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

Periodicity

Journal of English Language Teaching (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 2000 words maximum

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

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: eltai_india@yahoo.co.in (copy to: ramanipn@gmail.com).

CDs and hard copies will not be accepted.

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

Please go through the manuscript submission guidelines for authors printed in this journal (see pp.47-48).

The views expressed in the articles published in *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.
- To promote professional excellence among its members in all possible ways.

The Journal is sent free to all the registered and active 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 include teacher training and bi-monthly meetings on current ELT themes relevant to the Indian context.

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

JOURNAL OF ENGLISH LANGUAGE TEACHING

(A Peer-Reviewed Journal)

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EDITORIAL

Dear Readers

*“A professional is one who brings about change.”
(Penny Ur)*

All of us, as teachers of English language, aspire to be professionals. Even so, there often comes a time when all the teachers have the issue of ‘how do I handle this matter?’ The matter may be that of a difficult child, a group of children, a particular piece of text, or any other matter relating to teaching methodology. English Language Teachers’ Association of India, through its Journal on ELT-related issues is making a creditable attempt to share knowledge and ideas based on the experiences of the teachers with a hope that this sharing will contribute towards the professional development of teachers and, in turn, help the learners to become better learners. The current issue is also a part of the same endeavour.

The articles included in this issue range across the areas of learners’ needs, English for specific purposes, interactional opportunities for learners in the class, methodology used in classes, suitability of classroom material, and effect of the current pandemic on pedagogy.

There are many teachers who follow the traditional teaching style of lecturing in the classroom. In a pervasive culture of silence, the learners listen on passively. Consequently, there is not much growth seen in the learning process. The desirable situation would be for the learners to play a more active role in the class and develop a sense of independence as learners. The issue of making the learners self-reliant is addressed in the article ‘Creating Interactional Opportunities in the Indian ESL Classroom’. Learners need to be facilitated in the process of becoming independent learners and stakeholders in their own learning process. The article helps raise awareness of this issue.

‘English for Specific Purposes’ is a branch of ELT that addresses the English language needs of the

learners of specific disciplines. The two articles ‘English for Specific Purposes: An Imperative Need in our Curriculum’ and ‘Teachers’ Perspectives on the English Language Needs for Employability of Engineering Students: An Analysis’ attempt to support the need for preparing the learners for engaging with specific disciplines and address their language requirements for attaining employability satisfactorily.

As their titles suggest, the two articles ‘Methods of English Language Teaching in India: From Primary to Higher Level’ and ‘Impact of COVID-19 on Pedagogy in a Multicultural Classroom’, address the issue of various methods used in classrooms. The first one of these lays out the option of various methods available to the teachers of English at various levels, and the second one deals with a contemporary theme that leads all the teachers into a mode of online teaching without having had the skills to switch to this mode.

In spite of a general awareness of the poor quality of reading materials in English in schools, students continue to be subjected to such materials. In English language teaching classrooms of India, in the middle of wide variations in the quality of teaching, methodology, learning levels of students, the textbooks represent a component that can have a potentially stabilizing role in learning delivery. In such a context, the article ‘The Higher Secondary English Textbooks in Odisha: An Assessment of Content Suitability’ represents a welcome attempt to raise some pertinent questions about the suitability of some of the reading material included in the higher secondary English textbook in Odisha.

I wish and hope that readers would enjoy reading the articles and benefit from them.

Readers are requested to send their feedback to: indiaeltai@gmail.com or eltai_india@yahoo.co.in.

Dr. Anita Tamuli, Guest Editor

Teachers' Perspectives on the English Language Needs for Employability of Engineering Students: An Analysis

Nitika Gulati, Sanjay Arora, and Preeti Bhatt

ABSTRACT

This paper is based on a study conducted to analyse the English language and communication needs of engineering students in India, from the perspectives of teachers of English, in order to develop or revise content and pedagogy catering to the specific employability needs of students. A survey questionnaire was administered online to 50 teachers from engineering institutes in India. The results from this study provide significant insights into the challenges faced by the teachers, the instructional and assessment methods adopted by them, and specific language areas requiring attention. In addition, it provides recommendations on overcoming the challenges faced by the teachers. These results can be helpful in improving the language curriculum in engineering institutes to make the students job-ready in a globalised world where English is an important employability skill.

Keywords: English Language Teaching; Needs Analysis; Engineering Students and Employability.

Introduction

Till the early 1980s, English Language Teaching in India was dominated by traditional methods like the Grammar-Translation Method (GTM), which focused on reading and writing and entirely neglected listening and speaking, and was ultimately inadequate in fulfilling the communicative needs of learners (Kalia 2017, p. 60). As Communicative Language Teaching (CLT) was introduced in the 1980s, the importance of all the four skills of language was recognised (Behra 2013, p. 2). However, a major impediment to its successful implementation was outdated curriculum and ineffective pedagogy, as a result of which CLT has continued to be taught like GTM. With

the onset of globalisation, English emerged as a global language, and with the entry of multinationals in India, the need for communicative competence was felt. The emphasis shifted from accuracy to fluency in language and proficiency in English emerged as an important employability skill, especially for engineering students.

It is imperative that students achieve optimum language competence and communicative ability in English during the course of their study if they want to be market-ready and considered for jobs. Although English forms a part of the curriculum in engineering degree courses, language teaching and learning often face challenges that must be overcome for

fulfilling the employability needs of students. In 2013, *Aspiring Minds* conducted a study in which an employability assessment of 118 engineering campuses in India was done to analyse the current skill levels and training requirements of students. According to the recommendations in the report, students must be trained for employability from the first year and their skills must be tested every year to monitor their improvement and measure their newly acquired skills (Amcat 2013). On the basis of monitoring, they should be given feedback, both by peers and teachers.

An important step in this direction is to conduct a language needs analysis of learners. Based on its results, courses must be developed or revised, materials and practices be adopted or modified, and learning outcomes be set, so that “rather than fitting students to courses, courses should be designed to fit students” (Nunan 1999, p. 148). Besides taking the learners’ own perspectives on their specific language needs, the perspectives of teachers having experience in English Language Teaching must also be considered. Such an analysis should take into account the challenges faced by them in the classroom, the specific skills and areas that demand attention, the instructional and assessment methodology to be adopted, the utility of language labs, their suggestions on overcoming these challenges, and relevant content in order to enhance the employability of their learners. The results, coupled with the learners’ own perspectives on their English language needs, can be useful for framing an employability-centric curriculum. One such study was conducted

as a part of a research project on developing English skills for employability of engineering students.

Aim of the Study

The aim of the study was to analyse the English language and communication needs of engineering students, from the perspectives of teachers who have experience in English Language Teaching, to develop or revise curriculum, catering to the employability needs of students.

Methodology

Sample

For the purpose of the study, a sample of 50 faculty members involved in English Language Teaching at engineering institutes across India was taken, using non-probability purposive sampling. About 98% of them taught at the undergraduate level, and 96% were involved in teaching first year students. Their teaching experience varied and ranged from one to 40 years, with the mean teaching experience being 9.9 years. The courses taught by them included Communication Skills, Language Through Literature, English for Science and Technology, English for Professional Communication, Dynamics of Communication, Technical Communication, Technical Writing, Business Communication, Spoken English, General English, Soft Skills, Linguistics, Translation, Personality Development, International Language Competence, Communication and Discourse Strategies, and so on. On an average, they got 2.5 hours per week per batch to teach the theoretical components of the course, and two hours to teach the practical components.

Research Instrument

A survey questionnaire consisting of three sections was prepared after a review of literature. It was titled 'Questionnaire for Faculty/Subject Experts'. The first section comprised six items, in which demographic information and general information related to their teaching experience was covered. The next section included 14 items pertaining to the respondents' teaching of the English language or communication skills course. The last section comprised two items, asking for their suggestions on developing course content focused on enhancing employability skills of students.

The instrument is attached in the appendix.

Data Collection Procedure

The adequacy of the questionnaire was tested in a pilot study during which data was collected and analysed. The insights from the pilot study were used to give shape to the final instrument for data collection. A list of the names of faculty members teaching English at eminent engineering colleges and universities in India was compiled, along with their email addresses. Once finalised, the questionnaire was sent through email and administered online using Google Forms. In the email, the participants were introduced to the aim of the study and requested to fill out the questionnaire. Reminders were sent with an aim to achieve the desired number of responses.

Data Analysis

The data collected through the questionnaires was analysed, both quantitatively and qualitatively, after the count reached fifty.

Results and Discussion

Instructional and assessment methods:

When asked about the instructional methods used for teaching English, almost all of the respondents said that they used classroom activities, including role plays, discussions and presentations, followed by assignments/projects and lectures. Several also mentioned making use of language lab software and Internet resources, flipped learning, and collaborating with a technical teacher. With respect to the assessment tools, class assignments and presentations were identified as the most common ones, followed by quizzes and home assignments. Other ways of assessing the students included mid-semester and end-semester exams, projects, group tasks, discussions, and class responses. Around 57% of the respondents said that they had prescribed textbook(s) in the syllabus, and 69.4% made use of language lab software in teaching. Most of the respondents felt that language labs were effective in enhancing the communication skills of students.

Barriers in teaching: The respondents were asked to identify the difficulties faced by them in teaching English. A majority perceived students' attitude and perception towards the language as a barrier. Many respondents agreed that students lack the motivation to learn English or do not pay attention because they do not ascribe enough importance to the language. They lack interest and creativity, and are unwilling to practise. The heterogeneity of the classroom also poses challenges, as the linguistic competency of learners varies because of their diverse backgrounds. Many students

lack a reasonable understanding of basic concepts and struggle with English as the medium of instruction. Sometimes, they experience a regional or cultural gap, or/and exhibit mother-tongue influence. Many have a fear of the language, are shy and lack confidence. Respondents further identified infrastructural or curricular barriers in teaching large classes and shortage of time. Sometimes, they do not have enough teaching resources, good curriculum, or useful language lab software. Two respondents said that they face no difficulty in teaching English.

