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Dear Reader

A few years ago, #ELTchat discussed whether ELT research is important and how teachers should be engaged in research. Is research in ELT important? Commenting on the question Gary Motteram, who was one of the moderators of the discussion, said: “The fact that we have to ask this question at all seems to me to be symptomatic of a lack of interest in the idea that research is important. Other disciplines don’t question the need for research in the way that we do in teaching.”

Research in ELT is important for many reasons. It gives practitioners insight into how learners learn the target language, helps teachers explore solutions to certain learning issues, and keeps the teacher motivated. It is gratifying to note that, of late, many teachers of English in India show interest in and are engaged in ELT research.

The current issue of the Journal of English Language Teaching (India) presents interesting and useful articles on various ELT topics.

In the article titled “Universal Design for learning: An Inclusive Curriculum”, the authors reflect on the flaws in the present one-size-fits-all English language curriculums and propose an alternative design that can cater to the needs of learners from diverse background and low proficient ESL learners with disabilities.

Lal C.A. in the article “Emergent Language and the Exigency of Teaching English Unplugged” looks at the implications of Dogme ELT on the ESL scene in India today and express concern about the increasing emphasis on teaching material and technology, often at the expense of empowerment and training of English language teachers.

The paper “Collaborative Web Tools for Learning English at the Tertiary Level” by H. Sofia explores whether the web 2.0 tools *Zoho writer*, and *Google Classroom* can be used as effective collaborative writing and learning tools and *Remind* as a tool for communication and states, based on the findings of the research, that the tools can be used effectively for the purposes.

Sulabha Dixit and G.A.Ghanshyam in their article “Reinterpreting the Role of the Teacher in Student-Centric Teaching and Learning Process in Higher Education” describe the role of the modern teacher and state that the teacher in a student-centric teaching learning process needs to wear many new hats without giving up the old ones.

In the article “Acquisition of English Modals (Auxiliaries) in Negative Sentences by Marathi-speaking Children: A study in Second Language Acquisition” Pratima Malwadkar discusses the challenges faced by Marathi-speaking children while learning English modals.

NS Prabhu’s *Second Language Pedagogy* was published by OUP in 1987. Reviews of the book have been published in different journals. After thirty years of its publication, Robert Bellarmine has reviewed the book and states that “CTP’s Procedural Syllabus, its teaching technique called **Communicational** Language Teaching, and the constituents of the syllabus called tasks, and their definition are all genuine innovations.”

Besides the articles, we also have regular features by P.N. Ramani and K. Elango. Hope you will find the articles interesting. Happy reading. Do write to the editor at JELTIndia@gmail.com

Dr Albert P’Rayan

Universal Design for Learning: An Inclusive Curriculum

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ABSTRACT

The present one-size-that-fits-all English language curriculums in India are based on pre-determined progression and standardized time frame. Our learners in the classrooms are from a diverse socio-economic background with varying levels of capabilities and vary on many dimensions of learning- LSRW Skills, vocabulary, curiosity, interests, motivation, memory, perception, mood and also biological state. However, our present curriculum assumes that every student learns and performs at the grade level. And the present paper is an attempt to reflect on the flaws in designing curriculum which ignores a large number of prospective learners- especially learners with disabilities. It proposes an alternative design which would be flexible enough to cater to the needs of our diverse learners including low proficient ESL learners, and learners with audio, visual, cognitive and motor disabilities.

Key words: Learners with disabilities, Universal Design for learning, Curriculum, English Language Teaching, Inclusion

Introduction

How inclusive is the educational system in India? Do we make all our learners participate in the general curriculum equally without ignoring the learners with learning problems and learners with disability? The National Curriculum Framework for Teacher Education 2009 (NCFTE 2009) makes a strong plea for inclusive education so that it will lead to the equitable and sustainable development of the physically challenged

learners. Most of the educational institutions including government institutions are not adequately equipped with essential institutional facilities and processes to meet the requirements of learners with special needs along with other learners in regular classrooms. So far it has been a mere ideological position of the Government and curriculum developers, without any constructive system to achieve it. By curriculum, we mean the learning objectives, means of assessment,

instructional methods and the materials of a particular course. The present one-size-that-fits-all curriculums are based on age-appropriate, pre-determined progression and standardized time frame. And those who fail to meet the standards within the stipulated duration are categorized as non-achievers. Another flaw in the present curriculum is that it assumes that every student learns and performs at the grade level. Not all students who progress to the next level has mastered the learning goals set by the curriculum due to various factors, including assessment, however they progress to the next level without acquiring requisite skills. Annual Status of Education Report (ASER) for rural India which has been regularly documenting the deficit in learning levels among school children in their eleventh annual report of 2016 has reported that only 45.2% of students in grade eight were able to read simple English sentences. The recent budget allocation in 2017 to assess the learning outcomes of our school children shows the long existing flaw in our education system.

Learner Variability

Our learners in the classrooms are from a diverse socio-economic background with varying levels of capabilities and vary on many dimensions of learning- LSRW Skills, vocabulary, curiosity, interests, motivation, memory, perception, mood and also biological state. The variability of our learners reveals very clearly that all individuals are unique and are bound to learn in ways that are, distinctive and comfortable to them. Typically achieving

learners are not adequately challenged are unable to endure the monotony of the system and lose interest in the process of learning itself. Stephen Krashen's Input hypothesis rightly emphasizes the fact that learner could improve only if the comprehensible input is one step beyond the learner's present level of linguistic competence. Vygotsky's (1962) theory of the zone of proximal development also specify the ideal challenge as a level just beyond easy reach, but that which is attainable with appropriate scaffolds.

Learners who underperform are labeled as slow learners and learners who are unable to adapt to the present learning environment due to some inability and who are unable to participate in the common curriculum are labeled as disabled. Our present one-size-that-fits all curriculum does not accommodate the learning needs of all types of diverse learners- typically achieving learners, low proficient ESL learners, and learners with audio, visual, cognitive and motor disabilities. There is growing need to take into consideration the variability factor and accommodate differences in learning styles and capabilities.

Universal design for learning

Universal design for learning (UDL), is a scientifically valid framework with a structured set of principles and guidelines, for the development of curriculum for any educational institutions or learning environments and provide all learners equal opportunities to learn. UDL is a concept that originated in the field of architecture but

has found application in the educational field due to the efforts of neuroscientist and educational researchers. First formulated by Center for Applied Special Technology (CAST) in the 1990s, Universal design for learning (UDL) “is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn”. The goal of UDL is to reduce the unintentional barriers to learning and maximize the learning experience for a maximum number of individuals and enable them to participate in the general curriculum. The UDL principles, based on the three kinds of networks of the learning brain: Recognition networks, strategic networks and affective networks. UDL firmly believes that learning is both emotional and cognitive as humans we tend to think rationally and experience emotionally all the time. Based on the understanding of the above networks CAST designed three UDL principles to guide the design, selection, and application of learning tools, methods, and environments. And under each principle, it formulated three detailed guidelines to help the educators, teachers and curriculum developers to create lessons, curriculums, materials and assessments with UDL perspective

1. Provide multiple means of engagement (the “why” of learning)
2. Provide multiple means of representation (the “what” of learning)
3. Provide multiple means of action and expression (the “how” of learning) Rose, D. H., & Meyer, A. (2002)

Many research studies have been conducted in line with UDL principles and reveal how it could be used to guide learning of all individuals not just the students with learning difficulties or disability. UDL initially was formulated to optimize the learning opportunities of students with disabilities and learning difficulties and eventually researchers found UDL principles were useful for all kind of learners. Kennedy M. J., Thomas C. N., Meyer J. P., Alves K. D., Lloyd J. W. (2014) used content acquisition podcasts (CAPs) to deliver vocabulary instruction for 32 Students with disabilities and 109 students without disabilities for eight weeks. At the end of the study, they found both students with and without disabilities performed really well in the post-test after using the CAPs. Proctor & Grisham, D. L. (2007) found in their research study that Spanish-speaking English language learners of 4th-grade made use of digitally embedded features like coaching avatars and hyperlinks to enhance their vocabulary and reading comprehension. Even though UDL emphasizes the role of technology to enhance the teaching and learning process it is not only about the use of technology.

Howard Gardner’s Theory of multiple intelligence is concurrent with the discoveries made by the neuroscientist about the learning brain “that students do not have one global learning capacity, but many multifaceted learning capacities, and that a disability or challenge in one area may be countered by extraordinary ability in another.” Meyer, A., Rose, D.H., &

Gordon, D. (2014). Sweller, J., Tindall-ford, S. K. & Chandler, P. A. (1997) in their experiment found that using two sensory modes in instruction is better than one and their study revealed the importance of multimedia instruction. The participants who were made to learn using audio text and visual diagrams or tables showed greater improvement compared to the participants who studied using visual-only format. UDL principles guide a conscientious teacher to explore more routes to succeed in learning (Rose D. H., Gravel J. W. 2009). A teacher who follows UDL techniques needs to design lessons, materials and classroom activities that are accommodative and are not disabling. And curriculum designers need to design courses “to the margins” (Meyer, A., & Rose, D. H., 2005) and not just the “mythical average learners.” (Meyer, A., Rose, D.H., & Gordon, D. (2014).

Conclusion:

The Indian government has enacted various legislation and policies to bring about an inclusive educational system. But it is time to redesign the existing curriculum to create an inclusive educational system which caters to the needs of all learners including learners with disabilities. It is essential for all the stakeholders like the teachers, curriculum developers, syllabus designers, and administrators to be aware of the social dimension of inclusion to understand the challenges faced by learners with disabilities in the present educational set up.

“A critical element in the social perspective is the firm recognition of the

inherent non-accessibility of the curriculum-in-transaction to a range of socially-culturally different segments of society. The mainstream curriculum almost inevitably has children from a certain class and culture as its addressees. This implicit and unexamined point of reference comes from those who dominated the exclusive schools of an earlier era and established the norm of quality –set the ‘standards’ we are always so anxious to uphold”

Dr.Tharu (April 2014)

The physical ability or mental ability should not hinder the learning experience of a learner. The curriculum should ensure that each and every learner goes through the same experience in all the stages of a course. In terms of materials, it is more important to provide materials that are accessible. To be specific, textbooks and instructions should be digital and accessible.

Our curriculum prescribes books as single most important material to be used in the classrooms. Books in print medium are not ideal for a lot of learners like visually impaired learners, hearing impaired learners, dyslexic learners and low proficient English language learners. Whereas if a book is available in a digital format it could be adapted to the learning needs of varied learners. Bookshare is a good platform particularly for people with disabilities to get their materials in a more accessible digital format (DAISY). For learners who are blind, graphs, maps or any graphical structure could be provided in a tactile format.

Engaging people with disabilities in a classroom activity or an assignment serves as an amazing motivating factor for them to learn.

The goal of education according to UDL is not to merely acquire knowledge but to nurture the individual potential of all students and transform them into “expert learners” who will “know their own strengths and weaknesses; know the kinds of media, adaptations, strategies, and external technologies they can use to overcome their weaknesses and extend their strengths” (Meyer, A., Rose, D.H., & Gordon, D. (2014). To achieve this goal, it is very important to design materials, methods and curriculum that reinforce the participation of all learners that includes learners with disabilities.

