

THE JOURNAL OF ENGLISH LANGUAGE TEACHING (INDIA)

The English Language Teachers' Association of India
(A Peer-Reviewed Journal)

Teaching summarizing in academic writing – The NCF and the ESL curriculum – Problems and solutions in ELT – Multiple Intelligences and ELT curriculum development – Professional development and educational planning in challenging contexts – Developing integrated speaking and listening skills through silent viewing and dubbing

Vol. 58/1 January - February 2016
Rs. 15/-

ISSN 0973-5208

ELT@I

The forum for professional development

The Journal of English Language Teaching (India)

Recommended by the Director of School Education (Proceedings D Dis No. 75301/76 dt 21 March 1979) and the Director of Collegiate Education (RC No. 11059 / J3 / 2000 dt 28 February 2000)

The English Language Teachers' Association of India was founded on August 7, 1974 by the late Padmashri S. Natarajan, a noted educationist of our country.

Periodicity

The Journal of English Language Teaching (The JELT) is published six times a year: in February, April, June, August, October and December.

Contributions

Articles on ELT are welcome. Share your ideas, innovations, experiences, teaching tips, material reviews and resources on the net with your fellow professionals.

Length : About 1500 words for theoretical articles and for others about 450 words.

There should be an abstract in about 100 words at the beginning and all the necessary information about all the references quoted.

The JELT carries a brief note on professional details about each contributor. Please send a short note about yourself. You may give your name as you want it to appear in the Journal.

Articles should be sent only as an email attachment – **AS A WORD DOCUMENT** to

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A photo of the author should also be sent in the jpg file format as an email attachment along with the article.

It will be assumed that your article has not been published already and that it is not being considered by any other Journal.

The views expressed in the articles published in The JELT are the contributors' own, and not necessarily those of the Journal.

Objectives of the Association

- To provide a forum for teachers of English to meet periodically and discuss problems relating to the teaching of English in India.
- To help teachers interact with educational administrators on matters relating to the teaching of English.
- To disseminate information in the ELT field among teachers of English.
- To undertake innovative projects aimed at the improvement of learners' proficiency in English.
- To promote professional solidarity among teachers of English at primary, secondary and university levels and
- To promote professional excellence among its members in all possible ways.

We bring out "The Journal of English Language Teaching", a bi-monthly, and it is given free to all the members of the Association. Our Literature Special Interest Group brings out a free online quarterly journal-Journal of Teaching and Research in English Literature.

Our consultancy services offer Teacher training packages and organize bi-monthly meetings on current ELT themes relevant to the Indian context.

We host annual conferences and regional conferences on specific areas relevant to the ELT scenario today. Delegates from all over the country as well as the world outside participate in them, present papers and conduct workshops.

The Journal of English Language Teaching (India)

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Editorial

We regret the enormous delay in publishing this number of our journal. As Editor, I take the responsibility for the delay. We assure you that future issues will be brought out more promptly.

You have quite a good fare here – from a broad-based article on the problems by ELT practitioners and possible solutions to them, to one that discusses how even in difficult circumstances one could keep oneself abreast of developments in ELT through professional associations such as ELTAI. You also have articles that provide practical tips on teaching the different language skills based on the authors' classroom experiences.

The first article by Charul Jain discusses the procedural steps by means of which the English teacher can help undergraduate students to develop summarizing skill as part of an academic writing course. These suggestions are based on workshops conducted by the author in the state of Gujarat. A major learning outcome, the author claims, is learning to use their own language in the summary, which is commendable. The last article discusses how Athista sought to develop, in an integrative way, both the listening and the speaking skills of her students in an engineering college in the southern part of India by making them watch a video, alternately with the audio off and then on. These focused viewing sessions were each followed by language activities, resulting in language production (i.e., speaking output), claims the author. Readers might try out these ideas in their own classrooms, adapting them to suit their local contexts, and share their experiences through this forum, namely the journal.

The second and the fourth articles deal with ELT curriculum development. The second article outlines the basic principles of the National Curriculum Framework (NCF 2005) and discusses their implications for designing teaching and learning materials, such as textbooks. The authors, Pooja Giri and Venkateswaran, go on to review the textual materials in some of the English Readers produced and published by the State of Karnataka and suggest what could be done to ensure their complete alignment with the NCF. The fourth article by Arul Francis and David Jeyabalan, on the other hand, looks at the ELT curriculum at the college level and how insights from Gardner's theory of Multiple Intelligences (MI) might be productively incorporated into the ELT curriculum towards holistic and mature development of students. Their findings are based on a survey-type study.

In the third article, Padickal Sony and Sheela attempt to list what in their view are the major problems the ELT scene in India is beset with and seek to offer their own solutions to those problems, namely lack of interest to learn, their fear of making mistakes while learning, and lack of sufficient exposure to authentic English. Each problem is stated and solutions are offered to overcome it. If you agree with these problems, you may even think of how you might solve them. The fifth article is an eye-opener for those of us who constantly complain of problems, constraints, and challenges, and feel depressed. The authors of this piece, Mohammed Fadhel and Vinaya Kumari, give an account of the teaching situation in the strife-torn Libya where they had to teach and tell us how, even in those challenging times, they could remain in touch with the developments in ELT through their membership of professional associations such as ELTAI and IATEFL. What a sincerely-felt tribute to our association and what it can do in the professional development of teachers of English across the world!

The usual feature, 'Speaking Activity', by Elango and details of our next annual-cum-international conference and IATEFL membership are included. Please avail yourself of the excellent opportunities. You will also find reports of four workshops on mobile learning organized by ELTAI and supported by the Hornby Trust, UK. This is just the beginning. We hope other chapters of ELTAI across the country will come forward to conduct mobile learning workshops in their respective regions.

Happy Reading!

P. N. Ramani, Editor

Teaching Academic Writing: Summarizing

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Introduction

‘Summarizing’ is an important skill used very frequently in our lives. It is used both in formal and informal settings, in interpersonal communication as well as in intellectual or academic communication. We share with our family the summary of the movie that we saw or the party that we attended; we share with our friends the highlights of the cricket match or a stage performance they missed; and we share with our friends the central idea of a lecture that we heard. Summarizing is done inadvertently all the time.

In the academic sphere, however, it takes a very significant turn as students require to summarize the texts that they have read for revision later on or the research articles they need to refer to in their writings. Students need to summarize the lecture that they heard in a classroom or a notice or an announcement that others missed but is important. This skill, though very important, is rarely taught to the students. They are often tested though, in writing précis or summaries of comprehension passages.

This article summarizes how students can be taught this significant academic writing skill in a procedural manner. It is based on workshops conducted on Developing Academic Writing Skills of undergraduate students in Gujarat.

Objectives

To help students to:

- Identify the main idea/central theme of a text;
- Identify key ideas or arguments supporting the main idea;
- Recognise the supporting details, explanations, and exemplification of the key ideas or arguments; and
- Summarize a text in their own words using the central theme and the key ideas.

Duration: 1 ½ to 2 hours

Texts needed

- a) Five nursery rhymes which are familiar
- b) Two/three short reading texts of about 50 words each
- c) Three longer reading texts of about 100-150 words each

Methodology

1. Define ‘summary’ and ‘summarizing’.
2. Help the students to establish the relevance and significance of summarizing in their lives, especially in academic writing.
3. Ask the students to read the text carefully twice. In the second reading ask them to underline important words and phrases.
4. Ask them to think of the answer to the question: “What is this text about?”.

5. Ask them to re-read the text and see if their idea of the text is adequate.
6. Help them identify the central idea of the text (you can use the nursery rhymes here. The main idea is easy to identify as the text is very short. For example, Humpty Dumpty fell and broke but could not be repaired).
7. Take one of the shorter texts and help them locate important words.
8. Suggest a few summaries and ask them to evaluate which one is the most effective and why.
9. Group them and give them other short texts to identify the main idea and the key points or arguments. Through a process of discussion they would be able to develop better understanding of the text and its key ideas.
10. Make the students consolidate this information in a sentence or two as the summary.
11. Move around the class interacting with, monitoring, motivating, and facilitating student- groups in this activity.
12. Ask a few groups to volunteer sharing with the class the summary they have come up with.
13. Discuss with the class and suggest what improvements they could make in their summaries.
14. Give them the longer texts and ask them to write down the central theme and key ideas of the passage.
15. Ask them to exchange notes with their neighbours and make improvements in their summaries.
16. Emphasize writing the summary in their own words using as few words as possible from the text.
17. Ask them to write down the summary of the text in their own words.

Learning Outcomes

1. Once the learners are able to establish the significance of summarizing in their academic context, they become very motivated and receptive to this skill.
2. They learn to identify the central idea as well as the key ideas or arguments.
3. They learn to compress and express the main thought of the text.
4. They learn how to avoid using textual language and use their own language to summarize.

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National Curriculum Framework and its Implications for the Indian School ESL Curriculum



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ABSTRACT

This paper attempts to make a survey of the principles of the National Curriculum Framework 2005 and attempts to evaluate Karnataka State Reader (Grade VI-IX) on the basis of the principles enshrined in the NCF. It tries to highlight the principles incorporated in the Reader and those that need to be added.

Introduction

India aims at discovering effective ways of educating its children. Various debates have been held at the national and the international levels to impart education to everybody regardless of their social, cultural and economic context. "A universal urge to build a society of humane, committed, participative and productive citizens has accelerated these efforts" (NCF 2005, *Preface*).

The present curriculum encompasses some of the major concerns reiterated by the NEP (National Educational Policy). The important issues have been concerned primarily with language education, medium of instruction, formation of a common school structure, the relevance of social cohesion, secularism and national integration, in the entire educational process. The other core components included were Continuous

Comprehensive Evaluation, the elements of freedom and flexibility, and vocational education.

The other concerns include 'healthy, enjoyable and stress-free Early Childhood Care' and education, sustenance and nurturing of talent, and reduction of the curriculum load. For languages, it aims at integration of environmental education, involvement of teachers in planning, implementation and evaluation of the curriculum, and development of the curriculum materials.

The review of National Curriculum Framework, 2000 was initiated with the intention to tackle problems of curriculum load on children. The Ministry of Human Resource Development - 1990s, in its report, *Learning without Burden*, stated that unless and until we treat children as mere receivers of knowledge, undervaluing their potential

to create and construct knowledge by their own experience, learning can never be joyful.

Principles of NCF – An Overview

Adequate data input

Pertaining to textbooks, both teachers and learners need to have control over textbooks. Curriculum freedom cannot exist in the presence of a single prescribed text (NCF 2005). All schools should have a package of learning materials instead of a single textbook, and the textbook should be a part of the package. Besides, there should be provision for modification at the school and at the cluster level, and also for providing supplementary materials. In some States, one text is ‘covered’ in a single day. Language is a dynamic ‘text’, which means that, learners need to be exposed to new language samples every day rather than to a single text repeatedly.

Regardless of which level the language is to be introduced, the aim should be to ‘build familiarity with the language in meaningful situations.’ “There is at least one characteristic that is common to every *successful* language-learning experience we have ever known, and that is, the learner is exposed one way or another to an adequate amount of the data of the language to be learned” (Rutherford 1987, p.18). A single textbook is not enough for the ‘adequate data input’. Thus, besides *mastery* over the prescribed textbook, learners should be given exposure to adequate, *regular* and meaningful language. To encourage reading and extensive reading, learner-chosen texts

like cartoons, paragraphs, jokes, articles, and books, can be shared in class (Kumaradas 1993).