Areas requiring attention: The respondents also identified the areas where their students required special attention to increase employability. With respect to the various LSRW skills, the respondents perceived speaking skills as a major problem, followed by writing, listening, and reading skills. In speaking, students particularly struggle with fluency and pronunciation. Grammar and vocabulary were also identified as important for employability. Students lack the knowledge of using idiomatic expressions and language in context. Organisation of thoughts to articulate ideas with coherence and cohesion was perceived as important. Other focus areas included non-verbal communication, presentation skills, and interpersonal skills. Further, their shyness, inhibition, and fear of the English language need to be countered, with more exposure and practice, to enhance their confidence. Specific suggestions from the respondents included: ‘regular classroom exercises and increased immersion in language learning through showcasing films, reciting poetry, writing stories, and other creative pursuits’,

splitting large classes into smaller groups for individual attention, promoting extensive practice and giving prompt feedback for improvement, and effectively addressing ‘the ignorant and biased attitude’ towards English language.

Suggestions for theory topics: The respondents were asked to give their suggestions for English language topics to be included in the course designed for enhancing employability. For the theoretical component, the majority of the respondents suggested the inclusion of grammar basics and functional grammar. Many of them suggested including concepts of linguistics, particularly focusing on phonetics for correct pronunciation. With respect to writing skills, suggestions included resume writing, email and letter writing, report writing, essay/academic writing, and creative writing. Other suggestions included reading comprehension, picture stories, case studies, discourse analysis, vocabulary building exercises, identification of common errors in English, and use of common idioms and phrases. Inclusion of short pieces of literature for language learning was also recommended. Some respondents believed that a background to English language must be provided to the students, such as stressing the importance of English in India and the history of the English language and culture.

Suggestions for lab topics: For the practical component, the majority of the respondents identified group discussions, phonetics, and soft skills, particularly presentation skills, as the most important inclusions in the language lab curriculum for enhancing students’ employability skills. Other important topics

suggested were mock interviews, vocabulary building exercises, and speaking exercises such as role-plays based on situational conversations, extempore, debates, elocution, and story narration. More suggestions included listening and reading comprehension, and activities based on audio-visuals and short films.

Conclusion and Future Direction

The results show that a majority of teachers suggest the use of interactive activities and a language lab for teaching English. They recommend assignments and presentations as prominent assessment tools. Major challenges faced in teaching the language include the learners' negative attitude and perception towards the language, their varying levels of competence, fear of the language, large class size, and insufficient time or resources. The speaking skills of the learners require the most attention. This must be taken into account while preparing or revising the curriculum, which however, should consider all the four skills of language, i.e. listening, speaking, reading, and writing, while integrating grammar and vocabulary exercises. Future directions for research may

include adopting a multi-method approach, such as class observation and interviewing the teachers, and administering the questionnaire offline wherever possible. The results of the questionnaires must be coupled with learners' own perspectives on their specific needs for employability. The questionnaire could also be made more detailed, covering questions about particular language skills, to achieve a more wholesome idea about the learners' needs.

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APPENDIX

Questionnaire for Faculty/Subject Experts

This survey is being conducted as a part of a research project aimed at improving English Proficiency/Communication Skills essential for employability of B. Tech. students. Please spare five minutes to share your perspective. Your details will be confidential and your responses will only be used for research purposes.

Section 1

Your name:

Institute currently working at:

Teaching experience (in years):

1. At what level do you teach?
2. If undergraduate, then which year(s) do

you teach?

- a. 1st year
 - b. 2nd year
 - c. 3rd year
 - d. 4th year
3. Are you currently teaching or have you ever taught any course related to English Language or Communication Skills?
- a. Yes
 - b. No

If yes, please mention the calendar year(s) of teaching (use hyphen/comma)

Section 2

Kindly answer these questions based on your teaching of English Language/Communication Skills course:

4. At what level have you taught this course?
- a. B. Tech.
 - b. M. Tech.
 - c. Others
5. What courses related to English Language or Communication Skills do you teach/have you taught to UG students?
6. What courses related to English Language or Communication Skills do you teach/have you taught to PG students?
7. How many hours do you get per week per batch to teach the theoretical components of English Language/

Communication Skills course?

8. How many hours do you get per week per batch to teach the practical components (language lab) English Language/Communication Skills course?
9. What instructional methodology do you use for your classes? (Select all that apply)
- a. Lecture method
 - b. Classroom activities
 - c. Assignments/Projects
 - d. Language lab software
 - e. Internet resources
 - f. Others
10. What difficulties do you face while teaching English Language or Communication Skills to your students?
11. In your opinion, what areas, in general, do students lack in, and require special attention, to increase their employability skills with respect to English Language/Communication?
12. How do you assess the students?
- a. Class assignments
 - b. Home assignments
 - c. Quizzes
 - d. Presentations
 - e. Others
13. Are there any books prescribed in the syllabus?
- a. Yes
 - b. No

14. If yes, please list the title(s) of the book(s), along with their author and year.
15. Do you use any Language Lab software in your teaching?
 - a. Yes
 - b. No
16. If yes, which software do you use?
17. In your opinion, how effective is the language lab in enhancing the communication skills of students?
 - a. Very effective
 - b. Effective
 - c. Neutral
 - d. Not effective
 - e. Cannot say

to be included in the syllabus of a new course on English Language and Communication skills to be designed for First Year B. Tech. students to enhance their employability:

18. Theory topics that should be included in the course:
19. Practical (lab) topics that should be included in the course:

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Section 3

Please share your suggestions on the topics

AN IMPORTANT ANNOUNCEMENT

The General Body meeting is being postponed until next December in view of the prevailing pandemic and the resultant disruption in normality. Consequently, the present office-bearers of ELTAI will continue until the end of December 2021.

Members may access the current as well as some of the past issues of the journal on the Web by clicking on the relevant link given on the Home page of ELTAI's website: www.eltai.in.

They may also get to know their membership details by clicking on 'Member log in' on the Home page of ELTAI's website and entering their Membership ID. If required, they may send an email to: eltai_india@yahoo.co.in OR indiaeltai@gmail.com for relevant information.

English for Specific Purposes: An Imperative Need in our Curriculum

K Jagan Mohan Rao

ABSTRACT

This paper delineates the emerging importance of English for Specific Purposes (ESP) in the modern competitive world of teaching and learning. The existing principles and practices need a major change owing to the increasing needs of students and their areas of specialisation. It also discusses the origin of ESP and the practical approach to achieving success in the classroom, leading to employability of learners. It includes various learning strategies, roles, and responsibilities of the teacher and learner during the learning process. If the curriculum has to be more useful and goal-oriented, for the benefit of future and working professionals, and make them more effective and efficient in their fields of choice, we need to give serious thought to ESP. Though our universities are doing their best to make students employable and market-ready professionals, surveys reveal that only 13% of graduates are employable. The rest are unable to get through the recruitment process due to the lack of language skills required in the workplace. ESP is communicative and learner-centric in nature, where teacher and learner are equally engaged towards achieving mutual objectives. To succeed in teaching ESP, one has to employ content-based instruction and task-based language teaching effectively.

Keywords: ESP; Content-Based Instruction; Task-Based ELT; Employability; Industry-Ready Professionals.

Introduction

English for Specific Purposes (ESP) is a learner-centred approach to teaching English as a foreign or second language. It meets the needs of adult learners who need to learn a foreign language for use in their specific fields. This course is recommended for students from high school to university levels; foreign and second language professionals who wish to learn how to design ESP courses and programmes in an area of specialisation; engineering and technology; academic purposes; and health service purposes. It involves instructional

strategies, materials adaptation and development, and evaluation.

The Origin of ESP

“Certainly, a great deal about the origins of ESP could be written. Notably, there are three reasons common to the emergence of all ESP: the demands of a Brave New World, a revolution in linguistics, and focus on the learner” (Hutchinson & Waters, 1987).

According to Hutchinson and Waters (1987), there are two key historical periods that breathed life into ESP. First, the end of the Second World War brought with it an “... age

of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale for various reasons, most notably the economic power of the United States in the post-war world, the role [of international language] fell to English” (p. 6).

Second, the oil crisis of the early 1970s resulted in Western money and knowledge flowing into the oil-rich countries. This knowledge was in English, leading to the origin of English for Specific Purposes.

Another reason Hutchinson and Waters (1987) cite as having influenced the emergence of ESP has less to do with linguistics and everything to do with psychology. Rather than focus on the method of language delivery, more attention is given to the ways in which learners acquire language and the differences in the ways language is acquired. Learners employ different learning strategies, use different skills, enter with different learning schemata, and are motivated by different needs and interests. Therefore, focus on the learners’ needs is important. Designing courses to meet these individual needs is essential.

ESP is:

- designed to meet specific needs of the learners;
- related in content (i.e. in its themes and topics) to particular disciplines, occupations, and activities;
- centred on the language appropriate to those activities, in syntax, lexis, discourse, and semantics, and analysis of this discourse;

- a contrast to general English;
- used to develop an understanding of the factors leading to its emergence, and the forces, both theoretical and applied, that have shaped its subsequent development;
- used to assist students in preparing a syllabus and develop needs assessments and genre analyses for specific groups of learners;
- used to provide guidelines to adapt or create authentic materials in a chosen professional or occupational area, and to critically evaluate currently available materials, including technology-based ones; and
- used to become knowledgeable about assessment procedures and apply this knowledge in developing course and lesson evaluation plans in specific professional areas.

ESP concentrates more on language in context than on teaching grammar and language structures. It covers varying subjects. The ESP focal point is that English is not taught as a subject separated from the students’ real world; instead, it is integrated into a subject-matter area important to the learners. Teaching ESP becomes easier for those who have handled content-based instruction and task-based language teaching, as it is a blend of both methods.