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Recantation

This is to inform the subscribers/readers of the *Journal of English Language Teaching* that the piece “Re-thinking language pedagogy”, published in the September-October 2017 issue of the journal (JELT Vol.59/5, 42-3) as an article, was not an article but a note of clarification sent by Dr NS Prabhu on a talk he had given at a conference in Chennai in response to a request from some participants of the conference. The editor, who was not at the conference, received a copy of the note from a participant, found it interesting and published it without the knowledge of the author. Later, the editor realized that such unauthorised publication amounted to copyright infringement and apologized to Dr NS Prabhu for it. The article has now been deleted from the digital version of the Journal and subscribers/readers are requested to refrain from citing or referring to it in either digital or printed mode.

- Editor

Emergent Language and the Exigency of Teaching English Unplugged

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ABSTRACT

This article looks at the implications of Dogme ELT, the concept introduced by Luke Medding and Scott Thornbury, on the ESL scene in India today. We have made strides in the area of student-centred learning and the use of technology in the area of ESL. The article expresses concern about the increasing emphasis on teaching material and technology, often at the expense of empowerment and training of English language teachers. In the specific context of our country, where there is a ubiquitous dearth of resources, it is an imperative to set priorities, and focus much more on teacher development, while giving due importance to infrastructure facilities which are largely technology based. The philosophy of frugality advocated by Dogme ELT, and the notion that second language learning can effectively happen in a materials-light and conversation driven classroom where the teacher is a crucial resource, is of great relevance in this context.

Key words: Dogme ELT, Teaching material

Nearly a decade has passed since Luke Meddings and Scott Thornbury announced their notion of Dogme, with the exhortation to English language teachers to unplug their classes from teaching aids including the coursebook. They presented this in the IATEFL Annual Conference at Cardiff in spring 2009, and the present paper offers certain reflections on the ramifications of this and subsequent presentations, online discussions, and their book titled *Teaching Unplugged: Dogme in English Language Teaching* (2009), from the specific ESL context of India.

The Communicative Language Teaching mode has been in India for quite some time now, though in most contexts we are still struggling with the conflict between the ingrained fixation on a largely explicit grammar focussed learning methodology, and the pressure to shift to a communicative mode of teaching. Technological advancements in imparting education, which includes the use of sophisticated equipment like the interactive whiteboard, digital language labs and innumerable other gadgets have come in to the aid of the language teacher. In fact technology has revolutionised the way

language is learned and taught today. The ubiquitous presence of smartphones has empowered each learner to be equipped with a highly versatile language learning tool with hitherto unheard of potentials. Along with this, immense lot of resources are being expended by schools, colleges and universities on smart classrooms and digital language laboratories. It is an imperative at this point to review our priorities on investing resources in this area, the direction in which we are moving, and the results we seem to gain.

The Dogme perspective in ELT advocates a nearly complete avoidance of all teaching aids, including coursebooks, and promotes a conversation driven, materials-light mode of teaching, with intense focus on emergent language. As Thornbury states in his interview with Albert Rayan, “Dogme ELT certainly hasn’t become mainstream in practice... [b]ut it has entered the mainstream as an idea which many people who are serious about ELT feel is worthy of consideration” (Rayan 12). It is quite evident that a total avoidance of coursebook and teaching aids is not a viable, practical or wise idea, particularly in the Indian context, with its dearth of informed and trained language teachers, and where large classrooms will ever remain a reality one has to accept and find ways to manage. Still, the philosophy behind the Dogme negation of study material including coursebook needs a close scrutiny, as it is bound to yield significant insights, beneficial to our ESL context.

A paper presented in a seminar in the

University of Kerala in 2010 discussed the opinion that Dogme ELT has some serious bearings on the language learning scene in India. It posited that we did have serious problems with resources, and many schools, and even in urban areas, suffered from a dearth in basic infrastructure on a desirable level. Dogme ELT seemed to offer some solutions to our concerns, and the paper was concluded with the statement that the teacher is the most significant resource and teaching aid in the classroom. S/he is the agent who could convert the learners too into resources, whereby the classroom dynamics will yield intense results in terms of contextual and purposeful language learning.

The Communicative Language Teaching strategies have produced the world over very positive results in the language classroom, with its focus on a highly functional methodology, with form based explicit grammar teaching almost invisible. With “affective filters” (www.sdkrashen.com) lowered to an optimal level, particularly due to the confidence gained by the learners through structured peer level interaction in groups and pairs, working on topics close to their hearts and homes, the learners were rapidly gaining communicative competence, particularly when the CLT classes were managed by practitioners who had imbibed the essential spirit of the method, and had the freedom to structure their courses and study material on their own.

Very often however there have been limiting factors. In the countries where the teacher

student ratio has always been optimal, even as few as ten students per teacher, the problem was largely that of the limiting impact of the CLT coursebooks that were rapidly gaining very profitable grounds in the scene. Thornbury notes how the compulsion to rely on a prescribed coursebook for teaching English communicatively proved to be a self-defeating exercise, “[b]ecause, when you have a syllabus of grammatical forms, the tendency is to teach those forms for their own sake, rather than teaching them when they are needed for communicative effectiveness” (Rayan 11). It is to be remembered that this observation is about an ostensibly functional syllabus. The fact is, the enormous weight of a long tradition of overt grammar teaching still pervades the ELT scene, and particularly so in the Indian context.

The central argument of CLT, reiterated in Dogme ELT is that language learning happens in the classroom when the learners interact with the teacher and the teacher with the learners in a dynamic relationship, that are based largely on the human factor, rather than on technology or printed material. CLT has its base on constant interpersonal communication, even from the very early sessions of working with the target language. This base was seriously marred by the coursebooks, though they were apparently designed to enable communicative language teaching in the classroom. This was the original provocation behind Dogme ELT, which went to the extreme of asking teachers of English to take

the “vow of chastity” (Thornbury, 2000, 2), and abandon texts books totally, and go to the classroom with themselves as the material.

It is not argued here that one should do away with coursebooks, and such an extreme step is very unlikely to yield positive results in our context. What is attempted here is to address a condition where the central premises of CLT is often thwarted or made feeble by the overuse of technology and even coursebooks. Though the Dogme ELT precepts did not work as such in any part of the world, they have a few very valid points for English language teachers and researcher to look at. The central argument is that, when we hook our English language teaching to technology, half our attention moves to technology as such, and our focus on emergent language learning is seriously challenged. In our contexts, this aspect of technology is even more significant.

The notion of emergent language, of the target language emerging in the classroom through the unique conversation driven, materials-light environment created by the teacher, is by and large the central premise of Dogme ELT. Medding and Thornbury affirms that language learning “is an *emergent* process” which has “less to do with *covering* items in the syllabus than *uncovering* the ‘the syllabus within’”. That is, if learners are supplied with optimal conditions for language use, and are motivated to take advantage of these opportunities, their inherent learning capacities will be activated, and language –

rather than being *acquired*—will *emerge*” (16).

This idea of the teacher as the major resource in the language classroom, is a valid point of concern in the Indian context, where very often the dearth of material, technology, or even sufficient classroom facilities is a keen feature, particularly in the suburban and rural parts across the country, leaving the onus of teaching almost entirely, and rightfully the responsibility of the teacher. This is where the frugality advocated by DogmeELT becomes crucial, a state where the teachers do not have to worry about technology of teaching aids as an imperative. This is not to underplay the relevance of technology in ELT in anyway, but only to look at the practical aspect of it, in a context where resource allocation needs to be carefully prioritised. The responsibility on the teacher implied in the Dogme ELT conception of “the classroom as simply a room with a few chairs, a blackboard, a teacher and some learners, and where learning is jointly constructed out of the talk that evolves in that simplest, and most prototypical of situations” (Medding and Thornbury, 12), is immense. Thus it happens in our context that the need to keep the teachers empowered and well trained becomes a very major priority, for more than one reason.

The discussion leads to the prime focus in this paper, which is the need for training teachers to such levels that they can confidently and effectively be resources in themselves. We do have elaborate systems to train teachers, particularly in the school level, even beyond the BEd programme

which is mandatory for qualifying to be school teachers. Still there is much to be desired, both in the quality of the training currently imparted, and to make training more systematic and regular. It is sometimes feared whether in the avid quest to shift to a student centric mode of teaching, there has been the exigency of the baby being thrown out with the bath water, with the vital teacher component reduced to the role of mere ‘facilitation’. Any amount of technology or material support will be of little organic, holistic and sustainable use, unless the crucial teacher factor is restored to its rightful place, not as an autocratic omniscient entity, but as the sole agent who can take the learners through the challenging process of language learning, significantly because, among all the ‘learner factors’ the emotive aspect reigns supreme. “Students’ feelings (often referred to as *affect*) go way beyond concerns about how people learn and remember language items. They relate to the whole learning experience and influence how students feel about themselves” (Harmer 58). This is something technology or even the best study material can never hope to replicate, something only a teacher can provide.

There is the great need to ensure that the efficacy of our ESL model is well in place, lest the resources we invest in the area of language education should be unwisely spent. There is a great need to prioritise. Often it is observed that while fund requests for teacher training are treated with an unjustifiable casualness, large amounts are invested on smart classrooms, language

labs, and language learning software, which even the most cursory but studied glance would reveal as largely wasteful spending. An alarming percentage of these gadgets are heavily underused and do not yield results commensurate to the amounts invested on them. The following lines from the article “Technology Can’t Replace a Teacher,” that appeared in *Deccan Chronicle* become pertinent at this point; “Schools are spending money on technology but fail in empowering teachers [. . .] Teachers in this new environment will become more orchestrators of information than instructors” (www.deccanchronicle.com).

The argument therefore is, where we have technology it is most welcome, but where we do not, there is no need to worry overmuch about the technological support systems, when it comes to language teaching. Language teaching can happen most effectively with an equipped teacher, a classroom and a bunch of students who are willing to stay in the classroom for the stipulated hours. What needs to be ensured is, in Dogme ELT terms, that even in a materials-light environment, emergent language can be ensured, which Thornbury believes, and to which one can agree without reservations, is how language learning should happen. The endeavour of teaching English in the communicative mode need

not be dampened by the dearth of material resources, but on the contrary, this can be, and have to be overcome by equipping the teachers more, through systematic trainings and opportunities of exposure to best practices in ELT.

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Collaborative Web Tools for Learning English at the Teritary Level

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ABSTRACT

Today, technology has changed the way the teacher teaches and the way the learner learns. Technology integration into the curriculum not only enhances the learners' progress in terms of creativity but also paves the way for professional development for teachers. This paper examines the use of three web 2.0 tools namely Zoho writer, Google Classroom and Remind. The aim of the author is to explore Zoho writer and Google Classroom as effective collaborative writing and learning tools and Remind as a tool for communication. From the findings it is evident that these tools can be used in the classroom or beyond to improve the writing and learning skills of young learners.

