

**Teaching a Speech to the Rural Under Graduate Students: Through ICT and CLT Methods of English Language Teaching**

**Dr.S.V.Ramesh Kumar**

Lecturer in English, Govt. Degree College, Pakala, Tirupati Dt. - A.P.

**Abstract:**

English language Teaching is a challenging task in the Indian institutions, especially in the rural setting. In the rural setting students will have less exposure to English language. Most of the rural students study English for more than 10 years before they enter under graduate courses. Even at this stage they feel English as a difficult subject. Most of them can't write correct English and speak fluent English. One of the main reasons is that they study English as a subject like other subjects and they want to pass the English exam with 35% marks and get through the course. As a result they don't have sufficient English vocabulary, no command over grammatical structures or sentence formations, no self-confidence, no proficiency in English. In this bitter context an English Teacher has to find suitable innovative methods of ELT to teach the rural under graduate students.

This article discusses how to make English Language Teaching, an effective and interesting activity with more students' involvement. It also brings out a teaching experiment done in the UG Semester-1 English class room of Govt. Degree College, Pakala during the academic year 2025-26. This is about using ICT and CLT methods to teach a prescribed English lesson 'How Dare You?' a speech by Greta Thunberg.

**Key Words:** English Language Teaching (ELT), Information and Communication Technology (ICT), Communicative Language Teaching (CLT), ICT Tools, CLT Strategies, Group work, Pair work.

**1. Introduction: English Language Teaching**

English Language is learnt as a second language in Indian Colleges. In the present context of globalization and privatization, learning English and improving communication skills in English have become an important task and a necessary skill for the present youth. Proficiency in English has become one of the important requirements the companies prescribe in interviews. Under these conditions, English language teaching at under graduate level in Indian colleges aims to improve the English communication skills of

students and get them ready for future requirements. The traditional English Language Teaching may not be enough to reach these targets.

## **2. Challenges of ELT:**

English language Teaching is a challenging task in the Indian institutions, especially in the rural setting. In the rural setting students will have less exposure to English language. Most of the rural students study English for more than 10 years before they enter under graduate courses. Even at that stage they feel English as a difficult subject. Most of them can't write correct English and speak fluent English. One of the main reasons is that they study English as a subject like other subjects and they want to pass the English exam with 35% marks and get through the course. As a result they don't have sufficient English vocabulary, no command over grammatical structures or sentence formations, no self-confidence, no proficiency in English. In this bitter context an English Teacher has to find suitable innovative methods of ELT to teach the rural under graduate students.

## **3. ICT Method of Teaching:**

ICT means Information and Communication Technology. ICT Method of Teaching uses digital tools like Computers, Internet, Smart phones, Digital boards etc to make the ELT more effective, interactive, engaging. Here technology is integrated into English Language Teaching to make it more interesting to the students. The multimedia makes learning more fun and a memorable experience. The online platforms bring more quality teaching resources into the English class rooms. ICT method of Teaching effectively delivers the information, facilitates and creates dynamic learning environment.

## **4. CLT Method of Teaching:**

CLT approach involves learning through interaction and communication rather than learning through learners' memorization. CLT aims to support learners with chances to learn and use the target language in a second language context. This approach helps learners have many opportunities to practice English skills in the classroom, where teachers mainly use strategies and resources. Here teaching strategies like Pair work, Group work, Debates, seminar presentations, study projects are followed. With this approach, the teacher has to create more communicative environments for students who need more interaction together to transmit their ideas and learn from each other. From that, learners can naturally develop their English proficiency.

## **5. Lesson Prescribed: How Dare You?**

In Andhra Pradesh UG Semester-1 English prescribed syllabus of 2025-26, there are poems, short stories, one act plays, speeches, essays and grammar topics also. But for this teaching experiment a prose lesson 'How Dare you?' is selected. 'How Dare You?' is a powerful speech given by Greta Thunberg at United Nations Climate Action Summit in

2019. In this speech she accused the world leaders for failing to take real action against climate change. She asked the global leaders “How Dare you?” for their inaction.

**6. Teaching ‘How Dare You?’ using ICT & CLT Methods:**

In this Teaching experiment the Teacher uses ICT and CLT Methods to teach the prescribed Speech ‘How Dare You?’ to the Semester-1 students of Govt. Degree College students, Pakala during the academic year 2025-26. In this experiment ICT tools like Smart Phones, Internet, PPT, YouTube, WhatsApp etc., are used. In the same experiment CLT strategies like Pair work, Group work, Digital Assignments, etc., are used.

