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ADAPTING PHYSIOTHERAPEUTIC TRAINING STRATEGIES AND APPLYING IT IN ENGLISH LANGUAGE TRAINING TO ENHANCE THE SPEAKING SKILLS OF THE ESL LEARNERS

V.L. JAYAPPAUL

Assistant Professor of English, St. Joseph's college (Autonomous), Tiruchirappalli, Tamil Nadu, India

E-mail: jayaappaul@gmail.com



V.L. JAYAPPAUL

ABSTRACT

Researchers and educationalists in English language teaching have contributed various perspectives and methods to solve the problems of English language teaching-learning process. But still, many educational institutions and language trainers find it very difficult to achieve the goal of making their students as effective communicators in English. It is, indeed, the need of the hour to adapt strategies from other discipline like physiotherapy to cater the needs of ESL learners. This paper focuses on adapting a part of the physiotherapeutic training strategies to enhance the English language skills of the ESL learners.

Key words: Physiotherapeutic strategy, passive exercise, assisted exercise, resisted exercise

Introduction

The contemporary thought of English language trainers is to find an effective way to equip the learners with English language skills. In today's digitalized world, the learner of English have ample opportunities to browse through various materials and methods of learning, but the learners find it difficult to use those materials with proper training procedure with the help of the language trainer. Here the researcher suggests adaptation of physiotherapeutic training strategies which could make the learners involve in the language training process with enthusiasm and acquire English language skills.

What is Physiotherapy?

Chartered society of Physiotherapy explains "Physiotherapy helps restore movement and function when someone is affected by injury, illness or disability."(web). Wikipedia defines, "Physiotherapy is a physical medicine and rehabilitation specialty that, by using mechanical

force and movements, remediates impairments and promotes mobility, function, and quality of life through examination, diagnosis, prognosis, and physical intervention."(web). Merriam Webster defines physiotherapy as, "therapy for the preservation, enhancement, or restoration of movement and physical function impaired or threatened by disease, injury, or disability that utilizes therapeutic exercise, physical modalities (such as massage and electrotherapy), assistive devices, and patient education and training —called also *physiotherapy*"(web).

What is Physiotherapy Management?

In English Language Teaching, we have different approaches, methods and techniques. In the same way, in physiotherapy, we have many patient management modalities and procedures. These are mentioned in Wikipedia as "PT management commonly includes prescription of or assistance with specific exercises, manual therapy and manipulation, mechanical devices such as

traction, education, physical agents which includes heat, cold, electricity, sound waves, radiation, assistive devices, prostheses, orthoses, and other interventions. In addition, PTs work with individuals to prevent the loss of mobility before it occurs by developing fitness and wellness-oriented programs for healthier and more active lifestyles, providing services to individuals and populations to develop, maintain, and restore maximum movement and functional ability throughout the lifespan. This includes providing therapeutic treatment in circumstances where movement and function are threatened by aging, injury, disease or environmental factors.”

Intervention strategies in physiotherapy:

In physiotherapy, compensatory training strategies, neuro-motor therapeutic exercise, functional training strategies and motor learning strategies are mentioned by Susan B O’Sullivan in ‘Physical Rehabilitation’ (p-488). Sullivan also added strength, power and endurance training are intervention strategies to improve motor control (p-492). Muscle strengthening endurance training, flexibility exercises, range of motion exercises, and stretching techniques are elaborated by Susan B O’Sullivan (p-492-496).

The above said strategies are adapted in ELT like passive exercise, active assisted exercise, assisted-resisted exercise, resisted exercise. To understand these strategies in ELT, the table is given below:

Sl. No.	Physiotherapeutic training Strategies	Adapted Physiotherapeutic Strategies in ELT.
1.	Passive exercise: For a patient, who has zero muscle power, the therapist completely does the movement for the patient. This is stated by Dena Gardiner as “ passive movement and posture result from the application of external forces when the muscles are unable to contract or when they relax voluntarily to permit movement or allow support” (p-27)	In ELT, for the learner who doesn’t have the experience of expressing his skills, the language trainer performs basic oral self-introduction to make the learner passively witness the activity.
2.	Assisted exercise: Dena Gardiner mentions, “Assisted exercise. When muscle strength or coordination is inadequate to perform a movement an external force is applied to compensate for the deficiency” (p-41). Here, the therapist supports the patient’s initiative movements to reach the range of motion in exercise therapy.	When the student initiates to perform an activity, he/she may not be able to complete the sentences. At that time, the trainer supports to complete those sentences. This is assisted exercise in ELT.
3.	Assisted-resisted exercise: Dena Gardiner states “Assisted resisted exercise. Muscle may be strong enough to work against resistance in part of the range and not in others. This type of exercise ensures that the external forces applied are adapted in every part of the range to the abilities of the muscle” (p-41). In this type of exercise, the therapist focuses on assisting the patient to achieve the full range of motion, where a part is independently moved without the assistance of the therapist.	The learner may be efficient enough to express a certain part of oral activity. The language trainer, here, assists to complete the other part of the oral activity, which needs to be included in the language skill acquisition.