Humanistic

The content in the textbooks should be related to the challenges and career at different stages. It should encourage knowledge that helps the child to self-discover his/her own interests. This should be done by giving project work and alternative evaluation systems like open book exams. The duty of the teacher is only to sow the seed of the subject among the learners and not stuff the whole plant in them. We should aim towards making them life-long learners. The curriculum should be humanistic in its approach and should tend towards pursuit of different ranges of human aptitudes. Education must be able to inculcate among our learners the values of *peace, humaneness and tolerance* in a multi-cultural society (NCF 2005, p.13).

Culture

In addition to this, curriculum also aims at infusing among learners the sentiments of India’s rich cultural heritage, philosophical, cultural and sociological tradition, and its contribution to the world civilization at large. The curriculum further aims at inculcating the spirit of ‘Vasudhaiva Kutumbakam’ among young learners so that their self esteem as Indian is enhanced. This will also enable them to learn, respect and accept other cultures of the world. It also gives them courage to meet the challenges imposed by the pressure of globalization.

India being a multicultural society, the curriculum should address the cultural pluralism and instil among the younger generation the insight to re-interpret or review the past, juxtaposing the new perspective and priorities of the changing, modern context.

Knowledge

At present, too much emphasis is given on the 'outcome': presenting information on fragmentary bits instead of interrelating them; conducting activities and finally eliciting information to check how much of it has to be memorized. We should view learners as constructors of knowledge instead of being mere reproducers of knowledge. Knowledge includes problem solving and understanding. Contemporary subjects should be included; selection of knowledge should also be well planned.

Added to this, the curriculum should produce citizens who are aware of their rights and responsibilities enshrined in the constitution. Above all, the main goal of education is not only to cultivate a culture of peace among individuals but also to stop them from being mere onlookers of conflict.

The Learner and the Context

It is in interaction with the environment that a child constructs knowledge and derives meaning. Hence, it is imperative to contextualize education, base the learning in the child's context, and make permeable relationship between the learner, nature and the social environment, as knowledge is to be used to connect with the world. Unless

learners are able to relate their individual standpoint to the context given in the textbook and to their experience in society, knowledge becomes mere information.

Everyday the child comes to the world with new experience. Only when the living environment is brought into discussion/ reflection inside the class, do they become alive to matters concerning the environment and nurture a concern for it. Projects and activities that involve groups should be encouraged so that learners learn to take responsibility, learn group work and social values. Protection of the environment, concern for peace, and readiness towards social changes should be the core components of quality education.

Bilingualism and Multilingualism

The main national vision of English teaching in India has been to encourage multilingualism so that it enriches all languages in India, placing English along with other Indian languages, strengthening the teaching of English through children's other language in regional medium schools, and reducing the hegemony of English and propagation of other Indian languages in English medium schools.

At the primary level, Classes I-III, English can occur in congruence with the first language(s) so as to 'create awareness of the world around the child' (Das 2005). A few ways in which bilingualism can be practised is by introduction of parallel texts/same stories in different languages. For example, the National Book Trust (NBT) has many stories written in English and other Indian

languages. The Promise Foundation has Big Books in four Indian languages and English. Production of bilingual learner's dictionaries at various levels can be initiated. The other bilingual practice could be done by providing instruction in English and production is accepted in the mother tongue or in the language the learner is familiar with.

Language across the Curriculum

Language education should not be confined to the language classroom alone. Through other subjects learners learn various terminologies. Teachers of other subjects may ask learners to gather information in English. The policy of *language across the curriculum* would genuinely promote multilingualism in our curriculum. Including language across the curriculum, especially at the primary level, would contribute to language learning; exclusive teaching of English could be initiated at the high school level.

Karnataka English State Textbooks, 2013

The Preface of all the textbooks (V-X) reads thus: "The textbooks were designed according to the principles of NCF-2005 since June 2010. The textbook has incorporated Constructivist Approach, Spiral Approach and Integrated Approach. Besides focusing only on LSRW skills, competencies, fundamental grammar, text and exercise, the textbook gives importance to appreciating beauty, inculcating values and developing personality. It aims at enabling learners to be healthy and productive members of society. The textbook includes various group and pair

activities, assignments and project works. The focus of the textbook is more on developing learners' communicative skills than preparing them for exams."

Content Analysis (2012- 2013-2014)

Inclusion of principles of NCF in Karnataka State Textbooks

In class VI textbook, the poem *Kindness to Animals*, Anonymous, focuses on listening to the poem followed by exercises to understand and appreciate it. For example, a question says, *Complete the following sentences with the help of the poem* (VI Reader, p.57). The other question is: *Sit in groups. Ask two or three interesting questions on each of the following birds and animals.* (VI Reader, p. 58). Next is a question on writing. Students are supposed to develop a paragraph describing a picture (VI Reader, pp. 60-61). The Reader does follow an integrative approach and focuses on communicative skills, which is an important aspect of NCF.

Inclusion of poems, like *Awareness* by Sylvia Stults (VII Reader, p. 33), *No Men are Foreign* by James Kirkup (VIII Reader, p. 40), and *The Wonderful Words* by Mary O' Neill (IX Reader, p. 77), shows inclusion of one of the principles of NCF, i.e. appreciation of beauty.

The other principle of NCF is that the curriculum should replicate indigenous cultural, philosophical and sociological traditions. The inclusion of stories like *Ekalavya* (VII Reader, p. 38), *A Day in the Ashram Pool* (VIII Reader, p. 1) Enchanted

Pool (IX Reader, p. 1) (an excerpt from *The Mahabharata*), and a few poems like *Coromandel Fishers*, by Sarojini Naidu, (VIII Reader, p. 73), Upagupta (IX Reader, p. 19), reflects indigenous traditions and culture.

Other principles of NCF, i.e. inclusion of environmental awareness, inculcation of values, and concern for peace and readiness towards social changes, are seen in lessons like *Kindness to Animals* (VI Reader, p. 55), *Avoid Plastics* (VII Reader, p. 22), *Justice above Self* by Munshi Premchand (IX Reader, p. 82), *Wealth and Values* (VII Reader, p. 119), and *What I Want for You and Every Child-A Letter from Obama to his Daughters* (VI Reader, p. 145).

A few more NCF principles that could be added to the Karnataka State textbook

Rutherford says that learners should be exposed to an adequate amount of data. Therefore, NCF suggests that instead of single textbooks, learners should be exposed to new language samples every day. So, instead of lengthy stories like *To My Countrymen* by Dr. A.P.J. Abdul Kalam (IX Reader), which runs into 5 pages (pp. 130-134) and with difficult vocabulary like *perpetuate*, *disposed to*, *multifaceted*, *insurgency*, and *hypothesis*, a few short texts of 1-2 pages with just a few new words could be introduced.

Besides this, NCF states that texts chosen by learners could be used for extensive reading, so instead of prescribing a set of supplementary texts which consists of prose and poems like *Aruna Asaf Ali-The Great Patriot* (IX Reader, p. 149), *Lal Bahadur*

Shastri, a biographical sketch (VIII Reader, p. 1), and *A Birthday Present: Nehru to his Daughter* (VI Reader, p. 144), cartoons, paragraphs, jokes, articles, books on themes like movies, sports, child prodigy, children's literature (*Swami and Friends*, *Harry Potter Series*, *Hardy Boys Series*), inspiring autobiographies/biographies of children or childhood memories/hardships of adults, could be included.

NCF refers to making children aware of responsibilities but it also mentions making them aware of their rights. Lessons like *The Noble Bishop* (IX Reader, p. 95) about honesty, *Dignity of Labour* (VI Reader, p. 1) about hard work, *Ekalavya* (VII Reader, p. 38) about respect to teachers, and *The Will of Sacrifice* (IX Reader, p. 112) about patriotism, will make them responsible citizens but perhaps ignorant. There are numerous cases of child abuse, child molestation, child marriage, etc. If children are made aware of their rights and are encouraged to speak against such abuses, they will not be silent victims of such practices.

NCF mentions that, due to conflict of identities, particularly in case of minorities, there is a great need to be sensitive to their languages and cultures in the interest of national and global peace and harmony. Pingali Sailaja (2013) says that mere change of names from Robert to Ram would not solve the problem. Due to frequent use of Sanskrit names, Indians are viewed more as Hindus. The danger is that, if we neglect some contexts and cultures, a part of India is removed. Instead of including excerpts

only from the epics Ramayana and Mahabharata, e.g. *Story of Dharmavyadha* (Supplementary Reader VIII), *The Enchanted Pool* (IX Reader, p. 1), and *Ekalavya* (VII Reader, p. 38), epics or folk lore of different religious and linguistic sects could be included.

Another principle of NCF is to encourage Bilingualism and Multilingualism. This could be done by including parallel texts/same stories in different languages, bilingual or multilingual glossaries in the textbook.

Propagating 'Language across the Curriculum', NCF says that teachers of other subjects like Science, History, and Geography should ask learners to search for related texts in English. English teachers, in turn, could also ask learners to find texts related to the theme of the lesson either in their mother tongue or in any other language they know. In this way, the principle of multilingualism could also be indirectly realized.

NCF mentions that textbooks need to be related to the challenges and career at different stages. Most of our learners are not aware of challenges and career opportunities. When they finish their 10th standard, they find difficulties in choosing their streams as they are not aware of varied opportunities available in different fields. Inclusion of such lessons as core or supplementary texts would make education relevant and beneficial.

Conclusion

Textbooks in class are the only source

through which learners, especially in government schools, see the world beyond the boundaries of their homes. It is the medium through which they build the confidence to face the world; they understand their own life and that of others; they understand values and responsibilities. Thus care and attention should be taken while designing textbooks.

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Guidelines for Our Contributors

Articles on ELT are welcome. Share your ideas, innovations, experiences, teaching tips, material reviews and web matters with your fellow professionals. *Please see pages 45-46 for detailed guidelines.*

REQUIREMENTS

A4, Font size: Times New Roman 12, Double Spaced, Margin of 1 inch on all four sides.

Title of the article should be in Caps, bold, centered.

Abstract in about 150 words

Full paper should not be in more than 2000 words.

Articles should be sent only as AN EMAIL ATTACHMENT – AS A WORD DOCUMENT to eltai_india@yahoo.co.in with a copy to ramanipn@gmail.com (CDs and Hard copies will not be accepted.).

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English Language Teaching: Problems and Solutions

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ABSTRACT

Solutions to the problems related to English language teaching have been a topic of research and discussion the world over, which paves way for innovative solutions and novel ways of experimentation. Since the language is going through changes and adaptations, it is obvious that the process of searching for solutions towards effective, innovative, and result-oriented teaching and learning of English must also be pragmatic and learner-centric.

English language teaching is becoming a challenging task for the teacher especially when the orientation is meant for the students of other languages. What can a language teacher do when there are multitudes of problems to deal with? Well, if you have thought this question at any point of time during your teaching career, you are a part of the solution, since identifying the problems is the first step towards solving them. Once we identify all the stumbling blocks in achieving our target of making the students learn English, brain-storming for problem solving is going to bring out a number of solutions. At least it will keep you going – though it may not solve all issues at once. If your ‘bad’ result becomes a ‘not so bad’ result, and a sign of relief appears on the face of both the teacher and the learner, it is an achievement!

Key words: ELT; motivation; needs and wants; fear factor.

