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Imagine, Integrate, and Incorporate: English Language and its Pedagogical Implications in EFL Classrooms

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Abstract

As the English language is accepted globally, it becomes a challenge for the teachers to learn the new theories and practices and get updated as per the requirements and needs of the learners. It is very necessary to know the needs of the learners in order to help them or push them towards learning. Knowing your learners' needs means half of the work has been done, the only thing the teacher has to do is to select the methods and apply the appropriate strategies in the classrooms. The existing practice of teaching English in the classroom does not offer much to the students to practice receptive and productive skills in real-life situations. The present study focus on developing language skills by using different strategies and activities in real-life classroom situation to enhance the language skills of the learners. The study uses a quantitative method to collect data from the respondents through a questionnaire developed by the researcher. The questionnaire was based on a five-point Likert scale and the reliability and validity were tested through SPSS version 20. The Cronbach alpha was tested and the results were satisfactory. The findings of the study clearly show that if the strategies and method of pedagogy in the classroom will be changed to more learners-centred and activity-based, the learning outcomes will be better and language skills were enhanced.

Keywords: Pedagogy, Receptive skills, productive skills, language learning activities, Incorporation

Introduction

English is spoken all over the world and English language teaching and learning is one of the most fascinating as well as challenging tasks for the pedagogues as well as for the learners. As the English language has spread and travelled across the world it has changed its colour and form. Different people have accepted and used the English language as their second language or foreign language to convey their opinions, values, thoughts, and feelings. The power of the English language can be seen as most of the textbooks which are available in this world irrespective of the field they have existed in English language and if not it is translated into it. The English language is considered the lingua franca of our country, spoken by the majority of the people. It is the means of employability in each and every sector. A person who is fluent in the English language can get a job very easier. Now a day it is the minimum requirement of almost every job. The uniqueness of the English language lies in its diversified nature as wherever it goes it changes its structures and function. The emergence of the English language as a global language is an example of how it is quickly reached and accepted by the people. The most important point of the English language is the flexibility to adjust to the native language.

Learning a language whether it is second or foreign is indeed a very complex process. It needs special care, effort, and calibre to master that language because there is always mother tongue intervention when you learn a language. Shinsuke Tsuchiya (2016) discussed the other important distinction which is the dichotomy between native and non-native speakers. He further explains the idea by acknowledging the diversity of speech and practices in different ethnic communities in the world. However, this is the fact that non-native speakers have not been hired or given opportunities over native speakers irrespective of the truth that whether they are more effective or not. Because sometimes the problem of mutual intelligibility also occur when it comes to second language classroom specifically in India where a number of diverse mother tongue exists. The author also explains that individuals perceive the notion of native and non-native differently. Tsuchiya opines:

> The practice of dichotomizing natives and non-natives as two homogeneous groups is at best misleading. This is because individuals routinely perceive 'natives' and 'non-natives' differently, depending on a wide variety of factors. These factors include but are not limited to, linguistic ability, educational background, competence in other languages (s), dialect, citizenship, ethnic background, skin colour, and even gender and sexual orientation. One way to deconstruct the dichotomy is to study those who do not fit in the dichotomy through ethnographic studies. Such individuals would include heritage speakers, dialect speakers, and those who are linguistically but not "ethnically" native speakers. (p. 3-4)

Therefore, to develop an effective and efficient model of teaching strategy, activity based on language questions which target to improve productive and receptive skills of English language learning is the foremost pragmatic strategy that can be developed and applied in foreign language classrooms. Language learning has some basic concepts and theories about how language is learnt, acquired, and taught. Behaviourism is basically psychology theory which is concerned with the behaviours of the individual. It has dominated the field of second language acquisition until the end of the 1960s. The approach is focused on the external individual's environment. Behaviourist says language learning is habit formation, the procedure of linking stimulus and responses. This process is regarded as a learning instrument and has to be reinforced, practised, observed, and corrected. Behaviourists emphasize on imitation of stimulus as a process of learning. The central idea is dependent upon the observation, measurement, and verification of the subject i.e. is a language learner. The principles of the theory rely on observation, repetition, drill practice, and stimulus-response. Naderi, S., Ajmal, M., Keezhatta, M. S., & Alam, S. (2021) write in the paper titled "Stroke Effect of English Teachers on the Learners' L2 Motivational Self-System"

The interaction between teacher and learner can be considered a fundamental element in the educational context. Hall and Walsh (2002) asserted that the quality of teacher-learner interaction in the language learning contexts is a major factor to have effective and efficient learning and teaching process. Moreover, this kind of interaction has an essential role in progressing a positive learners' academic development and a social enhancement as well. In fact, the promoted interaction between teachers and learners provides a safe and suitable environment for both learners and teachers. (108)

Language has four skills i.e. LSRW, apart from this it has two aspects also that is vocabulary and grammar. To learn a language or acquire every individual has to learn the rules of the language as well as the vocabulary irrespective of whichever language they are learning.

> "Teachers believed that the motivation levels of the entire class and of individual students depend highly on the teachers. Technology was perceived as important for today's classroom by all teachers" (Ajmal et al., p. 543).

Universal grammar theory refers to the structure of the certain set of rules which are inherent in humans. The theory has been proposed by Noam Chomsky in 1986, and he argued that humans have the ability to organize limited language constraints in their minds. In addition to, he elaborates that every language in this world has a limited number of similar structure or set of rules that exists in humans naturally. "In certain situations in which the child is not presented with any consistent linguistic model, they appear to have the capacity to invent some aspects of language" (Carroll, p. 42). The above-mentioned statement of David Carroll in his book *Psychology of Language* supports the notion of Universal grammar. This set of rules is known as Universal grammar and it is also supported by the Creole languages. Aleksander Kobylarek (2020) says "the point of education depended on introducing people to human achievement by creating a certain development continuum" (p. 6).