4.	Resisted exercise: Carolyn Kisner remarks that “resistance exercise is any form of active exercise in which a dynamic or static muscle contraction is resisted by an outside force, applied either manually or mechanically” (59). The therapist, here, artificially and systematically offer resistance to develop power and endurance of the muscle.	The trainer creates an actual situation where the oral skills of the learner could be strengthened in the oral performance at the exit level.
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An adapted model of physiotherapeutic Procedure in training the students in oral self-introduction activity:

Students those who are unable to introduce themselves in English could be trained in Physiotherapeutic strategy.

STEP 1:

Passive Exercise: Language trainer could download self-introduction video clippings from the web resources which suite the learners or the trainer could screen a self-introduction video that is available in the market or the trainer himself/herself could perform oral self- introduction presentation for the students. Here, the language trainer’s autonomy decides the video lessons for his/her learners.

Outcome: The language trainer is able to present the oral video presentations of (1) the native speakers, (2) English as a second language speakers, (3) native language trainers and (4) language trainers of ESL videos to the students directly. It is observed that when students watch such video clippings, they are motivated and they gain confidence to some extent at the beginning of the language training program. It is also an opportunity for them to acquire oral language skills indirectly.

STEP 2:

Assisted Exercise: Here the language trainer allows his students to perform self-introduction activity. The trainer would be able to identify students those who are unable to speak complete sentences, and those who need assistance by the language trainer to complete the self-introduction activity. Here the students who initiate and start to communicate about themselves are assisted by the language trainer. The trainer also gives some information to stimulate the complete responses of the learner by encouraging with simple sentence structures.

Outcome:

The students are able to complete the sentences with the help of the language trainer. The assistance given by the trainer to complete the sentence is a motivational factor for the student to go ahead with enthusiasm in oral language learning process.

STEP 3:

Assisted Resisted exercise: The students who are able to speak full sentences and give some information about them are asked to say some more personal information. The language trainer here identifies that the students are able to express limited number of full sentences could be stimulated and assisted to add some more sentences on different dimensions like their personal qualities and educational achievements.

Outcome: The students who were able to say a few information about themselves could say some more personal information with enthusiasm. This practice increases confidence of the students to orally perform in situations like interviews and conversation with strangers in English.

Step 4:

Resisted Exercise: In this stage, the students are allowed to face the interview experience to exhibit their oral communication skill with real stress and pressure. This real situation gives them strength to overcome psychological fear and shyness and perform their oral activities with courage.

Outcome: The language trainer would get the real fruit of training the English language to his/her learners. The learners will be able to show their confidence and perform completely with all the information that are needed to be expressed in self-introduction.

A model performance outcome of the students in oral self-introduction is tabulated below:

Stages	Students	Language trainers
1.	The students passively watch the performances in the web resources played by the language trainer on the screen. The students are passive here.	The trainer is active to make his students watch self-introduction performances by the native speakers or by non-native speakers.
2.	Students start to introduce themselves like a) I am Raja b) ----- Thanjavur c) ----- 10 th std. in St. Joseph's H.S.S. d) ----- age 19 Students initiate to inform about themselves without complete sentences.	The language trainer adds some more structural information to make sentences by the students. For example a) I am Raja b) I am from Thanjavur c) I did my 10 th std. in St. Joseph's H.S.S. d) My age is 19 The trainer assists them to complete the sentences.
3.	The students are able to say a few complete sentences confidently. They might be unaware to express some more sentences about themselves. E.g. qualities, background, hobbies, etc.	The language trainer adds some more sentences. For example a) I am punctual b) I am from rural background. c) My hobbies are Cricket and watching Television.
4.	The students are made to participate in real interview situation where they challenge the pressure and stress when using their language skills with an interviewer or a stranger.	The trainer gives the maximum chance to the students to express their language skills to face the interview situation. The language trainer asks a few questions to bring out the some more personal information from the learner.

Conclusion

The students in real heterogeneous classroom situation would be able to participate in oral self-introduction practice through the adapted physiotherapeutic English language training strategy. The students from urban and semi-urban school background will be able to develop their oral communication skills through the training from passive exercise, assisted exercise, assisted resisted exercise and resisted exercise. The students here are motivated to speak English with achievable targets with enthusiasm, and reinforcement of the trainer to stimulate the students to take part in the speaking task in all the stages actively.

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