Key words: Web 2.0 tools, Zoho writer/Zoho docs Google Docs/Google Drive, Google Classroom, Remind

Introduction:

The educational system in the future will be decided by the development of technology. Teaching using technology motivates the learners to learn, increases their learning ability and enhances their performance. Integrating technology in the classroom brings about positive changes not only in the learner but also in the professional growth of the teachers.

Technology in the classroom:

Theoretical explanations in the classroom can be explained easily with the aid of technology. For instance to teach complex

texts, power point presentations and audio-visual aids can be effectively used. In these ways students will be able to understand tough concepts by viewing the slides. Moreover, instruction through technology can also improve the comprehending ability of the students.

Like Google Docs/Google Drive, students' progress and achievements regarding class work can be monitored using some web tools like Google classroom and Zoho writer. These online collaborative tools enable the teachers to share learning materials, assign written work, insert videos and links, conduct online tests and also encourage

learners to submit paperless assignments.

Today students are tech-savvy and are often seen fidgeting with their advanced or latest mobile phones, the features of which makes them easily accessible to Facebook, twitter, instagram, whatsapp and many such online tools. These social networking tools can distract their studies but a good teacher who is interested in experimenting with technology to the fullest, can encourage students to spend time online for a constructive purpose. Such teachers can make learning enjoyable.

Internet is indeed a boon for students. Many educational institutions offer courses through virtual classrooms. These virtual classrooms are replacing traditional classrooms where learners can choose to study according to their convenience and time abstaining from their regular classes.

Technology has provided immense benefits to the students today. They can look for any information online. They can access journal and scientific articles online and work collaboratively with their peers on group projects and assignments.

Literature review:

Bhat, Raju& et al. (129) conducted a study to assess the effectiveness of using Google classroom for students to submit their assignments. The results proved to be successful when submission of assignments using E-Learning facility like Google classroom was used.

Hemrungrote, Jakkeaw & Assawaboonmee (n.p.) deployed Google classroom to support
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self-directed learning environments in a university in Thailand for students enrolled in the course 'Introduction to Information Technology'. According to their study, the results were satisfactory and most students who enrolled in the course got more than 65% scores.

Ballew (2017) analyzed the integration of Google Classroom in a school including three different grade levels. Her study aimed to investigate the perceptions of teachers using Google classroom. She found that the participant's response depended upon their levels of experience, grade level experience and subject matter.

Wijaya (2016) study was developed on the model of TAM (Technology Acceptance Model) to see the effects of Google Classroom on STT Musi students. Results showed the positive effects of Google classroom by some students who already use it.

Ashari (2015) examined the merits and demerits of using the Google Classroom in language learning. He used it for designing learning process such as giving assignments, creating assignments and questions in Singapore school for secondary students. The result stated that this study can be beneficial to understand, evaluate and reflect the use of Google Classroom as the virtual classroom used in language class. Further Ashari also suggested the optimal the use of Google Classroom in language learning.

Though literature is not available on Zoho writer or Zoho Docs , Hsu, Ching& Grabowsk have mentioned in their book that

teachers who are interested in engaging students in collaborative writing can use Zoho writer where users can create documents, edit and store them online allowing access to the document from anywhere with an internet access(p 61)

In their book Solomon & Schrum say that Zoho writer has the same features as other word processors. In Zoho writer not only documents can be created but documents can be shared to collaborate with others. Permission can be given to read or only read or write on the document. (p183)

Like Zoho writer, journal articles are not found on the **Remind**.

Remind is a free text messaging app that helps teachers, students, and parents communicate quickly and efficiently. Announcements can be scheduled ahead of time and photos and other files can be attached.

Socio constructivist theory:

Social constructivism recognizes that knowledge is constructed through social interaction and is a shared rather than an individual experience (Vygotsky, 1978). It is a learning theory that states that learners learn best when functioning as a social group that collaboratively constructs a shared culture of artifacts with shared meanings. Constructivism assumes that all knowledge is constructed from the learner's previous knowledge, regardless of how one is taught. Thus, even listening to a lecture involves active attempts to construct new knowledge.

Alzharani & Woollard (2) state that the role of a teacher in a social constructivist classroom is to help students to build their knowledge and to control the existence of students during the learning process in a classroom. A teacher as facilitator should provide rich environments, experiences and activities for learning by incorporating opportunities for collaborative work, problem solving, authentic tasks". Finally, the teacher concentrates on students' learning rather than on teacher performance. In a Google classroom, teacher can create classes, distribute assignments, send feedback, and see everything in one place. In Zoho writer students can work on the same document and edit each other's work. They can collaborate with their teammates in real-time. In the remind app teachers can make class announcements either in a group or individually and can also upload files and videos.

Collaborative learning:

Collaborative learning is of increasing interest to English teachers. The term "collaborative learning" according to Gokhale (n.p) refers to an instruction method in which students at various performance levels work together in small groups toward a common goal. The students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful. For Dillenberg (1) collaborative learning is a situation in which two or more people learn or attempt to learn something together.

Recently interest has grown concerning the

uses of online communication for language teaching. Recent developments in computer hardware, software, and communication technologies create exciting new opportunities for the educational use of these technologies. Computer-supported collaborative learning (CSCL) is an emerging branch of the learning sciences concerned with studying how people can learn together with the help of computers. It proposes the development of new software and applications that bring learners together and that can offer creative activities of intellectual exploration and social interaction. (Stahl, Koschmann & Suthers (2006)

Collaborative writing through web 2.0 tools:

Mcloughlin (664) in her paper discusses the web 2.0 tools and social software and the choices and constraints they offer to tertiary teachers and learners. She defines the term web 2.0 as a second generation, or more personalized, communicative form of World Wide Web that emphasizes active participation, connectivity, collaboration and sharing of knowledge and ideas among users. (665). Greenhow, Robelia and Hughes (n.p) examined how web 2.0's unique capabilities and youth's proclivities in using it influence learning and teaching. Two important themes like learner participation and creativity and online identity formation, emerged from their analysis. Examples of social software are blogs, wikis, social networking sites, Google drive, Zoho writer, Google classroom, apps like remind through which information can be shared or

communicated. Used appropriately, these tools according to Mcloughlin and Lee (28) can shift control to the learner, through promoting learner autonomy and engagement in social networks that straddle multiple real and virtual learning spaces independent of physical, geographic.

The use of Zoho writer, Google Classroom and Remind in the classroom:

All the tools discussed in this paper namely Zoho writer, Remind and Google Classroom are presently employed by the author for language learning.

Zoho writer has been used in the study to encourage collaborative writing and make students work in a team. It is being used to teach Business English to students of II semester BBA LLB & B.Com LLB.

Features of Zoho writer/Zoho Docs:

With the help of Zoho writer students working on the document can write without errors as the spell checking icons alerts them to errors in their document. Zoho Writer has three basic stages namely - compose, review, and collaborate where in the first stage the document can be created. Once the document is composed, the review tools let editors or reviewers suggest changes to the document. On the right hand side, the app shows who has suggested these changes with a social network-like comment thread. This lets writers and editors discuss changes to the document in the app itself. Following this, collaboration tools in Zoho Writer allow users to check if other users have seen the document and

who is currently making changes to the document. It also has a reader mode that should appeal to those who just want to read the document.

Application of Zoho to teach writing skills:

Presently, the author is able to use this tool effectively in the Communication Skills Laboratory. Students were initially trained to get acquainted with the tool. They were made to access the tool by creating a common gmail id. Once they logged in, they were able to see the assignments shared by the author. Lessons relating to the course have been uploaded. Weblinks have been inserted to watch the videos on presentation skills (Fig. 1). Reading and Listening practice assignments and writing tasks have also been uploaded in Zoho.

After having encountered some technical difficulties in the beginning, the students now feel comfortable to work in Zoho. They see the revision history, review the changes and carry the corrections suggested by the author and share it with her using the 'share' option which she can access in her gmail. They use the editing options like 'format, insert, view, page layout and tools' to work on the assignment. For example they have learnt to cut, copy and paste, change the font size, use the paragraph options for

line spacing, use tab stop positions, view the document by page view or web view, insert tables and page number and upload a document.

Their documents are automatically saved and they are able to access them anywhere, anytime even in their smart phones.

Future plan:

In the next stage students will be asked to share their assignments among themselves to facilitate peer editing which will help them to identify the problems in their writing and analyze them critically rather than relying on the author to correct their mistakes. For this purpose, the students will be informed how to peer edit their work by following some standard rubrics. Peer assessment of writing and peer assessment using marks, grades, and tests, according to Topping (n.p) have shown 'positive formative effects on student achievement and attitudes. Topping further clarifies that 'these effects are as good as or better than the effects of teacher assessment" (1998).

Students will also be encouraged to use the templates in Zoho writer to write resumes, letters minutes and agenda which is part of their syllabus.

The author intends to use the spreadsheet to enter the assignment marks.

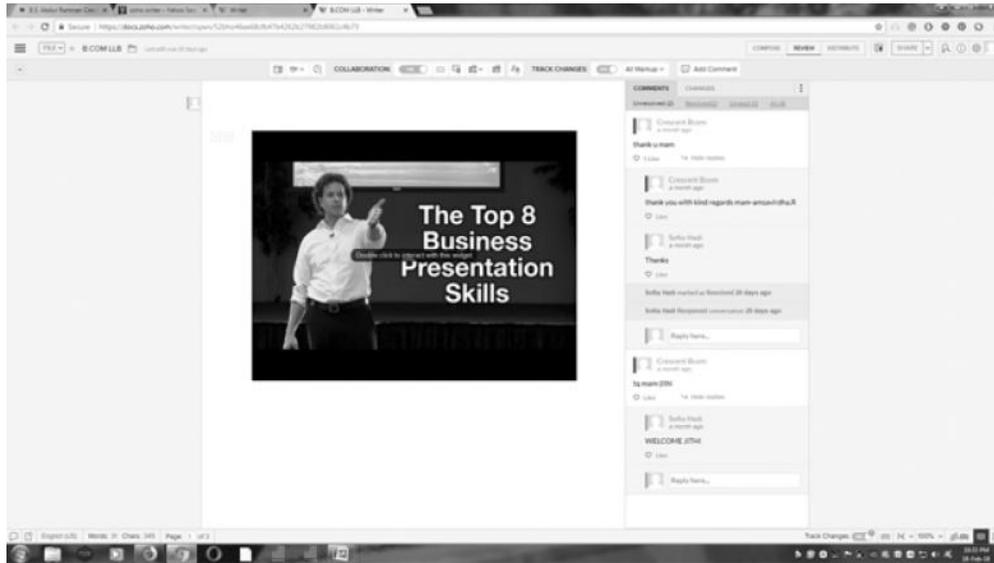


Fig: 1 The screen shot of the Zoho writer with the video inserted. The comments given by the students are also seen.

Google classroom is used currently to teach General English II for second semester BCA students.

Features of Google Classroom:

Google Classroom is a free web service developed by Google for schools that aims to simplify creating, distributing and grading assignments in a paperless way. It streamlines assignments, boosts collaboration, and fosters seamless communication to make teaching more productive and meaningful. Teachers and students can work anywhere, anytime, and on any device. The teachers can co-teach a course with up to 20 other instructors.

Application of Google Classroom in the classroom:

The author created a Google Classroom for her class by logging with her gmailid.