ESP combines subject-matter and English language teaching. This is highly motivating because students are able to apply what they learn in their English classes to their main field of study. Being able to use the vocabulary and structures that they learn in a

meaningful context reinforces what is taught and motivates them. The students' ability in their fields, in turn, improves their ability to acquire English. Subject knowledge gives them the context they need to understand English.

The term "specific" in ESP refers to the specific purpose for learning English. Students approach the study of English through a field that is already known and relevant to them. The ESP approach enhances the relevance of what the students are learning and enables them to use the English they know to learn even more, since their interest in their field will motivate them to interact with speakers and texts. ESP assesses needs and integrates motivation, subject matter, and content for the teaching of relevant skills.

Responsibility of the Teacher

A teacher who already has experience in teaching English as a Second Language (ESL) can excel in language teaching. The teacher should recognise ways in which their teaching skills can be adapted for the teaching of ESP. They need to look for content specialists for help in designing appropriate lessons in the subject-matter. This helps them learn new things in a collaborative manner, ultimately helping the learners and themselves. They can understand the subject teachers' difficulties and can advise them on how to handle challenges in the classroom.

ESP teachers must play many roles as they may be asked to organise courses, to set learning objectives, establish a positive learning environment in the classroom, and evaluate students' progress. They have to be

innovative and flexible while handling these classes, besides being proactive and ready to face new and unpredictable challenges. They have to learn the practical aspects of what they are going to teach in an ESP class.

Organising Courses

The teacher has to set learning goals and transform them into an instructional programme with time-bound activities. One of the main tasks will be selecting, designing, and organising course materials, supporting the students in their efforts, and providing feedback.

Setting Goals and Objectives

Setting long-term goals and short-term objectives is recommended. Knowledge of students' background is central in designing a syllabus with realistic goals.

Creating a Learning Environment

The teacher's communication and mediation skills make the atmosphere conducive for learning. Students acquire language when they have an opportunity to use it while interacting with other speakers. The teacher may be the only English-speaking person available to the students. So, immediate and effective feedback is mandatory for progress and accomplishment of desired objectives. Good language learners are great risk-takers, since they must make many errors in order to succeed. However, in ESP classes, they are handicapped because they are unable to use their native language competence to present themselves as well-informed adults. The teacher has the responsibility to help build the learner's confidence. There is a downside with regard to the use of ESP

among learners, as they think explaining content is more important than proper sentence formation. This results in neglecting the learning of English by most professionals. So the teachers should focus on both language and content so that the learners can become global professionals in future.

Evaluating Students

The teacher is a resource, who helps students identify their problems and find solutions; the teacher is one who finds out the skills the students need to focus on, and takes responsibility for making choices which determine what and how to learn. The teacher serves as a source of information. Evaluation is mostly done by asking students to demonstrate the process involved in the use of devices and the working nature of the devices or products, either orally or in written form.

Responsibility of the Students

The learners are in charge of developing English language skills to reflect their native-language knowledge. They need to be adaptable, as it is challenging to overcome their mother-tongue influence and find technical jargon to suit their requirements.

Interest and Need for Learning

People learn languages when they have opportunities to understand and work with language in a context that they comprehend, find useful, and interesting. ESP is a powerful tool for such opportunities. Students will acquire English as they work with materials they find interesting and relevant, and which they can use in their professional work. The more learners pay attention to the meaning

of the language, the more they are successful; the more they have to focus on the linguistic input or language structures, the less they are motivated.

The ESP student is particularly well-disposed to focus on meaning in the subject-matter. In ESP, English should be presented, not as a subject to be learned in isolation, nor as a mechanical skill or habit to be developed. On the contrary, English should be presented in authentic contexts to acquaint the learners with the ways in which the language is used in functions that they will need to perform in their fields of specialisation or at the workplace.

Subject-Content Knowledge

Learners have oriented their education towards a specific field. So, they see English training as complementing this orientation. Knowledge of the subject area enables the students to identify vocabulary and structures. The learners can take advantage of what they already know about the subject-matter to learn English.

Learning Strategies

Adults must work harder than children to learn a new language, but their learning skills permit them to learn faster and more efficiently. The skills they have already developed in using their native language will make learning English easier. They can expand their vocabulary, becoming more fluent in their fields and adjusting their linguistic behaviour to new situations.

Hutchinson and Waters (1987) consider learners as 'feeling' beings. When new knowledge comes in the form of input with

familiar language elements and topics, learners perceive learning to be easier.

The first category envelops the contents of the course. When focused on general topics, the learners are more interested in the lessons, leading to motivation. Moreover, general English improvement could fill the gap in sub-technical English, because “scientific English, for example, uses the same structures as any other kind of English but with a different distribution” (Kennedy and Bolitho 1984: p.19). As a result, at the sub-technical level, learners could easily deal with sub-technical content with the help of general English knowledge, because in technical English, as Robinson (1991) points out, many common core language words are used for technical purposes.

The second category is to bridge the gap between general and technical English. Speaking and writing courses are organised from general to the specific. For example, in the speaking class, topics can be dealt with in three stages. In the first stage, general topics, such as personal details, weather, traffic problems, and storytelling, are involved. The second stage covers general technical topics, such as talking about buildings, advantages and disadvantages of the use of mobile phones, and so on. The topic selection in the third stage has to be relevant to the participants’ work since it includes technical jargon. The participants will now feel comfortable, since productive skills are acquired gradually, from simple to the complex and from general to the specific.

Johns (1998: pp.183-197) states the importance of visual presentations in ESP to include graphs, charts, maps, technical drawing, plans, and so on, because

professionals read visual-related literature frequently during their study. The visual information includes language input as well as content input, so it can be transferred to verbal information or vice versa. Students are interested in utilising this language feature. They try to express themselves by means of visuals, thus promoting their language learning. At the end of the programme, all learners will feel confident in using English related to their field of study, as well as general English.

Materials to Adopt

This is the central question Johns (1990) addresses. One of the core dilemmas he presents is that “ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time” (Johns 1990, p. 91).

In the real world, many ESL instructors/ESP developers are not provided with ample time for needs analysis, materials research, and materials development. Johns (1990) comments that no one ESP text can live up to its name. He suggests that the only real solution is that a bank of materials be made available to all ESP instructors (Johns, 1990).

Every teacher has to become a researcher, studying the useful instructional materials. Given that ESP is an approach and not a subject to be taught, curricular materials will unavoidably be pieced together, some borrowed and others designed specially. Resources include authentic materials, ESL materials, ESP materials, and teacher-generated materials.

Conclusion

Teaching and learning in the ESP context is challenging for both the teacher and the learner as it is highly flexible in terms of needs analysis, choice of texts or materials. Both the teacher and the learner can exercise freedom during the process, thus creating confidence, leading to an enjoyable yet engaging teaching–learning activity, while using audio-visual equipment wherever necessary. ESP creates employment opportunities for teachers and individuals with expertise in various subjects. Content writers and technical writers are highly paid professionals these days and English teachers deserve these positions if they have experience in teaching ESP.

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Some useful web tools for speaking skills

Podcasting Tools

Podomatic (<http://www.podomatic.com>)

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Audioboom (<https://audioboom.com>)

A podcast is an audio broadcast over the web. It is broken up into parts or episodes. Most podcasts are similar to news radio programs and deliver information on a regular basis, but they can also be comedy shows, special music broadcasts or talks. You as a teacher can set up a podcasting channel in Podomatic, Spreaker, or Audioboom.

[**Contributed by Dr. Xavier Pradeep Singh**, Dept of English, St Joseph's College, Trichy]

LETTERS TO THE EDITOR

Members of ELTAI who read the contributions to the journal are free to give their views on the contents of the articles/papers published here. The letters should reach ELTAI (eltai_india@yahoo.co.in or indiaeltai@gmail.com) within a month from the date of receipt of the journal.

Creating Interactional Opportunities in the Indian ESL Classroom

Sushma Parvathini

ABSTRACT

The aim of the present study is to examine the nature of interaction in the Indian ESL context in the light of 'Interaction Approach' (Gass and Mackey, 2015:180). Interaction approach subsumes some aspects of input, interaction hypothesis, and output hypothesis. Therefore, in order to gain an understanding of these factors, an effort has been made to explore classroom interaction in Indian CBSE schools in terms of negotiation of meaning, the functions of output and collaborative dialogue, and their importance in SLA. The present study adopted a descriptive classroom-based approach. This investigation required observation to gain an insight into interactions in the ESL classroom. In addition, the perspectives of learners and teachers were felt to be important to understand the issue under study.

Keywords: ESL Classroom; Interactions in the classroom.

Introduction

The present work is based on the belief that classroom interaction can be a good pedagogical strategy to facilitate language learning. Many interaction theories argue that interaction in the classroom is necessary to facilitate language learning. In the light of the emphasis on interaction in recent studies, it has been widely accepted that to equip learners with appropriate skills for communication, the ESL classrooms should maximise interaction.

Rationale for the Study

Under these circumstances, teachers are required to exploit teacher–student and student–student interaction in the language classroom. Since the introduction of

communicative syllabus in the CBSE, it has become vitally important to make ESL classrooms interactive to facilitate SLA. The syllabus, therefore, advises teachers to encourage classroom interaction among students, reduce teacher talk time, and take up questions for discussion to encourage students to participate, express, and defend their views. In this context, an attempt has been made in this study to examine the relevance and practicality of interaction approach in the teaching–learning situation in India.

Interaction Approach

Allwright (1984:156) regards interaction as the “fundamental fact of classroom pedagogy because everything happening in the classroom happens through a process of live person-to-person interaction.”

“Krashen’s influential input hypothesis has suggested that SLA was primarily driven by exposure to sufficient amounts of comprehensible input, and in particular, that the comprehension of language at a slightly more advanced level than one’s own would lead automatically to acquisition” (Gass and Mackey, 2012:5).

