



## NEED FOR EMOTIONAL LANGUAGE LEARNING: A REVIEW

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### ABSTRACT

English Language has been around in the world for over 14 centuries now. It has adapted itself accordingly with the demands of every civilization that it passed through and gradually became the most spoken language across the globe. Ability to speak English will undoubtedly help an individual reach and connect with more people. However, despite it being the most prevailed language in the history of humankind, English unknowingly formed a cloud around itself that somehow started intimidating people with English as their Second Language or Foreign Language (ESFL). Many strategies have been devised so far to ameliorate those hurdles for ESFL speakers, most of which reaped little to no success. Language, like stated above, was invented to have a greater sense of understanding between people who communicate with each other. This understanding happens only when the language is associated with an emotion i.e. Emotional Language. Emotional Language, when effectively used, leads to Emotional bonding and connect. (Challa, 2017) Emotional Language Teaching is the need of the hour. And English, in all its glory, is something that must be acquired rather than learnt to be one's Emotional Language. This short communication is a humble attempt to reach out to all the teachers who are willing to go an extra mile to educate their rural students in the most unique and interactive way possible, for their betterment and for providing them with edutainment oriented acquisition useful for holistic development.

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## INTRODUCTION

The advent of communication started off with exchanging feelings or emotions like hunger, thirst, fear, anger, happiness. Different means of communication developed like language, actions, sounds, smoke, objects etc., which became the foundation of the ever-evolving civilizations and more sophisticated societies. Language, which is the pioneer of communication and its derivatives has not only become the way of expression but also the script of constitution and the soul of an organized and stable societies (Challa, 2017). Language has been an effective tool for communication to humankind since the dawn of time. It disseminated around the continents of the world like the roots of a tree, with each root having a form of its own. Every language is interdependent on every other language in its purpose; just in the same way, every language is independent of every other language in its presentation.

English Language has been around in the world for over 14 centuries now. It has adapted itself accordingly with the demands of every civilization that it passed through and gradually became the most spoken language across the globe. Ability to speak English will undoubtedly help an individual reach and connect with more people. However, despite it being the most prevailed language in the history of humankind, English unknowingly formed a cloud around itself that somehow started intimidating people with English as their Second Language or Foreign Language (ESFL). Many strategies have been devised so far to ameliorate those hurdles for ESFL speakers, most of which reaped little to no success. Language, like stated above, was invented to have a greater sense of understanding between people who communicate with each other. This understanding happens only when the language is associated with an emotion i.e. Emotional Language. Emotional Language, when effectively used, leads to Emotional bonding and connect (Challa, 2017).

Emotional Language Teaching is the need of the hour. And English, in all its glory, is something that must be acquired rather than learnt to be one's Emotional Language. This short communication is a humble attempt to reach out to all the teachers who are willing to go an extra mile to educate their rural students in the most unique and interactive way possible, for their betterment and for providing them with edutainment oriented acquisition useful for holistic development. Though language has been in existence for the last 35,000 years, teaching language as a part of curriculum is new. Until renaissance, Latin has been the medium of instruction in European schools and colleges. Vernacular languages like English, French, and German etc. gained prominence during renaissance. Teachers adopted the rules of teaching Latin to these new languages, which led to memorization of grammar rules and rote memory. The primary goal of the student was not to learn a foreign tongue, but to learn native language based on principles of a foreign language (Challa, 2017).

A systematic teaching of foreign language was proposed by Johann Seidenstiicker, in the first half of 19<sup>th</sup> century, which is now known as the Grammar Translation Method. But it was discarded in the latter half of 19<sup>th</sup> century due to its over dependency on translation of disjointed sentences. In 1890s, Henry Sweet (1845-1912) initiated the discussion again by setting forth the principles of teaching foreign language (Challa, 2017).

