Certifications Calibrate the Calibre of the Students

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Abstract
We aspire to be a teacher, a scholar, a scientist or even an ardent learner, whatever our aspiration might be, we usually keep watching conference presentations, attending workshops, reading news, and journal articles in order to craft our art, in other words, which we describe as the development of language teaching and promotion of language acquisition. But for a student, the means of learning a second language are manifold and all he/she needs to acquire is their serious engagement with rapt attention both inside and outside the classroom. As learning language is a natural process, first one needs to be surrounded by the language to acquire and develop any unknown language. But it's equally noticeable that a few technical tools working based on Artificial Intelligence would also help the students learn a second language (English) better in due course of learning. Transcending the traditional and old-fashioned techniques that don't intrigue students' learning any longer, Our paper proposes various language development techniques and technical tools that help students acquire the second language quicker and better and subsequently develop it to the maximum extent with utmost accuracy. It also discusses various internationally acclaimed certifications like Business English Certificate (BEC) conducted by Cambridge English, Global English Testing Services (GETS HE), by Qualifications and Assessments and International and such certifications for improving the second language that helps students become proficient in the second language and competent in the workplace.

Keywords: Student engagement techniques, Transcendental, ardent learner, BEC, GETS HE, Technical tools

Introduction

"Enjoy living in the moment but remember that learning English will prepare you for the future", a well-known statement that makes a lot of sense. We know pretty well that the English language is part and parcel of our life, in other words, a passport that takes us anywhere across the globe. We must be cognizant of four core skills i.e. Listening, Speaking, Reading and Writing for the acquisition and development of any language, for that matter English is no exception to it and we have known the significance of English in all walks of life. English is the only language that remains a deciding factor of everyone's career in many non-native English-speaking countries. But the people who speak the language are considered to be the owners of that language. Even the applicants or aspirants of any employment would write the languages they speak as the languages known to them in their Curriculum Vitae, Resume or Bio-Data. Therefore Speaking English is of paramount importance across the globe. Above all, Speaking is a skill like the other three skills can be acquired and mastered.

Earlier Grammar Translation Method was popular in colonial era for teaching and learning English but it left the learners with mother tongue influence. Due to this method, the learner of English language thinks inadvertently of translating his/her thoughts from mother tongue to English language and it lacks originality. Therefore Direct Method gained its popularity as it allows the learners of English language to think about it while speaking and it makes the speech natural. This way many other methods of Teaching Learning English came into existence. Despite the utilization of all these methods, Speaking English hasn't been easy for many students/learners of the English language even today. Transcending the traditional and old-fashioned techniques that don't intrigue teachers' teaching and students' learning any longer, Our paper proposes various language development techniques and technical tools that help students acquire the second language quicker and better and subsequently develop it to the maximum extent with utmost accuracy. It also discusses various internationally acclaimed certifications like Business English Certificate (BEC) conducted by Cambridge English, Global English Testing Services (GETS HE), by Qualifications and Assessments and International and such certifications for improving the second language that helps students become proficient in the second language and competent in the workplace. Our Paper would also analyze various issues and barriers of speaking English language Apart from listening, reading and writing it as well and subsequently propose the possible remedial measures and solutions by explaining

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the interdependence of Listening, Speaking, Reading and Writing. It also discusses various internationally acclaimed certifications that help hone one's four core skills Listening, Speaking, Reading and Writing.

At the outset it is well known to us that it's the way we speak that matters and that determines our altitude. In other words, "our words are our ambassadors; they program us for either success or failure". If we are able to speak English well, we can seize the opportunities aplenty. But there are a few barriers that put the skids under the learners of English language such as shyness, hesitation, lack of confidence, social milieu, mother tongue influence and dominance, lack of proper foundation and no necessity of learning it, as the local language serves the purpose of livelihood. Major factors can be motivation, confidence and Listening inability. Speaking English isn't a cakewalk for everyone but a bad listener can never be a good speaker. The more we listen, the better we can speak. Here I would remind you of Mark Twain's golden words "If we were meant to speak more than listen, we would have two mouths and one ear. Therefore one has to listen more to speak better. Unless Listening ability is inculcated among learners, it's no picnic for them to respond, so that they cannot speak. However language learners are considered almost the speakers of that language and recognized as such by the way they speak .Even Mahatma Gandhi felt shy of speaking in front of others and he did mention it in his "Shyness my shield" extracted from his auto- biography titled "My experiments with Truth". It reminds us of a great statement "The greatest prison people live in is the fear of what other people think". Students/Learners with this attitude generally hesitate to speak in front of others. To the best of our knowledge there are three solid reasons that prevent one from speaking English well.