Many researchers agreed that input is necessary, but it is not assumed to be sufficient for SLA. Long’s interaction hypothesis (1983, 1985, and 1996) argues that interaction facilitates acquisition because of the conversational modifications that occur in a discourse, which provide learners with the input they need. Swain argued for the importance of comprehensible output in the SLA process. Swain (1985) studied Canadian-French immersion schools where students had access to large quantities of comprehensible input. However, they were not able to produce native-like L2 utterances. Based on these findings, Swain proposed output hypothesis. According to Swain, output pushes learners to process language more deeply than does input. Output promotes ‘noticing’, ‘hypothesis testing’, and ‘metalinguistic/reflective function’. Later, Swain (2005:112) extended the concept of output “to include its operation as a socially-constructed cognitive tool” and proposed collaborative dialogue. Studies, such as those of Swain and Lapkin (1998) and Swain (1998, 2000, 2006), suggest that conversations where learners collaborate in solving linguistic problems encountered while performing a communicative task denote that second-language learning is in progress. *Collaborative dialogue* is the

language occurring, as the learners work collaboratively to express their intended meaning and carry out the task at hand.

Therefore, this research sought to explore *how teachers create interactional opportunities in the ESL classroom*. It is broadly accepted within the field of SLA that opportunities for interaction facilitate L2 learning. Researchers (Pica 1992; Gass and Varonis 1994; Long 1996; Mackey 1999; Mackey and Philip 1988; Swain 1985, 1995, 2005; Swain and Lapkin 1995, 1998; Mackey and McDonough 2006) have provided empirical evidence of how interaction facilitates language learning.

Findings from the Study

Teachers mainly engaged students in teacher-led question-and-answer sessions. In addition to this, teachers used pair work and group work to complete language tasks in the workbook to provide interactional opportunities to the students. The discussions following the instructions and explanation offered students opportunities to communicate with their classmates and teachers. Furthermore, students involved themselves in project work and skits, which gave them plenty of opportunities to interact with their classmates and teachers.

This study focused on teacher–student and student–student interaction. Interaction means negotiation of meaning, where the students receive feedback from their interlocutors. Negotiation of meaning occurs when the speakers seek to prevent breakdown in communication. The students in the classroom then adjust and modify their output

to make it more comprehensible for the teacher and other students in the class. Different strategies, like confirmation check, comprehension check, and clarification request can be adopted to repair the interaction. Thus, output in the form of response, reaction, clarification, and so on, serves three functions—the noticing function, the hypothesis-testing function, and the metalinguistic function (Swain 1995, 2004). Further, studies by researchers (Swain and Lapkin 1995, 1998; Swain 2000) suggest that the conversation that results when learners collaborate in solving linguistic problems encountered at the time of performing a communicative task denotes second language learning in progress. Collaborative dialogue is language learning occurring as the learners work collaboratively to express their intended meaning and carry out the task at hand.

However, classroom data for the current study indicated that clarification checks and reformulations were not extensively employed during student–student and teacher–student interaction to overcome communication breakdowns and achieve mutual understanding. It was noticed that most of the linguistic problems went unnoticed, and errors were left undiagnosed and untreated. Across 130 classes that were observed, very few incidents of negotiation were noted.

In teacher–student interaction during teacher-led question-answer sessions, there was high potential for meaning negotiation that facilitates language learning, but most such opportunities were left unexploited. The main focus of teacher questions seemed to help learners remember the text and check their

understanding of the content of the text. Teachers extensively employed *display questions* to check student understanding. A large number of teachers believe that *referential questions* encourage learners to think hard, but this requires more time. Students reacted positively to referential questions. They think that referential questions are thought-provoking. Referential questions require more cognitive processing; it involves longer responses and use of language, which is natural and life-like. Thus, students get to test L2.

During error treatment, there were plenty of opportunities to engage students in reflective (metalinguistic) thinking, but such opportunities were not explored. All teachers employed recasts to correct students' errors. Some of the teachers did not correct student errors, while many immediately nominated the next student to answer a question or improve upon the response produced by the previous student. A large number of students expect teachers to correct errors. They also believe that explaining their errors helps them understand and improve their responses. It was evident from the classroom data that recasts were not always effective. Students too conveyed that when teachers use recasts, they always do not understand their errors. Reflective thinking motivates a student to think about the language, understand what went wrong, and helps them provide a better response.

When teachers check student understanding during explanations and while giving instructions, there were ample opportunities for interaction. Students believe that it is disrespectful to approach teachers for

clarification or seek help in understanding. Students hold the view that teachers ought to initiate discussions for clarification check. Teachers themselves were not involved in many discussions with the students to check understanding during explanation and instructions. In addition, students observed that teachers always nominated the enthusiastic students. They held that teachers only nominate clever, good, and intelligent students. Therefore, many interactional opportunities were not put to good use by teachers and students.

It was evident from the data that in group and pair work the amount of classroom talk increased. The students, who normally hesitate to speak in front of the class or the teacher, spoke easily in front of a small group of their classmates. Clarification questions and reformulations were not extensively employed during pair and group work to achieve mutual understanding. Most of the linguistic problems went unnoticed and errors were neglected many times. Group members accepted the suggestions from the classmates, whom they believe to be more proficient, without any further discussions or questions. Most of the silent students simply copied the information shared in the group. The discussion did not translate into input and intake. This may be because the students were not involved in the negotiation processes. Most of the time, active students finished the task. The focus, most often, was on task completion and not on building knowledge. Some of the silent participants are proficient in target language, but preferred not to participate actively. They feel that their involvement would slow down task

completion. They feel that more discussion results in more time for task completion.

It was evident, therefore, that there is a rich environment in the ESL classroom for interaction and for creating interactional opportunities. These have to be utilised in more effective ways to facilitate language learning.

Conclusion: Promoting Language Learning in Classroom Interaction

Most students strongly believe that it is disrespectful to ask a question or initiate interaction in the classroom. So, a large number of students only respond to what the teachers ask/say. Therefore, training students to ask questions to seek clarification, initiate interaction, and engage in negotiation of meaning might enhance the language learning potential of the interactional opportunities in the classroom.

There are many interactional opportunities in the language classroom. However, a majority of these opportunities are left unexplored. It is apparent from the data that teachers have very little understanding of how interaction facilitates language learning. Therefore, teachers need to be aware of conversational moves involved in negotiation of meaning when students and teachers work collaboratively to facilitate learning at the time of interaction. Teachers use their intuition to guide students and create learning opportunities during classroom interaction. Awareness in facilitating negotiated interaction in language classrooms will allow teachers to take decisions based on conscious reasoning.

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Grammar Guru 11

V Saraswathi

Recently, I was asked to address a group of high school students on the topic “Easifying Grammar” – the assumption being that grammar is difficult and we have to make it easy for children. This reminded me of a classroom dialogue:

Teacher: Raju, give me a sentence beginning with I.

Raju: I is . . .

Teacher: Wrong, Raju, you must say I am.

Raju: I am the ninth letter of the alphabet.

Teachers often get paranoid about grammar and forget that grammar is only the means to an end and not an end in itself. Grammar is after all an aid to communication.

Is English grammar difficult? Do we need to make it easy for our children? Yes, at times grammar looks quite illogical and unreasonable. Look at these lines from the poem ‘Why English is so Hard to Learn’:

The masculine pronouns are He, His and Him.

Just imagine the feminine – She, Shis and Shim!

English grammar seems difficult to us mainly because it is different from the grammar of our mother tongue. Problems arise when Tamil grammar rules are applied to English. In Tamil we say *Un peyer enna?* But we cannot ask *Your name what?* in English.

How many of you feel happy when you make

mistakes in grammar? Hardly anyone. We feel ashamed, embarrassed, frustrated, or even angry. But my strategy for you would be: Feel happy when you make mistakes, for mistakes are a sign of learning. If you never make mistakes, you never learn anything. How many of you learnt to bake a cake without burning it even once?

My third strategy for painless grammar would be: **Don’t overgeneralize.**

One who bakes is a **baker**; one who dances is a **dancer**; but one who cooks is not a **cooker**! An **Indian teacher** is a teacher who is an Indian; a **clever magician** is a magician who is clever; but is a **criminal lawyer** a lawyer who is a criminal?

My next strategy is to learn rules as well as exceptions. For example, you can ask me *to* shut up, you can expect me *to* shut up, but you can only make me shut up. After the verb **make**, we don’t use **to**. Another strategy to simplify grammar is: Apply rules fully. Why do many of us ask questions like “Why you are sad?”, “When you are going?”, etc.? Simply because we are not putting the predicate before the subject in questions, even though we have started with the **Wh**-word.

The last but most important strategy is: Don’t think of grammar when you are talking; and don’t talk when you are thinking of grammar. The question is: which is more important – grammar or communication? Definitely, communication. We learn to communicate by communicating; grammar automatically

follows. Here are some classic examples of perfect grammar but hilarious breakdown in communication:

A. *Boy: Er. Dad, I'm having trouble with my homework. Will you do this sum for me?*

Dad: No, Sorry, son, it wouldn't be right.

Boy: Maybe not. But couldn't you try anyway?

B. *Teacher: Hari, Name five things that contain milk.*

Hari: Butter, cheese, ice cream and er... two cows.

C. *Professor: Sam, this essay on the dog is exactly word for word the same as your brother's.*

Sam: Of course, sir, it is the same dog!

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Methods of English Language Teaching in India: From Primary to Higher Level

R Rajeshwari

ABSTRACT

This article aims to describe the methods of teaching English in India as a second language, which have been propounded till date for providing classroom instruction to enhance the second language skills of Indian learners at all levels (adults as well as children). It describes how different methods can be put to best use at different levels of learners, i.e. different 'learning stages'. It is based on teaching CBSE students of all classes as well as adult learners of English. It shows how all the methods hold their own unique place in second language teaching. It also shows how all these methods are closely interwoven and are being followed (to some extent) in our school curriculum.

Keywords: Second language teaching methods; Methods of teaching English in India.