The students were made to join the Google classroom using a code. There are three types of Classroom namely ‘Stream, Students and About in the teacher’s screen’. In the ‘stream’, the assignments sent by the students were viewed. They uploaded their assignments or typed directly and posted them. The comments were given in the ‘Add class comment....’ and posted for the students to view. All the lessons pertaining to the course were uploaded in the Classroom using the ‘About’ feature. The ‘+ Add Class Materials’ is helpful to attach a file, upload document from Google Drive, insert videos from the YouTube and add url links from the web and post(Fig.2). In this way assignments ‘were created’ (the option is available) and shared and assigned with a due date to complete. Similarly announcements regarding change in class time-table and other things related to class

'were created' and shared with the students. The completed assignments were graded and returned to the students with individual comments. The teacher can also view the number of students who have completed and not completed the assignments.

The students see the three types of Classroom namely 'Stream, Classmates and About' when they log in. In the Stream, they can see the announcements and assignments sent and work on them. The editing features in the Classroom similar to Zoho and MS document helps the students to type error - free assignments. Moreover when they post their assignments they are able to see their classmates' answers and also comment. They can also send individual emails to each other. In the 'About' the students see the relevant

information to the class posted by the teacher. In this way Google Classroom serves as collaborative tool.

The section 'Students' displays the names of the students who have joined the class. Here it is possible to invite more students and personally send emails to them. On clicking their names, it is possible to track the number of assignments they have completed with date, late submissions, missing assignments and those returned to them after corrections.

Future plan:

The author intends to explore the collaborative features of Google Classroom to improve the learning skills of the students.

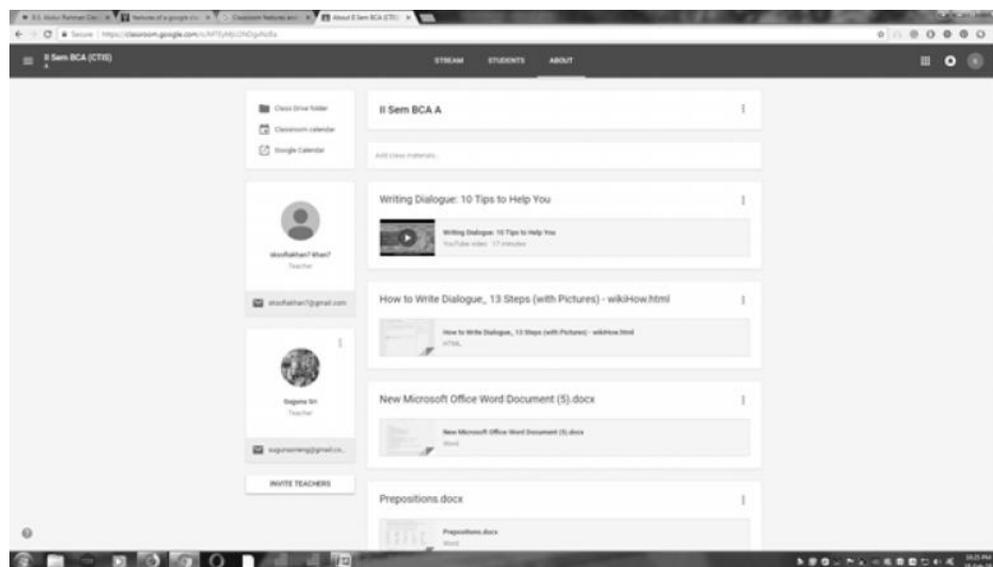


Fig: 2. The screen shot of Google Classroom. The course material and the video uploaded is seen.

Features of Remind:

Remind is an app that teachers and administrators can use to communicate with students and parents about important education-related reminders. Messages relating to exams, assignments, events and any other pertinent information can be sent through remind. Teachers can get around the 140-character limit by sending an attached document with longer messages,

Remind for communication:

The remind app is used with the II semester ECE students for whom the author is the class advisor. First the app was downloaded from Google Playstore and the class was created. The students were also made to

download the app in their smart phones. Just as in Google Classroom the students were made to join using a code last semester. Basically this app is used to convey any important information and encouraging messages to the students. Since all of them are members they interact. Even learning material like the audio file for listening and links from youtube with motivational videos were uploaded last semester (Fig.3). Students submitted the assignments through the app only.

Future plan:

This app will be used to communicate with parents to let them know the progress and performance of their wards in the class.



Fig: 3 The screen shot of remind app .The names of students appear on the left side and the listening file uploaded by the teacher can be seen on the right side.

All the three tools have a common feature. Though they are collaborative by nature, the best part is, students get to know what has been taught if they were absent for the day and also they facilitate paperless submission of assignments.

Since Zoho writer, Google Classroom and remind app are used for the first time by the author, more features of these tools have to be explored to see how it works.

Limitations:

Collaboration in online environment learning according to Curtis & Lawson (p22) lack the non-verbal cues that are the component of face-to-face contact which might reduce the extent of the communication that occurs. The verbal exchanges between the learners and the instructor while working on the task or the document beyond the classroom are not possible. The learners have to be satisfied only by the comments posted by the instructor. Though technology enables application of new tools to support learner choice and self-direction on part of the students, the use of these technologies should be incorporated by the teachers into their teaching and learning more effectively.

Though all the three tools are useful for language learning, there are certain limitations in their usage.

Zoho writer:

- Since students logged in using a common email id created for the class, some mischievous students are able to tamper with the notes shared by the author. As

they work as collaborators on the same document, they change the words or delete the entire lesson. It is not possible to track them individually. If they had been made to log in with their individual email ids, perhaps this problem could have been avoided.

- Due to the above reasons students have still not been encouraged to peer edit their writing.
- It is not possible to upload audio files. Zoho supports only certain file formats.
- Even though the document is 'marked final' (option available) and shared with 'Read only' option with the collaborators, still it is possible to delete the words from the original document.

Google Classroom:

- As the students are accessing this tool beyond the classroom in their mobile phones, no actual problems were observed by the author from their side and the students have not reported any technical problems so far, though there are possibilities.
- They sometimes do not complete their assignments on time as they are not working in the language lab under the direct supervision of the author.
- The students instead of typing their assignments scan their writing in the scan app and upload in the Classroom.

Remind

- An effort was made to communicate with

few parents for a sample study, but they were unwilling to cooperate.

- It is not possible to make students peer edit their work.

Findings:

Though it is early to comment on the findings as the author has still to explore the potentiality of the tools to the fullest, the three web 2.0 tools are being used in the study to see if they can improve the writing and learning skills of the learners. She is of the opinion that the students are eager to learn and explore something new. Since their lessons and assignments are stored in the Writer and Classroom, they are easily able to prepare for their exams from their mobile phones instead of carrying papers and notebooks.

It has to be remembered that the students taken for the study are in the second semester. For them, this is a novel method of learning to write and learn using technology.

Recommendations:

An elaborate study with a research design and statistical details will shed more light on how Zoho writer and Google Classroom can be used for collaborative writing and learning.

Conclusion:

Due to the advancement in technology it is possible to make language learning interesting by incorporating technology in the classroom to accelerate the growth of

teaching-learning process. Many teachers are faced with challenges of effectively integrating technology into their classroom instruction. Teachers who incorporate technology in their day to day teaching have more chances to develop professionally. They will be able to design and implement technology supported experience for students. Training and workshops need to be conducted for teachers at the tertiary level so that they are updated about the various technological tools available today for the teaching learning process. They also need to be aware of new pedagogical strategies made possible with the use of technology. Institutions should encourage teachers to use innovative teaching practices like using ICT tools and mobile devices in the classroom and also enroll for online courses for their professional development.

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Acquisition of English Modals (Auxiliaries) in Negative Sentences by Marathi-speaking Children: A study in Second Language Acquisition

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ABSTRACT

In order to facilitate language pedagogy, it is necessary to understand the learner's path/order of learning as also, learner needs, and the role of diverse conditions under which human learning takes place. With this in mind, the development of the auxiliary system in Negative constructions in various contexts in the process of acquisition of English by Marathi-speaking children was studied longitudinally. The present paper is just an attempt to understand the development of English Modals in Negative sentences. It is concerned with the acquisition order and the amount of time taken by these second language learners to acquire this category properly. The study made it possible to identify the differences/similarities in the order of learning of modals across second language learners.

Key words: modals, auxiliary, acquisition order, second language

Introduction

Performance Analysis (Acquisition Order and Developmental Studies) is one of the most important approaches to Second Language Acquisition (SLA). It helps to observe learners' interlanguages at different stages of development and thus provides insights into: 1. the order in which a particular target language feature is acquired in relation to others. 2. the developmental sequences. This knowledge facilitates language learning/pedagogy.

The present paper describes the acquisition of English Modals in Negative sentences in various contexts by three Marathi-speaking

children. (age group: 9-11). The purpose of this paper is to establish an order of acquisition and to find out the amount of time taken by them to acquire modals properly.

Literature Survey

Acquisition of a specific linguistic feature, phonology, morphemes and syntactic structures (auxiliaries, negatives and interrogatives) have been treated extensively in L1 and L2 acquisition literature.

The sixties and seventies have seen a large number of studies (cross-sectional/longitudinal/case/experimental studies) of L1 and L2 acquisition particularly of English

as a mother tongue and as a second language. These studies have attempted to investigate language acquisition processes, order /developmental sequences in the acquisition of a specific target language feature.

L1 child language acquisition/development studies have reported a fairly well-defined pattern and systematicity in the acquisition process.

First Language Morpheme studies (Brown, 1973 and de Villiers & de Villiers, 1973) have encouraged Second Language Acquisition researchers to undertake a similar type of research. For example, Child second language cross-sectional studies by Dulay and Burt (1973, 1974, 1975) and also by others (Kessler and Idar, 1977, Rosansky, 1976).

A similar order of acquisition has been reported by Bailey, Madden, and Krashen (1974) and Larsen-Freeman (1975) in their Adult second language acquisition studies. Krashen (1977) proposed that a natural order of morpheme acquisition existed for certain morphemes in English L2. Kessler and Idar, (1977) tried to focus on L1 Acquisition Order = L2 Learning Order for English.

Acquisition of modals as forms of the auxiliary has also been studied. A consideration of modality especially in English and also in some other languages (e.g. Greek) lends support to regularity in the learning process. (Stephany, 1984; Leopold, 1949; Ervin, 1964; Klima and Bellugi, 1966; Bellugi, 1971, 1974; Kuczaj and Maratsos, 1975; Kuczaj and Daly, 1979;

Mawby, 1981; Major, 1974; Fletcher, 1979; Wells, 1979 etc.)

Thus the similarity observed in Order of language acquisition is striking though some variations are there.