The aforementioned ideas about language and its aspects of how to learn its nuances to practice in real-life situations are the demand of today's competitive world. To solve the problem of pedagogues in the classroom teaching the study focus on how to develop a strategy based on activities of the English language and its implementation or integration in real-life classroom teaching.

Literature Review

The present study reviews some of the important articles and books pertinent to the idea of integrating, incorporating and imagining the language skills in the classroom pedagogy. *Teaching English as a Second or Foreign Language* Fourth Edition (2014) by Celce-Murcia, Marianne, Donna Brinton, and Marguerite A. Snow accentuates the methods of language teaching comprehensibly, elaborates on how to assess the language skills and its aspects i.e. grammar and vocabulary, and highlights the integrated approaches of ESL and EFL classrooms with providing relevant content. Additionally, the book focuses on the information about the learners that are relevant for classroom interaction and foreground issues that are important for the professional development of the teachers. The book is a comprehensive demonstration of approaches, methods and techniques to make teachers capable enough to facilitate teaching English as a second or foreign language. It can be used as a reference book or guide for specific training and professional development in academics. The book is a canon of each and every aspect that is important and affects teaching-learning process. It is substantial because each chapter begins with a question that previews the contents of the chapter. It also throws light on key concepts and terminologies that are pertinent to ESL and EFL contexts. Apart from this, the chapters elaborate on conceptual underpinnings (research and theory), followed by classroom implications. The uniqueness of the book is each chapter ends with the future trends and recommendations, a

conclusion and summary followed by the discussions, questions, suggested activities, and recommendations for future readings. The suggested materials can be utilized for stimulating critical thinking, application, and exploration.

Techniques and Principles in Language Teaching (2000) by Diane Larsen-Freeman is a remarkable contribution to the field of language teaching and learning. The book discusses new methods through more attention to the learning process providing the methodological choice to the teachers. *Second Language Pedagogy* (1987) by N.S. Prabhu is a landmark book which aims to present a particular view of second language pedagogy through fascinating and exciting procedures and tasks in language teaching. This approach was referred to as the 'Bangalore Project' and some called it 'Communicational Teaching Project'. The project had some very interesting ideas of giving the instruction as tasks, and their implication in the syllabus design is what we have known as 'procedural syllabus'. Prabhu describes "development of competence in a second language requires not systematization of language inputs or maximization of planned practice, but rather the creation of conditions in which learners engage in an effort to cope with communication" (Prabhu, p. 1). So what he focused through his idea of communicational approach or procedural approach or task-based language learning is that creating the situation (tasks) is very much important for the production of appropriate linguistic expression.

Approach and Methods in Language Teaching (2001) by Jack C. Richards and Theodore S. Rogers is a remarkable work which gives us insights into the approach, methods, and techniques of language teaching, split into three parts. The book discusses cooperative language learning, content-based instruction, task-based language teaching and the post-methods era. The book aims to offer an inclusive and lucid description of major and minor movements in language teaching methods from the commencement of the twentieth century to the current times. The aim of the authors is to present a straight and inclusive depiction of a meticulous approach or method.

Blended Learning: Creating Opportunities for Language Learners (2012) by Debra Marsh reflects the blending of learning methods, approaches, and strategies in language learning classrooms. It discusses the incorporation of the pedagogically sound learning materials which support the approach. "Blended learning can refer to any combination of different methods of learning, different learning environments, different learning styles" (Marsh, p. 3).

Sayeh Abdullah's article "Challenges for Teaching English as a Second Language and their Remedies" (2013) analyses the challenges and barriers to teaching in EFL classrooms. The article discusses the cultural nuances that influence the language learning process which is an important barrier for second language learners. Cognition of new structures and skills is very important among learners; the use of real-life situations can give learners ample experiences to understand. The new words and new expressions should be discussed and explained to learners in order to comprehend them easily. The author defines "it is demanded that the English language teachers must be skilled enough at lowering these barriers and sparking student interest and curiously by developing a creative, wise and passionate curriculum" (Abdullah, p. 371). However, it has been noticed that after decades of teaching English teachers have not achieved what they are supposed to; somehow they are lacking in creativity and experiments; new approaches in their classroom. Teaching the second language has been a difficult assignment, particularly, in working with the

students who hail from diverse cultures and backgrounds as it entails a number of intricacies which can be overcome through the application of suitable approaches. The paper focuses on the problems of learners of a second language, mainly, English.

"Drama in Education and its Effectiveness in English Second/Foreign Language Classes" (2004) by L. Athiemoolam address the challenge of using drama in ESL/EFL classrooms and its effectiveness. The article aims to draw attention to the use of creativeness, role play and frozen images as procedures to support the learning process among learners who are learning English. It also focuses on the development of communication skills among English language learners at the school or university level. The author enumerates the usage and application of drama techniques and the invaluable role of drama in developing oral communication. The author emphasizes that drama and theatre develop creativity and confidence among learners, by using creative drama like pantomime, role play, and improvisation. One can stimulate authentic situations in the classroom for the development of the English language.

In "Drama Techniques for Teaching English" (2004) Vani Chauhan discusses the alternative method of teaching English through drama by providing context for language production. The article examines the benefits of using drama in the classroom by asserting that drama empowers the teachers' repertoire of pedagogic strategies. The author elaborates on the effectiveness of drama in the ESL classroom and demonstrates the warm-up game to trigger the learner's ability to respond, then describes the drama activities through which teachers can teach the English language. The activities include the interrogative roles, telephonic conversations, and soliloquy. Each activity is very clearly designed and described with follow-up and variations. The article discusses drama as an alternative method in the EFL classroom which is the primary aim of this study. It strengthens the present study by demonstrating a way how it will be implemented in the second language classroom.