Introduction

Since the post-method period, there has been a steady resistance to the use of any one method in second language teaching. A combination of methods is encouraged. This article aims at presenting a combination of methods that have been propounded till date, and how they can be helpful in the course of second language teaching. It is proposed that these methods be seen as a continuous process of growth, with the methods playing a unique role in the trajectory of a learner's second language development. Each method contributes in creating a naturalistic environment at consecutive levels for the second language learner. For example, a bilingual word list can be used during the initial stages, whereas communicative language teaching can be used at a later stage of the second language teaching class,

once the learner has attained basic language proficiency.

People acquire their first language when subjected to environs that facilitate language learning. However, when it comes to second language, a debate arises on whether an individual method or methods or no methods should be followed for teaching the language. In a multi-lingual country like India, all languages (native languages/English) are taught as academic subjects in schools, and mostly in a similar manner. Generally, a student in India knows three languages, viz. the mother tongue, Hindi, and English. In this essay, let us see how the different methods to learn the second language benefit the students at different stages of the learning process. As Larsen-Freeman and Anderson (2011) state, the methods could be replaced by the methodological inventions to facilitate language learning.

Methods

All the methods which have been followed till today in SLT, like grammar translation, audiolingualism, silent way, Suggestopedia (Desuggestopedia), and so on, possess a unique place in the language teaching/learning process. To understand this, let us divide the classroom teaching process of the students into learning stages, beginning from primary level to higher levels. For convenience, we will assume the primary level to correspond to the primary class children of the school. However, we can see that all methods hold an important place in different stages of teaching and learning, and hence can be applied to language learners of all ages. We can see how the pattern of teaching and the pedagogical syllabi of CBSE–NCERT correspond to a number of these methods.

Total Physical Response

Total Physical Response (TPR) holds the first place in the stages of learning. As a child learns the first language by listening, TPR follows the same process. The teacher uses imperatives and performs the same actions herself. Students repeat and act accordingly (Larsen-Freeman & Anderson, 2011). Students are subjected to the environs of the TL. This method helps create awareness of the language and provides necessary exposure to the target language. It improves the listening skills of the students. This method is best suited at the primary level when children begin their second language classes. The physical activity involved keeps them enthusiastic.

Audiolingualism

This method believes in formal drills and

repetition by the students. It has been proven that spoken form precedes written language. Just as a child learns the first language (speaking) through exposure, audiolingualism serves a similar purpose of subjecting learners to the atmosphere of the language. Pronunciation could be corrected without importance given to errors. This method, which could improve the speaking and reading skills of the students, is followed in the primary classes in our schools. The most important fact to be remembered is that the students do not have to face the real world after this stage. This is just the beginning.

Suggestopedia/Desuggestopedia

Ideally, suggestopedia could be resorted to at the initial phase of a language teaching class. If the target students are young, suggestopedia could be followed along with TPR, which could be effective. If the target students are adults, it could prove more fruitful at this stage, but not independently. It could be combined with audiolingualism. Students need time to understand (desuggest their limitations) that learning is possible even through music and that understanding the culture of the second language is important. Savignon (2007) has emphasised the importance of culture in language studies: “Interest in teaching culture along with language has led to the emergence of various integrative approaches.” The Russian scholar Saphonova (1996) has introduced a sociocultural approach to teaching modern languages that she describes as “teaching for intercultural L2 communication in a spirit of peace and a dialogue of cultures” (p. 62). In addition to the grammatical, discourse, and strategic features of language use in the L2

curriculum, Saphonova places particular emphasis on the development of sociocultural competence (Savignon, 2007).

According to Larsen-Freeman and Anderson (2011), suggestopedia is now called desuggestopedia, to reflect upon the importance placed on desuggesting limitations on learning. They have quoted Lozanov and Miller to establish the role of desuggesting in a language class. The students are helped to desuggest their mental limitations. This is accomplished by dramatisation/role playing, singing, and dancing. Students are given roles and names according to the TL culture. In an Indian classroom, wherein children come from various cultures, it is important to honour the cultures and make them adapt to the culture of the TL. This method can help in turning the heterogeneity of an Indian classroom into a homogeneous environment to facilitate effective language teaching and learning.

Grammar-Translation Method

The second language is taught by translating texts into the native language of the students. It is believed that this method is useful in making the learners proficient in the grammar of the NL, but not proficient in the TL.

During this fourth phase of second language learning, TL can be taught through translation into NL when teachers are dealing with words/sentences, as well as the use of grammar. The purpose of translation is to overcome the errors committed due to interference of the NL at the time of learning. This method inculcates error-free speaking and writing.

Students understand the content of prose/poetry well if they are taught the difficult words/phrases through their NL. They participate in the discussions because they feel comfortable. “The first language is maintained as the reference system in the acquisition of the second language” (Stern 1983 cited in Larsen-Freeman and Anderson, 2011). The importance of first language in teaching the second language has been established repeatedly. When students learn a second language, they establish a correlation between the target language and their first language. Larsen-Freeman and Anderson (2011) have quoted Paradowski (2007), who observes that the Council of Europe encourages plurilingualism, and that teachers should take advantage of learners’ proficiency in the first language to render instructions in the target language. Mahboob and Lin express a similar observation. “One of the most consistent findings in the NNEST (non-native English speakers in TESOL) literature is that both students and teachers find the NNESTs’ (and other teachers) proficiency in the students’ vernacular as a positive and useful resource.... If these findings are indeed valid, then one might ask: why is it that ELT teacher education programs and teacher educators do not train the teachers in judicious and pedagogically appropriate uses of local languages in the classrooms?” (Mahboob & Lin, 2016)

Teaching the nuances of the language inculcates confidence in students. Under the guise of making language learning easy for students, researchers and teachers should be on guard that they are not making the future path difficult for the learners.

The NCERT grammar workbooks (classes IX and X) provide exercises in the context of the outside world. There are other publishers whose grammar books follow this pattern in lower classes. Thornbury (2002) has provided tips for grammar instruction and shown its importance in language teaching/learning. A review of Thornbury's book by Parrott and Swan (2001) foregrounds the importance of imparting second language education through grammar. Parrott and Swan (2001) have quoted others, while reviewing Thornbury's book, to provide evidence of this fact.

“Where are we now, on the theoretical swings and roundabouts? A brief glance round the fairground (see for instance the papers in Doughty and Williams (1998)) suggests the following state of affairs:

1. It is all right in general to teach grammar. We have noticed once again that adults learning foreign languages through unstructured exposure do not get all their grammar right. And recent experiments have established that instruction does make a difference to accuracy (Long 1983; Doughty 1991).

2. There is less agreement about how to teach it. Giving explicit rules, which used to be a Bad Thing (it involved ‘teaching about language’ rather than ‘teaching language’) is now probably OK if it relates to a point that comes up in the context of communicative activity. This leads to ‘consciousness-raising’ and ‘noticing’, which in turn lead to ‘restructuring of the learner’s internal grammar’, and these are all Good Things.

Once the concept is clear to the learners, dependency on the NL should be slowly reduced.

Direct Method

By this stage, students are expected to have entered the medium level of the learning stage. Once the teacher starts reducing dependency on the NL for certain structures of the TL, the teacher should follow the direct method, wherein the TL is taught directly and meaning is conveyed through demonstrations and visual aids. Direct method was initially called the natural method as it did not depend on translation, grammar, or dictionaries. Direct method could be followed with some modifications, such as restricting the use of the NL. The teacher can encourage students to use a dictionary, which will give meanings of words from TL to TL (instead of TL to NL). This will enhance vocabulary. As the learners have been given instructions through GTM, reported speech and passive voice can be taught directly. The direct method was modified so that language could be taught communicatively. This can be pursued through texts as well as grammar. Teaching grammar beforehand will render finer results, as it establishes confidence, thus enhancing the students’ speaking skills. By this stage, students are expected to have gained sufficient knowledge and confidence to communicate in the language.

Errors should be analysed, categorised, corrected, and explained to the learner. Otherwise, there will be recurrence of the error in the future. Depending on the skill a particular learner is taking more time to imbibe, any of the methods could be repeated at any point of time. There is no rigidity in the linearity of the methods, as every learner is different.

Methods – Separate identities or are they *interwoven*?

From the above discussion, one might have the

impression that these methods are traditional pedagogical instruments, which should be followed in a language class. This is not completely true. We are trying to amalgamate the methods of a language class with the syllabus of the students, trying to understand how the four skills of LRSW can be developed.

The earlier methods were teacher-centric. The following methods are student-centric so that students gain confidence in using the language.

Communicative Language Teaching

Communicative language teaching is important, as people should understand what to speak and when. This shows that CLT presumes that students have preliminary knowledge of the language, which should be worked upon to achieve communicative results. Hence, CLT could form a part of language teaching at this learning stage, i.e. after the students have learnt the linguistic and functional aspects of the language. In addition, classroom activities could be conducted, keeping in mind not only the linguistic and functional aspects, but also the communicative aspects.

The questions at the end of the chapters in the CBSE syllabus facilitate this kind of learning. For example, in the middle and higher classes, students have a 'think and answer' section, which goes beyond the content of the chapter. There is diary writing, in which students imagine themselves as one of the characters in the story and write. Dialogue writing includes real-life situations.

Content-Based Instruction

This is one of the best methods of a language

teaching course. This is already happening in India, as we have English-medium schools where students study all subjects (science, geography, and so on) in English, although this method presupposes existing knowledge of the language. Hence, in our SLT strategy, we expect this method to be followed at this stage.

Task-Based Language Teaching

Task-based language teaching and problem-solving fall under the analytical syllabi (instead of the synthetic syllabi) as given by Wilkins. This facilitates language learning as the need arises. However, this assumes that the students have prior knowledge of the language. Larsen-Freeman & Anderson (2011) have quoted Candlin and Murphy, "The central purpose we are concerned with is language learning, and tasks present this in the form of a problem-solving negotiation between knowledge that the learner holds and new knowledge" (Candlin and Murphy cited in Larsen-Freeman & Anderson, 2011).