- Careful selection of what is to be taught.
- Imposing limits on what is to be taught.
- Arranging what is to be taught in terms of the four skills of listening, speaking, reading, and writing.
- Grading materials from simple to complex

This led to the development of Direct Method. The pioneers of direct method include F. Gouin (1831-1896), L. Sauveur (1826-1907), F. Franky etc. But the popularity of Direct Method started to decline by 1920s in Europe. By 1923, a study in Europe suggested that no single method is sufficient to teach a foreign language. By 1950s, foreign teaching strategies were in disarray because of failure of 'Direct method'. This confusion was subsided to some extent with the arrival of Edward Anthony on the scene in 1963. He identified three levels of conceptualization and organization, which he termed approach, method, and technique (Challa, 2017). The arrangement is hierarchical. An approach describes the nature of language teaching that is the subject matter to be taught. Method is an overall plan for the orderly presentation of language material. A technique is implementation part that which takes place in a classroom. It is a trick, a stratagem, or a contrivance used to accomplish an immediate objective (Challa, 2017).

#### **This division led to the emergence of several novel approaches and methods**

A cursory glance at the developmental history of foreign languages in the second half of 20<sup>th</sup> century shows there are three primary approaches that shaped the teaching of the period under scrutiny. They are structural approach, functional approach and interactional approach. Structural approach deals with the linguistic element of teaching a language whereas functional approach or communicative approach primarily describes language as a medium of communication.

Interactional approach takes emotional angle also into consideration in addition to the above-mentioned two approaches. When the linguists and teachers were slowly recognizing the defects of the direct method by 1930s, British applied linguists like Harold Palmer and A.S. Hornby came out with a new method called the Oral approach or Situational Language Teaching. Students learn language by reacting to the situations created by the teacher through speech. The teacher designs his/her lesson basing on three principles: selection, gradation and presentation. Situational Language Teaching fell into disuse by mid 1960s due to its artificiality.

The Audio-Lingual method was developed by the American linguists to train Americans in foreign languages during the Second World War. Though the term Audio-Lingual was first suggested by Nelson Proposal in 1964, the method itself was developed during 1940s. The basic thrust of this method is on oral drilling. It assumes that language is primarily a speech function rather than a written function. Less emphasis is on grammar and more on pronunciation. Students are encouraged to listen and speak. This model of teaching was wide spread throughout America until John B. Carroll in 1966 wrote his book 'The contributions of psychological theory and educational research' to the teaching of foreign languages. "The Audio-lingual theory which is so prevalent in American foreign language teaching was, perhaps fifteen years ago, in step with the state of psychological thinking of that time, but it is no longer abreast of recent developments. It is ripe for major revision, particularly in the direction of joining it with some of the better elements of the cognitive-code learning theory." (Challa, 2017). But by the end of 1970s, the Audio-lingual method gave way to Total Physical Response. Total Physical Response, an innovative method of teaching foreign language was proposed by James Asher, a professor of psychology. It is built around the theory that language is not only the production of sounds, but is a coordinated function of speech and action. It is primarily based on stimulus response theory. Though it is a grammar-based method, the sentences are chosen in such a way to illicit physical response from the learner. This method enjoyed popularity during 1970s and 80s for some time.

The changing role of teacher student relation, increase in communication due to globalization, lack of specific technique, discouraged the use of this method. As Jack C Richards and Theodore S Rodgers point out in their book 'Approaches and methods in language teaching', "Asher stressed that Total Physical Response (TPR) should be used in association with other methods and techniques. Indeed, practitioners of TPR typically follow this recommendation, suggesting that for many teachers TPR represents a useful set of techniques and is compatible with other approaches to teaching." (Challa, 2017). After this, Caleb Gattegno an Egyptian mathematician and linguist arrived with a new solution. He proposed the Silent Way, a new method based on his experience in teaching mathematics. In his Book 'Teaching Foreign Languages in Schools: The Silent Way', Gattegno states that "the processes of learning a second language are 'radically different' from those involved in learning a first language. The second language learner is unlike the first language learner and 'cannot learn another language in the same way because of what he now knows'". (Challa, 2017). In this method teacher remains silent for a major part of the class. Students are encouraged to talk taking clues from color charts and the colored Cuisenaire rods silently pointed out by the teacher.

This entails the students to solve their problems on their own. Thus, language learning becomes a fun as well as self-motivating object. But soon, the Silent Way fell into disuse. But it left an indelible impression on latter approaches and methods which emphasize that STT (student talking time) should be more in comparison to TTT (teacher talking time).