The Study

The present paper deals with acquisition of modals (auxiliary-one class of grammatical morphemes) in negative constructions by Marathi-speaking children and attempts to find out

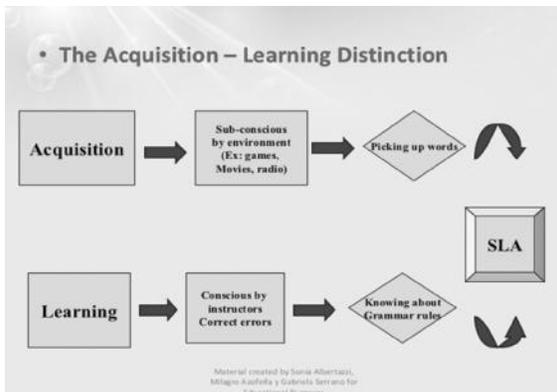
- i. the similarity/difference in the acquisition process
- ii. a common order of acquisition of Modals across learners
- iii. the amount of time taken by the learners to acquire Modals

Methodology

The data (oral/written negative sentences) for this study were collected by giving tuitions privately to three children for two and a half hours thrice a week for 27 months. This observation period was divided into 9 stages (each stage of a duration of 3 months).

The three subjects from middleclass Marathi-speaking families belonged to a non-westernized section of Mumbai. They fitted into neither the first language nor the second language category as they were second language learners but studying in an English-medium school but using mainly Marathi at home and even in school. Thus unlike other studies, in the present study the learners were placed in a mixed L1-L2 situation which involves both 'learning' and 'acquisition' (Krashen, 1988).

Such a mixed situation normally exists in India.



These students were less exposed to a formal teaching situation. Moreover, teaching was done with only occasional attention to syntax and was mainly concerned with informal activities and informal talk in natural contexts.

Data Analysis and Results

The collected data were analyzed descriptively. The percentage of correct sentences (spoken and written) in the three contextual conditions (Greater Context + Limited Context + No Context) out of the total correct and incorrect sentences produced in each category at each stage was used to measure the order of acquisition. A 70% accuracy level was decided as the criterion level for learning.

All responses at each stage for the categories of modals in negative sentences were analyzed. The effect of contextualization on the stages of learning of Modals in negative sentences was studied.

In the data analysis, only individual sentences were considered as the framework of analysis was syntactic.

The students' negative responses were analyzed to yield three categories involving modals:

Category No 3NP+MOD+NEG+MV

For example, "I will not eat more".

Modals like can-could, shall -should, will-would, may, might, must and semi/marginal-modals like dare and need are used here.

Use of a single modal makes this Category grammatically less complicated but semantically complex as modals have different shades of meaning.

Category No 4 NP+MOD+NEG+be+pres/past participle

Example, "It cannot be thrilling."

"This cannot be tried in this way."

The presence of more auxiliaries increases its grammatical complexity and the modal makes it semantically complex.

Category No 5 NP+MOD+NEG+have+(been) +PRES/PAST PART

Example, "You should not have gone."

"The work should not have been done."

Here the combination of modals and perfective makes it grammatically more complex and semantic redundancy is due to Modals.

Findings

The students' performance on these categories is as follows:

Subject no 1 (Smita), a very intelligent student according to her examination results and teacher's opinion. She was careful, hardworking and sincere.

Her performance in Category 3 was found

to be excellent. It showed steady development. But fluctuations could be seen right through in Category 4 and Category 5.

The following are illustrations of student's responses:

Category 3

"I cannot remember" (GC)

**"She may need not count it". (GC)

Category 4

"She may not be weeping." (GC)

**"This information must need not be passed out." (GC)

Category 5

"I would not have gone." (GC)

**"She would not have dry clothes. "(GC)

Subject No 2 (Sagar): According to his teacher and his examination results, he was a good student. He was a very cheerful student with good grasping power.

Like Subject No 1, his performance was found to be steady and excellent in Category 3. As far as his Categories 4 and 5 are concerned the performance could only be considered as 'satisfactory' as fluctuations could be seen up to Stage VIII.

The Examples of student's responses:

Category 3

"You can't wait." (GC)

** He dare not did it." (GC)

Category 4

"I shall not be preparing breakfast. "(GC)

**"The frock cannot be tear in the machine." (GC)

Category 5

**"I would not have operate it" (GC)

"I might not have re-read that book." (GC)

Subject No 3 (Vaibhav)He was initially classified as an average learner, on the basis of previous examinations and teacher opinion. Initially he was careless and not interested. But later on, he became serious about the process.

Steady development could be seen in all these categories, though the performance seemed to be poor in certain stages.

*Means grammatically incorrect

Specimen examples occurring in the text are:

Category 3

"I can not pass the exam". (GC)

** You can't walked". (GC)

Category 4

"His movie can not be boring". (GC)

**It cannot be do". (GC)

Category 5

"He could not have come". (GC)

**"I would not have stand there". (GC)

Thus, Category No 3 showed learners' steady progress whereas Categories 4 and 5 reflected unsteady progress.

All these categories in Negative sentences developed over the nine stages for all learners. At entry point their performance differed from one another but at exit point they were on *par*. Each Stage shows some development. These learners have 'learnt' these categories.

Stages of Learning	CATEGORIES of MODALS		
STUDENTS	Smita	Sagar	Vaibhav
I			
II			
III	Category 3		
IV			
V		Category 3	
VI			Category 3
VII			
VIII	Category 4		Category 5
IX	Category 5	Categories 4, 5	Category 4

Stages of Learning

CATEGORIES of MODALS

ORDER of DIFFICULTY	CATEGORIES
EASY	Category 3
AVERAGE DIFFICULT	
DIFFICULT	Categories 4, 5
VERY DIFFICULT	

A broad pattern of similarity reflects across the learners in the stages of learning and the rate of development for these categories. Like some other L1/L2 studies (Cazden, 1968; Cancino, Rosansky, Schumann, 1974/1975; Hakuta, 1975) there is no absolute uniformity among these learners in the acquisition of the categories due to individual variations such as previous knowledge of that structure, level of understanding, psychological factors resulting in early/late learning.

The categories which are 'learnt' early are considered to be easier than the categories

learnt later.

The Order of Difficulty for the Categories of Modals

Since Category 3 is grammatically less complex, it is relatively 'easy' to acquire. In some L1 and L2 studies of language development also, the early appearance/acquisition of some of the elements involved in Category 3 is documented. (Heckler, 1975).

As Categories 4 and 5 involve grammatical complexity as well as semantic redundancy, they are 'difficult' to learn.

All these learners used almost all modals.

The Order in which some of the Modals appeared in the speech of these learners was similar.

This **order of appearance of modals** is as follows:

Stage I; Can; Could; Shall; Should; will

Stage II: Would; Must; Might (for one student)

This finds support in some other studies. (Wells, 1979; Major, 1974).

Conclusion

There are some similarities in the learning of modals across all three learners. The Order found in this study to a certain extent ratifies the order given in other studies of L1 and L2. It can be said that even in a mixed situation other than strictly L1 or L2, the same kind of conclusions can be drawn. It took a six-month period for the effect of teaching/learning to show. Small group teaching technique is more effective as it provides rich input/exposure. A combination of subconscious mechanisms

and conscious efforts seem to lead to effective L2 acquisition.

Language learning will be more effective when the teaching strategies are in harmony with learning processes. These results are expected to be useful for application to syllabus design and classroom teaching.

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Reinterpreting the Role of the Teacher in Student-Centric Teaching and Learning Process in Higher Education

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ABSTRACT

After much introspection and discussion, the teacher community has come to a consensus that the need of the hour is to adopt a student-centric pedagogical approach. The new age teacher of higher education is not expected to neglect any of the traditional responsibilities and roles but is faced with certain novel challenges that did not exist in the last century. Therefore, the teacher in a student-centric teaching learning process needs to wear many new hats without giving up the old ones. Today's teacher must use technology in the classroom; deal with increasing heterogeneity; facilitate skill generation; sift the wheat from the chaff in the realm of domain knowledge; generate work experience for students; inculcate a sense of social responsibility; promote research and innovation as well as encourage leadership roles, promote emotional intelligence, spirit of adventure and internationalism in the student community. These are only some of the considerations a teacher needs to keep in mind, while the time tested role of teacher as counsellor not only continues to remain valid but seems to have acquired a new urgency owing to myriad modern day stresses.

Key words: Learning process, Skill generation, Emotional intelligence

“Learning is not attained by chance. It must be sought for with ardour and attended to with diligence” (Abigail Adams)

This ardour and diligence is to be lived and exhibited by the teacher who remains (ideally) a lifelong learner and also leads the

students by example. In this era of artificial intelligence and break-neck speed of technological advancement, it is imperative for the teaching community to revisit its roles, intentions, paradigms and pedagogies. There has been a lurking fear in our minds

that teachers are on their way to redundancy. For many years now the intellectual community has been mulling over this issue. This apprehension has led to introspection and the pundits of education seem to have got hold of the bull by its horns when they claim to have found a solution to this dilemma. The solution by common consensus lies in the need to re-interpret and re-define the function of the teacher. Let us ruminate upon the role of the teacher of higher education in the student centric teaching learning process. The ability to deal with various levels of learners, to identify the special talent of each individual student, to inspire curiosity and thirst for more knowledge, to inculcate the desire to explore and innovate, promote self-sufficiency, to encourage invention and enterprise in young minds is definitely in the purview of the teacher.

We have to help students connect knowledge, confront them with inconsistencies that they have to resolve and help them build a more complex and abstract knowledge base. Textbooks alone cannot accomplish this-the teacher's role is irreplaceable. (Mukunda Kamla, 55)

The new age teachers of higher education have realized that they can no longer claim to be 'knowledge providers' as all the knowledge that they are capable of providing and much more is readily available online for the student to access. There is no dearth of information or technology which makes it more and more accessible for all who seek knowledge. However is today's learner able to make interconnections among the

existing pieces of knowledge or deal with the complexity of these interconnections (and find consistency in the increasing level of abstraction of his semantic knowledge) without the intervention of the teacher? Learning cannot be compartmentalised. It needs to be integrated with life and the teacher promotes and facilitates learning of concepts, principles and skill enhancement including problem solving, creativity, research, communication and presentation skills of students. If teaching was an art and a teacher an artist then the role of the teacher would be to create learning situations, motivate the learner, arrange for conditions that help in the pupil's mental and physical growth, utilize initiative to facilitate learning, motivate creative expression, inspire nobility of thoughts, feelings and actions, promote self-reliance and resourcefulness and help them to realize their full potential.