1. Having content but being unable to express it
2. Speaking something inadvertently
3. Doubting whether the speech is understandable to the listeners or not.
This way the learner of English language feels it difficult to speak without hesitation, repetition and deviation. The reasons can be a learner's poor foundation or social background or unfavourable learning environment or such like.
Before going further, let's know what Communication is and the barriers to improving all four core skills Listening, Speaking, Reading and Writing. Communication is a two-way process in which the sender sends a message, and the receiver gets the message and gives feedback in return. Therefore communication involves four elements: Sender, Receiver, feedback and channel of communication. It is of two types: Oral communication and written communication.

Oral Communication

Oral communication is a process of verbally transmitting information and ideas from one to the other, and it's of speaking form. Oral Communication can be done face-to-face or over the telephone. It can also be discussions or presentations that happen at business meetings, classrooms and even speeches. Speaking effectively isn't everyone's cup of tea. People who keep practicing speaking as a skill can speak effectively. Oral communication is generally supported by body language, which we call non-verbal communication. Body Language completes one's communication.

Written Communication:
Written Communication is a process of sending or receiving information in the form of writing. Unlike oral communication, it needs more attention, as once written communication is done, it can't be retrieved. Writing makes one an exact man, whereas reading makes a full man, and conference a ready man.
But learners of Second Language usually face some barriers to speaking and listening more than reading and writing.

Barriers to Listening
Being inattentively
Interrupting without listening properly
Forming judgment before understanding what is being said
Feeling nervous and anxious
Excessive talking or interrupting
No interest in listening, etc.
Therefore the listeners should be active enough to understand what is being said without interrupting, without forming insensible judgements, without being defensive or offensive and without talking unnecessarily. As mentioned before, to speak more effectively, one has to listen more, but listening alone can't make one an effective speaker, because there are barriers to speaking as well as aforementioned."The greatest prison people live in is the fear of what other people think". Learners with this attitude generally hesitate to speak in front of others.

Certification Courses
We aspire to be a teacher, a scholar, a scientist or even an ardent learner, whatever our aspiration might be, we usually keep watching conference presentations, attending workshops, reading news, and journal articles in order to craft our art, in other words, which we describe as the development of language teaching and promotion of language acquisition. But for a student, the means of learning a second language are manifold and all he/she needs to acquire is their serious engagement with rapt attention both inside and outside the classroom. As learning a language is a natural process, first up one needs to be surrounded by the language to acquire and develop any unknown language. But it's equally noticeable that a few technical tools working based on Artificial Intelligence would also help the students learn the Second language (English) better in due course of learning. Certain Technical tools would help students acquire and develop the Second Language by engaging them both inside and

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outside the classroom. Technical tools like Orai, a speech coach that helps develop learners' speaking skills with instant feedback, Voice thread which improves learners' ability to discuss and describe situations. Apart from them, there are few more technical tools like Padlet which is an application to create an online bulletin board that you can use to display information for any topic. There are many other tools like Grammarly, Ginger, Expresso, ZenPen and such tools used for improving Writing Skill. A few websites that improve reading are Snap & Read Universal, Newsela, Immersion Reading, Inspiration and such like. For developing Listening, there are a few applications like Lyrics Training, Accent Rosie, TeachVid, Listen and Write, SpeakPipe and many such available.