The literature review discusses different methodologies and strategies discussed by the authors to cater for the need of the students in EFL/ESL classroom pedagogy. The limited study discussed above shows that there is a gap between the ideas, strategies, and approaches and their implementation, integration and incorporation. The present study tried to fill the gap in the actual integration of activities and strategies in the real-life classroom pedagogy.


Research Methodology

The research methodology follows a valid and reliable method to collect data through a questionnaire developed by the researcher. The questionnaire was used firstly to conduct a pilot study to know the weakness and strength and implement the changes accordingly. The respondents were chosen by using the purposive method and the entire respondent were studying in an undergraduate program. The questionnaire was based on five-point Likert scale. For the present study, only a few statements related to language teaching will be analysed and try to find out the possible solution related to the classroom pedagogy. The language-based statements are designed to get information about the effectiveness of activities and exercises in language classrooms. The options are ranging from 1 to 5, where 1 means strongly disagree and

5 means strongly agree. The statement-based questions intend to inquire about the usefulness, and effectiveness of the concept of language activities in classroom learning and teaching.

Data Analysis

The first statement in the questionnaire comes under the dimension of language-based and asks "I like activities in the classroom to learn English". This statement aims to know whether students like activity as a strategy in learning English or whether it has not been added to the curriculum nor practised by teachers. All of the language-based statements are coded as (LB) for tabulation and analysis.

Graph 1
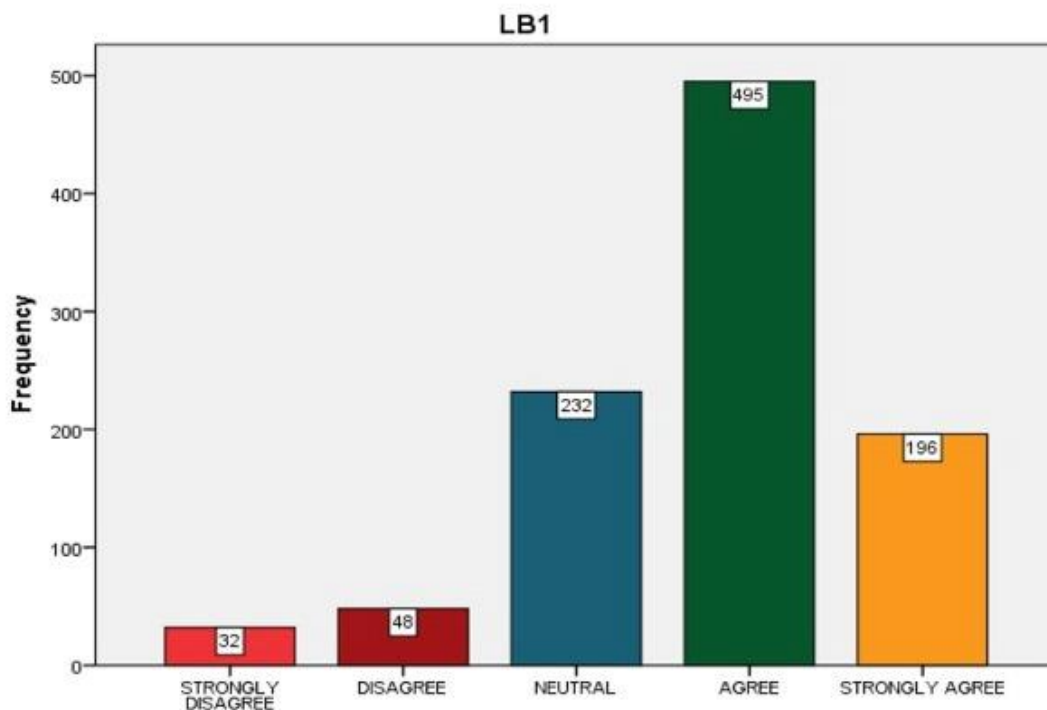
The responses recorded are shown in the Graph 1 above, thirty-two (32) students selected 'strongly disagree', forty-eight (48) students selected 'disagree', two hundred thirty-two (232) students selected 'neutral', four hundred ninety-five (495) students selected 'agree', and one hundred ninety-six (196) selected 'strongly agree'. The responses from the participants are quite positive about using activity as a tool for learning English as it is loud and clear from the table 4.15, that 70%of the respondents marked positively when asked do they like drama activities, exercises, and lessons in the English classroom. However, 23% of the participants responded that they feel neutral or they are okay with the approach whereas only 8% of the students responded negatively. Statistical data for statement one (LB1) shown in graph 15 have received positive responses from the respondents. The kind of responses received for this particular statement gives strength to the present study as it is proposing a new approach to teaching and learning which

has not been used earlier or is not generally practised because of end number of reasons by the teachers.