PROBLEM # 1: Lack of interest to learn

SOLUTION: Inspire your students! Success brings more success

Since people are interested to do what is beneficial to them, show the learners the benefits of learning English. Similarly, show them the problems attached to the lack of

effective communication skills – of course, in English. Show them the examples of successful people with a lot of confidence and communication skills. Show them live examples – videos, recorded speeches, photographs of smart people. On the other hand, discuss issues where lack of English language skills could possibly be a

stumbling block in one's higher studies and career.

Needs and wants: *'Necessity is the mother of invention.'* (Plato, *The Republic, Book II*). So is the importance of learning English language as it is a key of necessity that opens many doors of knowledge and career options. It is the duty of the teacher to link the needs and wants of the students – career growth, economic benefits, social status, need to have easy communication with the outside world, leadership skills, easy access to the world of literature, easy access to science and technology, etc., in order to motivate the learners for facing the challenges of learning the language.

'The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires' (William Arthur Ward – *American scholar, author and teacher*). It is the prerequisite of a teacher to inspire students and ignite a passion for learning English – by making them aware how important it is for them – for their own academic, social, career, and technological advancement.

Motivate through 'need-based' activities and exercises

'One key to increasing motivation is to use activities matched to the personalities, learning styles and characteristics of the learners as often as practically possible.' (Lynch 2008)

'Actions speak louder than words.' Similarly, actions and activities have the hidden power to influence and motivate learners – without

any words of encouragement and motivation. Nothing can be more powerful when it comes to motivation than the self-realization of the learner that he is unable to do a particular task – which he is expected to do for his own personal benefits. Such a realization by the learner that *'I must learn English at any cost'* can do wonders in acquiring the LSRW skills by taking all necessary and effective steps.

However, the teacher must observe and ensure that these tools and activities should not 'de-motivate' the learner – which is possible to happen if not encouraged and pacified whenever the learner faces any difficulty in achieving a target, or when he compares his language skills with those of others who have done the activities more successfully.

Personalize goals: Encourage learners to set career goals and make them realize the importance of English, which is going to play a very crucial role in their attaining their dream career. It is said 'your talent can get you a job but it's your communication skills that will get you a promotion and make you a leader.' Let the students realize that getting the job depends not only on their subject knowledge but also on their communication skills. The realization that their communication skills are going to be the deciding factor in getting them successfully through the interviews and group discussions can motivate them in working hard to improve their English language skills.

Prepare activities related to their personal

needs, learning styles and individual requirements. Writing an attractive resume, preparing an eye-catching objective as per the requirement of the job profile, writing an impressive application for a job, preparing an appealing personal profile, a letter of self-introduction, etc., are examples that need to have a personal touch and are need-based, which is also practically required for the learner during his study years and career search thereafter. How about introducing activities that make the learner meet these requirements on their own? How about helping them identify their mistakes and improving their writing skills? How about teaching them sentence construction and basic grammatical rules? How about conducting a Classroom Action Research (CAR) to identify the additional requirements of the learners? Now the time is ripe to motivate them because learning English is now a part of their need.

PROBLEM # 2: Fear of making mistakes

SOLUTION: Create an atmosphere where mistakes are welcome

*“Full many a gem of purest ray serene,
The dark unfathom’d caves of ocean bear:
Full many a flow’r is born to blush unseen,
And waste its sweetness on the desert air”*
– Thomas Grey, *Elegy Written in a Country Churchyard*

Not having an atmosphere where one can speak without being afraid of making mistakes, not having an opportunity where

the learner is supported and encouraged by co-learners and teachers, many students have lost their confidence and eventually given up English language learning. It is a fact and instances of this happening are numerous.

The fear of making mistakes in front of friends, colleagues or peer learners stops many students from talking in English. Success is thus delayed in the process of protecting one’s (false) ‘prestige’ or (social) ‘image’ in front of others.

A learner who does not care about ‘what others are going to think of me if I make a mistake’ can surely learn things better and reach success faster. The learner must get rid of this self-created ‘false prestige’ and ‘what others will think’ type of attitude. One must realize that in the long run people around you, may it be your peer learners, friends, colleagues, or teachers, will move on. So is your valuable time. The sooner the learner realizes this fact and the teacher enlightens the students and creates a conducive atmosphere where all can speak without being worried about ‘what others are going to think’ and makes them realize that ‘making mistakes is not a mistake when it comes to learning’, the sooner is going to be a turning point which can change the classroom atmosphere positive enough for all learners.

Identify the levels of learners: The teacher as well as the learner must identify, and be aware of, the presence of different levels of learners. An English classroom may include advanced learners, quick learners, and

beginners as well. In such a mixed group, there is a possibility that the beginners and the-not-so-quick learners may start thinking negatively about their ability to learn. On the other hand, the quick and advanced learners can get into the trap of “I am better than everyone else” type of overconfidence.

A classroom with students having mixed levels of learning has certain merits as well as demerits. If the beginners and the-not-so-quick learners feel comfortable to interact and clarify their doubts with the advanced level learners and if the advanced learners are willing to support and guide the beginners, such an atmosphere is going to be ideal. In case the interaction is not possible due to any reason, such a mixed group can damage the confidence level of the-not-so-quick learners and that of the beginners.

Make the best use of a mixed group - Divide teams under the care of the advanced learners: Dividing the teams that include both advanced level learners and slow learners could be a solution to deal with the possible problems that may arise from a mixed group. This is going to provide a buffer for the beginners since they are guided by someone who is better than them. A small group is again a better platform for easy interaction and correction. Activities conducted in small groups give more opportunity for every participant to air their views and ideas.

The grammar fear factor: This can be another possible reason that makes English

learning difficult and complicated. Different reasons like lack of proper foundation, lack of support from co-learners and from teachers, and ineffective teaching can make English learning a nightmare. The solution is to simplify grammar – step by step. Give priority to functional grammar rather than theoretical grammar teaching. Appreciate the effort of the learner in spite of the mistakes he makes. Some steps like simplification of grammar teaching, interactive doubt clarification sessions, and not dumping too much of grammar rules at a time can gradually make the fear factor disappear from the minds of the learner.

PROBLEM # 3:Lack of exposure

SOLUTION: Create an English-speaking atmosphere

The prerequisite of creating an atmosphere where everyone can confidently communicate in English – without the fear of making mistakes – is to implement the first two steps discussed above.

Creating an English-speaking atmosphere is a complicated step which needs a good coordination and understanding among the learners, and between the learner and the teacher. Speaking English should not be forced upon the learner; instead, the learner must feel the importance of speaking in English on his own. In this aspect the main role in the early days is to be played by the teacher.

Start with stories and interesting topics:

To grab the attention of the students and to create an atmosphere of English

communication, there is no better way than telling interesting stories or discussing general topics that interest the learners. To make the session interactive, the teacher or the group leader must ask questions – easy-to-answer type – frequently while narrating the story or discussing the issues. In group discussions, the teacher/group leader can ask for the opinion of all participants in order to make sure that everyone gets a chance to express his views.

Activities to make the students speak:

1. Read aloud. To begin with, encourage students to read stories, news articles, etc. aloud in the classroom. At the end, they can add why they have selected that particular story or news item.
2. Make students speak about their childhood or school days. (These kinds of topics are easy for the beginners.)
3. Speak about one’s favourite movie, book, place, friends, sport, etc.
4. Retell a story, if possible with a different ending.
5. Recite a poem or sing a song in English.
6. Ask the listeners to solve a puzzle.
7. Explain a proverb or an anecdote.
8. Express one’s opinion about any topic of social relevance and ask the opinion of the listeners.
9. Give a topic for group discussion and ask the group leaders to collect opinions from everyone in the group and then share them in the class.
10. Give a puzzle or ask the group to find

solutions to a serious problem.

11. Conduct a speech activity on topics given one day in advance. Allow students to choose from a number of topics.
12. ‘Just-a-minute’ talk on interesting topics – decided by the teacher or peer learners.
13. ‘Volte face’ talk on topics decided by the teacher or peer learners.
14. Ask students to share a joke, a memorable incident, etc.
15. Conduct a debate on topics that are easy and interesting to discuss.

It is always better to give a number of topics to the students they can choose from. It is also important that the teacher or peer learners should not point out any mistake in syntax and choice of vocabulary at this stage.

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Multiple Intelligences and ELT Curriculum Development

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ABSTRACT

Curriculum Development is one of the major topics that should be discussed in this modern era where technology has taken its pivotal role in influencing the young. Technology may not be able to fulfill all the needs of modern learners because it creates a sense of dependency and leads an individual to dangerous trends such as psychological addiction. Therefore, effective curriculum must be designed accurately so that students can benefit from it and have a holistic growth. This paper supports the ideas of Gardner (1983) on intelligence and highlights the essence of Multiple Intelligences in order to show that when MI theory is incorporated into the curriculum, the growth of the students would become holistic and mature. The researcher conducted a minor study on the application of MI theory and received feedback from the students at Loyola College, Chennai. The students received it with satisfaction. The need for incorporating MI theory into the curriculum was welcomed by the students.

Key Words: Multiple Intelligences (MI); ELT Curriculum; MI-based approach.

Introduction

Gardner (1999) defines intelligence as “a bio-psychological potential for information process that can be activated in a cultural setting to solve problems or fashion products that are a value of in a culture” (pp. 33-34). He also states that intelligences are located in different parts of the brain according to their function. Therefore, when we activate all the intelligences, holistic growth takes place. There are eight types of Intelligences according to Gardner (1983). These

Intelligences are: Linguistic Intelligence, Logical-Mathematical Intelligence, Spatial Intelligence, Bodily-Kinesthetic Intelligence, Musical Intelligence, Inter-Personal Intelligence, Intra-Personal Intelligence, and Naturalist Intelligence.

The purpose of this article is to demonstrate that there is need for Multiple Intelligences (MI) theory to be incorporated into the curriculum. What is MI theory? It states that every human possesses all the eight intelligences; all eight intelligences need not

be fully developed in all individuals. It is a matter of being less or more developed in a particular intelligence. Moreover, the undeveloped or inactive intelligences can be activated and developed at any point of time. Another interesting fact is that intelligences seldom act individually. They always act as a group. Each intelligence is supported by one or two other intelligences.

Curriculum Development

Curriculum development is an organized preparation of whatever is going to be taught and documented in schools and colleges in a stipulated time. The teachers are to follow it as an obligation. If curriculum is designed properly, keeping students in mind, then success is certain regarding the acquisition of language. Curriculum mainly refers to lesson planning and academic content; therefore, the objective must be students' holistic growth. The learning of the students depends much on the curriculum that is incorporated into the educational system. Therefore, proper steps should be taken to alter the present curriculum in order to achieve maximum results. Curriculum can be integrated with many theories in ELT to get positive results, but it should not be overloaded or monotonous. Multiple Intelligences Theory is one of the new perspectives in recent times which has strong focus on holistic development. It allows every learner to assess his/her talents and skills as a whole individual. When curriculum is integrated with Multiple Intelligences, the result is Integrated Learning (Fogarty 2008, xiii). Only integrated learning leads an individual to progress. Therefore, MI theory may serve as

a tool for curriculum development if it is taken into consideration.

The Eight Intelligences

Verbal/Linguistic Intelligence: Linguistic intelligence is the ability to learn languages and the capacity to use language to accomplish goals (Gardner 1999, p.41). This intelligence is actively used by most of the students in schools and colleges because schools and colleges generally insist on Linguistic and Logical/Mathematical Intelligences. Linguistic Intelligence involves both speaking and listening. The arts and sciences use receptive language as well as expressive skills. Receptive skills are listening and reading, whereas speaking and writing are productive skills. When one has this type of intelligence, "the student mainly focuses on dialogue, arguments, whispers, laughter, handwritten invitations, letters of correspondence, and poems and essays" (Fogarty 2008, p. 11).