Of the three approaches mentioned above, the second approach, the functional approach gained currency during 1950s. Unlike the structural approach, it tells that language is the vehicle of functional meaning. This approach emphasizes the need for methods that teach semantics and communication. Grammar becomes secondary in this approach. Communicative method of teaching; content-based instruction; task-based language teaching; English for special purposes etc. form a part of functional approach. Until 1960s, Audio-lingual method in the USA and Oral Situational method in Britain had their sway. Linguists and foreign language teachers began to question the efficacy of the methods. Noam Chomsky's book *Syntactic Structures* (1957) proved to be the last nail in the coffin. British applied linguists like Christopher Candlin and Henry Widdowson advocated a communicative approach to language teaching. Another British linguist D.A. Wilkins described the notional and communicative functions of language through his book *Notional Syllabuses* (1976). (Challa, 2017).

The establishment of the Council of Europe encouraged Europeans to learn other European Languages. As Jack Richards and Rogers point out in 'Approaches and Methods of Language Teaching', "The work of the Council of Europe; the writings of Wilkins, Widdowson, Candlin, Christopher Brumfit, Keith Johnson, and other British applied linguists on the theoretical basis for a communicative or functional approach to language teaching; the rapid application of these ideas by textbook writers; and the equally rapid acceptance of these new principles by British language teaching specialists, curriculum development centers, and even governments gave prominence nationally and internationally to what came to be referred to as the Communicative Approach, or simply Communicative Language Teaching" (Challa, 2017). In a way, Communicative Method of language teaching obliterated the difference between a method and an approach. The success of this method can be measured by the simple fact that even an orthodox society like Britain embraced it within five years of its emergence. One can also safely conclude that all the other methods now followed are the offshoots of this method. Another important method that arose during 1980s is Content Based Instruction (CBI). Krahnke defines the CBI as "the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language separately from the content being taught". This method laid emphasis on learning a language through other subjects like mathematics, science etc. But it has been criticized on the basis that a language teacher is basically trained to teach language as a skill, but not as some content.

Both Communicative Language Teaching and Content-Based instruction take much longer time for a foreigner to learn a language. In today's world of competition, it is not possible to learn a language for years together. More over a foreigner wants to learn a language with a specific task in his/her mind. As a result, Task-Based Language Teaching (TBLT) emerged as a major method of language teaching during the mid-1980s and 1990s. J. Willis in the essay 'A flexible framework for task-based learning' lays the following rules for TBLT:

- Activities that involve real communication are essential for language learning.
- Activities in which language is used for carrying out meaningful tasks promote learning.
- Language that is meaningful to the learner supports the learning process.

It takes four functions of learners to learn the target language: orientation function, organizational function, adaptation function, and motivational function. However, the problem with TBLT is that it treats all students alike. It does not differentiate among learners who want to learn a language with a variety of purposes. More over these orchestrated conversations and tasks do not translate into real life situations. This defect of TBLT led to the emergence of English for Special Purposes (ESP) (Challa, 2017). Esp-world.info defines ESP as a sphere of teaching English language including Business English, Technical English, Scientific English, and English for medical professionals, English for waiters, English for tourism, and English for Art Purposes. It is assumed that the learner is highly motivated to learn the target language in this approach. The learner should have a basic idea of the language he or she intends to learn. Many of the great universities are offering ESP at the tertiary level. As the ESP is fairly new, it is not possible to evaluate its merits and demerits at this juncture. It is true that primary function of a language is communication. One should not forget that it also communicates emotional state; psychological condition; his/her behavioral traits and many more which have been neglected by the proponents of the structural approach and functional approach. This resulted in the development of interactional approach. Interactional approach sees language as a vehicle of interpersonal relations. It is also the medium of social relations and transactions. As Richards and Rogers states in their book 'Approaches and Methods of Language Teaching', "Interactional theories focus on the patterns of moves, acts, negotiation, and interaction found in conversational exchanges" (Challa, 2017).