The next statement, based on language skills, asks "drama in the English language classroom makes learning easy". This particular statement intends to establish the fact whether drama and theatre-based activities are helpful in learning English or it does make the process of learning easy. As it is shown in Graph 2 below, twenty-nine (29) students selected the option 'strongly disagree', fifty-six (56) students selected 'disagree', and two hundred two (202) students selected 'neutral'.
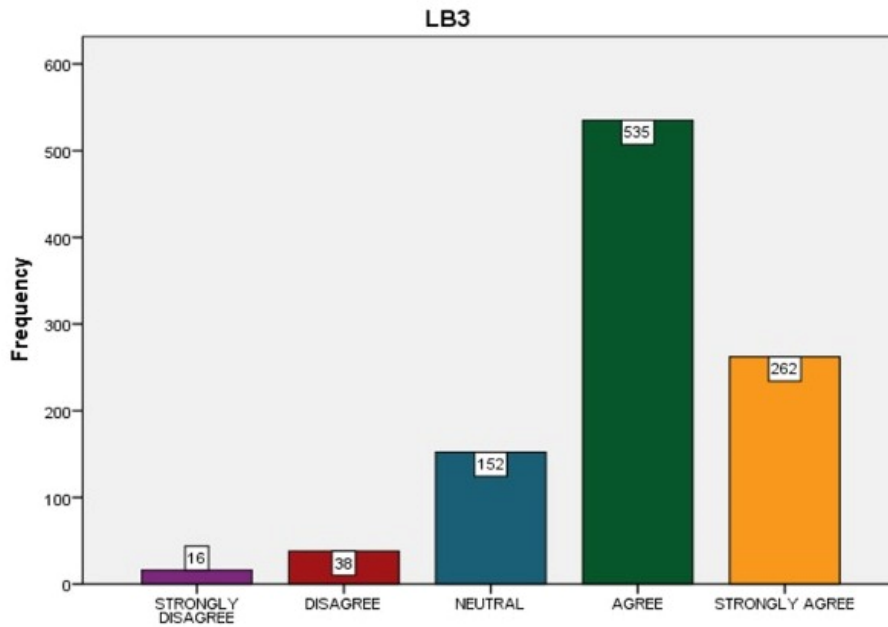
Graph 2
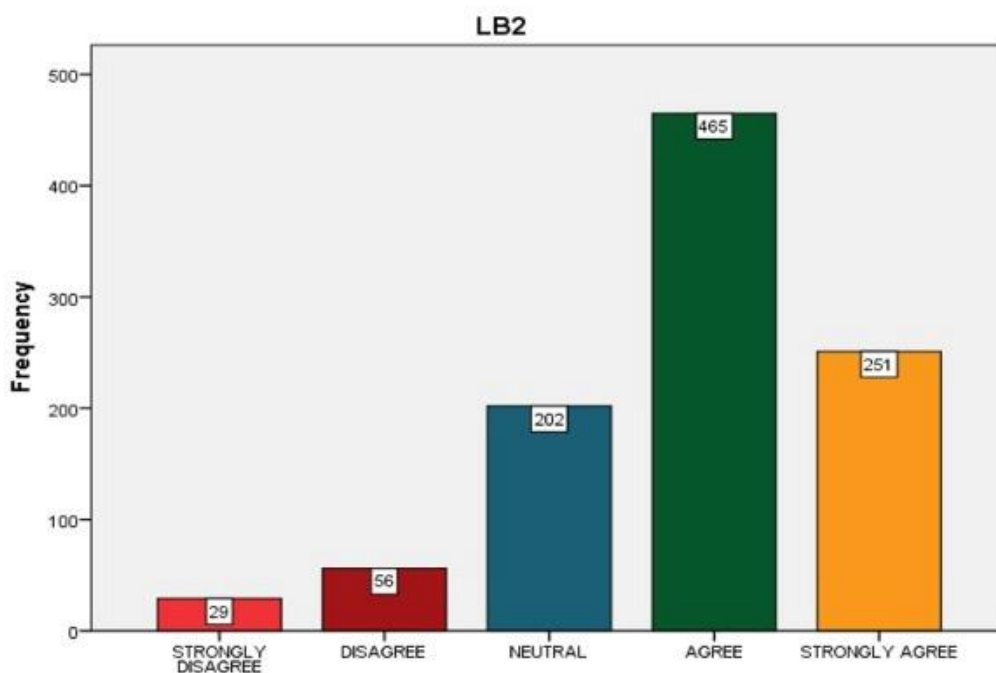
The second statement of language-based (LB2) intends to know the opinion of respondents about drama makes learning English easy as a teaching tool, with the presupposition that minimum effort and maximum output can be achieved through drama-based activities. Approximately, 70% of the students responded positively to this statement which means they believe drama will help them to learn the English language easily if it is opted for by the teacher and added to the curriculum by policymakers.

Statement three (LB3) of language-based appears in the questionnaire as statement number fifteen (15). This statement tried to get input from respondents on how effective are language games and role-play in improving their English language. The participants responded to this particular statement, sixteen (16) students chose the option 'strongly disagree', thirty-eight (38) chose the option 'disagree', one hundred fifty-two (152) chose the option 'neutral', five hundred thirty-five (535) chosen 'agree', and two hundred sixty-two (262) chosen the option 'strongly agree'. It is clear from Graph 3 below, that most of the respondents feel that language games and role-play activities in English language classrooms improve the accuracy and fluency of their language skills.
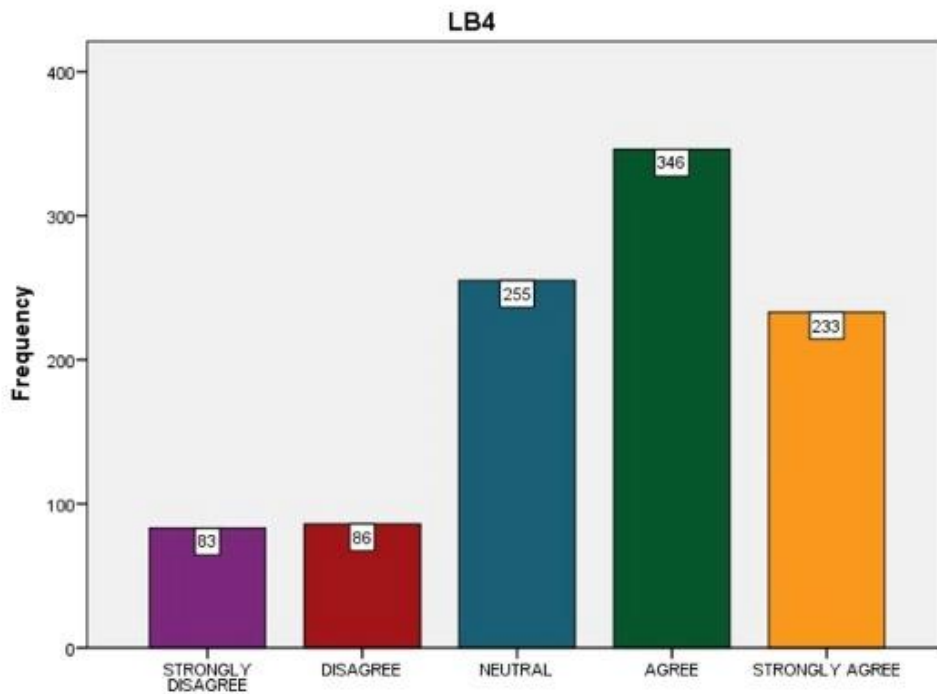
Graph 3