**7. Lesson Plan:**

| Day-1                      |   |   |
|----------------------------|---|---|
| Activity                   | Description   | ICT Online sources/ CLT Strategies used |
| <b>Pre-Lesson Activity</b> | <ul style="list-style-type: none"> <li>➤ Teacher divides the class into groups, with 5 students each. He writes a question on the Board “What are the dangers to our environment?”</li> <li>➤ Students sit in groups and discuss for 10 minutes to find the answers.</li> <li>➤ One student from each group shares his group answers.</li> <li>➤ Teacher lists out the answers and enlighten the students about the dangers to our environment, climate and Earth.</li> </ul>   | <b>Group work</b>                       |
| <b>Motivation</b>          | <ul style="list-style-type: none"> <li>➤ Then Teacher plays a YouTube Video of Tulasi Gowda, who received Padmasree for her extraordinary work in protecting the environment.</li> <li>➤ Students watch the video and get motivated to protect the environment.</li> <li>➤ Students sit in groups and find answers for the Teacher’s question ‘What can we do to protect this precious environment?’</li> <li>➤ One student from each group shares his group answers.</li> <li>➤ Teacher lists out the answers and enlighten the students about how to protect our environment, climate and Earth.</li> <li>➤ By the end of this activity students realize the importance of environment and identified the ways to save this environment.</li> </ul> | <b>YouTube Group Work</b>               |

**SP Publications**

## **International Journal Of English and Studies (IJOES)**

An International Peer-Reviewed and Refereed Journal; **Impact Factor: 8.337(SJIF)**

**ISSN: 2581-8333 | Volume 8, Special Issue-1; 2026**

|   |   |  |
|---|---|--|
| <b>Introduction to the Text and the speaker</b> | Teacher plays a PPT about the Speaker Greta Thunberg and her speech 'How Dare you?'   | <b>PPT</b>                                 |
| <b>Home Task</b>                                | A YouTube video of 'How Dare You?' speech by Greta Thunberg, is shared to the students through Whatsapp group and asked the students to watch it at home and attend the class.  | <b>Youtube<br/>Whatsapp</b>                |
| <b>Day-2</b>                                    |   |  |
| <b>Video Playing</b>                            | <ul style="list-style-type: none"> <li>➤ The You Tube video already shared is played in the Classroom through Projector.</li> <li>➤ Students watch the video and appreciate the sincerity of Greta Thunberg in her questioning of the World leaders.</li> <li>➤ Teacher divides the students into pairs to discuss and find answers to the general questions displayed on the slide. It tests the primary understanding of the students.</li> <li>➤ Video is played again. Students watch it again.</li> <li>➤ Then students in pairs discuss to find answers to a new set of question to understand the speech.</li> </ul> | <b>YouTube<br/>Pair work</b>               |
| <b>Introducing the Vocabulary</b>               | <ul style="list-style-type: none"> <li>➤ Teacher asks the students in pairs to identify the difficult words in the text.</li> <li>➤ Teacher helps the students to find meanings of the difficult words.</li> <li>➤ Students find meanings to the difficult words using online dictionary or Google search.</li> </ul>   | <b>Pair work<br/>Online<br/>Dictionary</b> |
| <b>Home Task</b>                                | Students have to study the text at home and understand the views of the speaker.  |  |
| <b>Day-3</b>                                    |   |  |
| <b>Understanding the text</b>                   | <ul style="list-style-type: none"> <li>➤ Teacher divides the class into groups, with 5 students each. He writes 8 questions on the Board and asks them to find answers.</li> <li>➤ Students sit in groups, study the text and discuss for 10 minutes to find the answers.</li> <li>➤ Students report their answers to the class.</li> </ul>   | <b>Group<br/>work</b>                      |

**SP Publications**

## **International Journal Of English and Studies (IJOES)**

An International Peer-Reviewed and Refereed Journal; **Impact Factor:8.337(SJIF)**

**ISSN: 2581-8333|Volume 8, SpecialIssue-1;2026**

|                                     |   |                    |
|-------------------------------------|---|--------------------|
| <b>Writing Summary of the Text</b>  | <ul style="list-style-type: none"> <li>➤ Students sit in groups and try to write summary of the text.</li> <li>➤ Teacher guides the students about the structure of the paragraph.</li> <li>➤ Students submit their summaries. Teacher discusses the grammatical mistakes and correct them</li> </ul> | <b>Group work</b>  |
| <b>Home Task/ Speech recitation</b> | <ul style="list-style-type: none"> <li>➤ Students have to get ready to give a speech with the title 'How Dare You?' about protecting our environment.</li> </ul>  | <b>Speech</b>      |
| <b>Day-4</b>                        |   |                    |
| <b>Online Assessment test</b>       | An online Assessment test is conducted using Google form. It tests the understanding of the text, vocabulary and other things learned in the lesson.  | <b>Google form</b> |
| <b>Feedback collection</b>          | At the end of the class a feedback is collected about the experience of the students using Mentimeter   | <b>Mentimeter</b>  |

### **8. Conclusion:**

By using ICT and CLT methods students involved in learning with lot of participation. The pair works and group works have helped the students to communicate with their classmates. The ICT tools used have created interest among the students about the lesson. The feedback collected through Mentimeter Survey says 100% students are happy about this experiment. The results of the online assessment test show that students have understood the text in a better way.

### **References:**

- Attar, Mahan and S.S.Chopra (2010) "Task-Based Language Teaching in India". MJAL 2:4
- P.P. Singh and Sandhir Sharma, E-Learning New trends and Innovation, Deep & Deep Publications Pvt Ltd., 2005
- Kress, G. (2003) Literacy in the New Media Age, London: Routledge.
- Richards, Jack C.(2006) "The Background to CLT" Communicative Language Teaching Today. Cambridge university Press: New York. pp 6-13
- Vygotsky, L. S. (1986). Thought and language. (A. Kozulin, Trans. & Ed). Cambridge, Mass: MIT Press