

**TEACHING ENGLISH LANGUAGE FOR INDIAN STUDENTS: (A STUDY ON THE PROBLEMS
FACED IN ENGLISH LANGUAGE AT VARIOUS STATES OF INDIA AND FINDING
SOLUTIONS FOR THEM)**

Dr. Joel Zinzendorf J¹ and Dr. Jayanthi Rajendran²

¹PhD Scholar & Assistant Professor and ²Professor & Head – SFLC, Saveetha School of Engineering –
SIMATS, Thandalam, Chennai

²jayanthirajendran.sse@saveetha.com

ABSTRACT

The people living in India are not exposed much to the speaking or writing of the English language. It is only when they come to school they start learning the English language. Many words from different European languages have been incorporated into the English language. The alphabet that we learn in English is also used by Germans and French people. Many words from various European languages have migrated into the English language, according to the history of the English language. Teaching the eight parts of speech is very important for a non native English speaking student. Fluency to speak in English is the found to be lacking in most of parts of India. This is due to the lack of learning the vocabulary. In India most of them are introduced first to their mother tongue. Even in school as the teachers are stressed in completing the syllabus. In this situation the student when he grows up he lacks fluency in the English language. Planning is needed how to introduce an English speaking environment for the Indian students.

India has 28 states and 22 languages. The people living in India are not exposed much to the speaking or writing of the English language. It is only when they come to school they start learning the English language. In most of the states in India the English language is taught by teaching alphabets and then vocabulary. Later they are introduced to learning the sentence formations. The sentences in the English language have its own way of formation. So it is not equal to any of the other language grammar patterns. The correct usage of English grammar is necessary to speak and write in the English Language.

Secondly, in English language we do not pronounce words according to the alphabetic sounds but we pronounce only according to the 44 sounds which we call as phonetics. The interference of the mother tongue is said to be found more in the pronunciation of Indian students. The sound styles or ending sounds of the mother tongue is found to be in the pronunciation of Indian students added as prefix and suffix.

Keywords: *English language, Fluency, Grammar, Speaking*

The Mother Tongue Interference

The English language is highly valued in India as most of the official communications are done only in it. A special motivation and time allocation must be given in schools for learning the English Language. In most of the schools in India they do not give importance to the speaking skills but rather they give importance only to the written skills. There is a false assumption that in course of time as the students are exposed to the writing skills they will learn how to communicate effectively. But it never happened or happens. Hence we see lot of students lack confidence in speaking effectively.

The pronunciation part is not given much importance. In the Indian schools we see that the teacher speaks in the native accent and not much stress is given in speaking correctly in the English accent. There must be a reasonable way of teaching the English Language to the Indian students by giving much stress on making the students to learn the pronunciation. Lot of sounds from the native language which is wrongly pronounced is ignored and used while teaching English language. If importance is given to this, the students can learn the pronunciation well. Issues in pronunciation happen due to many reasons. Uncertainty or having a wrong guess, doubtful with half knowledge may lead to incorrect pronunciations. The most familiar reason will be due to the interference of the mother tongue. These problems can be sorted by teaching the phonetic sounds of English correctly.

Any student sees his or her teacher to be a model for speaking correctly. So the teacher has to daily introduce the students to pronunciation by giving various activities. It is when the teacher himself or herself is incorrect the student is unable to be trained in the speaking skills. Usage of inappropriate words and pronunciations in the class room environment lead to adopt the similar type of pronunciation skills which are followed wrong.

In addition to this has become a kind of fixed way of learning systems of pronunciation with the acquisition of second language. It is well known that the second language is first introduced and the chances of acquiring the second language pronunciation skills are also adopted. This problem can be solved by a mother tongue removal tool offered in a good digital language lab. The Language lab utility can be much helpful to sort this problem.

To reduce these problems it is necessary to introduce the spoken English and pronunciations skills in schools. The sounds which are found to be confusing must be identified and drilled. Students should practice these pronunciation skills over and over again following a model voice and imitate.

It had been observed when a student practices in a digital language lab he or she is able to eliminate the influence of the mother tongue but also speed up the skills on learning and acquiring of the new language.

The digital lab helps one to identify his or her own errors in pronunciation, practice and do the corrections wherever is necessary.