Teachers have to make special efforts to maximise the more useful aspects of semantic memory change, help the students to connect knowledge, confront them with the inconsistencies that they need to resolve, help them to build a more complex and abstract knowledge base and acquire skills that empower and enable. Time and again teachers need to align their efforts in response to this question of what is it that a student wants or requires to face life? Teachers have to keep in mind that learning is a cognitive process that takes place in a social context. It can occur by observing behaviour and the consequences of such behaviour. Learning involves observation

and extraction of information from these observations. Reinforcement therefore plays a role in learning but is not entirely responsible for learning. It has been established that the learner is not a passive recipient of information. Cognition, environment and behaviour mutually influence each other and contribute towards the learning process. *Autocratic* teaching style (Lecture, Lesson demonstration, Tutorials and programmed instruction) is being increasingly replaced by *permissive* teaching style which creates situations for student and teacher interaction and both participate actively in the learning process. It employs socratic method or the question-answer method, heuristics (discovery and investigation), project method, review/critical appraisal, group discussion, role play, assignment, computer assisted/online instruction, brain storming and leaderless group activities. (Kochar, S. K.,85)

The role of a teacher as mentor and guide still remains irreplaceable. The online search engines might help the student to find out facts and have access to data but it remains a teacher's prerogative to provide value based education and to counsel students in times of moral dilemma. In the learner-centred model, the teacher takes on the role of facilitator: guide, coach, conductor, midwife, and gardener. Initially, this may appear that the teacher's job has been replaced by the students. However, the teacher's voice becomes more critical because the teacher is now engaging the students as they work through higher order thinking skills of application, evaluation,

and creation. This doesn't mean that learner-centred teachers stop giving examples, telling stories, and exploring content in front of their students. Values guide our behaviour and conduct, set goals and determine action. We may say that values are those guiding principles of life which are conducive to one's physical and mental health as well as to social adjustment and welfare. Plato classified values into three categories – Truth, Goodness and Beauty. Values may pertain to varied aspects viz. Aesthetic- appreciation of beauty and joy; Emotional- courage, endurance, friendliness, harmony and heroism; Material- love of money, pleasure of life; Mental- impartiality and perseverance; Moral- benevolence, gratitude, honesty; Physical- beauty, grace, health and strength; Social - devotion to duty; Spiritual – meditation, pursuit of ultimate reality. The teacher leads by example and may be a catalyst in the process of self-learning, an agent of ignition for the mind of the learner, a compass pointing towards the right direction, a milestone to measure progress, a deterrent that deflects steps in the wrong direction. Another aspect to be taken into consideration is to examine the usefulness of the teachers' efforts in the classroom – is the focus only on syllabus completion or are life skills (that make the young person either employment worthy or be self-employed) also being engendered? (Bhatnagar, 2016)

Maryellen Weimer offers seven principles for teachers who want to develop their facilitation skills. She provides very helpful,

concrete examples from her own teaching experience and from other teachers.

1. Let students do more learning tasks:

Students ought to be encouraged to do a variety of things that have hitherto been the teacher's domain even if they aren't going to do these tasks as well or in the same way. It's like learning to walk, they will pick up the skills of the discipline as they try it out

2. Teachers do less telling so that students can do more discovering:

Most teachers spend an entire class session reading through their syllabus. Weimer offers a totally different and interactive approach where students explore and discuss the elements and structure of the course.

3. Teachers do instructional design work more carefully:

In short, the lion's share of a teacher's work is done before class. Online teachers have an edge here because their classroom time has been displaced and is most often asynchronous. These days many teachers are moving courses to a hybrid format and finding an opportunity to rethink and better integrate the learning activities in the courses at hand. Instead of just preparing lectures, learning activities for students to participate in are being designed.

4. Faculty more explicitly model how experts learn:

In the place of a polished talk, teachers may explain their own process: what they do

when they encounter difficult learning tasks, how they decide if a resource is worthwhile, and how they encounter new information in their field. Weimer explains that "Students need to see examples of learning as hard, messy work, even for experienced learners."

5. Faculty encourage student to learn from and with each other:

Most students and teachers groan when they hear about "group work" (see the image) but that's because there is an expectation from collaborative projects to work right out of the box. They don't. Later in the chapter, the author shares one such experience and what she learned from it. Given time by perseverance, and improvement through redesign and skill development, group work can be a very effective teaching strategy.

6. Faculty and students work to create climates for learning:

When students are given responsibility for their classroom experience, classroom management becomes a secondary issue.

7. Faculty use evaluation to promote learning:

Students learn to evaluate their own work and the work of their peers. Teachers still issue grades, but the evaluation process becomes formative as well as summative.

Students will have insights that have been never thought of before. The facilitator role means that students will see the limits of their teachers' expertise and their abilities to perceive and communicate. Turning the

tables demands deeper character and developing new skills. (Weimar Maryellen 2002)

Furthermore it may be acknowledged that emotions play a vital role in teaching and learning process thereby making Emotional Intelligence (EI) an important consideration.

When an individual is a teacher and has to face the students as teacher, as counsellor or as mentor, handling them and assessing their requirements with a certain amount of emotional intelligence would do wonders for student as well as the self. As a teacher, one has to face any number of students with varied backgrounds, variety of problems and various temperaments. Though a teacher too has to face mood swings as any human would, the emotional balance that he or she exhibits is what makes them a success. In fact in order to inculcate in the students, a certain level of emotional intelligence, the teacher first has to achieve a level of 'self-management' or emotional balance and stability.

The Five Components of Emotional Intelligence at work are claimed as 'self-awareness that leads to self-confidence, 'self-regulation' that leads to integrity, 'motivation' that leads to desire to achieve, 'empathy' that leads to cross-cultural sensitivity and 'social skill' that leads to inter-personal relationship. All these in turn lead to job satisfaction and organizational commitment. Analyzing oneself periodically can be a useful method to remain balanced in the midst of growing challenges in higher education.

Additionally, it is being prophesied that finding employment is difficult and the situation will get grimmer in the coming years and the youth in higher education will need to be trained for self-employment as well as to generate employment for others. The curriculum needs to be designed for skill development and skill enhancement. The teacher should play an active role in formulating and updating the curriculum not only to promote the interest of the learner but also to encourage research and innovation in the chosen field. Learning should not be confined to knowledge acquisition alone but further advanced in the direction of the unknown. It should be a voyage of discovery and eventually lead to invention. The teacher should be able to identify the gifted students and channelize their potential in the right direction. Some steps in this direction would be to involve industry representatives in the Board of Studies for suitable inputs in curriculum development that promote employability skills; organize frequent industrial visits that enable students to observe and develop awareness of business environment and organisational structure; invite high level corporate representatives as guest lecturers to raise awareness, provide access and informal links with corporate management; assign time bound projects to students that involve interaction with business organizations and sensitize students to the nuances of work place; organise internship to provide opportunities to apply the concepts learnt in class to real life situations; arrange for short term training in tandem with potential employers to

facilitate acquisition of relevant and practical experience; provide faculty supervised incubation cell for budding entrepreneurs; simulation of the real work environment through short term/ part time jobs to enable students to experience the rigours of professional organization; tracking the requirements of the industry , regular interaction with the HR department of various business organizations with the aim to helping students make sound career choices; motivate the students to undertake case studies, industry projects, presentations and research work to develop employable skills and analytical abilities; organize seminars and workshops to develop communication skills and awareness on the prerequisites of the job and provide students a platform to work and develop a network which will be useful to further their career prospects.

Promoting internationalism is also expected from today's teacher. The learner should not only identify with a certain locality or community but become a part of the global village by transcending barriers of race, creed or nationality. Education should broaden the student's mental horizons and not be limited to immediate surroundings. Let us consider the aims of education as determined by UNESCO:

- Develop a spirit of respect for culture and civilization of other countries.
- Learn to co-exist.
- Take active part in social construction.
- Play active role in social welfare projects.

- Acquaintance with lifestyle and functions of all the people in the world.
- Ability to critically observe the behaviour of people of all places.
- Motivation to accept the people of all nationalities and cultures as equal.

Apart from these we may say that internationalism also entails the inculcation of the spirit of world citizenship; acquaintance with world problems; faith in the aims of the construction of world community and its values; acknowledgement of the achievements of different countries in different fields (economic, cultural, political etc.); development of free thinking, independent decision making, speech making and writing skills; eradication of extremist nationalism and cultivation of collective traits. This is possible with sensitivity training which is mandatory for the teacher as well as the taught. (Aggarwal, 2010)

Sensitivity will enable the teacher to tackle the varied needs of multifarious levels of learners in an increasingly heterogeneous classroom. With the advent of an inclusive society, efforts are being made to provide educational opportunities and facilities to the hitherto marginalised sections of the population as a result of which the constitution of a classroom is no longer homogeneous. The first generation learners need some hand holding to help them integrate with the rest who come from educationally privileged backgrounds. Globalization also contributes its share of challenges to the teaching learning process

and a teacher often has to use sensitivity while tackling students from foreign countries who need to be assisted and made to feel safe and comfortable in what might be for them an alien environment. Likewise, students who might be slow learners will benefit from individual attention and an appropriately aided empathetic approach. On the other hand, intellectually gifted students need to be identified, promoted and challenged to exercise and develop their superior skills. An enriched curriculum and acceleration of learning process becomes imperative so that their exceptional talent is channelized in the right direction and the education of these gifted pupils should encourage special interests, originality, creative efforts and also engender analytic perception, problem solving ability, employing analysis, synthesis, conceptual thinking, independent study method and scientific objectivity.

As John Biggs points out, many teachers see major difficulties in maintaining academic standards in today's larger and more diversified classes. The problem becomes more tractable if learning outcomes are seen as more a function of students' activities than of their fixed characteristics. (Biggs, 2006)

It is also imperative on the part of the teacher to remind the students from time to time that as a responsible member of society they need to give back to the world what they have taken and much more in order to justify their education. Encouraging leadership roles among students will give them opportunities to take charge not only

of their life and learning but also to reach out and lend a helping hand to those who are less privileged. Breaking out of narrow minded communal mind set is essential. Education should be tool for eradication of prejudice of any kind, be it racial, communal, and religious or caste based. Common (multi-religious) prayer groups, cleanliness programmes, community service or social outreach programmes, social awareness programmes, first aid, training, celebration of national days and festivals, dramas/ plays depicting values, organisation of mock panchayat or parliament, taking initiative to organise a self-help group, writing articles of social significance for local newspapers are some ways in which a teacher may effectively encourage contribution and involvement in public life.

Another point to be remembered is that assessment plays a very important function in the teaching learning process and the teacher is required to be take it up diligently and regularly in order to take the learner forward. Learning and assessment go hand in hand. If the teacher is able to ignite the self-learning spark in the student, half the battle is won. Self-assessment should also be encouraged and a formative assessment is surely preferable to summative assessment as the learning process continues to take place in the formative assessment mode. The questions and quizzes for learning assessment need to be graded according to the capacity and level of the learner so that a mediocre learner is not discouraged and a superior intellect is

not wasted. Assessment entails measurement and evaluation which ought to be scientific and objective. Human possibilities and potentialities are limitless and effective assessment should consider an individual's intelligence, aptitude, personality, interests, attitudes and values in order to provide genuine indication of worth. (Sidhu K.S.2007)

Does it not seem as if the teachers need to have superhuman abilities to do justice to their role in a student- centric scenario? The enumeration of teacher's role in this paper is by no means comprehensive and that itself is a point to ponder. Is it even humanly possible for teachers to do justice to the role expected of them is a question bothering conscientious members of the teaching community today. However, it may be concluded that awareness is the first step. When we are aware of the importance, significance, depth and scope of our role we will never be short of motivation to continue making efforts in the right direction and inspire others to follow suit.