Graph 3 (above) shows that almost eighty (80) per cent of the participants responded positively to this statement whereas only 5.4% responded negatively.

Statement four (LB4) of language-based appears in the questionnaire as statement nineteen (19), which intends to ask about projects, presentations, and assignments. As data shown in Graph 4 below, eighty-three (83) students selected option 'strongly disagree, eighty-six (86) students selected option 'disagree', two hundred fifty-five (255) students selected option 'neutral', three hundred forty-six (346) students selected option 'agree', and two hundred thirty-three (233) students selected option 'strongly agree'. It is clear from graph 18, that fifty-eight per cent (58) of the students responded positively to this statement and 16.8% of the students responded negatively. The rest of them responded to the option neutral.

The next statement LB-5 asks activity-based teaching improves the oral skill of the students. It also investigates activities as a tool of learning helpful in developing the pronunciation skills of students.

Graph 4

As it is clear from Graph 5 below, eleven (11) students selected the option 'strongly disagree', forty students (40) selected the option 'disagree', two hundred and two (202) students selected the option 'neutral', four hundred fifty-three (453) selected option 'agree', two hundred ninety-seven (297) selected option 'strongly agree'.

Graph 5
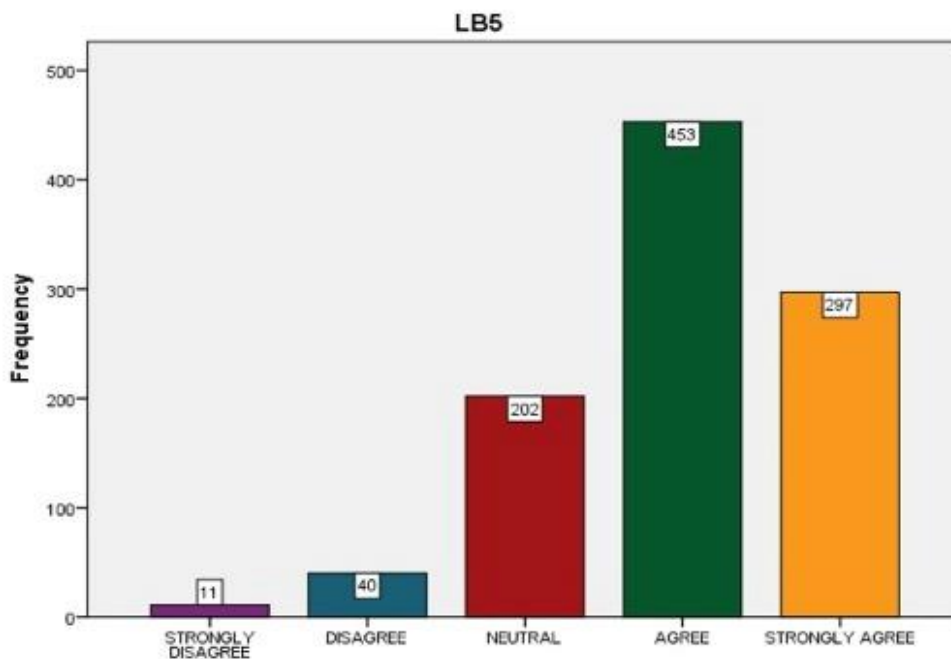
The next statement based on language is LB 6 which asks about opportunities students are having in their everyday life. This particular statement intends to ask how frequently they speak English outside the classroom. Practising linguistic structure as much as possible develops the language skills of students.