Effects of Incorrect Learning and Teaching

Students nowadays place a high value on studying the English language. They enroll at several English language study institutes where the English teachers instruct them in the English language. Teachers face a difficult task in teaching English to non-native English speakers. A successful teacher must be able to spot difficulties and create the greatest possible learning settings for his or her students.

In India we see most of the teachers who teach in the English medium schools do not follow the correct way of pronouncing the words. At the time of their learning they had not given importance for pronunciation and so they pronounce most of the words incorrectly. So because of this reason the student also learns the pronunciation of words incorrectly and it goes on and on to the next generation after generation.

Some of the sounds that are used in the mother tongue should be unlearned and omitted. But due to ignoring while learning most of the students they teach in English by having their mother tongue interventions.

In India and all over the places where the non native English speakers live they have an attitude that a teacher is always right. Whatever he says is right? So whatever the teacher says the people will readily accept them and obey. In this situation, if a teacher by mistake had learnt any of the concepts wrong, then he or she will teach his or her students the concepts wrong. Because of this we see that students learn pronunciations and grammar wrong.

Improper usage of vocabulary will lead to the usage of inappropriate words and irregular sentence formations. When you don't have a good comprehension of a word, you'll make a lexical error. Even if you are an expert in grammar rules, a lack of vocabulary or a clear understanding of a term will obstruct understanding. When you're unsure of a word, circumlocution is one strategy, but further vocabulary study is a great approach to avoid vocabulary blunders. It's especially beneficial to use tools that show you language in real-life situations to ensure you're using it correctly.

To communicate fully, make reading, writing, speaking, and listening a priority in your target language study. This is especially true if you are self-teaching. This can be accomplished by combining numerous resources or by locating a resource that emphasizes a well-rounded education. In India generally only the written skills are given much importance and as a result we see that we find students who are not efficient in their performance of the language skills.

Teaching anything, not only the English language is heavily reliant on resources. Typically, teachers experience this challenge because they lack the tools necessary to present English language lessons to students in a way that allows them to learn effectively. It became extremely difficult for teachers to teach

without the necessary resources for lectures. Speakers, microphones, projectors, computers, and other digital equipment are among the resources. It helps students learn English by making the overall lecture and surroundings more fascinating and beneficial for them.

A huge number of pupils in the classroom cause a lot of disruption and stress for the teachers because they have to put in more effort and work to teach such a large number of children.

The following are some of the issues that a big number of students have caused:

1. Made noise that irritated the teacher.
2. Managing the class pupils is difficult.
3. It is quite difficult to engage a large group of kids in learning.
4. Not all pupils have access to the same learning resources.

These are a few of the issues that can occur in a crowded classroom.

A syllabus is a piece of content used by teachers to instruct their students. In the teaching of the English language, as well as other subjects, the syllabus is critical. The syllabus helps teachers prepare important components of the course and organize the entire course so that students may be taught step by step. Most English teachers had to deal with this problem when teaching the language. To teach the English language to the students, they are given the erroneous syllabus. Students will be unable to learn and speak English as a result of teachers that teach the improper curriculum. These are just a few of the problems that a crowded classroom can cause.

When it comes to studying English, the most important factor is time. Teachers must spend time observing their students and teaching them at their level. The teachers have very limited time in class to teach the English language. Teaching with less time is one of the most difficult responsibilities for teachers. Teachers are unlikely to be able to complete the topics of their lectures in less time, which is insufficient. Teachers are unlikely to be able to complete the topics of their lectures in less time, which is insufficient.

Students get bored and try to do other things during lectures, which causes disruption for the lecturers who are teaching the English language. They try to talk to other students during lectures, which causes a lot of disruption for the professors. Some pupils arrive late for class. They entered the classroom during the lecture, which caused the teacher to become irritated. The most serious issue that teachers confront when teaching the English language is disruption. It obliterated the entire English language learning process.

Students get bored and try to do other things during lectures, which causes disruption for the lecturers who are teaching the English language. They try to talk to other students during lectures, which causes a lot of disruption for the professors. Some pupils arrive late for class. They entered the classroom during the

lecture, which caused the teacher to become irritated. The most serious issue that teachers confront when teaching the English language is disruption. It obliterated the entire English language learning process.

Importance of Teaching Phonetics

Many words from different European languages have been incorporated into the English language. The alphabet that we learn in English is also used by Germans and French people. However, the noises will be distinct. The sounds will be different, despite the fact that they appear to be the same. Many words from various European languages have migrated into the English language, according to the history of the English language.