Logical-Mathematical Intelligence: Logical-mathematical intelligence is the ability to analyze problems logically and carry out all the mathematical operations scientifically (Gardner 1999, 42). Logical/Mathematical intelligence encompasses reasoning skills. "The reasoning of a scientific hypothesis, the logical presentation of a computer program, the dichotomous classification of a species, the sequence of operations in mathematical equations, the cause-and-effect cycle of societal trends, the predictability of a plot in a novel, the patterned complexity of the periodic table of the elements, and the layered textures of an archeological dig. All

of these things are sights and sounds of this incredibly rigid, yet incredibly expansive intelligence” (Fogarty 2008, 9). This intelligence goes from a concrete level to an abstract level. Students who are active in this type of intelligence will analyze and compartmentalize any information that they get and thereafter apply it practically. Arguments and lively discussions with lots of practical problem-solving exercises should be given to students to make them learn English. This leads to critical thinking which is needed in writing and debate. This intelligence makes a learner analyze, compare, classify, and prioritize whatever he/she reads.

Musical Intelligence: Gardner (1982) states that musical ability is packaged in the brain in more varied ways than verbal and spatial skills. When a person is given an opportunity to develop the skill in music, he or she develops to an extent of performing better. Music is played everywhere from market to gym when people engage in work, and even in schools and colleges during prayer. A general opinion about Musical/Rhythmic Intelligence is that many people across the world regard it as an innate talent, but when this intelligence is nurtured, it produces good results. Therefore, practice and effort will make a person acquire this skill. If this is applied in the learning of a language, learners would easily acquire the language. Language is naturally musical and musical elements in the language break the monotony of speaking.

Visual/Spatial Intelligence: Visual/Spatial Intelligence features the potential to

recognize and manipulate the patterns of wide space (those used, for instance, by navigators and pilots) as well as the patterns of more confined areas (Gardner 1999, p. 42). To learn a language one must also activate spatial intelligence because similes, metaphors, analogies need this type of intelligence to be creative: “His teeth were as white as pearls”; “Transfer of learning is like a bridge that connects two things”; or Carl Sandburg’s famous line, “The fog comes on little cat feet.” (Fogarty 2008, p. 8). Everybody possesses this type of intelligence but due to lack of opportunity this intelligence is not tuned. Generally, for comparisons and descriptions in the use of language, we need to tune in Spatial Intelligence. Therefore, when the teacher activates Spatial Intelligence among the students, students’ language will be rich in expression.

Bodily/Kinesthetic Intelligence: Bodily/Kinesthetic Intelligence entails the potential of using one’s whole body or parts of the body (like the hand or the mouth) to solve problems or fashion products (Gardner, 1999, p. 42). Action is the key to unlock this intelligence. The overriding implications for the full development of the Bodily/Kinesthetic Intelligence lie in a rich classroom that invites activities. This intelligence is activated in students when they are given exercises outside the class. Outdoor activities benefit them a lot. Field trips and excursions, followed by feedback on them will enhance this skill.

Interpersonal Intelligence: Interpersonal Intelligence denotes a person’s capacity to understand the intentions, motivations, and

desires of other people and, consequently, to work effectively with others (Gardner, 1999, p. 43). Interpersonal Intelligence embodies people's interactions and involves the give-and-take of communication and the goal of not only understanding others and their motivations, but also of effectively empathizing with their feelings (Fogarty, 2008, p. 15). Social behaviour is very important for language learners to come out of fear and shyness. When a person undergoes a course in language learning and when asked to speak in front of his or her classmates, shyness and fear may prevent the person from speaking. As a result the person stumbles and stammers to speak. If Interpersonal Intelligence is activated, one can get rid of fear and shyness because it is a team-centered approach (Fogarty, 2008).

Intrapersonal Intelligence: Intrapersonal Intelligence involves the capacity to understand oneself, to have an effective working model of oneself – including one's own desires, fears, and capacities, and to use such information effectively in regulating one's life (Gardner, 1999, p. 43). Education is not just memorizing the content but a transformation of ideas into values. When a person is unable to transform the education and ideas to values, education becomes a failure. Therefore, Intrapersonal Intelligence helps a person to think, meditate, and transform the education that he or she receives into values. Writing diaries, articles, and journals is the manifestation of Intrapersonal Intelligence. The growth of a person depends on how much he/she is reflective. Intrapersonal Intelligence develops, according to Swartz and Perkins

(1987), in four incremental stages: **tacit, aware, strategic,** and **reflection.** *Tacit behaviour* refers to using a skill or idea in an oblivious state. For example, young students may seem able to read, but they may be totally unaware of the strategies they use – or even that they have an exceptional ability in this area. When students enter the next stage, *awareness*, they become cognizant of their strategies and/or their level of performance. They are able to step back from the action and “freeze frame” their behaviour. Subsequently, as they become more introspective, they advance to the *strategic* phase. In this phase, they consciously select particular models of behaviour. For example, our readers might deliberately plan to “skim” or “scan” an essay for needed information because they know it is an effective strategy for certain tasks (Fogarty 2008, p. 17). If one has to have a long-lasting transfer of learning, Intrapersonal Intelligence must be activated.

Naturalist Intelligence: Naturalist Intelligence combines a description of the core ability with a characterization of a role that many cultures value. A Naturalist demonstrates expertise in the recognition and classification of the numerous species – the flora and fauna – of his or her environment (Gardner 1999, p. 48). This intelligence helps a person to observe and differentiate various elements in this world. When language is taught in an open environment at least once a week, students who have high Naturalist Intelligence will do better in learning the language. This will also activate the Naturalist Intelligence of others whose Naturalist Intelligence is not activated. Here the learner is connected to

nature and he or she feels one with it. Feeling at home makes a person comfortable. This comfortable atmosphere increases self-confidence in students.

Application of MI theory in ELT

Each Intelligence can be applied in ELT classrooms effectively. Fogarty (2008) gives an example for the simple application of one or two intelligences for beginners of English language learning. Bodily Kinesthetic Intelligence can be applied by introducing activity in the classroom. When a teacher engages in teaching nouns and verbs to the students, he/she can make the students stand up after the explanation of nouns and verbs. The instruction would go like this: when nouns are pronounced, students have to sit; when verbs are pronounced students have to stand. This makes students learn and remember nouns and verbs because learning them becomes practical in the classroom.

Interpersonal Intelligence could be activated by giving students the opportunity to form groups, which should be changed in every other class. Forming groups and learning in groups make the students gain confidence. A leader should be chosen in the group and he or she takes the place of the teacher and directs the group. Change of the leader for every group discussion is a must in order to avoid monotony and domination. This activity develops in the students the ability to face the crowd and accept everybody. Likewise, all the intelligences can be applied in the ELT classrooms.

The Study

The researcher wanted to find out whether students are in favour of MI theory. Two questionnaires were administered to the first year General English students from different departments in Loyola College, Chennai. Seventy-one students were the respondents.

The students were given the questionnaires to find out how far they were for or against the traditional educational system. The questionnaire also included items related to activities and tools used in MI theory to find out how far the students were for or against MI theory and its application. The results (given in number of respondents as well as in percentage) show clearly that students were in favour of MI theory (see **Appendix**). They welcomed application of this theory into their curriculum.

The first part of the questionnaire consisted of items based on the traditional approach as well as some of the activities based on MI theory. The main objective of the first part was to find which approach was frequently used in the General English class. For example, 55% of the students said that the 'chalk-and-talk' method was very frequently used. However, composing tunes in the class for poems was not used, according to 89% of the respondents. Composing tunes for poems is one of the activities in the MI approach. Responding to another item on acting and dancing, 79% of the students said that acting and dancing were not at all used in the General English class. From the responses to the first part of the questionnaire, it is clear that the

students were exposed much to the traditional approach in their classes.

The second part of the questionnaire consisted of items to find out how far students appreciated and welcomed the inclusion of MI theory in the curriculum. It is clear that 73% of students strongly disagreed with the 'chalk-and-talk' method in their class and 25% of students disagreed with it. Only 2% of the students in the class agreed and strongly agreed. On the importance of lectures, only 8% of the students agreed and the rest disagreed or strongly disagreed. The approval, acceptance and appreciation of tasks based on MI theory by the students revealed that students enjoyed a curriculum based on MI theory much more than they did the existing traditional curriculum. They also felt the immediate need for application of the MI theory in the curriculum.

Conclusion

Language learning is not an individual process but a group process. A group need not be a homogeneous group. There is great variety among students who come to learn English. Teachers must give opportunity and make students feel at home. There must be a strong interpersonal relationship among the members in the group at least to proceed with the basics in the class. This also breaks the silence of the class and erases fear, anxiety, shyness, and all psychological barriers that students face daily. When all the intelligences are activated, holistic growth can be seen in students. This holistic growth makes

students learn the language and apply it practically wherever they go, and the language comes naturally to students. It bears creativity, logic, actions, strong words, values, social growth and, a feel for nature. Therefore, the curriculum must be reshaped and redesigned in order to enable the holistic growth of students. Multiple Intelligences can be an innovative method in the teaching of the English language. As a result, students will shape themselves into models of language use in society. From the results reported, it is clear that students prefer the MI approach to the traditional approach. It is student-friendly and focuses on the strengths of the students rather than their weaknesses. It enhances the learning process and learners of all levels will achieve holistic growth.

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APPENDIX
MI SURVEY PART-I – RESULTS

[VFU-Very Frequently Used; FU-Frequently Used; U-Used; RU-Rarely Used; NU-Not Used]

#	Questions	VFU		FU		U		RU		NU	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Listening exercises	12	17	14	20	40	56	4	6	1	1
2	Vocabulary activities	6	8	13	18	41	58	9	13	2	3
3	Grammar exercises	5	7	13	18	40	57	11	15	2	3
4	Reading exercises	10	14	20	28	37	52	4	6	0	0
5	Chalk and Talk method	39	55	11	15	12	17	5	7	4	6
6	Lecture	36	51	16	23	11	15	7	10	1	1
7	Bilingual explanation	31	44	17	24	16	22	4	6	3	4
8	Oral presentation	6	8	16	23	41	58	7	10	1	1
9	One minute spontaneous speaking before class	3	4	3	4	19	27	17	24	29	41
10	Debates in classrooms	0	0	10	14	9	13	15	21	37	52
11	Writing essays, short stories, dramas	3	4	10	14	12	17	31	44	15	21
12	Riddles, storytelling, and word games in classrooms	1	1	2	3	3	4	14	20	51	72
13	Translation exercises	1	1	1	1	7	10	31	44	31	44
14	Logical presentation of subject matter	2	3	5	7	9	13	9	13	46	64
15	Use of organisers such as charts, maps, Venn diagrams etc., in classrooms	0	0	3	4	6	8	11	15	51	73
16	Comparing and contrasting the lessons	2	3	8	11	10	14	14	20	37	52
17	Mind maps, collages, designs, drawings, paintings in classrooms on a topic	0	0	3	5	10	14	8	11	50	70
18	Photographs, video making on a topic	1	1	3	4	7	10	12	17	48	68
19	Imaginative storytelling, creative expressions in classrooms	2	3	7	10	13	18	30	42	19	27
20	Composing tunes for poems	0	0	2	3	2	3	4	6	63	88
21	singing, humming, choral reading in class	2	3	1	1	6	8	11	15	51	73
22	Acting, dancing,	0	0	2	3	4	5	9	13	56	79
23	Facial expression and use of body language and expressions in classrooms	3	4	4	5	9	13	24	34	31	44
24	Field trips	0	0	1	1	3	4	7	10	60	85
25	Group discussions in classrooms	4	6	5	7	36	51	15	21	11	15
26	Peer teaching, peer learning in classrooms	0	0	5	7	14	20	14	20	38	53
27	Giving and receiving feedbacks from the peers after presentations	4	6	6	8	12	17	29	41	20	28
28	Joint presentation and team learning	1	1	5	7	11	15	15	21	39	56
29	Writing biography	1	1	5	7	4	6	15	21	46	65
30	Independent study in classrooms	5	7	6	8	13	18	31	44	16	23
31	Concentration skills	2	3	6	8	12	17	25	35	26	37
32	Self-reflections	3	4	4	6	14	20	15	21	35	49
33	Writing autobiography	0	0	4	6	3	4	10	14	54	76