Graph 6
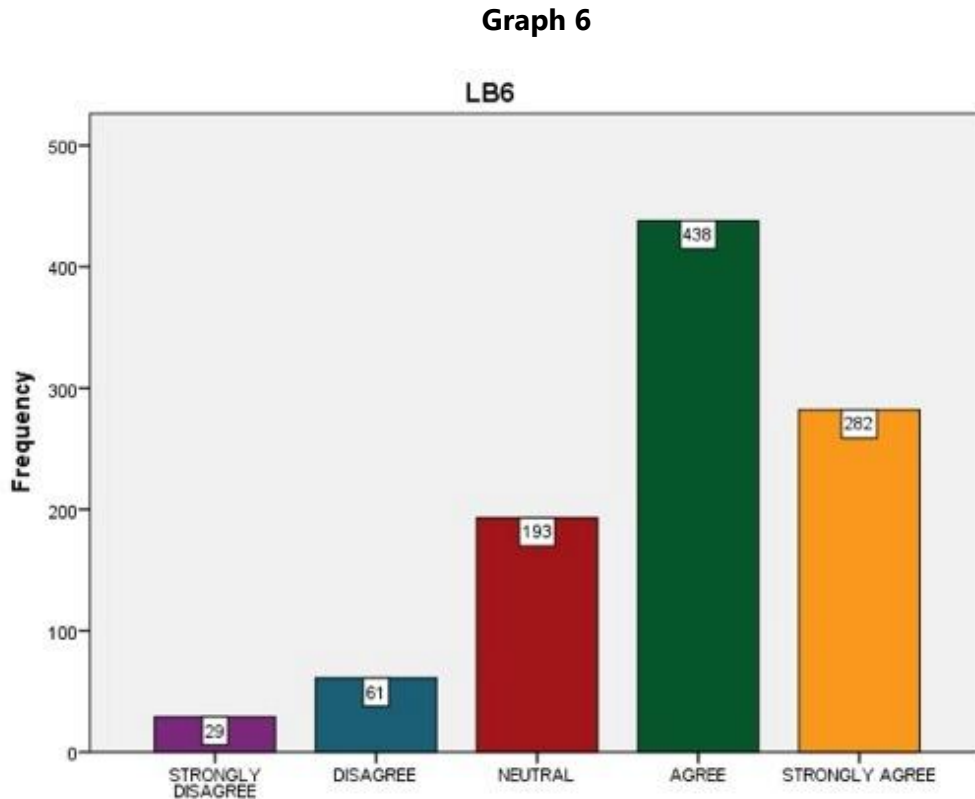
The response recorded after tabulation of data reveals, twenty-nine (29) students responded 'strongly disagree', sixty-one (61) students responded 'disagree', one hundred ninety-three (193) students responded 'neutral', four hundred thirty-eight (438) responded ' agree', two hundred eighty-two (282) responded 'strongly agree'. It is clear from Graph 6 above, almost seventy-two (72) per cent of the students responded positively to the statement whereas nine (9) per cent of the students responded negatively.

If respondents who marked option 'neutral' for example taken as they do not have opportunities or least opportunity to use English in their daily life then a large number of students are not using English or do not get the opportunity to use it in their day to day communication. The reason can be different for every individual, maybe they are shy and hesitate to communicate in English because they think others might point out their mistakes and make fun. The other reason for not using it is that they are not able to produce appropriate linguistic structures of language, lack of vocabulary, lack of motivation and so on.

The next statement in this segment is that LB7 intends to ask how English can be learnt by putting minimum effort for maximum output with the help of drama techniques.

Graph 7
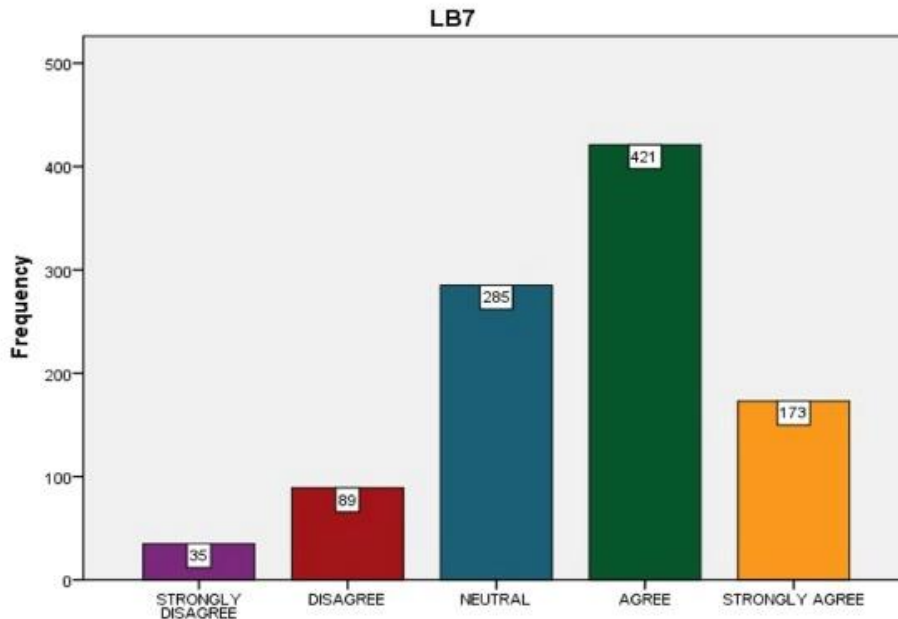
The response recorded after tabulation of data reveals, that thirty-five (35) students selected option 'strongly disagree', eighty-nine (89) students selected option 'disagree', two hundred eighty-nine (289) students selected option 'neutral', four hundred twenty-one (421) selected option 'agree', and one hundred seventy-three (173) selected the option 'strongly agree'. It is clear from Graph 7 below, total of 12.45% students responded negatively to this statement whereas sixty (60) per cent of the students approximately responded positively to this statement.

Most of the participants believe that English can be learnt with minimum effort through the use of drama and theatre as a tool for learning. The approach of using drama as an instructional method in second language classrooms gives motivation and makes the learning process easier.

The next statement of language-based is LB8 intends to ask about word games and puzzles help to improve vocabulary. The response recorded after tabulation of data shows that sixteen (16) students selected option 'strongly disagree', thirty-five (35) students selected option 'disagree', one hundred fifty-two (152) students selected option 'neutral', five hundred five (505) students selected the option 'agree', and two hundred ninety-five (295) students selected option 'strongly agree'.