Secondly, there are certain pronunciation distinctions between the British and the Americans. To address these issues on a global scale, 44 sounds with symbols were created and dubbed phonetics. As a result, any mature adult or newcomer who is suddenly exposed to the English language will be able to pick up the correct pronunciation without difficulty. This aids a non-native speaker in learning correct and perfect pronunciation.

Phonetics has 44 sounds in English. They are Vowels, Diphthongs and Consonants. The vowel sounds are classified as short vowels and long vowels. There are 7 short vowels and 5 long vowels. Diphthongs are combination of two vowel sounds. There are 8 Diphthongs. Lastly there are 24 consonant sounds. The consonant sounds are composed as voiced, voiceless and nasal sounds.

We shall see three examples for short vowels:

– **Eg.1:** Cat, Bat, Rat (symbol used is /æ/)

– **Eg.2:** About, Again (symbol used is /a/)

In the first example the symbol is sounded as “æ” but in the second example the symbol is sounded as “aa”. So in the second example there is a difference between the American pronunciation and the British pronunciation. The Americans pronounce the letter “a” as “a” and the British pronounce the letter “a” as “aah”.

– **Eg.3:** Cot, Caught, lot, Taught (symbol used is /ɔ/)

The sound of the symbol is “/ɔ/” and the sound is exactly applied in the place where the words are underlined. Looking at the letter “a” being present in “caught” and “taught” we must not pronounce it as “a”. It is clear that we do not pronounce according to the alphabetic sounds we learn, but we pronounce according to the phonetics sounds and symbols.

We shall see two examples for long vowels:

– **Eg.1:** Car, far, barn, farm (symbol used /a:/)

In the first example “a” is sounded as “/a: /” and the letter “r” is silent. So we say for example

“Where is my “/Ka: /” for saying “Where is my Car?”

– **Eg.2:** Wall, Ball, Tall (symbol used /ɔ:/)

In the second example the letter “a” is sounded as “/ɔ:/”. So we pronounce it as

/Wɔ:l/, /bɔ:l/, (tɔ:l)

It is clear that we do not pronounce according to the alphabets but only according to the phonetic sounds that we learn.

We shall see four examples for Diphthongs and see how they are applied while pronouncing:

- **Eg1:** Day, Say, May (symbols used /ei/)
- **Eg2:** Fear, Near, Here, Hear (symbols used /iə/)
- **Eg3:** where, there (symbols used /eə/)
- **Eg4:** Poor, Tour (symbols used /uə/)

In Eg.1 the places where the words are underlined the symbol /ei/ is applied. This concept of applying the diphthongs is learnt by the students only if they are taught. If diphthongs are not taught they go by pronouncing according to the alphabetic sounds. Secondly in Eg.2, the words mentioned there the letter “r” is silent and the symbol /iə/ is used. Thirdly, here also for the words mentioned in Eg.3, the letter “r” is silent and the sound of the symbol /eə/ is used. Finally, in Eg.4 also the sound of the symbol /uə/ is used and the letter “r” is silent. There are still four more diphthongs. If the styles of diphthongs are taught for the students then they will be able to speak correctly according to the way English people speak. There will be a good understanding in related to communication when anyone who learns diphthongs happens to speak to a native speaker of English language.

We shall see how consonant sounds are applied in the English language. These sounds are generally applied in the front end and the back end of the words while the vowel sounds mostly happens to fall as syllabi in the middle or as back end or front end syllabi.

Example for Consonants

Voiceless	Voiced	Nasal
p – paint, pen	b – ball, bat	m – men
t – ten, take	d – doll, den	n - net
k – cat, kite	g – girl, get	ŋ - sing

Few examples are taken to get an idea to see how the consonant sounds work. The Consonant sounds are composed as voiceless, voiced and nasal sounds. In the voiceless sounds only air has to be blown by articulating and keeping the mouth in the correct position. Sound from the throat should not be produced. In the voice sounds it is vice versa sound from the throat is to be produced and air should not be blown. The symbols get applied exactly in the place where the words are underlined. There are three nasal consonants as m, n, and ŋ. While applying these sounds the sound is produced through the nose by keeping the mouth closed.

Thus if the above concepts of phonetics are taught to the non native English speaking students they can communicate and do well in the career. The communications errors due to wrong pronunciations can be avoided while speaking to the native speakers.