All the applications just aforementioned would promptly give feedback to the learners/students after their performance and also show their level of understanding, acquiring and developing the Second Language English. These applications would engage students in learning English even outside the classroom. This helps understand the levels of students and moreover these apps test every learner genuinely, so that every learner gets engaged everywhere. Some students generally tend to get scared of speaking English in the presence of their teachers. These technical tools would help this kind of student gain access to acquire the Second Language quicker and better with utmost accuracy as well, which even some teachers are devoid of.

Apart from the technical tools proposed above, it's equally important for the students/learners to take certain internationally acclaimed certifications because of its assessment procedure. When it comes to the assessment procedure, there is a lot of difference between Classroom assessment and assessment in internationally acclaimed certifications like BEC and GETS HE and such.

Classroom assessment is an integral part of teaching and learning. It recognises the diversity of learners inside the classroom. It's an ongoing process of identifying, gathering, organizing and interpreting information about what learners know and can do. But these certifications make assessment more realistic and more reliable. The content is tested based on everyday's work and business tasks and is designed to develop students' business/professional English skills and it also helps them get Practical Language skills.

Basically, in Education institutions, BEC/GETS-HE like many other popular certifications attracts students and enhances their career prospects and also boosts their employability and adds value to their courses by offering the exam as part of their studies. It helps excel in business-related studies with proven English language skills. The exams use real work-related tasks and activities for practical use in the workplace. The Speaking test is face to face to create a more realistic test of communicating successfully in study and work. It provides the most reliable reflection of students' language skills covering all

wide varieties of English (e.g. British English, American English). Tests in BEC/GETS-HE help develop cross-cultural communication skills and overall development of the students. It has an impact on confidence levels through international certification. It also introduces unfamiliar situations and helps stimulate creative thinking and analysis." It also helps students show higher education institutions they are serious about their studies and future career and have the work-focused English language skills they need to do well on their course and also helps claim that they are comfortable operating in an international environment. This means the students can develop their English to the level required for their chosen course of study or career.

Today the whole world looks forward to hiring people with good communication skills, in particular, speaking skills. Despite the barriers of speaking English to most of the learners in educational institutes, there are many practices that would help learners overcome the fear of speaking. The fear of speaking may take away one's opportunities. To overcome it, one has to go through certain proven activities such as Group Discussions, Debates, Presentations, Mock interviews, Self-introduction sessions, JAM (Just A Minute) sessions and Role plays and their subsequent assessment procedures in three modes i.e. Self-assessment, Peer-assessment and Mentor's assessment would certainly help learners exude their confidence and thus make them effective and efficient speakers even in public as well. As these practices are vastly optimized everywhere, in particular, the institute I'm working with, they can be suggested and recommended to the learners of English language. Apart from these activities, learners of English language are instructed to go through some international assessments that are aligned to CEFR (Common European Framework of Reference for Languages), so that learners can know their ability and status on all four skills Listening, Speaking, Reading and Writing. There are a few certification programs such as Business English Certificate (BEC) conducted by Cambridge English, Global English Testing Services (GETS) conducted by QAI (Qualifications and Assessments International), Pearson's Mepro, Cambridge's Empower, Aptis by British Council, STEP from The Hindu Group, English Evaluation Matrix and such like are done on CEFR. These certifications would allow the learners to get genuinely assessed and evaluated, so that they can know where they are and can also showcase their certifications that speak volumes about them. These certifications would also multiply the learners' opportunities and ease their fear in pursuit of their employment, as the aspirants of employment can stake their claim as suitable candidates. This way the difficulty of acquiring and developing the Second Language (English) gradually eases, so that the students can learn English effectively and grab the opportunities available across the globe. Accordingly teachers can transcend their teaching by optimizing the technical tools

and these certifications better both for developing their skill of teaching English and also for allowing students to develop their Second Language, English.

Conclusion:

This is our endeavor to improve the standards and proficiency of the students' language skills by applying afore-mentioned tools and techniques. The certification courses mentioned in our paper would actually enable the students to be more expressive both in written and spoken forms of discourse in a cohesive and logical way. Thus the students are recommended to take up the certification courses as these would act as a touchstone to calibrate their calibre and bring validity to the skills acquired and enhance their chances of taking them to the threshold of the employer and get an opportunity to prove their communicative competence.

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