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Book Review

Second Language Pedagogy

N.S. Prabhu

Oxford: Oxford University Press (1987) ISBN
0 19 437084 4

What is so great about this book? It describes fully the principles and beliefs that led to (a) a totally new kind of syllabus called **Procedural Syllabus**, (b) revolutionary classroom procedures called **tasks**, and (c) an excellently articulated taxonomy of tasks, all these constituting a remarkably new EFL/ELT approach called Task-Based Language Teaching (TBLT). It has mothered a rich crop of tasks and guidelines for adopting them published world-wide in books such as Jane Willis' **Framework for Task-based Learning** (Longman Pearson Education: 1996), Rod Ellis's **Task Based Language Learning and Teaching** (OUP: 2003), David Nunan's **Task-Based Language Teaching** (CUP: 2004) and Dave Willis & Jane Willis' **Doing Task-based Teaching** (OUP: 2007).

While even Krashen's **Natural Approach** was brushed aside as the old Direct Method in new garbs, Prabhu's project has been praised as **the first effort in conceiving and conducting a genuinely new approach**. This accolade comes not only from the great ELT historian, Tony Howatt but also from several globally leading ELT/EFL experts.

It is worth noting that it was in low-resourced, non-English medium schools in

Bangalore and Tamil Nadu that the author and his team ventured to carry out the project. Incidentally, with great scientific temper and admirable intellectual honesty, Prabhu names this exploration a "search", not "research".

How to get the best out of the book? First, some of the background knowledge the author assumes, concepts and phrases may pose a challenge to some readers. Immediately they should realize that the book is a gold mine, use the appropriate websites and overcome the challenge.

Second, the notes at the end of each chapter are different from the common, skippable "foot notes". Prabhu's notes are essential parts of the chapters. For, they anticipate criticisms and answer them; they cite additional evidence in support of the project team's beliefs, perceptions, principles, and hypotheses; and they offer important clarifications.

Third, the appendices are as important as the main body of the book. For example, one appendix is a useful, British Council sponsored report evaluating the project. Another is a set of transcriptions of two project lessons. Yet another lists and explains all the eighteen task-types developed for the project.

Fourth, when you come to the lesson transcripts, adapt your reading style. Visualize the teacher, the task and the learners, and animate the interaction between them, as though the transcripts

were film scripts. Otherwise, you will miss the unique flavour of CTP lessons.

Contents of the book: Chapter One. Titled “The context”, this chapter marshals the criticisms against the ELT methodology in vogue at the time called the **Structural-Oral-Situational (SOS) Approach**. It clarifies that the project attempted to develop a new methodology. It explains why the project avoided using artificially formed “control” and “experimental” groups of learners. It justifies the project’s avoidance of “playing games” and “having fun” as in some weak versions of Communicative Approach to Language Teaching. For, the Indian educational tradition is to use “serious”, “cognitive” content in all classes. It upholds the point that the project’s key principle is that learners’ *target language ability “develops in direct relation to (their) communicational effort”*.

Chapter Two: Titled “The Project”, this chapter gives an account of (a) the initial perceptions of the project team in the preparatory seminars; (b) its ultimate discovery of the Procedural Syllabus and the **communicational** teaching procedure; (c) the project’s specialist and non-specialist teachers; (d) the pre-tasks and tasks; (e) the project teachers’ intuitive language control in the classroom; (f) the annual review seminars; and (g) the evaluation of the project by two British experts.

Understandably, the initial perception of the project team was the ELT theory of the SOS approach. For, it was an innovation introduced with enormous support from

Indian and British governments. Besides, it had been in practice for about thirty years. So, the project team began with the old beliefs: that the aim of teaching English was to construct the grammar of the language in the learner; that to achieve this, grammatical structures and vocabulary should be graded in a syllabus; that to help the learning of these language forms, they should be (a) presented in situations, and (b) practised repeatedly, orally and chorally.

However, in the early seventies onwards, the winds of change in UK, USA and Canada started blowing gently over India. They became strong in the seminars organized at the Regional Institute of English, Bangalore, in 1978 and 1979, which were led by Keith Johnson, Prabhu, and DJ Carroll. At these seminars, two years of experimental teaching in a few schools in Bangalore was subjected to an incisive examination. It was realized that (a) explicit attention to grammatical structure did not construct any grammatical competence; (b) “meaningful” practice (as opposed to “meaning-focused” communication) using situationalization only **appeared** to bring meaning into teaching; (c) the notion of “social appropriacy” recommended by Western specialists’ early versions of Communicative Approach to Language Teaching did not help the development of communicative competence.

What finally the project group came to perceive was that only **meaning-focused, problem-solving** activities led to grammar construction, though it was unpredictable, unconscious, and incidental.

By the way, this is why, Prabhu and his team called their teaching “**communicational**” teaching. Though some specialists call Prabhu’s CTP just a version of Communicative Approach to Language Teaching, it is worth remembering that Prabhu’s labelling is more accurate and marks its uniqueness.

Chapter 3: Titling this chapter “Teaching”, the author discusses further the insights the project team gained in the third, fourth and fifth years of the project. More specifically, he discusses (a) the “reasoning-gap” activity, considered most important of the three types of “gap” activities; (b) the common pattern of a lesson consisting of tasks and pre-tasks; (c) how the pre-task did not linguistically prepare the learners as misunderstood by some experts; (d) how the criterion of a good task as posing “reasonable challenge” to the learner is important for the development of linguistic competence; (e) how the teachers “controlled ... their language in more or less the same way as an adult does in speaking to a child”; (f) an interesting difference between “repetition” and “recurrence” of language items, and the latter’s contribution to language development; (g) the interesting distinction between “production”, “borrowing” and “reproduction” in the way learners manage their classroom communication; and (h) finally, how teachers’ correction of learners’ linguistic errors was “incidental”, not “systematic” or “focused”.

Chapter 4: This chapter presents facts and views on another important aspect of the

experiment namely “learning in the classroom”. While performing the tasks, learners were engaged in an effort to “extract and express” meaning. In Prabhu’s terms, this is a kind of “intensive exposure”. One of the project hypotheses was that in this process, grammatical competence was developed, and, in course of time, elaborated. Prabhu claims that “... the internal system thus developed is far more complex than any theoretical grammar yet constructed by a linguist” or ‘pedagogic’ grammars.

Occasionally, learners asked for the pronunciation of certain words or questions on some aspects of grammar. These revealed moments of “language awareness”. But the project team avoided any focused attention to language awareness, because they believed that any attempt to increase language awareness directly would be **effort misdirected to symptoms rather than to causes**.

Interestingly, CTP ruled against group work, which was considered almost essential for all forms of CLT at that time. For, the project team strongly believed, as Krashen did, that the learners’ grammar could develop only in interactions with the teachers and texts, as they had superior language.

Chapter 5: This chapter discusses the implications of (i) the **syllabus** and (ii) the **materials** developed for the project. With great insight, Prabhu lists and explains four possible functions of syllabuses in general: (a) **their operational function**, when they describe what is to be done by way of

teaching; (b) **their illuminative function**, when they describe what is ultimately learnt; (c) their function as **instruments of organizational control**, when they are used as instruments of supervision and examination; and (d) their function as **documents for public scrutiny**.

Prabhu's Procedural Syllabus, as he clarifies more than once, played only the function of an operational construct. He claims that it can play the roles of an instrument of organizational control and as a document of public scrutiny. However, in his view, on his project it did not serve as the illuminative construct.

Moving on to the subject of Materials, the author claims that the tasks created for the project constitute a source book, rather than a course book. He believes that this is the strength of the project materials, as source books contribute to Teacher Development, unlike course books.

Finally, Prabhu addresses the question if CTP requires teachers with higher proficiency in English than the non-native speakers teaching English in India have. He argues that this is a groundless fear, as the non-specialist teachers on his project have demonstrated.

The Final Chapter: This short chapter discusses the implications of the project for pedagogic change. The most important point Prabhu makes here is the role "teachers' sense of plausibility" plays in educational change. A teacher's classroom technique may be influenced by the technique he/she was exposed to in his/her own student days,

by the initial teacher training, by the latest techniques presented in seminars and conferences, fellow teachers' ideas, and so on. But in his view, the teacher's sense of plausibility is the most influential factor. This is why "statutory implementation" of new methods cannot be effective, as teachers will adopt the new teaching routines as routines, and reject the important perceptions behind them.

In one of the most illuminative sections in this part of the book, Prabhu defines, classifies, and discusses teachers' practice of "eclecticism".

A Significant Strength the Book Does Not Highlight Sufficiently: In 1976, in his famous book, "**From Communication to Curriculum**", Douglas Barnes propounded his ground breaking thesis concerning "**the centrality of talk for active learning**". He expressed his idea in memorable phrases such as "learning floats on a sea of talk". Barnes did not mean **any** classroom talk but the dialogic forms of discourse between the teacher, the texts, and the learner which were "meaning-making" and "meaning-focused". This is exactly the kind of talk CTP learners engaged in. For, that alone led to, what Barnes called, "active knowledge". Barnes rejected the talks that teachers use for merely "transferring predetermined pieces of knowledge".

We should remember that Prabhu and his team rejected the SOS Approach's use of structural practice, mimicking to memorize structures, repeating mechanically or even "meaningfully" the specially written

“dialogues” or “the structure(s) for the day”. But CTP provided exclusively for the kind of “talk” Barnes discovered to lead truly to “active learning”. This being a significant strength of CTP, it is disappointing that an adequate discussion of this aspect has not been included in the book.

Overall Value of the Book: As I have mentioned above more than once, CTP’s Procedural Syllabus, its teaching technique called **Communicational Language Teaching**, and the constituents of the syllabus called tasks, and their definition are all genuine innovations. Prabhu’s

discussion of, among other things, the concepts of “the syllabus as an illuminative construct”, “eclecticism” and “teachers’ sense of plausibility” are excellent reconceptions and elaborations that are extremely enlightening. Further, the scientific temper and intellectual humility he infuses his discussions with are not commonly found in books of this sort in Humanities and Social Sciences.

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Invitation to Contribute to a Discussion

How important is ‘teacher research’? Should all teachers be asked to conduct ‘teacher research’ / ‘action research’?

What is ‘teacher research’? Simon Borg, in his book Teacher Research in Language Teaching, uses the term “practitioner research” and defines it as “systematic inquiry by professionals in any discipline who are investigating their own practices”. How is it different from ‘action research’? Borg defines it as “a form of practitioner research which is characterized by particular procedures which broadly involve the introduction and evaluation of new practices [...]. Some definitions [...] stipulate that it should be collective or collaborative.”

What is your view on the topic? Send in your views (250-300 words) to jeltindia@gmail.com by 31 March 2018. Selected entries will be published in the next issue of the journal.

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SBI, Santha Colony, Anna Nagar, Chennai-600 040
A/C No. 30830397943, IFSC Code: SBIN0002198

Details to be sent to :

The Secretary, D-64, Third Floor, Anandam Apartments,
156, SIDCO Nagar Main Road, Villavakkam, Chennai - 600 049

Accommodation required : No of days _____

(If required)

Types of rooms : Three-bedded/Two-bedded

Accommodation charges : Accommodation and registration amounts can be sent by the same DD/Cheque/money transfer.

Date of arrival: _____ Date of departure _____

Accommodation details to be sent to: 2976a9@gmail.com

Certificates will be distributed after the Valedictory function only to those who have attended all the three days.