Importance of Teaching Grammar

It's true that some people pick up a second language's grammar without any help. For example, some immigrants to the United States develop English proficiency on their own. This is especially true for newcomers under the age of thirty. This, however, is not true for many students, notably those in India. We are not in an English-speaking environment. Studying English on our own is quite difficult. Although highly motivated learners with a natural aptitude for languages may acquire a level of competency without formal instruction, their English is often inaccurate. One key topic is whether grammar teaching can assist learners who are unable to acquire accuracy in English on their own. More often than not, 'take it up as you go' learners reach a language plateau from which it is extremely difficult to advance. To put it another way, their verbal ability deteriorates. According to research, learners who do not receive instruction are more likely to become hard than those who do.

It is certainly true that even the most talented learners require a significant amount of time to understand specific grammatical distinctions, but another key question is whether pupils' natural learning of grammar may be accelerated through instruction. According to the newly popular Communicative Approach, believing the grammar is learnt almost automatically, and learning the rules of grammar is simply a waste of time. According to the findings, participants who got grammar training advanced to the next stage after only two weeks, a process that ordinarily takes months in untutored development. Despite the small number of subjects investigated, the results show that grammar instruction is more effective than letting acquisition run its course. Grammar training can assist learners in learning grammar that they would not have learnt on their own, according to some study. Grammar instruction can also help learners improve their correctness.

Grammar instruction is crucial in the teaching of English as a second language. The English language has grammar as an important part to be learnt. It is not acquired naturally, but rather through training. At the

sentence level, grammar specifies the syntax or word order that is permitted in a language. At the sub-sentence level, it also determines aspects like number and person agreement between the subject and verb of a sentence. When it comes to grammar, some students have a more analytical learning style than others, but if one aspires to use the English language correctly and fluently, he must comprehend grammatical principles. Grammar, like anything else, is likely to be learned at different rates by different youngsters.

The basic of the English language is grammar. English, especially as a second or foreign language, does not come spontaneously; it requires teaching and planned learning. An ESL learner learns how to operate at the sentence level through grammar and examines the governance of the syntax or word ordering that constitute the language's rule of thumb. While it is true that some learners 'intuitively' detect grammatical rules and logic, grammar learning is unavoidable if one wishes to acquire and use the English language accurately and fluently. Although most grammar lessons require the presence of a teacher in the classroom, several language teaching labs have included this feature in their curriculum.

Grammarians cite studies that show that learners who received grammar instruction made significant improvement within two weeks of coached sessions compared to those who attempted to learn the language naturally. The three dimensions of grammar that tutored grammar learning brings to the learner's attention: form, meaning, and use, enable him or her to advance in their language competencies. In comparison to those who learned a language without assistance, their chances of reaching a learning plateau are much lowered.

Teaching the eight parts of speech is very important for a non native English speaking student. The eight parts of speech are composed of nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions and interjections. Each part of speech has to be taught by giving importance to it. We must teach how these eight parts of speech are applied in the English sentence patterns correctly.

If we take noun, noun is a place of a person, place or things. There are different kinds of nouns. It is a separate group of words or family of words. The kinds of nouns are common noun, proper noun, singular noun, plural nouns, concrete nouns, abstract noun, collective noun, compound noun, countable nouns and uncountable nouns. When these nouns are used in the sentence patterns there are two changes of which the student must be made aware. That is singular and plural.

Secondly, we come to the study of verbs. Verb generally speaks the action of the noun. It tells what the noun is doing. The kinds of verbs are main verb or base verb, regular verb or weak verb, irregular verb or strong verb, transitive verb, intransitive verb, weak verb, finite verb, non-finite verb, action verb, linking verb, auxiliary verb, modal verb, reflexive verb, ergative verb, phrasal verb, lexical verb, Delexical verb, stative or being verb, non-continuous verb, participle and gerund. After studying the types of verbs, the

student has to be introduced to the tenses where we have twelve changes that occur when the verbs are used in the sentence pattern. They are simple present, past, future, present continuous, past continuous, future continuous, present perfect, past perfect, future perfect, present perfect continuous, past perfect continuous and future perfect continuous tense. According to the time and situation the verbs have to be conjugated and used. If the student is made aware of this then he or she will not make mistakes on tenses while speaking and writing.