Following this method can enhance the analytical skills of the learners. Although TBLT has been associated with teaching the language in a communicative way, if tasks are introduced to teach the forms of the language, both fluency and accuracy could be tackled simultaneously.

The tasks are given to the students in a group in this method. However, Prabhu (1987) observes that students should do problem-solving in TBLT by themselves and with the help of the teachers, but not in a group or by interacting with other learners. For Prabhu, these tasks are the inputs for learning, hence his method is in consonance with the

comprehensible input hypothesis of Krashen. Krashen (1982) places importance on the comprehensible input in language learning, but Swain (1985) observes that it is not only comprehensible input, but also comprehensible output, which plays an important role in language learning. According to Long, interaction also plays an important role. Hence, if TBLT is followed, along with student interaction with the teacher, and student output is corrected with feedback, it could result in successful language teaching and learning.

Conclusion

The process of learning stages can be applied to learners of any age. Depending on the target learners – their age, existing knowledge of the language, and so on, the methods and their implementation could be modified by the teacher. Larsen-Freeman and Anderson (2011) observe, “I think that teachers should be exposed to all methods and they themselves would ‘build’ their own methods or decide what principles they would use in their teaching. We cannot ignore methods and all the facts that were considered by those who ‘created’ or use them in their teaching. We need a basis for building our own teaching”.

With these methods, both fluency and accuracy can be achieved successfully in second language teaching.

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The Higher Secondary English Textbooks in Odisha: An Assessment of Content Suitability

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ABSTRACT

Teaching and learning of English in the Indian context is predominantly textbook-driven. In a developing country like ours where language classrooms are unusually large and crowded, with defective seating arrangements, and where supplementation of modern teaching aids, workbooks, and teachers' and learners' guides are a far cry, textbooks enjoy a status of indispensability as the primary teaching tool for language learning. In Odisha, English textbooks for higher secondary students is prescribed in the form of anthologies, that is, a collection of writings (prose and poems) by eminent writers, without any specific target audience in mind. In order to make the materials suitable to classroom situations, the topics are adapted and simplified by the editors. The purpose of the study is to evaluate the reading materials in relation to ELT components prescribed in the detailed text, 'Invitation to English-1'. Adopting the in-depth internal (McDonough and Shaw, 1993) evaluative method, the materials brought to our study are found to be defective and inappropriate on a variety of fronts. The findings aim at highlighting the significance of modifying existing texts, which are meant for intensive study.

Keywords: English textbooks; Reading materials and language skills; Materials evaluation.

Introduction

Textbooks are unarguably conceived as the universal component of English language teaching (Hutchison and Torres, 1994), as they provide the base for language learning in a systematic and organised way. Since appropriate reading materials, interesting language activities, and suitable cultural context form the essential elements of a textbook, they are widely considered as the "visible heart of any ELT program" (Sheldon, 1988, p. 237), and are used as reliable sources of input for language learners in EFL contexts (Mishan & Timmis, 2015). Further, textbooks

are not mere carriers of the written and spoken materials, but include materials that ensure activities are performed by learners; they lend themselves as navigators and road maps for amateur teachers to secure confidence and adopt new methodologies in the classroom (Cunningsworth, 1995; Grant, 1987).

So far, the academic ambience in the state of Odisha is in question; textbooks occupy a prime position in the formal education of our students. In the absence of other teaching aids, such as handouts, charts, maps, newspaper clips, and audio-visual aids, the

textbook remains the most dependable tool, both in and outside the classroom. Moreover, our approach to academic administration and teaching is dominated by the top-down method that subsequently prevents teachers from exercising the requisite freedom to deal with difficult situations, even inhibiting them from producing their own materials. Consequently, materials are developed by a group of specialists in the form of textbooks to be used locally by another group across the state. To match the changing needs of the learners, English textbooks in Odisha change from time to time, in accordance with certain modifications implemented in the course curriculum. Hence, evaluation makes it possible to realise the needs for modification and provides a scope for judging the utility of the contents in the given texts. In addition, ELT materials are a close reflection of the aims, objectives, methods, and values of the teaching programme (Cunningsworth, 1995), and an evaluation of these aspects would considerably help teachers to develop a systematic and accurate insight into the overall nature of textbook materials. Being a dynamic process of investigating the suitability and appropriateness of an existing practice (Rea-Dickens and Germaine, 1992), evaluation turns out to be an effective tool for all those involved in textbook-making, to promote development of innovations and modifications within the teaching-learning context.

Theoretical Background

Successful achievement of the objectives of the ELT programme largely depends on the type of reading materials prescribed to the learners. While selecting texts as reading

materials, the textbook makers must take into account important criteria like suitable themes, linguistic and stylistic levels of the chosen material, readability, potential for classroom exploitability and testing, and the amount of background knowledge required for appreciation of the materials. The hallmark of a good text lies in its multifunctional facets. A text, in order to be ideal, should lend itself to a variety of uses and exploitability in and outside the class. With different functions, a good text facilitates testing of various kinds. As Bright and McGregor state (1970), “in addition to being enjoyable and worth studying, a good examination text must have enough in it on which to base different sets of questions for a number of years”. A natural consequence of these demands is that texts should not be too long. It not only fails to induce interest in learners, but also poses a challenge for examiners to frame questions that cater to the cognitive skills of learners. Exploitability is the next most important quality of a text material (Nuttal, 1982). Socio-cultural proximity is equally important, and Cunningsworth (1984) opines that the merit of a specific cultural setting is that it ensures a series of familiar situations for the presentation and subsequent practice of language items as it stimulates interest among learners.

Purpose of the Study

English at the higher secondary level is primarily taught with a series of objectives like promoting learners’ communicative skills, broadening other language skills like writing, reading, and understanding, along with promoting learners’ overall language

learning abilities for future academic and career purposes. The purpose of the study was to evaluate the current English textbook at the higher secondary level, specifically bringing the reading material of the detailed text into examination. It is worth mentioning that four textbooks, *Invitation to English-1*, *Invitation-2*, *Invitation-3*, and *Invitation-4*, popularly known together as the Invitation series, are prescribed for higher secondary learners in Odisha. Out of these four books, *Invitation-1* is fundamentally prescribed for intensive reading, whereas the rest are meant for extensive reading (non-detailed), writing practice, and grammar, respectively. This paper is focused on evaluating the detailed texts in *Invitation-1* that contains intensive reading materials along with language activities, and is developed with the objective of promoting language skills of learners. Hence, the present study seeks to find out:

1. To what extent the materials are appropriate for classroom exploitability
2. How far the materials, independently, contribute to teaching of English at the higher secondary level
3. Whether the materials facilitate the implementation of language pedagogy as envisioned by the syllabus and textbook makers

Methodology

Evaluation of ELT textbooks can be undertaken by adopting a variety of methods on the basis of a predetermined purpose. Though experts and scholars have prescribed diverse methods and approaches at different points of time, the impressionistic approach,

checklist method, and in-depth method (Cunningsworth, 1995; McGrath, 2001) are found to be convenient, effective, reliable, and widely used. In-depth evaluation examines the representative features of particular language elements in the materials “to see how far the materials in question match up to what the author claims as well as to the aims and objectives of a given teaching program” (McDonough and Shaw, 1993, p. 64). In the present study, a combination of the impressionistic and in-depth internal evaluation of the reading materials was conducted in relation to their thematic, linguistic, and socio-cultural suitability.

Findings

Invitation to English-1 is prescribed for intensive reading. Higher secondary level learners are adolescent learners of the modern age. They discuss a variety of topics in their conversation. If the texts are to match the topics that the learners are generally interested in, then the editors should pay attention to a variety of areas and different genres of writings. The book contains 20 lessons with prose pieces and poems. The prose section contains ten topics, which include a collection of short stories, articles from newspapers, biography, and autobiography. The poetry section comprises ten poems, only one of which is written by an Indian author. Of the remaining nine poems, six are very old poems written by British and American poets (The list of lessons prescribed in the book is enclosed in the appendix). A major drawback is that the book is prescribed for students of three streams: Arts, Science, and Commerce.

Unfortunately, the topics are highly technical, and incomprehensible with difficult language and unsuitable themes.

Inappropriate materials

The two texts on science, 'The Cancer Fight, From Hiroshima to Houston' and 'Development of Polio Vaccines' are the most inappropriate, which any editor with a sound knowledge of ELT should have rejected. The former mostly centres on Ritsuko Komaki and her exceptional contribution towards the treatment of cancer. The thorough examination of the text reveals that the topic is too scientific and technical to comprehend. Density of information, statistical data, and the presence of technical and scientific vocabulary make the lesson beyond the grasp of young minds. How will students from Arts and Commerce streams comprehend such a specialised topic on science? Difficult words like 'ionising particles', 'pneumonitis', and so on, are not glossed. Moreover, how would English teachers explain terms like 'thoracic malignancies' and 'neutron contamination'? Do the editors want the students to learn content or skills? There are hundreds of popular and simple writings on cancer which would have helped the students understand the disease and learn English; the current text, however, serves neither purpose.

Similarly, the text 'Development of Polio Vaccines' is highly technical, and is loaded with scientific narration, specialised terms, phrases, words, and biological acronyms. The topic is infused with information, historical record of events, and statistical data. Scientific terms like 'endemic region', 'immunocompromised', and 'gastrointestinal tract' are included. Specialised words like

'antibodies', 'enterovirus', 'RNA', and 'cell culture' in the glossary carry only dictionary meanings, which serves no purpose in comprehending the text.

Another authentic text, 'The Magic of Team Work', an adaption of the article written by author Sam Pitroda, deals with the significance of teamwork and the principal role it plays in substantial growth and governance in the corporate world. Although the theme is good and useful, the context of the topic is not appropriate. The text refers to complex philosophy and concepts of Indian work culture, such as 'sycophancy' and 'psychiatric dichotomy', which are inappropriate for the learners. Conceptual intricacy and language complexity of the text will never cater to the interest of our learners.