So many of the linguists of 1980s developed new methods like Whole language; Multiple Intelligences; Neuro Linguistic Programming; Competency based language teaching; Cooperative Learning etc. These new methods concentrate on not only what one says, but also how they say it. This means the learner must feel an emotional connect with the target language. It is this emotional bonding that gives the learner fluency, confidence, and even superiority over native speakers. Almost all the teachers of language know that learning a language consists of four skills, viz. listening, speaking, reading and writing. But the Whole Language approach does accept the traditional view that a language can be learnt by dividing it into separate components. The key aspects of Whole language method are: (Challa, 2017)

- Student is an inseparable member of a particular culture.
- Student himself is a creator or giver of knowledge.
- Students develop respect for their teacher because of an emotional bond.

Thus, the Whole language method uses authentic literature rather than fabricated lessons. It uses real life situations through video clippings, telephone conversations etc. This helps the student to develop emotional bond with the target

language as he considers himself as a part of the culture he is learning about. It gives the student a feeling of personal experience rather than a detached observer. Though some argue that this method is fit for learning a native language, experts and researchers are developing new syllabus to equip it for the changing needs of the students.

To make-up for the criticism against the method of Whole language, Howard Gardner developed a new theory called Multiple Intelligences (MI). MI refers to a learner-based philosophy that characterizes human intelligence as having multiple dimensions that must be acknowledged and developed in education. Gardner proposes eight native intelligences for the all-round development of a learner: Linguistic intelligence, Logical and mathematical intelligence, spatial intelligence, Musical intelligence, Body or kinesthetic intelligence, Interpersonal intelligence, Intrapersonal intelligence, and Naturalistic intelligence. A person's emotional intelligence is the sum of the 4<sup>th</sup> to 8<sup>th</sup> intelligences. Supporters of MI view that IQ measures only logical intelligence of a student whereas MI measures the all-round intelligence of a learner. Once the learner learns the above skills, he becomes emotionally involved in language learning (Challa, 2017). The MI method not only contributes to the improvement of communicative ability, but also to the amelioration of personality of the learner. This focus on personal development amplified further with the arrival of Neuro Linguistic Programming (NLP) developed by John Grindler and Richard Handler. NLP is a collection of techniques, patterns, and strategies for assisting effective communication, personal growth and change, and learning. The use of NLP in language teaching leaves an indelible impression on the learner as it has therapeutic value in psychology (Challa, 2017). One cannot forget that effective language learning is linked to the psychology of the learner. The ability of a learner to learn a new language is inseparably linked to his/her competence. A learner with higher competence gives good outcomes when compared to a learner with lower competence. This assumption led to the emergence of Competency Based Language Teaching. CBLT emerged in the United States in the 1970s. It is a learner centric method because it focuses on the outcome rather than the input given to the learner (Challa, 2017).

Almost all the methods mentioned above are individual-centric. They may not yield better results as learning and using language is a group activity. Consequently, Cooperative Language Learning (CLL) has been developed during 1960s and 1970s. John Dewey is credited with the developing of this method in the earlier part of 20<sup>th</sup> century. "Cooperative learning as a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others". It is based on five premises. (Challa, 2017)

1. Premise-1: People are born to talk.
2. Premise-2: The primary purpose of language is conversation.
3. Premise-3: Conversation is organized on certain established principles.
4. Premise-4: The principles are casually learnt in native language.

5. Premise-5: One can learn the same principles in second language through active participation.

The flare of Emotional Language Teaching can be seen in every method of Language teaching, but it couldn't become the soul of any method. It is obvious that Emotional Language Teaching must become a part and parcel of present day English teaching classes. Present day students are becoming just like machines speaking English without emotions. They fail to understand the weight of the linguistic utterances. They are not only losing opportunities, but also this lack of emotional bond is creating a void between the native speaker and the speaker of English as a second language. The structural approach and the functional approach may create speakers who can speak, read, or write flawless English. But flawless and correct English should also have some emotional touch without which all efforts shall go to wind. In the following pages, one can learn about some techniques to develop emotional language based on the interactional approach and its various components.