Adjectives and adverbs are called modifiers. Their work is to modify a sentence. The students must be first taught the kinds of adjectives and the kinds of adverbs. Then they must be shown how they are getting used according to the English sentence patterns. For example: “He is a good boy” in this sentence the word good is modifying the object noun boy. So the words like good, bad, excellent etc. will be falling under the family of words called Adjectives. If we study kinds of adverbs it modifies noun, verbs and adjectives. For example “He is a very good boy” in this sentence very is the adverb. The word “very” is modifying the adjective “good”. So words like very, most etc will fall under the family of words called Adverb.

A preposition shows the direction, time, place and location of the noun. Words like “in, by, on, under, above, over, by, beside etc.” fall under the family of words called prepositions. The work of the word conjugation is to join two words or two sentences. For example: words like “and, because, but etc.” are the words belonging to the family of conjunctions. Finally, Interjection are the ones which are used to express sudden feelings. For example, “How cool the weather is!”, “Its hot!”, “oh!” etc. will fall under the family of interjections.

Thus after teaching all the above eight parts of speech the students have to be correctly guided to make use of them correctly according to the English sentence patterns.

Giving Practice on Fluency

Fluency to speak in English is the found to be lacking in most of parts of India. It is due to the lack of exposure to the language. Though a student learns all the rules of grammar and pronunciation he or she when asked to speak on a topic fumbles and finds very hard to bring out what is in the mind to words. This is due to the lack of learning the vocabulary. So while the student studies the eight parts of speech, during that time the students must be made to study lot of words. For example: the list of nouns, list of verbs etc. After made to study the student must be given practice to make use of the words in framing sentences to speak and write. This will help the students to develop the fluency in English language. While speaking there are some students who hesitate to speak because of the lack of environment. Such students must be given practice so that they gain confidence to speak.

As a language learner, the first and most crucial thing you can do is let go of your ego. It's difficult to express yourself in a new language. You can't be as witty or as snappy in a foreign language as you can in your native one. It's natural to feel self-conscious about making mistakes or asking others to repeat themselves, but keep in mind that no one cares as much as you do about your blunders. You'll find it much easier to speak without inhibitions once you've overcome your fear of making mistakes or appearing silly.

You may practice speaking now that you're less anxious about making mistakes, and the more you talk, the faster you'll improve. Even if you're alone, there are numerous opportunities to practice speaking. To improve speed and fluency, talk to yourself in front of the mirror or read aloud. You'll feel a lot more secure in speaking if you feel prepared, and practicing the conversation ahead of time is an excellent method to do so. If you know you'll be speaking English in a certain setting, such as booking a hotel, practice what you'll say beforehand. Were there any words you didn't understand? Then search up the language you'll need and practice it once again. Was there a sentence that you couldn't seem to get right? Double-check the grammar and make some remarks before rehearsing again.

The practice above is excellent for practicing speaking, but listening and responding is also a crucial conversational skill. One of the reasons that speaking is so frightening is that it's awful to be in a discussion when you don't know what to say. However, knowing a few basic conversational words will help you speak English more fluently. It will assist to fill in any gaps if you prepare your speaking with phrases like "Oh, I didn't know that" or "I can't believe it." Make a list of conversational connections and add to it as you learn new ones, and you'll notice a significant improvement in your speaking fluency.

Language exchanges are an excellent approach to enhance your fluency and practice speaking English. It's a low-pressure workplace where everyone is a student, so making mistakes isn't a big deal. In a large diversified country like India, there are numerous linguistic interactions. Even better, going on a regular basis will allow you to meet new people and potentially form new friendships.

Speaking properly and fluently is one of the most challenging obstacles for a language student, therefore it's typically easier to focus on a reading or writing exercise. Having a strict mindset, on the other hand, is the quickest route to progress. So, practice communicating with yourself every day. Make sure you're prepared for any English conversations you might have. Learn the connectors and conversational phrases. Keep going to your language exchange, even if it feels like a lot of work. You'll find that your speaking fluency improves in a couple of weeks provided you have the perseverance to keep trying.

Importance of Creating an English Speaking Environment

In India most of them are introduced first to their mother tongue. They learn the mother tongue as they grow by sentences taught by parents and peers in the family. But to most of them the English language is

introduced only when they start going to school. Even in school as the teachers are stressed in completing the syllabus. They fail in creating an English speaking environment. They concentrate to make the students, only to write and clear their exams. In this situation the student when he grows up he lacks fluency in the English language. Planning is needed how to introduce an English speaking environment for the Indian students.