Language difficulty

Although the prose pieces have relatively good and interesting themes, the topics contain a number of difficult and unfamiliar words. 'In London in Minus Fours', written by American writer Louis Fischer, is an extract from the biography of Mahatma Gandhi, 'The Life of Mahatma Gandhi'. Some sentences are syntactically complex. There are also instances where the language may look simple and easy on the surface, but the meaning has complex philosophical and political connotations. For example, "Isolated independence is not the goal, he asserted. It is voluntary independence. Liberated colonies show treasure their new-found independence; they think it is a viable reality. But the law of nature in love, friendship, work, progress and security is creative interdependence" (p. 32). The text has around 46 glossed words.

'On Examinations' is an autobiographical extract from the second chapter 'Harrow' of Churchill's autobiographical book, 'A Roving Commission: My Early Life'. The theme is in agreement with the level of the learners; however, the obscurity of meaning rooted in the complex syntactic structures and heaviness of vocabulary dominates the text. In other words, an engaging theme is overshadowed by linguistic complexity. The lesson contains around 35 glossed words like 'discernment', 'invidious humility', 'epigram', and so on.

Another example is 'The Portrait of a Lady' written by Khushwant Singh. The theme is amusing. However, the language is marked with scintillating literary vibrations that would gratify the intellectual and literary cravings of adults with a mature sensibility. To expose young minds to such language may not cater to the need of promoting language skills, especially when content is not our priority.

Socio-cultural irrelevance

If the events, incidents, and anecdotes given in the texts are familiar, the learners can relate to the texts. Such familiar context facilitates language acquisition. Unfortunately, most of the prescribed texts have the least or no relation to aspects of our learners' socio-cultural background. The topic that critically suffers from a foreign and hostile context is 'On Examinations'. The author, Churchill, narrates some interesting anecdotes about his early school education. However, everything, from the nature of examination to the school campus, is alien to the learners. For example, the text refers to terms like 'House of Commons' and 'Chancellor of the Exchequer', which are outrageously foreign

concepts for our learners. Similarly, 'The Cancer Fight, From Hiroshima to Houston' and 'Development of Polio Vaccines' contain names, places, and description of events that are unfamiliar to our learners.

Inappropriate poems

The objectives of teaching poetry can be accomplished only when the materials/poems selected can be used inside the classroom. However, some of the poems that the anthology has included hold thematic constructions that are not appropriate for the learners in question. Poems like 'Oft, In this Stilly Night', 'A Psalm of Life, Money Madness', and 'Stopping by Woods on a Snowy Evening' focus on complex psychological themes like death, separation, philosophy of life, moral human values, and human consciousness.

Two ballads, 'The Inchcape Rock' by Robert Southey and 'The Ballad of Father Gilligan' are prescribed in the text. As a literary genre, while writing ballads, poets often use poetic figures of speech such as personification, symbols, metaphors, onomatopoeia, and so on. Ballads as a form of poetry often contain old words. For higher secondary students, learning poetry is not about critically appreciating poems with all their poetic figures, rhyming schemes, and metrical pattern, but rather, a means of enhancing linguistic skills.

Other features that the reading materials in the textbook incorporate are as follows:

- a) Improper and scanty comprehension questions
- b) Inappropriate pre-reading/lead-in

- c) No introduction to the text
- d) Difficult texts with no adaption
- e) Improper grading

Conclusion

If the primary objective, as spelt out in the preface and in the syllabus, is to develop language skills, the editors should prescribe lessons that are interesting and readable, without much conceptual and linguistic difficulty, with fewer foreign concepts and contexts, which may be used for various classroom teaching purposes. Unsuitable and inappropriate materials deter the implementation of interactive or communicative methods inside the classroom. In other words, materials and methods have their own separate routes, and teaching will be reduced to mere explanation and learning to mere memorisation. As a result, the objective of teaching is defeated.

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APPENDIX

Invitation to English-1

Prose

S. No.	Topic	Author
01	Standing up for Yourself	Y. Yevtushenko
02	The Legend Behind a Legend	Hariharan Balakrishnan
03	The Golden Touch	N. Hawthorne
04	In London in Minus Fours	L. Fischer
05	The Cancer Fight, From Hiroshima to Houston	Ristuko Komaki
06	My Greatest Olympic Prize	Jesse Owens
07	On Examinations	Winston S. Churchill
08	The Portrait of a Lady	Khushwant Singh
09	The Magic of Team Work	Sam Pitroda
10	Development of Polio Vaccines	Bonnie A.M. Okonek and Linda Morganstein

Poetry

S. No.	Topic	Author
01	Stopping by Woods on a Snowy Evening	Robert Frost
02	Oft, in the Stilly Night	T. Moore
03	The Inchcape Rock	Robert Southey
04	To My True Friend	A. Pinard
05	Fishing	Gopa Ranjan Mishra
06	Daffodils	W. Wordsworth
07	The Ballad of Father Gilligan	W. B. Yeats
08	A Psalm of Life	H.W. Longfellow
09	Television	Roald Dahl

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Impact of COVID-19 on Pedagogy in a Multicultural Classroom

Anchal Mishra and Mandvi Singh

ABSTRACT

The world is going through a critical phase in the fight against COVID-19 (Corona Virus). The pandemic has disturbed the life of individuals directly or indirectly since the initial lockdown, when schools, colleges, universities, businesses, industries, organisations, and shopping centres were closed. A few services were partially open and only essential services, like hospitals, worked 24x7. This crucial period has affected the teaching and learning process of students drastically. Normally, teaching and assessment are done physically. However, due to the pandemic, education has been interrupted. This article suggests innovative, trouble-free methods of teaching online.

Keywords: Impact of Covid19 on Teaching; Multicultural Classroom.

Introduction

Today, the whole world is facing a challenging situation under the threat of COVID-19. More than 3.5 million cases of COVID-19 have been confirmed to date. The word 'pandemic' is derived from two Greek words, i.e. pan and demos, which mean all and people respectively. COVID-19 is a virus that has shaken the world's health services and research, including the economy of the highly developed countries. According to a report from WHO, SARS (January 29, 2020), COVID-19, also known as the 'novel corona virus (2019-nCoV)' started in Wuhan, China, and within a short period of time infected people all over the world. In just one day, the number of novel corona virus cases crossed more than 8,000 worldwide, which was similar to the spread of SARS in 2003. COVID-19 is more dangerous than SARS; this pandemic has not only affected China,

but also continents and countries like Italy, Europe, Hong Kong, the U.A.E., and India. This, in turn, has adversely affected the economy of the whole world. The governments of these respective countries had initiated lockdown procedures to control and stop the spreading of COVID-19. Due to the sudden lockdown, different sectors, like the stock market, gold market, production and services, and teaching and learning, were affected. COVID-19 has almost ruined and created a global crisis that is affecting humanity, the economy, social opinions, and also the daily lives of people.

Normal life has been disrupted. With the guidelines for social distancing in place, people were unable to move about freely. They were unable to run businesses and organisations. Corporates initiated the work-from-home solution. The length of the lockdown period was unpredictable and

depended on the number of cases. During this critical situation, almost all sectors faced challenges in adopting innovative methods of technology and acquiring the expertise in using new approaches that would help them accomplish their goals.

Impact of Covid-19 on the Education System

The pandemic novel coronavirus has shaken all the sectors of the world's economy. The education sector has not been untouched. Teaching contributes to creating better, responsible citizens who help in the growth and development of society as a whole. A school is a place that imbibes ethics, moral values, and etiquette in a child. It also helps students to become social and skilled. One of the consequences of this pandemic is the closing down of schools, colleges, and universities. As a result, examination and the evaluation system have been affected. There are alternative ways of assessing students, such as 'predicted grades' and substituting 'blind exams' with teacher evaluation. However, these methods are not satisfactory and can be biased. With these methods of assessing, the result graph of many students may go up or down.

New Approaches and Initiatives in Pedagogy

There is a turning point in the pedagogy of teaching, as it is shifting from face-to-face teaching to online teaching through virtual classes. Schools and colleges are taking major initiatives in teaching online so as not to interrupt the education of students. Education was a matter of concern during the lockdown in most of the countries. India also

faced challenges in the field of education. The Government of India initiated new approaches to teaching pedagogy by starting online classes for students in schools, colleges, and universities. Teaching through virtual classes is new to teachers as well as students. It is expensive and complicated as teachers are not used to teaching classes online; it is not an easy task for students as well. Teachers have to go through a huge transformation in their approach to teaching online.

Online learning is also new and quite different from face-to-face teaching. It requires much more effort from the instructors, involving innovation and preparing sessions. Online teaching is a kind of art, which, if mastered, can provide a more effective teaching-learning experience. The ability to communicate well and design sessions methodically are keys to successful online teaching-learning. Face-to-face learning is likely to become obsolete in the foreseeable future, unless innovative ideas are infused and the exclusivity of roles is given to faculty members while teaching in the classrooms. We can learn from human psychology and find ways to keep students engaged during a session. Sharing videos and stories adds to the richness of a session. It is a good idea to encourage students to ask questions and consider each question thoughtfully when we reply. One negative comment can kill the class and no one would ask a question in the future.

In addition, using visuals helps to make the class interesting. Adding current news or topics shared in social media is another way of engaging students as they respond to such

topics quickly and with interest. It requires practice to blend all these into the topic of the lecture we are teaching.

Various online teaching and learning modes in India include SHAGUN, launched by the Department of School Education. It comprises three e-learning platforms. Online Junction comprises National Repository of Open Educational Resources (NROER). The Ministry of HRD has launched National Digital Infrastructure for Teachers (DIKSHA). e-Pathshala is available in several languages through which students from class I to XII can access around 1,886 audios, 2,000 videos, 696 e-books (e-Pubs), and 504 Flip Books. There are other platforms like Swayam, Microsoft Teams, Google Meet or Google Hangout, Skype, and Zoom App, which are commonly used for virtual teaching and learning in India.