MI SURVEY PART-II – RESULTS
[SA-Strongly Agree; A-Agree; D-Disagree; SD-Strongly Disagree]

#	Items	No.	%	No.	%	No.	%	No.	%
		SA		A		D		SD	
1	English teachers must teach only lessons in English class.	2	3	3	4	14	20	52	73
2	English teachers should teach only grammar in class.	0	0	3	4	28	39	40	57
3	Chalk and Talk method should only be used.	1	1	1	1	18	25	51	73
4	Lecture alone should be given importance in class	0	0	6	8	45	64	20	28
5	Bilingual explanation of the lessons.	15	21	39	55	13	18	4	6
6	Summarizing or explaining only lessons.	0	0	9	13	38	53	24	34
7	Writing only the summary of the lessons taught.	1	1	9	13	41	58	20	28
8	Singing, humming, music will help you to get better pronunciation.	41	58	26	37	4	5	0	0
9	Acting, dancing, using body language will help you get rid of stage fear.	46	65	25	35	0	0	0	0
10	Group discussions, peer teaching and peer learning will help you to understand others better.	49	69	21	30	1	1	0	0
11	Painting, drawing, mind maps, making videos and photographs will help you develop imaginary power and creativity.	52	74	18	25	1	1	0	0
12	Data collection, chart and graph presentation will help you develop logical thinking.	42	59	27	38	2	3	0	0
13	Independent study and self-reflection will help you think deep and produce good results.	40	57	30	42	1	1	0	0
14	Listening exercise, vocabulary activities, readings will help you to learn English better.	45	64	25	35	1	1	0	0
15	A field trip for practising English out of the classroom.	44	62	26	37	0	0	1	1
16	Writing essays, stories, biographies and autobiographies in English class will enhance written communication.	15	21	53	75	3	4	0	0
17	Tapping imagination will increase creativity.	48	68	23	32	0	0	0	0

Need for Professional Development and Educational Planning in a Challenging Context

Mohamed Fadhel and Vinaya Kumari

Putting the first foot ahead to take a small step forward can lead to a giant leap in future.

Learning is a continuous process, particularly in a noble profession like teaching. Knowledge is free and vast like an ocean but unfortunately the practice of limiting knowledge to lecture schedules makes teaching stagnant and monotonous. Teachers have to devise constantly new ways of teaching and imparting the latest updated knowledge in every field to the students. It is indeed unfortunate that teachers are so busy with their tight schedules that they hardly find the time for any additional activities to enhance their professional competence which will help to widen the horizon of the students' mind.

Professional development for teachers has become a vital part of teaching and educational policymakers the world over are making it mandatory for teachers to attend professional development programs continuously in their teaching careers. These programs are time consuming and expensive. In most cases making up lost time and arranging part-time substitutes for teachers who attend these programs turn out to be burning, unsolved issues. While a lot of debate is going on everywhere on this issue of finding time to accommodate teachers to attend seminars, workshops, faculty improvement programs and higher educational courses, in strife-torn Libya, the

educational system that had been in a state of flux since 1951, owing to recurrent and turbulent political instabilities in the country and has been a gradually deteriorating, is currently in a moribund state! When there is an acute shortage of qualified teachers and extreme lack of basic facilities like books, libraries, laboratories and infrastructure, attending faculty improvement programs becomes a far-fetched dream. So the authors, expatriate Indians, made a brief survey on the steps taken in the country for conducting Teacher Developments programs to improve the quality of education in Libya in general, so that they could be introduced and adopted in the University of Ajadabia, a new University established in March 2015. This survey aims to present an overall view of the situation from the perspectives of an administrator and an expatriate teacher.

We started with a search for the existing faculty improvement programs in Libya. To our dismay we found that there is hardly any concrete program or plan for teacher training or development at all levels of education, i.e., primary, secondary and tertiary levels here. There is a scholarship scheme in which a very small percentage of students, i.e. around three thousand brilliant students from all over the country

are selected and after serving in their Universities as Teaching Assistants for a few years, are allotted scholarships by the Higher education Department to go abroad for pursuing PhD and Masters degree courses. So we decided to focus our survey on this new University, in this small town, Ajadabia and take small strides in this direction with the available resources in the current tempestuous situation in the country. In the next few paragraphs that follow, the administrator will express and share his views about the challenges in Higher education in Libya, and the plans that he has envisaged to cope with them, which will be followed by a description of the methods adopted by the expatriate teacher to address the challenges.

As an administrator, policy maker and head, I feel that it is vital to have a concrete planning of how to use the available resources in the best way so as to make it beneficial not only to the academics but to the society as a whole. At the outset I would give a brief description of the educational development and planning schemes that existed in Libya before the revolution but were not fully utilized and then go on to describe my plans for the new University. Firstly, what is the most ideal and the most efficient educational system? According to the guidelines of the UNESCO:

“An educational system is considered to be efficient if it produces at a minimum cost the desired output in terms maximum number of young people who have acquired the necessary knowledge and skills prescribed by society. Stated differently, an education

system is considered efficient if for a given input of resources (human, financial and material) it maximises the desired output, both in quantity and quality.” (UNESCO, 2005).

Educational inputs comprise the facilities, teachers, number of students and other resources, and outputs can be measured in terms of the number of successful candidates, which contributes to the addition of human resources and their utility value in the society and the country. In the form of input, a reasonably good number of universities and higher institutes have been established in the country, to prepare, train and qualify successive generations of public officers and experts who would run the country in modern Libyan society. Higher education in Libya comprises three major sectors, i.e. university education, university vocational and technical education, and advanced postgraduate and PhD studies in humanities and physical sciences as well as various other professional diplomas. It also aims to train a large number of people to work in administrative posts and public enterprises. There were a number of schemes and institutes for management training and development in Libyan development, but researchers found that most of these programs were not accomplished due to certain impediments in the programmes, “The education system lacked facilities and infrastructure to practically establish these schemes. There was no proper coordination between these programs and many issues such as manpower planning, and the country’s

culture, and this influenced the degree of success in educational development” (Farley, 1971, p.35).

Even though the government did put in place many programs and plans that aimed at correcting the defects and flaws in the education system, little progress had been made owing to a number of hurdles and inconsistencies in the system and the social fabric. Hence, “the education system paid more attention to the theoretical aspect of education than to the practical aspects” (Deeb and Deeb, 1982, p. 45). Despite all the accomplishments and elaborate planning, the development of higher education in Libya remained inadequate and insignificant. To this day, it follows an obsolete system and is unable to move with the time and pace of the modern society. It requires a thorough face lift and revamping to make it efficient enough to cope with modern roles and functions, and the changes that are happening in today’s world. There are several challenges that come in its way to progress and the biggest challenges are the social and economic challenges and these get accentuated with the crumbling social fabric which is the result of the strife and unrest that is happening these days.

In the face of harsh realities of the current strife-torn condition and the challenges that accompany it, the universities are still managing to function and conduct classes with the available resources. As the country is going through a rough patch, it is not possible to introduce any major schemes till it becomes financially more substantial.

Therefore, it was decided to convert the Department of Education into an Educational Planning Department in which Teacher training was one of the courses offered. Students are given practical training to teach in schools in this course. Educational Planning is a major course in this department and it is being conducted in a systematic way so that we prepare to introduce major schemes in future to develop faculty improvement programs in a great way. We have made several plans and some include collaboration with various Western universities to import teaching courses in future. At present, we have taken a few small steps in this direction by planning elaborately and efficiently to establish a strong education system in this University. In order to achieve success in our plans, the first step is to search for the factors that are required to make a modern system for the new University. It was decided to follow the pattern of studies/ research given by El. Hawat, which is as follows:

- Studies of internal and external efficiency of higher educational systems
- Review and evaluation programs carried out in university faculties and departments concerning the university’s appropriateness, size, location and development in future
- Research to establish new departments and faculties (El.Hawat, 2003).

Alongside the above theoretical inquiry, El Hawat also suggests there is a need to establish mechanisms for the following

aspects of higher education management:

- Continuous evaluation of the quality of higher education;
- Gradual transformation of the higher education system from a traditional to a more modern system;
- Continuous support of higher education and the development of forms of partnership with the private sector without affecting the principle of equal opportunity for education;
- Development of training programs for newly appointed teaching staff, particularly in the areas of teaching method, educational technology and evaluation of students' achievements (El-Hawat, 2003).

There are several challenges that impede the establishment of the plans listed by El-Hawat that have been adopted as a model for Ajadabia University and these hurdles need to be addressed. Firstly, there is an obvious imbalance in specialization in various disciplines that can result in alarmingly grotesque figures of outputs that will end up in a great degree of dissipation of human resources. Hence careful planning to develop a comprehensive and complete educational curriculum comprising science, arts and technical disciplines is mandatory. The most glaring challenge is the problem of funding and once the funds start flowing, the need to establish a correlation between educational plans and the economy. The problems listed below, need to be tackled efficiently:

- Inadequate educational statistics and data;
- Insufficient information about labour force needs;
- Lack of understanding between economists and financial experts; and
- Insufficient legislation that promotes a reciprocal relationship between educational and economic planning.

As the University is in its infant stage, there is a need for meticulous planning which can be approved and applied once the situation in the country becomes stable and life returns to normalcy. The first step is to have a concrete plan and we hope to adhere to the plans and make great progress in this direction in future.

The plans for educational development given by Fadhel would benefit the students, the teaching community, and the society as a whole in future, but the harsh reality of the current situation is quite grim and difficult. Yet it can be said with conviction that nothing is impossible if there is enough determination and solid application of mind in teachers to make the best use of all the available resources and achieve commendable results. I shall describe how I, as a teacher, managed to keep myself updated with the latest developments in the field of English language. Language teaching is a learner-centred process and there is a great need for introducing continuous novel programs and activities to motivate students to participate and study. How could I get the best resources and bring the world to

my classroom without spending much time, money and energy? I can say with great pride that my membership with the IATEFL and ELTAI stood me in good stead during the most difficult and unusual situations in Libya. The IATEFL membership offers online participation in webinars, seminars and conferences. I vividly remember arranging smart boards for my students and colleagues to attend and participate in the first webinar of David Crystal. They gained a lot of insights from his erudite talk and through interaction with language professionals from all over the world. We always participate in groups in the webinars and web conferences and gain knowledge from them to improve our teaching strategies.

