure to the language and the features of the measure .We want to scale the achievement in language .

Test should be taken on different issue .They are determining what to test and variation depth of knowledge on the particular language , authority over syntax , phonology and semantics, skill. Test can be composed of different scales viz sound coding ability , grammatical coding ability inductive learning ability and memorization .In this case teacher should fix the task , should prepare the phases in the construction of the test , have to plan before test , should be careful item selection .After the test , instructor should try out for remedial class and go out for test. But before that , the result of the test should be considered as tentatively not pedantically and rigidly .

### **Language Lab in Future**

Language laboratories bear a great significance in non-speaking countries .It is production house to research on language to cope with the changing challenges in the field of language in English across the world. Research should be continued with equipment to experiment , adopt , and adapt in the terms of language pedagogy. Language should be surveyed and judged with the experiment of construction and content . Over here language planning plays a great role to language treatment in overseeing the condition and changes of the language .Broadly speaking , it is all about the nature of language , its wide use and great adaptability in the future. Though it deals with audiolingual method more specifically , it is closely connected to language arts , attitude to language contact , dominance , functions , enrichment and loss respectively .

## CONCLUSION

Language is a conglomeration of so many separate ideas which need to be focused and highlighted with greater reinforcement. Second language learning should not be cooped up with rules rather to be extended with its leaning procedure with cultural and interactive classroom which should contain sociolinguistic strategies and communicative skills which will be synchronized with the information from sociology, psychology, anthropology and information theory. Teacher should be careful of designing syllabus, critical hypothesis period, basic English and above all the nature of languages. Thus, approaches to language learning will be effective when the method and techniques are applied with concerted effort by the teachers and learners successively to have excellent skill in English language.

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