### ***What is Emotion?***

The American Heritage Dictionary, fifth edition defines emotion as a mental state that arises spontaneously rather than through conscious effort and is often accompanied by physiological changes. Any human emotion consists of three factors viz. psychological, physiological and environmental. All of these play a significant role in building up of emotions. Klaus Scherer in Social Science Information points out that there are five components of emotions: Cognitive, Neurophysiologic, motivational, motor expression, subjective. (Challa, 2017). At the time when humans were just like apes they might be having only basic emotions like anger, disgust, fear, happiness, sadness and surprise. With the development of language and other forms of sophisticated life, secondary emotions and tertiary emotions evolved. For instance, the basic emotion of happiness led to pleasure, which in turn resulted in enjoyment. Sometimes one or more emotions mingled together to form complex emotions like the mixing of primary colors resulting in secondary colors. Both the mixture of happiness and contempt led to the emergence of pride. Moreover, these human emotions are universal. As language is instrumental in the evolution of emotions, one cannot separate language learning from emotions. If the student learns only the nuances of grammar and vocabulary, he/she only becomes a talking parrot. He/she cannot connect themselves to others through, as they do not understand the emotions of others. It is this emotional hiatus that results from a simple indiscipline in school to disgusting terrorist activities.

### ***Why now?***

Since the advent of English into India, many methods have been experimented with. All methods from Grammar Translation Method to Direct Method have created people who learned the language but were not effective in speaking. Those who went to Britain and learned English have become great leaders as they could communicate with local masses as well as their English counterparts on the same level. The introduction of structural approach after independence created students who can convert a sentence in comparative degree into positive degree, however complex it may be. But they failed to compare his emotional utterances with that of others.

Learning English has turned out to be like a mathematical theory. Students as well as teachers began to give more importance to precision rather than to the emotion behind the expression. Students started learning it for grammar, for vocabulary, for structures, but not for enjoyment. Unlike their mother tongue, they are not able to connect themselves to English language. For them English language has become a marks-scoring machine or a tool to enter the job market. In India, English is taught as a second language but not as a foreign language. An Indian student learns English for about fifteen years. Instead of framing an integrated syllabus, the same pattern of conversations, dialogues, structures are repeated every three to five years. At the time of completing degree, the student learns neither English nor any other language. In a rush to create more students who can speak English, the emotional component associated with any language is forgotten. Unfortunately, the same pattern of English language learning is being followed in teaching mother tongues as well (Challa, 2017).

### **What is the remedy?**

Before commencing quest for a proper remedy, it is necessary to find out the reasons for the chaotic conditions that prevail in English teaching field today.

- Lack of good teachers
- Lack of good materials
- Lack of motivation
- Lack of emotional connect

The intensity of reasons may vary basing on the location, mother tongue, religion, social status etc. But the only factor that is influencing the learning of English language today is lack of emotional connection. The emotional aspect in teaching language is neither new nor difficult to implement in India. Gurukula system is the best example of emotional language teaching. In that system, the guru and the disciple were emotionally connected to each other. Hence, the result was extraordinary. Of course, in present day education system it is not possible to revive the ancient system. But its methods and techniques can be adapted to the new system of schooling (Challa, 2017). This innovative approach to language teaching does not need any special arrangements or any new gadgets. It can be easily incorporated into present day educational system through reframing of syllabus and examination pattern. There is no need for extensive retraining of teachers. Hence, it is cost effective and the result shall be a phenomenal change in approach towards teaching English as a second language.

**English as an Emotional Language:** The following are the reasons why English must be Emotional Language: (Challa, 2017).

**Language of Science:** English is the dominant language of science. Hence, most of the research in the field of science will be written in English. At university level, the students study almost all the subjects in English to make the material accessible to international students.

**Improves skills:** Researches proved that speaking a second language improves the cognitive functions and listening skills. It may also delay the onset of dementia in old age.

**Easy access to information:** In the fields providing information like press media and internet, English is a dominant language. Most of the important websites are written in English. It has been observed that about 80% of the web material is composed in English. Even websites in other languages have an option of translating the entire information to English in one click. Majority of books are written in English. No matter in which nook and corner of earth one is at, one will find at least one English book or newspaper available. Since English is dominant in international communication, people will be exposed to a large amount of information of a particular topic.

**Around the globe:** One can travel around the globe with a good grip on English language. This is because it is the most widely spoken language across the globe. If one keenly observes, every travelling site will have English as an option.

**World-class entrepreneur:** If one wants to become a good entrepreneur, one must be well acquainted with English. Any big company will hire their staff basing on the fact that they are good scholars of English or not. When one wants the companies to function at an international level, the knowledge of English is of utmost importance. Knowing English will make one bilingual and more employable in every country of the world.