The journals *IATEFL Voices* and *JELT (India)* can be called handbooks for teacher development. I could publish my articles in them. The knowledge gained from various articles in them enabled me to brush up and update my teaching skills. These journals are placed in the English Department's office and the teachers benefit a great deal from them. The discussion forums help us to discuss various topics with global colleagues and use the insights and resources gained from the interaction to improve our teaching strategies. I would like to tell teachers who are in a similar situation as mine and are unable to attend extensive faculty development programmes that a membership with IATEFL and ELTAI, if properly utilized, is worth more than all the faculty improvement programs in the world. The facilities that these memberships

offer form a complete package of professional development. Being a member of IATEFL and its Associates is a very enjoyable and exciting experience. They enable English teachers to become accomplished and versatile professionals in a natural and spontaneous manner without ever having to worry about strategies for effective time management for professional development.

Further, I would like to give a few useful tips to teachers who work in unusual situations such as mine, on how to enhance their professional competence, update their knowledge and upgrade their teaching skills. First of all, I would like to state that there is no substitute for regular and extensive reading for expanding, updating, and upgrading knowledge not only in our area of specialization but also in the current developments and happenings in the world. Reading improves language, enriches vocabulary and enlightens one with the latest knowledge. Lectures can be made very interesting through insights gained through browsing the net, by using them creatively, in the class.

I would like to give some examples to illustrate how insights gained through reading and surfing the net can be used creatively. Recently, I came across a link on web-conference *which showed a video on the flaws in video conferencing. This video can be used in the class to give learners an idea about video-conferencing and it can be used as a topic for discussion, for creating their own videos or for presenting role-plays in conducting a video-conference. Then there is another link about

a sound story. ** This story can be played or given as a text and students can be asked to describe the advantages of listening to a video recording or watching a video of the stories/novels that they have read. Though audio stories take more time than story-books, they can help to sharpen the students' listening and speaking skills. Listening to sound stories also helps to brush up their pronunciation, accent and intonation, but students in a mixed ability class have different levels of achievement and comprehension. So audio-visual learning combined with reading is the best combination and can be made available to learners with the guidance of the teacher.

A vast store house of teaching resources is available online that can be explored. If exploited with ingenuity and creativity, these resources can be utilized for introducing innovative techniques in teaching without attending formal courses and programs. Attending regular teacher development and faculty improvement programs, attending and participating in international/national conferences and seminars., conducting seminars and other active programs do have great advantages in normal circumstances and there is absolutely no doubt about it, but, in my case, I would say that it is indeed a big boon and a challenging experience to work in a war-ridden atmosphere and yet stay updated and equipped with the latest development in my field. I could achieve a great deal of success by abundant professional networking online and converting the insights gained from these

online activities into innovative and creative teaching resources with a little effort.

Then another interesting and surprising point that I would like make is, what are generally considered a daily routine /leisure activities like interacting with friends and followers through Facebook, twitter and other social networking sights by people living in normal circumstances become full-fledged professional development programs for people in unusual situations like mine. Pooling in of resources and interacting with colleagues through social and professional networks like Facebook, LinkedIn, Research Gate, Twitter, and so on can help a great deal to gain new ideas in the respective fields and they help you to stay tuned and be in touch with the global society. Exploring the web is a great way of learning and enhancing one's knowledge.

Writing and publishing articles on the innovative classroom activities and teaching strategies that one has created help to brush up one's writing skills and also paves way for a sharing of similar ideas by others in the field through feedback and discussions. Some of these networks encourage members to publish posts, share updates and give a lot of links to publishing websites and other academically useful sites some of which are given at the end of this article.

To sum up our observations in our respective perspectives, we come to the conclusion that both effective educational planning by the administrators and high level of motivation and enthusiasm shown by the teacher to use his/her creativity and

ingenuity to teach in an interesting manner are essential factors for the progress of any institution. In our case, the administrator makes great efforts to plan concretely to realize his vision for the University in future in the bleakest of situations and the teacher attempts to make the best use of the available resources to update and upgrade her knowledge continuously despite the challenging atmosphere. A positive attitude, an untiring will, and optimistic hope can help to overcome the toughest of challenges under any kind circumstance in the academic world.

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*YouTube. A Sequel to “A Conference Call in Real Life” that highlights the blunders of every video conference ever. OUR PODCAST:

**<http://www.theguardian.com/books/audio/2015/nov/03/green-stuff-ali-smith-forest-fables-podcast><http://apple.co/1VDQz54>

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READERS WRITE

Dear Sir

Only this evening went through the Journal of Nov-Dec issue. Quite a good one. Thanks for all articles with Editorial. Articles like ‘English as Lingua Franca: A Brief Review’, ‘The Official Status of English in India’, ‘Being Creative in the Teaching of English’, ‘2B or not 2B’, and all other ideas will help us a lot in our classroom teaching. Thanks again for such a nice issue.

Dhanesh Ram Sinha, Rajnandgaon Chapter, Chhattisgarh

4 February 2016

Developing Integrated Speaking and Listening Skills through Silent Viewing and Dubbing – An Experiment



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ABSTRACT

Listening is often ignored in the language classrooms with the assumption that students acquire the organised skill automatically while listening to the teachers' use of the target language. Listening is a complex process that requires phonological, semantic, syntactical discourse, and pragmatic knowledge of the language as well as understanding the context and nonverbal communication. The aim of this paper is to show how speaking and listening skills could be imparted to learners through silent viewing of videos and dubbing activities. The steps followed in the integration of listening and speaking are motivation, mute video watching, delivering ideas, input for right delivery of ideas, if necessary, and integrating listening and speaking skills. The experiments throw a challenge for the learners to improve their guess work and to come out with language production.

Key Words: Silent viewing; Dubbing; Mute Video Watching, Integrating listening and speaking.

Introduction

The ability to listen effectively is a vital skill since most of the learning proceeds from it. It is interesting to note that people discuss many facets of communication but inadvertently overlook the listening skill. Research studies have proved that listening is the most important link in the process of communication. Morley (1999) observes that “we listen twice as much as we speak, four times as much as we read, and five times as much as we write” (p.16). It is evident that listening plays a crucial role in first language communication and it is also

“at the heart of L2 (Second Language) learning” (Vandergrift, 2007, p. 191).

Listening is often ignored in the language classrooms with the assumption that students acquire the organised skill automatically while listening to the teachers' use of the target language. Listening is a complex process that requires phonological, semantic, syntactical discourse, and pragmatic knowledge of the language as well as understanding the context and nonverbal communication. Learners have to apply this knowledge in a range of contexts, both unidirectional (e.g. lectures, radio

broadcasts) and bidirectional (e.g. classroom discussions and conversations, listening situations and while using computers, digital audio players). Language teachers would do well to make conscious and systematic efforts to develop the listening skill in learners. The aim of this paper is to show how speaking and listening skills could be imparted in learners through silent viewing of videos and dubbing activities.

Teaching of Listening and Speaking Skills

Several trends prevail in listening pedagogy. These trends include the continuing integration of listening with other language skills. Approaches to language teaching such as task-based instruction and content-based instruction have helped promote the integration. Listening is rarely taught in isolation. It is more often taught in conjunction with speaking, reading and writing activities. Recently, digital materials have probably exerted increasing impact in the teaching of listening skill. Today, technology allows teachers to use a variety of listening types into the classroom and to provide access to students to texts at will. With video streaming on the internet, students can watch and listen to programmes whenever they like, and as many times as they prefer. Learners' interest in viewing video programmes could be exploited for teaching the language skills.

In English language teaching, videos play a significant role in creating successful language learning environment. A resourceful teacher plays a pivotal role in using the video aid in the teaching-learning

process. A recorded video makes foreign language learning attractive but the role of the teacher cannot be ignored. It is only the teacher who enables learners to comprehend what they watch and hear using some of the communication techniques. In a visual learning environment, a teacher needs to take on different roles – controller, prompter, evaluator and participant.

During the video session, there is a possibility for distraction among the language learners. A teacher needs to control the class emphasising the importance of maintaining silence during the video viewing programme. Whenever the learners' attention digresses, the teacher needs to speak and involve the learners in focussed listening. Here, the teacher becomes a prompter. By the end of every session, the teacher assumes the role of an evaluator to assess learners' performance. The teachers' active participation and involvement in the activity is supposed to quicken the language learning process. An imaginative teacher is supposed to draw up a list of ways for effective use of video materials in English language learning atmosphere. Canning-Wilson (2000) suggests that videos may be a popular tool in education, especially in the language classroom, and that they can yield encouraging results for students of a foreign/second language.

Silent Viewing

Sound and vision are separate components in the audiovisual medium. Silent viewing

arouses students' interest, stimulates thought, and develops skills of anticipation. In silent viewing, the video segment is played with the sound off. This activity can also be a prediction technique when students watch a video for the first time. The teacher plays the video segment without the sound and asks the students to observe the behaviour of the characters using their power of deduction. The teacher presses the pause button at intervals to stop the picture on the screen and makes students guess. The teacher may ask probing questions such as: 1) What is seen on the screen? 2) What might the characters be saying? And 3) What has happened till now?

Dubbing

In this activity, students are asked to fill in missing dialogues after watching the sound-off video episode. It is interesting and enjoyable for the students to complete a scene on the video by dubbing. Students get interested and they produce language, imagining situations. Finally, the video segment is replayed with the sound on so that learners can compare their impressions with what actually happens on the video. Learners make self-assessment about their own predictions. Unconsciously, they acquire integrated speaking and listening skills.

The Experiment

An integration of silent viewing and dubbing has resulted in developing speaking and focused listening skills among the learners. The following steps were followed in the experimental study conducted by the author

at an engineering college, in an Audio-Visual Room with enhanced Public Address (PA) system.

The students were seated and they were ready for silent viewing of a mute video programme on the screen.

Step 1: Motivation

The teacher motivated the learners to listen to the mute video. The learners were prepared mentally for focusing their attention for the acquisition of integrated listening and speaking skills.

Step 2: Watching the Mute Video

The learners were allowed to watch the video closely. The teacher instructed the learners to guess and speak as they were watching the video. A hand mike was passed on to the students. If silence prevailed, the teacher prompted the learners to take roles.

Step 3: Delivering Ideas

Making a close observation of the background on the video, the learners commenced the speaking activity. The learners could be prompted to speak in accordance with the movement on the screen. If the learners elaborated their talk, the teacher would channelize them for prompt delivery of the matter.

Step 4: Input for Right Delivery of Ideas, if necessary

The learners were allowed to speak fixing an eye on the mute video show. The teacher needed to maintain the coherence and continuity of the content chosen for delivery.

Whenever the idea was not delivered properly, the video was paused and additional input given for the right delivery of ideas.

Step 5: Integrating Listening and Speaking Skills

The learners were now familiar with the background of the video. Next, the video was played along with the audio at this stage. The learners were allowed to watch the video and to listen to the audio simultaneously. The listening was now focused as the learners wanted to know whether their guess and the delivery of ideas were in consonance with the video and the audio.

Conclusion

The teacher could repeat the experiment with different audio programmes at different sessions. It is expected that learners are able to listen to the audio in a focused manner. The experiments throw a challenge for the learners to improve their guess work and to come out with language production. The learners simultaneously view, speak and listen. This kind of integrated activity quickens delivery of ideas in speech and enhances focused listening. Learners who perform satisfactorily in such experiments

with different video and audio tracks are expected to make quick improvement in integrated listening and speaking skills. They could also prepare themselves for different competitive examinations which test speaking and listening skills in an integrated manner.