Graph 8
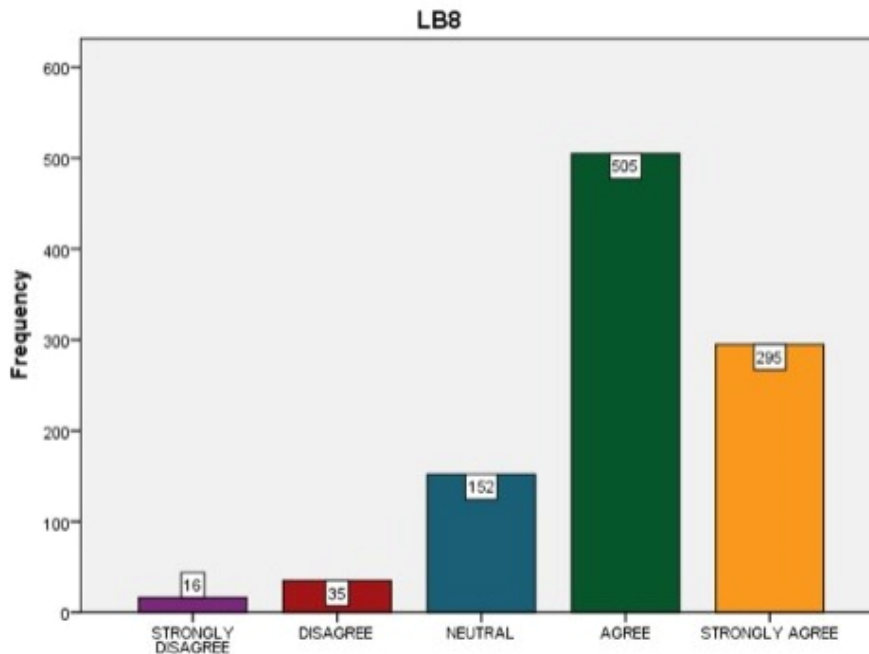
It has been observed by several teachers and scholars that students especially at the undergraduate level face difficulties in speaking and writing because they do not have enough vocabulary to express their thoughts and feelings. Even when writing descriptive answers in exams they keep on repeating the same expressions. This technique of using word games in the classroom does help them to improve their vocabulary and will directly develop their oral and written skills in the English language. As you can see in graph 8 above, only five (5) per cent of students responded negatively to this statement whereas eighty (80) per cent of the students responded positively. In this regard, there is a need for enhancing the vocabulary of the students at the undergraduate level and working with word games can be an essential strategy to develop their vocabulary.

The last statement LB9 investigates the effectiveness of the approach of using drama activities in language teaching classrooms. The responses recorded were: twenty-two (22) students selected the option 'strongly disagree', thirty-eight (38) students selected the option 'disagree', one hundred forty-four (144) students selected 'neutral', four hundred seventy-five (475) students selected the option 'agree', and three hundred twenty-four (324) students selected the option 'strongly agree'. As it is clear from graph 23 (below), six (6) per cent of the students responded to this statement negatively whereas eighty (80) per cent of the students responded positively. 14.5% of the students responded neutrally.

Graph 9
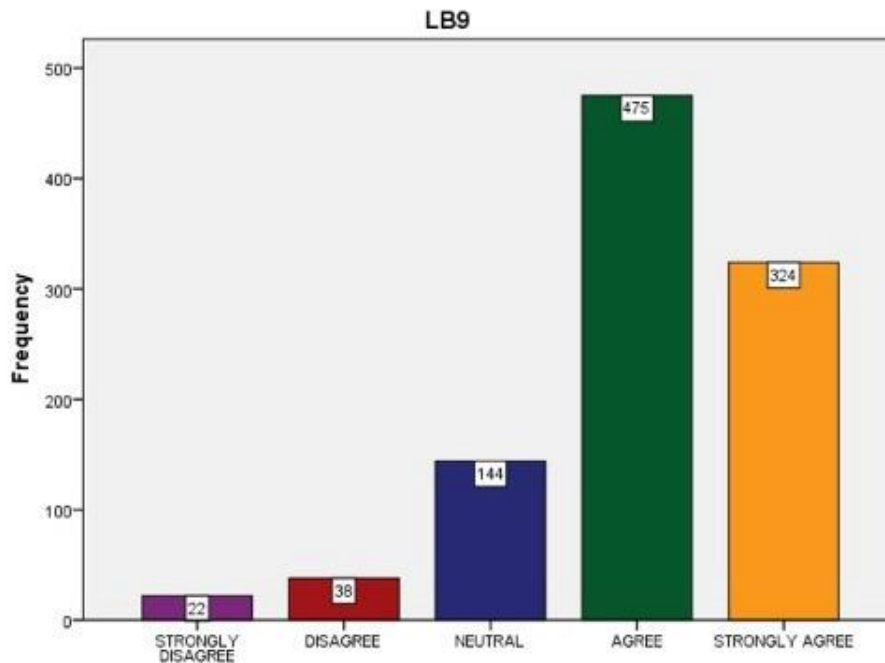
Inferences and Findings of the Study

The findings of the present study are discussed in the form of inferences made by analysing the data which were collected through the questionnaire. There are discussed below:

The researcher found that the use of unscripted activities i.e. extended role play develops cooperative learning, group work and pair work among students. Apart from these, it was observed that students often feel boredom in the classroom if the teacher is not using interactive methodologies but these drama-based activities make the learning interesting and useful for the overall improvement of the personality and language of students. Traditional methodologies do not offer an interactive teaching style which is why students are unable to perform well when asked inside and outside the Indian classroom. These activities are the easiest way to make the learning of English language effective as it stimulates motivation among learners. The majority of students responded that while indulging in drama-based activities they are able to interact actively and effectively without any pressure. Furthermore, the efficacious nature of the activities can be seen as it develops the imagination of the students because the activities are designed in a way that promotes the student's involvement in the classroom and gives them autonomy to learn the English language. The teacher's role is to be a torch bearer in the classroom.

It was noticed through the responses recorded that language games facilitate students to learn new linguistic expressions and it is easily available through the Android platform on mobiles. Students find language games easily accessible to them and they can utilize them for their language improvement. A number of language games are available for vocabulary building and grammar improvement online and offline. The comprehensible finding suggests that these

language games enhance confidence and creativity as they are not redundant but rather spontaneous in nature.