**Easy:** English is based on a simple alphabet and it does not include any special symbols. The written and spoken forms of English are one and the same. Some languages including French, German have very different formal written and causal spoken forms. Hence, it is easier to learn when compared to other languages.

**Words don't change:** In many languages, one word has many forms but in English words do not change. For instance,

English: The man is blind.  
 German: Der Mann ist blind.  
 English: This is a blind man.  
 German: Das ist ein blinder Mann.  
 English: I see a blind man.  
 German: Ich sehe einen blinder Mann

Here one can observe that the word blind means the same in any context in English. Whereas, in other languages, one may have to use it differently.

**Enjoy art:** English allows people to feel the culture of the world like no other language. One can withdraw from the dubbed versions of American and British films and watch them in their original form. One can enjoy reading wonderful books as every famous book is written or is translated into English.

**Intact with the present world:** People know that learning English helps them in being intact with present world. People can learn English and teach their children as English is a global language and everyone needs to understand. They may also communicate with their children in English and improve their fluency. By looking at these many advantages an English speaker has, it is natural that everyone tries to make English as their emotional language. Emotional language is something that one acquires and imbibes in ones' hearts. Making English as ones' emotional language is not an easy task. The primary

reason for this is that Indians are all native speakers of languages other than English. And English now becomes their second language. But as it is well known, nothing is impossible in this world, making English as the Emotional language is as certain as the sunrise.

Through the following techniques, one can make English as their Emotional Language:

**Know your level:** Firstly, to make English as the emotional language one has to first know his/her proficiency level in English. One must know how connected they are with the language emotionally. There are several online tests that help people know their proficiency level.

**Believe in Yourself:** Secondly, believe in yourself. One must understand that everyone makes mistakes while speaking in English and should stop getting scared that people may make fun of them. Remember the famous quote, "A bird sitting on a tree is never afraid of the branch breaking, because its trust is not on the branch but on its own wings". Hence, always believe in yourself.

**Join an English course:** Joining an English course helps people a lot because they find many English learners like them and feel that they are not alone. Joining in any new course will help people in knowing new things. Learners will have a positive and enthusiastic environment around them. They get motivated seeing many learners who want to learn English. They may also develop a positive competitive spirit and interact with their classmates and improve their English. They also feel confident that when so many people can speak English, they too can speak!

**Create an English environment:** One can create an English environment by repeating these actions, listen, speak, read, and write. Firstly, listen to English by watching English movies and English shows. While watching English movies, people get acquainted with the pronunciation and usage of different words. Secondly, read in English. Reading English books aloud helps learners in increasing the fluency and pronunciation. When people practice a lot, it increases their reading speed and they process words faster. Thirdly, speak in English. Try to interact with everyone in English. This makes learners feel confident about themselves. If one cannot find any English-speaking friends, then there are hundreds of language conversation groups online. These websites are a great option because learners can interact with a native or a near native speaker of English within the comfort zone of one's home. Next comes the art of practicing to write in English. The best way to do this is by maintaining a diary in English. It is well known that maintaining a diary is a good habit. Maintaining a diary in English not only gives a review of how people utilized their time but also helps in framing sentences in English more effectively.

**Make mirror your best friend:** Make mirror your best friend. Whenever a learner feels afraid of speaking something in English, he/she must practice it in front of mirror. Practicing in front of mirror will help learners to know their body language, the way they pronounce words and their facial expressions. It makes them feel confident about the way they are speaking. Mirrors help them to learn how to smile. Mirrors help in developing eye contact and make the person looking at the

speaker feel that he/she is confident enough about what he/she is speaking.

**Increase your vocabulary:** The well-known way to increase vocabulary is to grab an English Newspaper and learn an unfamiliar word each day. But the important thing, which is often forgotten, is to use the new word before it leaves the memory so that one will feel confident about its usage. So, use a journal that consists of the unfamiliar words discovered and which one could refer to whenever necessary. Learners can also play many games like crosswords, scrabble, word jumble, which not only increase their vocabulary but also helps in keeping their brain young. One can also improve vocabulary by getting involved in conversations with people.