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ENGLISH LANGUAGE TEACHERS' ASSOCIATION OF INDIA (ELTAI)

Reports on Workshops on Mobile Learning conducted with the Support of Hornby Trust, UK

1. Two-Day Workshop on 'Mobile-Enhanced Language Learning' organized by ELTAI in Association with the Dept. of English, B. S. Abdur Rahman University, Chennai (21-22 August 2015)

A two-day workshop on 'Mobile-Enhanced Language Learning' was conducted by ELTAI in association with the Department of English, B. S. Abdur Rahman University, Vandalur, on the outskirts of Chennai, on 21st and 22nd August, 2015. Dr. Revathi Viswanathan, Head of the Department of English, was the organizing secretary. She was also a resource person assisted by Dr. P. N. Ramani (National Vice-President) and Dr. K. Elango (National Secretary, ELTAI). The workshop was attended by over 25 participants from all over the country including a few teachers nominated by some of the active chapters of ELTAI.

In a brief, simple inaugural session, Dr. Revathi welcomed the participants from far and wide; Dr. S. Rajagopalan, Patron of ELTAI, outlined the aim and scope of the workshop, and spoke about ELTAI's initiatives in training teachers in the use of technology in their practices. The workshop was formally inaugurated by Dr. V. M. Periasamy, Pro Vice Chancellor of the host university. He pointed to the changing dynamics of teaching and learning environments, and emphasized the need for educators to become familiar with, and

capable of, using technology in teaching and learning, particularly the use of mobile devices. In this context, he referred to the initiatives of the university to encourage the faculty to use technology in their teaching, including the bold decision of permitting Dr. Revathi to use mobile technology for the purpose. Dr. Elango also spoke of the need for teachers to update themselves in teaching skills including the use of technology to support student learning and help them learn effectively and become employable.

In the first technical session that followed, Dr. Ramani introduced the concept of mobile-enhanced language learning to the participants. He explained the term 'mobile' by referring to the mobility of *devices*, *learners*, and *learning experiences*. He then discussed the potential benefits of using mobile devices for supporting and enhancing student learning.

This was followed by Dr. Elango's interesting and thought-provoking presentation on using the mobile phone in which he showed how their use is widespread even in rural areas across all segments of society. He shared the experiences of his students' use of mobile phones for a wide range of communicative purposes and some of the Mobile Apps that could be used for teaching English language skills as well as grammar and vocabulary.

In the next pre-lunch session, Dr. Revathi elaborated the concept of mobile devices and discussed the infrastructural requirements for using such devices in the classroom. She then demonstrated to the participants how to download resources to one's mobile phone (Smart Phone) using an app. In the afternoon, the participants had a hands-on session in which they downloaded a few materials for learning the four skills of English besides grammar and vocabulary. Dr. Ramani discussed how to evaluate the resources, thus downloaded, for their usefulness in the participants' own teaching contexts. There was interesting discussion among the participants, as well as between them and the resource persons.

The second day began with a demonstration by Dr. Revathi on creating an app using Yapp. The participants were then asked to create an app and share resources among themselves, an experience that would help them to do likewise with their students. All the participants successfully created their own apps in the language lab and exchanged language resources through the app. They were guided and helped by the resource persons to complete the tasks assigned.

In the afternoon, the participants were asked to work in groups and prepare worksheets/task sheets for the four language skills as well as for grammar and vocabulary, each group working on one of those areas. They were given clear guidelines for preparing the worksheets/task sheets. In the last session, there was an open discussion on the challenges and problems the participants might face in implementing

mobile learning in their teaching contexts as well as suggestions for overcoming them.

The two-day workshop came to a close with all the participants giving their written, open-ended feedback on the various sessions, some of them sharing their experiences orally, a short vote of thanks by the organizing secretary, and distribution of participation certificates. The programme came to an end with the singing of the national anthem.

It was found to be a very useful interactive session for the participants and the resource persons alike. The participants left the venue visibly happy with the positive outcomes of the workshop. Excerpts from their written feedback:

- “A well-planned workshop —very inspiring and useful”
- “An eye-opener — got trained in developing a mobile application”
- “Well-initiated in mobile learning”
- “Learnt how to integrate the use of the mobile in class-room teaching”

2. Workshop on ‘Mobile-Enhanced Language Learning’ for Student Teachers organized by ELTAI Thoothukudi Chapter (2 December 2015)

The Thoothukudi Chapter of ELTAI, which functions from Annammal College of Education for Women (Thoothukudi), organized a Workshop on Mobile-Enhanced Language Learning on 2 December 2015. It was an eight-hour training programme: 4 sessions, each for two hours. Forty-six

prospective teachers attended the workshop.

The student teachers were given training in the use of Podcasts for listening and speaking, Twitter, Facebook, Google Groups, Google Drive, and blogs. All the trainees were given opportunity to use and create podcasts. They learnt to create their own blogs and to post text, video, and presentations. A Google Group was created for them and they also learnt to create groups to share knowledge. The resource persons provided hands-on experience to all the participants.

Dr. A. Joycilin Shermila, Convener of ELT@I Thoothukudi Chapter, gave the first session. She gave an introduction about how mobile devices help in 'anywhere, anytime' learning. She listed out a few useful mobile apps, such as Vocabulary Builder, PowerVocab Word Game, dictionary apps, and grammar learning apps from the British Council's Learn English site. This gave an orientation to the participants on using mobile phones to learn English. She then gave training in the use of Podcasts to develop communication skills. The participants listened to podcasts and did some simple tasks. She also taught them to create their own podcasts using Audacity. The next session was on the use of blogs for learning. All the participants were helped to create their own blog and to insert files, YouTube videos and documents in their blog. All the trainees were immensely benefitted by this and this created confidence in them to post their study material in the web.

The importance of social networking sites

in developing language skills was highlighted by Dr. Xavier Pradeep Singh. The possibilities of using social networking sites like the Facebook and Twitter for building online communities of learners were introduced effectively. In addition to Social Networking, he presented how Google groups and Google Drive could be of help in language learning. He helped the participants to create a group and to share files through Drive.

All the participants were given Certificates of Participation. The participants' feedback on the workshop proved that it was a good attempt. ELT@I Thoothukudi Chapter whole-heartedly thanks ELT@I for the support provided to organize this workshop at Thoothukudi.

3. Two-day Workshop on 'Mobile Learning of Communication Skills' organized by ELTAI in association with Annamalai University (22-23 January 2016)

A two-day workshop on 'Mobile Learning of Communication skills', supported by the Hornby Trust, UK, was organized by ELTAI for university students on 22-23 January 2016 at Annamalai University, Annamalai nagar in Tamil Nadu State (India). The workshop was directed by Dr. S. Rajagopalan, Project Head, ELTAI, assisted by three well-known ELT professionals—Dr. Revathi Viswanathan (Professor and Head, Department of English, B. S. Abdur Rahman University, Chennai), Dr. Jaya Ramakrishnan (Department of English, Easwari Engineering College, Chennai), and Dr. Xavier Pradeep Singh (Department of

English, VOC College of Arts and Science, Thoothukudi). Dr. M. Harikrishnan, Professor and Head, Department of Education, Annamalai University, made the organizational arrangements for the workshop.

The workshop was formally inaugurated by Dr. R. Kathiresan, Dean and Syndicate Member of the University. Dr. Rajagopalan explained the concept of Virtual Learning and outlined the scope of the two-day workshop. He stressed the need for educating students in using their smart phones for improving their communication skills in English.

In the technical sessions that followed, the students had 'hands-on experiences' with their mobiles. They were made to listen to selected podcasts and then asked to record one or two podcasts themselves. Then they created blogs and learnt about the different features of a blog and how it would contribute to the development of their writing skills apart from its other uses. Each one of the participants then created a wiki and learnt about the use of wikis for doing collaborative projects. They also opened Facebook and Twitter accounts and learnt about the use of social networking sites for establishing teacher-student and student-student contacts, sharing information, and building inter-personal relationships. They were also trained to create a Google group for their class. They were then acquainted with the use of Google and Yahoo groups for online discussions.

In short, students learnt how they could

improve their communication skills in English using their smart phones, apart from texting messages to their friends as they do now.

4. A National Workshop on Mobile Learning—Communicating, Connecting, and Collaborating organized by ELTAI at Loyola College, Chennai (27-28 February 2016)

Teachers of various colleges and schools from Chennai and other parts of the country attended a two-day workshop conducted by ELTAI with Shri Dr. Rajagopalan as the Project Head in association with Loyola College (Chennai) on 27-28 February 2016 on the optimum use of smart phones in the teaching learning process. The workshop began formally with the lighting of the lamp by the Principal of the college, Head of the English Department, and other dignitaries.

The Chief Guest Mr. Ganapathi Ramachandran spoke on how today people live in an electronic era and so how it is important for all teachers to use technology in teaching. The Guest of Honour Shri Saravana Krishna also spoke of how mobile phones are ubiquitous and one has to make the best use of this device to enhance one's language skills. Then Dr. S. Rajagopalan introduced the theme of the workshop and explained how learning involves communicating, connecting with other learners as well as with the teacher, and collaborating with other learners.

The first session on 'Introduction to Mobile Learning' was given by Dr. Elango, National Secretary, ELTAI. He stressed the point that

the mobile phone supports 'anytime and anywhere' learning efficiently, compared to other devices and hence it can be an effective tool for teaching and learning. In the second session, Dr. Albert P Rayan listed a number of free apps which would help teachers and students in the process of learning the language skills.

The post-lunch session was led by Dr. Xavier Pradeep Singh, Department of English, VOC College of Arts and Science, Thoothukudi. He enlightened the teachers on Google Drive and wiki. In the technical sessions that followed, teachers had hands-on experience with their mobiles creating a wiki virtual classroom. They learnt the use of wikis for making students do collaborative projects and the use of social networking sites for establishing teacher-student and student-student contacts, sharing information, and building personal relationships. They were then acquainted

with the use of Google and Yahoo groups for online discussions.

The second day began with Dr. Revathi Viswanathan, Professor and Head, Department of English, B. S. Abdur Rahman University, Chennai, dealing with communication by creating a blog and twitter account. She threw light on how activities could be designed by teachers on blogs. All the teacher participants were made to create a blog and a twitter account. It was an interactive session where teachers also contributed by designing activities using a piece of writing from a blog.

The last session of the day was given by Dr. Xavier Pradeep Singh on collaborating. He began the session by making the participants understand the meaning of 'collaboration' in the educational context. He then introduced the teachers to the utility and features of Google Drive.

FOR THE ATTENTION OF OUR MEMBERS

Do you want to access your membership details in our database?

Click on 'Member Login' at the top right hand corner of our Home page and enter your name or membership ID. In the dialogue box that opens, click on 'View Members' and you will get the membership details.

If you do not know or remember your membership ID, check the address slip pasted on the brown wrapper of the journal copy you receive by post – you will find it above the address.

You may also write to eltai_india@yahoo.co.in requesting us for the information.

International Association of Teachers of English as a Foreign Language (IATEFL, UK)

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IATEFL Webinars

IATEFL will be holding a programme of webinars throughout the year. For more details and links to previous webinars please click [here](#).

Would you like to join?

A few **subsidized memberships** under this scheme (WMS) are made available to the members of IATEFL Associates.