Advantages and Disadvantages of Virtual/ Online Classes

Advantages

Virtual classes have certain advantages in terms of convenience, from the point of view of both time and place. They save a lot of commuting and waiting time. In addition, it is possible to keep track of attendance, answer questions, and solve problems. It is very cost-effective, scalable, and can be recorded for playback multiple times as per convenience.

From the teacher's perspective, there are advantages like unhindered teaching without disturbance, as is the case in face-to-face interactions. There is a possibility of recording the sessions for future reference.

The recordings can be used for other classes, and there is potential for improvement in subsequent sessions, based on the previous recordings. It is more comfortable to use online resources.

From the student's perspective, it is convenient to learn according to one's pace, potentially skipping non-relevant parts. There is the possibility of recording the sessions and revisiting them at their convenience. There is more freedom of participation in the class without peer disturbance. Students might learn better in a comfortable atmosphere.

Teaching or learning is possible anywhere and anytime. Online classes may lead to reduction in the cost of education and wastage of resources. There is a possibility of pooling teaching by professors from across the nation and world. Innovative evaluation procedures are also possible.

Disadvantages

1. Lack of emotions and expression during the process of teaching and learning; virtual classes skip the face-to-face interactions that are available in a classroom setting. It overlooks the synergy of a group and sharing and discussing in real time. In spite of the many advantages of virtual classes, the connection between the instructor and students is missing.
2. It is possible for students to take virtual lectures rather carelessly, as they know that the sessions are being recorded and they can listen to them later, which they may not do. Students miss learning from other students through role play, group exercises, and many other activities,

which are only possible in live classrooms.

3. Lack of non-verbal (body language) communication, which plays a very crucial role in teaching.
4. Lack of peer-to-peer learning; group networking will be lacking, which develops naturally in face-to-face classes.
5. Lack of face-to-face interaction with the instructor, which helps the students gain more than the contextual knowledge.
6. Potentially low mentoring.
7. Potentially wrong evaluation of the learners by the instructors.

Conclusion

Virtual teaching is essential in the field of education to provide a solution to the current situation, as well as in the future, where a combination of face-to-face and online teaching will improve the teaching and learning experience. Training is required to make optimum use of the tools for online teaching. Workshops need to be organised to train the teachers, as it is sometimes difficult for the teachers to upload or use all the features available in the tools. Online teaching pedagogy has brought a great reform in the education world in India. From primary schools to colleges or universities, private or public sector, each individual has started using online applications in their day-to-day life. This has provided a significant learning in the amalgamation of technology while teaching in the current scenario.

Although it is not easy to practise, online teaching reveals some problems. For instance, the teacher-student relationship is

missing. The teacher needs to be very careful while planning lectures as online sessions lack supervision. Evaluation methods also need to be objective-based, keeping in mind the time constraints. Sometimes, network issues pose a challenge and cannot be overlooked.

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Checklist for Manuscript Review

1. Does this article present and/or discuss **issues that are important and relevant** to the teaching and learning of English in an ESL/EFL context?
2. Is the **title** clear, short and appropriate for the content of the article?
3. Is the **abstract** brief, clear, inclusive and consistent with the content of the article?
4. Is the **introduction** relevant, meaningful and purposeful?
5. Is the **literature review** relevant to the article and focussed?
6. Does the article establish a clear **rationale** for the study and state the **problem** clearly?
7. Are the **techniques and tools** used appropriate for the study?
8. Are the **results** clearly presented and discussed?
9. Are the **findings** based on a robust analysis of the data and clearly presented?
10. Are the **conclusions** appropriate and reasonable, and linked to other studies on the topic?
11. Are **implications** of the findings discussed in the article?
12. Are the **references** appropriate, current, sufficient and consistent with in-text citations?

Reading Activity
Inferring the attitude/feeling/mood*
K Elango

Objective : To enable readers to go beyond the words to sense the writer’s attitude/feeling/mood, which a novice reader is likely to miss out.

Participation : Individual

Material : Any text. The article titled, “New Study: Books don’t take you anywhere”, from ‘The Onion’, the satirical news site, would prove the case in point.

[<https://www.theonion.com/new-study-books-dont-take-you-anywhere-1819563809>]

Preparation : Attempting to go beyond the literal meaning of the text by a reflective process

Procedure:

- Read the title of the article. Does it strike you as unusual?
- Read through the article quickly to get a sense of the content and the manner in which it is expressed.
- Read the first paragraph closely to find out whether the writer attempts to state the widely accepted fact or implies something else. Likewise, keep raising questions to yourself throughout your reading – essentially a monologuing process.
- When you are in the second paragraph, what do you think of expressions, such as ‘lengthy study’? What sort of tone does the writer employ when he states, “. . . reading has never been known to transport readers to any place other than the general area in which the reading is actually taking place . . . even the local movements are not in any way attached to the reading process”?

Is there an attempt to ridicule the view?

- As you proceed further, ask yourself the following questions:
 - Why does the writer quote the views of a few case studies? Is it an attempt to substantiate that books don’t take one anywhere, or is it a biting criticism of those who don’t value books?
 - What purpose does it serve when the writer quotes the report, “people those who read in moving vehicles enjoy reading not because of the books but of the vehicles”?

- The article ends with the remark that many young people question the empty promises of library posters and classroom slogans. Does the writer really mean it, or is he trying to drive home something different?
- After reading the entire article, raise the following questions:
 - How does the writer twist and turn everything to make his point? Does he mean the opposite of what has been written?
 - What might be the result if someone missed out the attitude of the writer?
 - Is it easy to produce a piece of sarcastic writing? What difficulties might one experience in writing an article of this sort?
 - Does the use of sarcasm enhance the interest of the article?

Learning Outcomes:

1. Learners realise that they need to read deep to dig out the implicit messages and to appreciate the rhetorical devices.
2. Learners recognize that those who are used to reading only for factual details may misunderstand the purpose of writing of this sort.

* **Inferring the attitude/feeling/mood:** The Cambridge Dictionary defines ‘inference’ as a guess that you make or an opinion that you form based on the information that you have in a text. As writers rarely state their opinions explicitly, readers often have to infer them, but the danger is that readers may draw their inferences considering only certain aspects and conveniently ignore what is uncomfortable to them.

This article is obviously sarcastic. (Sarcasm, the Longman Dictionary defines, is a way of speaking or writing that involves saying the opposite of what you really mean in order to make an unkind joke or to show that you are annoyed.) If a reader does not understand it, he would truly believe that reading books is not of much use, but once the attitude of the writer is seen through one could sense the force behind the article.

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15th International & 51st Annual Conference of ELT@I-2021

at

GLA University, Mathura (Uttar Pradesh)

Dates: 8 – 10 July 2021

(In both online and onsite modes)

Theme: ELT in India: New Needs, New Demands, New Trends.

Sub-themes:

*Language Teaching and Learning:
Theory and Practice*

Language and Technology

Materials Production

Language Testing and Assessment

English Language and Literature

English Language and Society

English Language Teaching and History

Language, Psychology, and Sociology

Language Teaching and Philosophy

Language Teaching and Culture

Language Policies

Language and Translation

English Language and Literary Studies:

Curriculum, Methodology, and Assessment

Researches in English Language Teaching

And other related areas.

A Glimpse of the Programme

Plenary Sessions

Workshops

Action Research Reports

Face-to-Face Interviews

Lightning Talks

Panel Discussions

Poster Presentations

Roundtable Discussions

Resource persons are drawn from National Educational Bodies like the UGC, AICTE, NIOS, CBSE, and so on; Social Media such as Bloggers, YouTubers, etc.; Educational Learning Startups; International Associates of ELT@I; and Talent Acquisition and Management Companies.

REGISTRATION FEE*Early bird registration until 14th June, 2021*

Category	ELT@I Members	Non-Members
Undergraduates, Masters & Ph.D. Students	₹ 1000	₹ 1200
Faculty/Post-Docs	₹ 1200	₹ 1400
Participants from Abroad	USD 40	USD 50

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On-the-spot registration - additional fee of ₹ 500.

Registration form available on the conference site (Fill in the form)

Registration fee to be paid into:

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Notification of Acceptance : 15 May 2021

Submission of Full Paper : 15 June 2021

ABSTRACTS/FULL PAPERS TO BE SENT TO:

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Selected papers may be published in Scopus indexed/UGC-Care listed journals, or in the form of a book with an e-ISBN.

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

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

Manuscript Submission Guidelines

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 about 50 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.

- | Be edited for language and style.

Please see the checklist for reviewing manuscripts, given at the end of these guidelines.

GUIDELINES FOR SUBMISSIONS

There is no specific deadline for manuscript submissions for each issue and authors may send their submissions anytime.

Authors are expected to follow these **guidelines** while preparing their articles for submission:

1. The article should not have been published previously in any form (print or online). A short declaration to this effect should be given on a separate page at the beginning of the article submitted.
2. The maximum length of the article including figures and tables should be 2000 words (excluding the abstract). The manuscript should contain an abstract in 100-150 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.

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. The tables and figures used in the manuscript should have numbers in sequence and clear, descriptive titles. The titles should appear above the tables and below the figures. The tables should NOT be sent as images; the contents of the tables should be typed and included in the manuscript. Reference to the relevant table or figure should be made in the text.
10. If authentic samples of students' written output are included, they should be typed. The scanned copies of such material should be sent separately as attachments for verification.
11. 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.

12. The filename of the article (in MS Word format) sent as an email attachment should contain key words from the title and the (lead) author's name.

CHECKLIST FOR MANUSCRIPT REVIEW

1. Does this article present and/or discuss **issues that are important and relevant** to the teaching and learning of English in an ESL/EFL context?
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