**Practice, practice, practice:** Good knowledge in English language does not merely mean that one can speak English well. One must practice well in order to excel in English language. Remember that if a learner has been practicing incorrect English, the learner will be speaking incorrect language only because practice makes it permanent rather than perfect. Hence, a good English learner must listen to the pronunciation keenly and practice English carefully.

**Think in English:** Apart from all these, to make English as an emotional language one must try to think in English. It means that one must start processing the thoughts in English. This is an important and most challenging task. The reason why it is important is because when one is in a stage to process thoughts in English, it means that one is getting emotionally attached to it. It is said to be difficult because people are inclined to process their thoughts in their native language. But as the primary goal is to make English as their emotional language, one must start framing thoughts in English. The best part is one can think in English anywhere, anytime. Use English to English dictionary for looking up at unfamiliar words. In this way, one can avoid using his/her native language to translate words. It is observed that when one thinks in English, it becomes easier to speak in English. (Challa, 2017)

**Effective Emotional Language Teaching:** Effective Emotional Language Teaching requires: (Challa, 2017)

**Language Acquisition:** Language that people acquire stays with them a long time than the language that they learn. The main reason for this is Language acquisition happens only when the learner has an emotional connect to it. Emotional Language can't be taught in a conventional academic way because the subjects' learners study inside a confined classroom won't be remembered by them for a long time.

**Stress free environment:** Emotional Language must be taught in a stress-free environment. When the Emotional Language teaching is more about getting good grades and memorizing stuff, then it induces pressure on students, which in turn hinders their progress. Stressful environment has a negative impact on learners. It leads the learners to forget the main purpose of learning a language. The stress-free environment on the other hand enhances an individual's interest and concentration in the learning process. That is the reason why people can remember a movie story or a novel for a long time than they can ever remember their previous semesters' or previous standards' course syllabus.

**Emotional and Cultural Connect:** Emotional and Cultural connect is another vital element for effective Emotional Language Teaching. When students learn something that feels closer to them and the culture they are exposed to, then they can learn it without any kind of trouble whatsoever. Emotional Language Teaching without having an emotional connect to the audience doesn't do any good. When learners feel something while learning a concept, they will associate that feeling to that particular concept every time they come across it. And that makes the process of learning easier. (Challa, 2017)

**Emotional Language Teaching Method Example: English Language as a case study:** To bridge the gap between learning and acquiring, Emotional Language Teaching Method is proposed as a creative approach to enthuse students to acquire English language effectively.

The following is a proposed Weekly Timetable for implementing Emotional Language Teaching while able to teach the prescribed syllabus for a 45 minutes duration class:

#### Day1

- \*5 minutes: Preparedness (Soothing Music)
- \*10 minutes: Exposure to verse of a song and drilling (speaking)
- \*5 minutes: Reading activity using Newspaper
- \*5 minutes: Listening activity using Radio or TV
- \*20 minutes: Structured Learning (Grammar and phonetics)

#### Day 2

- \*5 minutes: Preparedness (Soothing Music)

- \*10 minutes: Audio-Visual display (YouTube, English Movie or Multimedia clip)
- \*5 minutes: Discussion on the Video clip (Speaking)
- \*10 minutes: Reading & Listening activity using Emotional Narrative (one student reads aloud)
- \*5 minutes: Discussion on the topic (making note of the vocabulary, phrases and structures)
- \*10 minutes: Structured Learning (Vocabulary & Semantics)

**Day 3 and Day 5** are same as Day 1

**Day 4 and Day 6** are same as Day 2  
Weekly once

- \*1 hour of Outdoor activity (Experiential Learning)
- \*1 hour of Soft Skills based LSRW Activities (Holistic Learning)

## REFERENCES

- Challa, A.K. & Raghavendra, N.S. 2017. "Language, Emotional Learning and Culture". *Social Vision Journal*, Vol. 4, Issue 1, 65-70
- Challa, K. A. & Dabbiru, V. P. 2017. "Teaching English as Emotional Language". Cyberwit.net, Allahabad, India.
- Challa, K. A.; Kavuri, A.; Trivedy, S.; Rao, T. K. V. S. & Nimmagadda, S. R. 2017. "The Concept of Emotional Language Teaching: Perspectives & Dimensions". Cyberwit.net, Allahabad.

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