It was found that using non-verbal activities in the classroom improves the body language of the students. These activities improve the kinaesthetic skills of the students i.e. how to interact with others without using words or sentences through gestures and postures. It is an effective strategy for teaching the English language in the second language classroom. Moreover, it also develops the mutual intelligibility of the students. Leo Jones (2007) says:

> In student-centred classes, students don't depend on their teacher all the time, waiting for instructions, words of approval, correction, advice, or praise. They don't ignore each other, but look at each other and communicate with each other. They value each other's contributions; they cooperate, learn from each other, and help each other. When in difficulty or in doubt, they do ask the teacher for help or advice but only after they have tried to solve the problem among themselves. The emphasis is on working together, in pairs, in groups, and as a whole class. Their teacher helps them to develop their language skills. (p. 1)

One of the major findings that were perceived through the responses of the students is that they do not rely on reading authentic materials rather than they prefer to read sub-standard market materials that are easy to read in order to pass their examinations. Most of the students responded that they use online content as their reading materials, and very few students responded that they regularly read newspapers and magazines. The English Language has four skills and two aspects that have to be practised to be a fluent and accurate writer or speaker reading and listening serve as the input of the language that goes into the subconscious mind of individuals. Speaking and writing are the output of the language without input the desired output is not possible. Apart from these input and output skills, it is important to inculcate the aspects of language, i.e. grammar and vocabulary. Drama as an instructional approach is potent enough to foster these skills and aspects in a holistic teaching strategy.

This approach gives a kind of training of pronunciation to the students as it uses ICT and audio-visual materials if available. Using this method the teacher's role is to act as a guide and supervise the activity by giving appropriate feedback wherever needed. Sometimes if the infrastructure is available audio-video materials are used for ice-breaking or warm-up activities to push students toward the learning process. Moreover, Alan Maley and Alan Duff's (2013) book titled "*Drama techniques in language learning*" is an important resource book for activities that can be used in EFL classroom pedagogy. The data reveals and the researcher also believes that the use of multimedia materials gives students a kind of training so that they can listen and see to imitate the language structures and supra-segmental features in a real-life situation. Aleksander Kobylarek (2021) says that "education practices to be appropriate, knowledge about education must have a solid foundation" (p. 9)

It is observed that this approach gives the opportunity to the students to use the English language inside and trains them to use it outside with confidence. In the Indian context, students have very little or no exposure in using the English language in their everyday life. Even in some cases, students do not have exposure to listening to the native speaker to imitate them to learn the exact

pronunciation. The findings conclude that this approach is very helpful in learning English as it is cost-effective, efficient, and can be used without any infrastructure in open spaces.

It was noticed and the majority of the respondents said that traditional chalk and lecture teaching methods are one-dimensional way and do not promote students' involvement, participation, autonomy, and freedom whereas learning the English language in a second language context should be two-way communicative act, should be thought-provoking, exchanging ideas, and should allow students to engage and participate in the classroom. Drama as a strategy for teaching the English language initiates the learning process which traditional methods do not support. Even the errors are not welcomed in traditional teaching practices which Stephen Pit Corder said is very significant for a beginner.

It was pointed out that the researcher firmly believes that drama as a method of teaching motivates learners to practise the English language inside and outside the classroom. Traditional teaching styles do not offer ample motivation and they minimize the hesitation of the students because of the lecture method which students often find boring. It was observed that students feel connected to the idea of using drama and they actively interact in the classroom with a result, they gradually use the English language more. They also find it very interesting to practice language structures through assigned roles. Alam, S., Al-Hawamdeh, B. O. S., Ghani, M. U., & Keezhatta, M. S. accentuates:

> The use of activities based on drama in education is efficacious in developing the creativity and critical skills of the learners. It is also helpful in fostering the non-verbal skills of learners in real-life situations. Additionally, if the approach is used in the right way it can have a positive impact on the learning outcomes of the students in ESL and EFL classrooms. The challenge is to devise the activities according to the classroom nature and the level of the students (p. 40).

It was noticed that the reverberation of the linguistic expression in the classroom enhances the personal, social, and cultural values among learners. The activities developed and designed for classroom teaching purposes are improvised from real-life situations and that is why the students feel it is important to practice and subscribe to the idea of enacting those situations in the classroom. In the process of acting out the expressions, they inculcate the social etiquette, values, courtesy, manners, decorum, protocol, and politeness. This leads to the understanding that drama is not only helpful in teaching the English language but also effective in the overall personality development of students.

Conclusion

As discussed above it is clear that the activities based teaching is far more effective than the traditional method of direct teaching. The learners are quite comfortable and not reluctant to use language in real-life situations because these strategies give them a king of training and practice of receptive and productive skills. The efficacies of the activities are visible when learners had been asked how they feel about it. The only problem that is faced by pedagogues around the world is that suitable activity according to individual classrooms nature is not available. Also, Aleksander Kobylarek (2021) points out that "low digital skills of teachers became a cause of problem when

it comes teaching with the help of technology" (p. 6). In this regard study conducted by Alam et al. (2020); Alam et al. (2022); Al-hawamdeh, B. O. S., Alam, S (2022), Process *Drama as a Method of Pedagogy in ESL Classrooms: Articulating the Inarticulate*, *Practice and Principle of Blended Learning in ESL/EFL Pedagogy: Strategies, Techniques and Challenges*, *Praxis and Effectiveness of Pedagogy during Pandemic: An Investigation of Learners' Perspective* is beneficial because they discuss some sample activities in their study. Either the teacher has to devise the activity according to the nature of the classroom or do some changes accordingly. The article also discusses the importance of blended learning, challenges and problems teachers face in the real classroom pedagogy. The limitation of the study is that it is conducted on a small sample size of only undergraduates and for policy making and changing the syllabus and curriculum there is a need for huge data and support from the agencies and government.

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