11th International & 47th Annual ELTAI National Conference

On 'Content-Based Instruction (CoBI) and Learning:

Redefining the English Language Curriculum'

Organized by ELTAI in Association with

Vasavi College of Engineering (Autonomous), Hyderabad – 500 031

30 June – 2 July 2016

MAIN THEME

Content-Based Instruction (CoBI) and Learning: Redefining the English Language Curriculum

SUB-THEMES

- Recent developments in ESP
- Building academic language in/for content classrooms
- Understanding disciplinary discourses
- Using English to learn subject content
- Content and Language Integrated Learning (CLIL) and Bilingual Education
- Promoting higher order thinking skills through CoBI
- Discipline-specific authentic materials for language learning
- Teaching Language through Literature
- Integrating technology in CoBI/Technology-supported CoBI
- Challenges in implementing CoBI/CLIL
- Authentic multi-disciplinary content in language classes
- CoBI and Competency-Based Instruction Models of CoBI/CLIL (e.g., themed language lessons; skill-based and content-based language lessons; content-specific materials for language learning; language pedagogy training for subject teachers; subject training for language teachers; content and language teachers teaching classes together; content teachers trained to teach vocabulary and grammar as part of the content course.)
- CoBI and the Skills-based approach

Paper Submissions

Each submission should include the following:

- An abstract of about 200 words – Manuscripts must be prepared according to the format specified in the recent edition of MLA Handbook for Writers of Research Papers/APA Handbook for Writers of Research Papers.

- **Submissions should be sent electronically in MS Word 97-03 format to: eltaianualconference@gmail.com with copy to: icele.vce@gmail.com**

Important Deadlines

Submission of abstracts : **15th May 2016**
Submission of full-length Papers : **30th May 2016**

Souvenir and Proceedings with ISBN

A souvenir will be released at the inaugural, which will contain the conference details, messages from dignitaries and abstracts of contributors. In addition to the souvenir, conference proceedings of selected papers will be published with ISBN.

Registration

It is compulsory for all the joint authors of each accepted paper to register for the conference.

Registration fee

Registration fee by demand draft drawn in favour of “ELTAI Chennai” should be sent to the following address:

The Secretary, ELTAI

D-54 Third floor, Anandam Apartments

156, SIDCO Nagar Main Road, Villivakkam, Chennai – 600049.

Payment may also be made through Bank Transfer. Account details : SBI, Santhi Colony, Anna Nagar, Chennai-600 040; A/C No. 30870397943, IFSC : SBIN0002196, MICR : 600002005.

Early Bird Registration:- Before 30th April 2016 Rs 1000/-

After this date (From 1st May to 25th June)

Rs.1200/- (ELTAI Members); Rs.1400/- (Non-ELTAI Members)

Rs.1200/- School Teachers (with a letter from Principal); US dollars 50 (Overseas Participants)

Rs.1000/- Research Scholars & Students

On-the-Spot Registration Fee: Rs 1500/-

For further details about local arrangements, contact:

Dr. Jacqueline Amaral – Conference Convenor

Department of Humanities and Social Sciences

Vasavi College of Engineering, Ibrahimbagh, Hyderabad – 500 031

Telangana State, **Email:** icele.vce@gmail.com

**11th International & 47th National Annual ELTAI Conference
REGISTRATION FORM***

Name :
Designation :
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Contact Number : Office: Residence:
Email :
Title of the Paper:
(an abstract in about 200 words to be enclosed)
Time and Date of Arrival :
Time and Date of Departure :
Details of **registration fees** :
Amount: _____ DD/Cheque No.: _____ Dated: _____
Bank & Issuing Branch: _____ Drawn on: _____

Accommodation

Is accommodation is required in hotel? Yes/No

If accompanied with spouse : Yes/No

Note: If you require accommodation, you need to send a DD or cheque (payable at par) in advance in favour of **Principal, Vasavi College of Engineering, Hyderabad by 15th May 2016 posted to:** Mr. K. Ramana Prasad, Department of Humanities & Social Sciences, Vasavi College of Engineering, Hyderabad-500 031.

Hotel: Rs.1500/- per person per day with Tea, Buffet Breakfast and Dinner (Vegetarian)

Details of Amount sent for Accommodation:

Amount: _____ DD/Cheque No.: _____ Dated: _____
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On-the-Spot Registration for Accommodation may be accepted subject to availability.

Signature

****Registration forms submitted online or by post without DD/Cheque will not be considered.***

The Journal of English Language Teaching (JELT) – ISSN-0973-5208

[A publication of the English Language Teachers' Association of India (ELTAI)]

Submissions

The JELT is an international, **peer-reviewed journal** published by the English Language Teachers' Association of India based at Chennai, Tamil Nadu, India, but with over 55 chapters in different parts of India. **Please see the front inner cover for details of the establishment and objectives of the association.**

The JELT is published **six times a year** – February, April, June, August, October and December. The overall aim of the journal is to promote the professional development of its readers, namely English teachers teaching at all levels, researchers and teacher trainers around the world. The journal, therefore, accepts submissions on all aspects and issues relating to the teaching and learning of English in ESL settings.

Criteria for Evaluating Submissions

Each submission will be evaluated for its suitability for publication in terms of the following criteria.

The article should:

- ★ Reflect current theories and practices in English language teaching.
- ★ Be relevant and appeal to the wide readership of the journal.
- ★ Be well written and organized, with sufficient explanation and examples to enable readers to apply the ideas and insights in their own classes.
- ★ Discuss the topic in the context of other work related to the topic.
- ★ Be written in clear and concise language, making it easy to read.

Guidelines for Submissions

Each issue of the journal addresses a specific theme. Authors should send submissions related to the theme before the deadline indicated for the issue. *See the ELTAI website and the journal for the themes (if any) and deadlines for the subsequent issues.*

Authors should follow these guidelines while preparing their articles for submission:

1. The article should not have been published previously in any form (print or online).
2. The maximum length of the article should be 2000 words (excluding an abstract in 150 words).
3. All pages should be double-spaced with a clear margin of 1 inch on all sides.
4. The title should be brief and focused, not broad or vague.

5. The article should carry only the title, abstract and the main paper.
6. The title, author(s)' name(s) [the last name first], affiliation [i.e., the name of institution(s) the author(s) belong(s) to; city, country] and email address should be provided on a separate cover sheet for the article, along with author(s)' photo(s) [**.jpg**].
7. Only sources cited in the article should be listed as references at the end of the article.
8. The article should use the author-date format for citations and references (e.g., Anderson 1997; Anderson 1997, p.17). *See the Chicago Manual of Style (15th edn.) for more details and examples.*
9. A list of all the references cited in the text should be given at the end of the article.
In each reference, only the author's last name and initials are to be provided. The year is placed after the author's name.
Only the first word of the title and the sub-title (after a colon) are capitalized along with proper nouns.
Titles of books and journals should be in *italics*.
Quotation marks are not to be used in the title.
For electronic sources such as websites, the date of accessing the source should be given in brackets after the URL.
10. ***The filename of the article (in MS Word format) sent as an email attachment should contain key words from the title and the author(s)' names.***

Consultancy Services by ELTAI

ELTAI is happy to announce its consultancy in the use of technological tools for the teaching and learning of communication skills in English. The consultancy will specifically provide resource persons for conducting teacher training workshops on virtual learning, covering primarily the use of the following tools: Virtual Classroom; Wiki; Google Drive; Google and Yahoo Groups; Blogging; Social Networking; Mobile Learning; Flipped Classroom.

ELTAI resource persons may also conduct workshops on using these tools and technological resources for developing specific language skills, i.e. listening, speaking, reading and writing, as well as teaching grammar interactively.

Institutions which require consultancy in these areas may write to Prof. S. Rajagopalan at eltai_india@yahoo.co.in with CC to Dr. P. N. Ramani at ramanipn@gmail.com.

SPEAKING ACTIVITY

LIGHTNING TALK*

K. Elango, National Secretary, ELTAI&(Former) Professor of English, Anna University.

Email:elangoela@rediffmail.com

- Objective** : To enable learners to articulate their significant ideas as succinctly as possible in a quick, insightful, and clear manner.
- Preparation** : Learners prepare themselves to deliver a lightning talk on a topic of their choice. They may need to rehearse the talk a number of times to give a memorable presentation for the audience as well as to be satisfying to themselves.
- Participation** : Individual
- Duration** : 5 minutes

Procedure:

- The teacher shows videos of a few popular lightning talks to be studied as models and discusses some of the significant features.
- The teacher identifies/gets about three volunteers to give lightning talks on the topics of their choice and sets the following guidelines [**to be done in advance**]:
 - o The students could choose an umbrella topic (e.g., Social media) and talk about different aspects of it, viz. popularity of some sites; impact on the youth; their future direction and so on, **or** each student can choose a topic they are passionate and can talk about.
 - o Having chosen a topic, they need to do extensive research and reflect over it to think of something new and interesting, and write a script for the presentation.
 - o The primary aim of a lightning talk is to make a point as briefly and as interestingly as possible at the initial stage itself and not to keep it to the last. The presentations should not be cluttered with details.
 - o They could prepare a few slides (3 to 5) which show images, bullet points, quotes and so on. However, successful presentations could be made without slides.
 - o They must practice/rehearse the presentation repeatedly until they feel very confident. Presentation is for 5 minutes, but it could be shorter.
 - o One should not speak at a lightning speed because it is called a lightning talk; one must talk at a normal rate because delivery is considered to be more important than content.
- On the appointed day the students deliver their lightning talk, which is to be critiqued by the class.
- The teacher divides the class into small groups of six members each and fixes the time for presentations. Everyone gives their talk in their respective groups and receives feedback.

Learning outcomes:

1. Learners realize that qualities such as beating around the bush, padding, and pompous words are not desirable for effective communication.
2. Learners understand that pithiness is the result of hard thinking as elucidated by Woodrow Wilson, "If I am to speak for ten minutes, I need a week for preparation; if fifteen minutes, three days; if half an hour, two days; if an hour, I am ready now."

Further activity:

Learners should practise on their own or with others as often as possible on topics of their choice, following the format of a lightning talk and keeping brevity and clarity in mind.

* A 'lightning talk', as the phrase suggests, is a short talk.

It is typically 5 minutes long and the spirit of it can be summarized in the words of Shakespeare: "Brevity is the soul of wit." Also, George Burns has said, "The secret of a good sermon is to have a good beginning and a good ending, and to have the two as close as possible."

'Lightning talk', like the other short talk formats such as 'Pecha Kucha' and 'Ignite', is popular in many conferences and aims at presenting ideas in a short time.

[Did you know that the famous Gettysburg Address was only about two and a half minutes long?]

JOIN ELTAI

Membership Benefits

- A FREE copy of the print, bimonthly journal, *The Journal of English Language Teaching (India)*
- Subsidized membership of IATEFL, UK, under the scheme of WMS
- Reduced Registration Fee for attending our programmes (e.g., conferences)
- Preference in publishing submissions made to our print and e-journals
- Opportunities for interacting/networking with ELT professionals in India and abroad

Membership is open to all teachers of English (whether working or retired), research scholars and educational institutions. There are three categories of membership, as indicated below:

Membership Rates (effective from 1.1.2013 – the rates, as and when revised, will be notified through our website)

Individuals (Teachers)

Annual : Rs. 300/-
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Correspondence relating to *The JELT* should be addressed to the Editor and that relating to the Association to the Secretary.

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The forum for professional development

THE JOURNAL OF ENGLISH LANGUAGE TEACHING [India] is registered under the Press and Registration Act 1887; RN 84685

The Journal of English Language Teaching (JELT) is the official organ of the English Language Teachers' Association of India. It is a bimonthly, which offers a forum for teachers and researchers to voice their views on the teaching of English language and literature.

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*The JELT is published by **Dr. K. Elango** for the English Language Teachers' Association of India, printed by N.V. Narayanan, Udhaya Printers, 63 (New No.15), Thambiah Road, West Mambalam, Chennai - 600 033 and edited by **Dr. P. N. Ramani**.*