Making full use of time and resources both within and outside the school can help to establish a vibrant English language learning environment. Schools should think about the WHY, WHAT, WHERE, WHEN, WHO, and HOW questions in regard to the two major success elements for creating a rich English language environment for students:

All pupils should be encouraged to recognize that speaking English more fluently will enable them to communicate with a larger range of people. Their increased interest in learning English gives them with more chances for job and school, but it also provides them with more pleasure and delight in their personal lives.

Students are more motivated to learn when they enjoy the subjects. In the English classroom, teaching approaches that pique students' attention, such as giving more learning activities and utilizing multi-media learning and teaching materials, should be used. To make language learning more relevant to students' daily lives, a whole-school language curriculum should be established that takes into account their needs, interests, and talents. The usage of mass media, particularly English television and radio programmes, should be expanded.

More opportunities for students to use English should be provided in schools. Learner autonomy and Self-Access Language Learning (SALL) empower students to take charge of their own education and to track and assess their progress. Parents should be encouraged to help their children develop healthy reading habits and increase their interest in lengthy reading by playing a more active role in their children's language acquisition.

Active and frequent use of a language is the most effective way to improve it. It's critical to give children as much English exposure as possible, as well as relevant and purposeful activities to learn and apply the language. Using a whole-school strategy to improve English learning and use by collaborating with teachers in various important learning areas. Introducing cross-curricular enrichment programmes so that children are systematically exposed to the use of English in a classroom context as well as in extended activities outside of the classroom Teachers can customize them or create school-based courses to meet the needs of their students.

Introducing cross-curricular enrichment programmes so that students are systematically exposed to the usage of English in a classroom environment as well as in extended activities outside of the classroom. Teachers can customize them or construct school-based courses to match their students' needs.

Using a variety of reading and listening/viewing materials from around the school or community resources for classroom or co-curricular language activities, such as encouraging students to read to learn by incorporating a morning reading time, using cross-curricular learning materials, articles in magazines, youth radio programmes, or advertisements / public announcements or selected television programmes for additional language activities (e.g. debates, public speaking or dramatic re-presentations).

The use of school's classrooms, bulletin boards, walls, and other areas to showcase students' work, language learning resources, and information about language learning activities, or using the covered playground for activities that promote English use. To set up an English corner or room with multi-media learning resources, educational CD-ROMs, storey books, audio cassettes, and films to provide a pleasant and language-rich atmosphere for self-access learning, with activities that make explicit connections to classroom learning.

Providing convenient access to a variety of materials, equipment, and other facilities that help improve students' English proficiency, such as authentic English materials such as newspapers and periodicals, posters, dictionaries, and multi-media language learning tools. Organizing English-language co-curricular and extra-curricular activities, such as visits to museums with English-language exhibitions, talks given in English by guest speakers from various professions, English-language dramas or shows, English club, English day/week, English drama competitions, and English camps.

The use of public address / multi-media projecting systems and school assemblies to conduct a variety of language-related activities, such as student presentations and sharing sessions, language games, quizzes, storytelling, radio stations including plays, news reading, and song dedication. Encourage class publications and communication through print or electronic means, such as newsletters, bulletins, posters, school magazines, and class homepages, to promote the use of English in schools. To create a trilingual language environment in the classroom by encouraging students and teachers to communicate in English outside of the classroom will help the students to develop good English language skills.

REFERENCES

1. <https://www.wordsworthelt.com/blog/mother-tongue-influence-and-its-impact-on-spoken-english/>
2. <https://adilblogger.com/problems-faced-teachers-teaching-english-language/>
3. <https://www.learngrammar.net/english-grammar/verb>

-
4. <https://oxfordhousebcn.com/en/6-ways-to-improve-your-speaking-fluency-in-english/>
 5. [https://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-secondary/moi/english-language-environment-index.html#:~:text=Setting %20 up %20 an %20 English %20 corner, explicit %20 links %20 to %20 classroom % 20 learning.](https://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-secondary/moi/english-language-environment-index.html#:~:text=Setting%20up%20an%20English%20corner,explicit%20links%20to%20classroom%20learning.)
 6. Text book of English phonetics for Indian Students by T. Balasubramanian.
 7. High School English Grammar and Composition by Wren and Martin
 8. English Fluency for Advanced English Speaker by Whitney Nelson