13th International and 49th Annual ELT@I Conference

Jointly Organized by ELT@I and

CAREER POINT WORLD SCHOOL

(Beside Radhasaami Satsang Beas)
Dheko, Masturi Road, NH-200
Blasapur - 495 001
Chhattisgarh



Theme:

NextGen Learners: New Demands, New Responses

29th June (Friday)
30th June (Saturday)
01st July (Sunday)

2018

NextGen Learners: New Demands, New Responses

- Sub-themes:**
- The profile of NextGen learners in K-12 and tertiary education
 - The role of mobile technology and social networking sites for the NextGen learners
 - Learning-centered and learner-centred approaches and methods to teaching-learning English
 - New responses to NextGen needs, interests, and demands
 - English in the asyet-undefined workplaces
 - Next-Generation language learning standards (similar to NextGen science standards)
 - Revisiting ESP to meet the new demands
 - Multidisciplinary approaches to the teaching and learning of English language and literature
 - Language, literature, film and other media in the 21st century and 21st century education
 - Gamifying English language education
 - Alternative professional development programmes for teachers

Paper submissions:

Each submission should include the following:

- An abstract about 150 words. Manuscripts must be prepared according to the format specified in the recent edition of MLA Handbook for Writers of Research Papers/ APA Style Sheet for Writers of Research Papers.
- Submissions should be sent electronically in MS Word 97-03 at eltai_india@yahoo.co.in with a copy to: conference.eltai@gmail.com

IMPORTANT DATES

Submission of abstracts : 15th May 2018
 Submission of full-length paper : 30th May 2018

Founder: Padmaresu S. Natarajan Endowment Lecture (instituted by Dr. S.S. Jayapopalan) will be a special feature.

Registration:

It is compulsory for all the joint authors of each accepted paper to register for the conference in case they intend to be included in the programme and want their names in the conference proceedings.

Early Bird Registration : 31st April 2018 @ Rs. 1000/- (for all)
 From 1st May to 25th June:
 Rs. 1200/- (ELT@I Members)
 Rs. 1400/- (Non-ELT@I Members)
 Rs. 1200/- School teachers (with a letter from Principal)
 Rs. 1000/- Research Scholars and Students
 USD 30 (Overseas Participants)

On the Spot Registration Fee for all Rs. 1500/-.

Souvenir:

A Souvenir will be released at the inaugural which will contain the conference details, message from dignitaries and abstracts of contributors.

Career Point World School, Bilaspur

A vision translated into reality, the Career Point World School is an English medium, co-educational, residential, CBSE affiliated school spread over a serene 10 acres campus on NH 200 at Dhaka, on Madani Road, Bilaspur. Functional since April 2015, the school boasts of smart classrooms, state-of-the-art laboratories, well-equipped library and sports grounds, a multi-functional auditorium and meditation hall, that ensure a stimulating atmosphere. Blending with the undulating natural landscape, the imposing school building with its cover of green and profusion of seasonal flowers, has won the school 'The Best Infrastructure & Green School' Award from the hands of the Chief Minister of Chhattisgarh, Dr. Raman Singh in 2016.

The visionary duo the Director Mr. Suminder Singh Chawla and, the Chairman Mr. Karampal Singh Chawla envisaged a school, "a school with a difference" where focus would not be on just transfer of knowledge but on fostering excellence. The school believes life is about being given chances, and so it "Walks the talk", i.e. works at delivering what it promises. "Together may we give our children roots to grow and wings to fly" is the driving force behind every endeavour.

Understanding the importance of English in daily lives and parents' desire to see, hear, their words converse fluently in English, it has tried to do its bit from all



School Director Mr. Nandini Singh Chawla & Chairman Mr. Karampal Singh Chawla, receiving an award from the Chief Minister of Chhattisgarh, Dr. Raman Singh recently.

possible means innovatively it has hosted a two day English Language Teaching Workshop (originated by ELT@I Bilaspur chapter in collaboration with RELO), and participated in and hosted Shakespeare Alive-2016.

Mission:

We strive to provide within a student-centred, safe, supportive, challenging environment, a well-balanced instructional program that will empower children to reach their educational and personal potential while nurturing their self-confidence and self-esteem.

Our mission, in plain terms, is to challenge and support students to be the best they can be.

English Language Teachers' Association of India (ELT@I)

The English Language Teachers' Association of India (ELT@I) was founded on August 7, 1974 by the late Padmareshu S. Natarajan, a noted educationalist. ELT@I is a forty-three year old voluntary non-profit organization established with the sole objective of professionalizing English language teaching starting from primary through secondary to tertiary levels. It has about 4000 members on its roll and 30 chapters in different parts of the country. The international conference conducted by ELT@I every year attracts over 800 delegates from various parts of the country and abroad.

Vision

- ELT@I envisions making India a hub of ELT-related activities and to conceptualize the experiences of English language teaching-learning, and symbolically share them with others.
- ELT@I shall develop into a movement spreading across the length and breadth of the country empowering teachers to make every learner of English globally competitive.
- ELT@I shall aim to becoming a recognized leader, catalyst, facilitator, and a trendsetter in spreading English literacy across the country.



The Hon'ble Governor of Kerala, Shri Janardhan P. Sankaran inaugurating the 13th International & 49th Annual ELT@I Conference at Cochin, 2017

Mission

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

Key Terms and Concepts in ELT Approach and Method

P.N. Ramani

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About 'methods' in language teaching, Davies (2007) makes a point, which is worth reflecting upon: "The history of language teaching is, indeed, the history of method. Like fashion in dress/clothes, method in language teaching emerges and disappears, and . . . it recycles itself after a decent interval. As staleness is to fashion, so is failure to method" (p.66). There is always the desire, the urge, and even the temptation to look for new methods of teaching, believing naively that the 'new' methods would necessarily be 'better'. According to Kaplan (1993, p.130), "language teachers are always in search of the foolproof method."

In the context of language teaching, a '**method**' is a system that is based on a particular theory of language or on a particular theory of learning; it is usually based on both. Some of the well-known methods are the **grammar-translation method**, the **audio-lingual method**, and the **direct method**. The term '**approach**' is used to refer to the general theoretical perspective or orientation, as in the **structural approach**, the **communicative approach** or the **lexical approach**. These theoretical orientations will influence the choices that teachers and curriculum policy makers make in respect of the type of syllabus, teaching materials, classroom exercises/activities/tasks, and even assessment tools and techniques.

For example, the **audio-lingual method** was underpinned by a structuralist orientation of language (i.e., language as a system of structures, or forms) and behaviouristic theory of learning (i.e., learning viewed as a kind of habit formation). Accordingly, in this method, the syllabus was organized in terms of a graded list of grammatical structures (or forms) and the classroom practices focused on drilling these structures in the learners so that correct

language habits were formed in them.

The **communicative approach**, which gave rise to the **communicative language teaching (CLT) method**, marked a clear shift in emphasis in language teaching— a shift away from the mere mastery of the language system in isolation (i.e., grammar and vocabulary) to learning how to use the system in real communication. It marked a shift from *linguistic competence* to *communicative competence* as the goal of language teaching and learning (The readers may recall an earlier article in this series on **accuracy versus appropriacy (or appropriateness)**). The *functional-notional syllabus*, *English for Specific Purposes (ESP) syllabuses*, and a *task-based syllabus* are examples of syllabuses and courses derived from this approach.

In the late 20th century, there was a strong reaction against the concept of 'method' for two main reasons: methods are prescriptive and do not take into account local contextual factors. Consequently, there has been a shift towards customizing an approach to suit the particular needs of the learners in a given context, local or regional. This is sometimes called the **post-method pedagogy**. Teachers also seem to favour a sort of **eclecticism**, i.e. combining activities and techniques from different methods and approaches. In practice, though, teachers originally trained in using a particular method tend to use the same method and even today coursebooks are based on form rather than meaning as their organizing principle.

References

- Davies, A. (2007). *An Introduction to Applied Linguistics: From Practice to Theory (2nd Edn.)*. Edinburgh: Edinburgh University Press.
- Kaplan, Alice. (1993). *French Lessons: A Memoir*. Chicago: University of Chicago Press.

READING ACTIVITY

READING LITERARY TEXTS* (Appreciation of a poem*)

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- Objective** : Facilitating readers to understand and appreciate the literary qualities of different genres of literature
- Participation** : Individual
- Material** : Any literary text (e.g. Stopping by Woods on a Snowy Evening – Robert Frost)
- Preparation** : Reading any literary text as often as possible paying attention to three of their distinctive features such as form, content and style
- Procedure** : **Multiple reading:** Read the poem as many times as you like as multiple readings could unravel the beauty of the poem. *Letting oneself into the poem and be with it is more significant than attempting to dismantle it or deconstruct its meaning under the guise of being analytical. In fact, over indulgence of the intellectual exercise kills the joy of reading poetry. It is said that poetry speaks to the mind as well as to the heart and it's the "heart part" that separates poetry from other forms of writings. This poem is subjected to several interpretations as its simplicity is found to be very deceptive, so it demands several reading.*

Diction: Focus on the choice of words. A poem requires a slow and careful study to glean the full meaning as poets often exercise "poetic license" to disregard the linguistic conventions – an absence of full sentences, capitalization and punctuation marks and using ambiguous and at times clichéd expressions can be disorienting. As poets are said to employ –Apt words in their apt places – words in poems often carry both denotative and connotative meanings which lead to multiple meanings emerging from them. Frost's description woods as "lovely, dark, and deep" has led to lot of discussions as those qualities of woods contradict themselves.

Imagery: Pay attention to the evocative qualities – those qualities that produce an emotional response from readers stemming from word pictures created by a poet using details of the sounds, sights, smells, tastes and feelings. The poem is replete with images – 'woods fill up with snow', 'frozen lake, the darkest evening', 'harness bells a shake', and 'Of easy wind and downy flake' create many sensory images.

Theme: Theme is what a poem is about but the poets often don't state it explicitly, hence, readers have to discover it through their careful analysis. The critics have identified different themes in the poem and the consensus seems to be the tension between man and nature and life and death. The lines "...miles to go before I sleep" are found to be very puzzling and mysterious.

Structure: Look at the structure of the poem. Unlike prose wherein lines are across a page, poets pay greater attention to where lines break and where words fall. You can usually identify a poem by how it looks. In a **concrete poem**, for instance, a poet makes the text of a poem in the shape of the theme. This poem consists of four identically constructed stanzas.

Tone: It is the attitude of the poet toward the subject or audience, which is yet another vital aspect of a poem for appreciation. In some poems it is explicit but in several others one has to discover it from the clues. Some readers consider the tone in the poem as tranquility but others regard it as one of turbulence as the speaker in the poem faces a dilemma.

Learning outcome:

- 1) Readers realize that understanding a poem can be a daunting task as they cannot rush through in understanding as it contains multilayered meanings.
- 2) Readers recognize that poetry, unlike other genres of literature, has several additional features for analysis and appreciation.

Further activity: Readers who are habituated to reading literary form(s) remain loyal till their end. Hence, reading literary texts and appreciating them must become a lifelong activity.

***Literary texts:** Literary texts include all the four genres – prose, poetry, fiction and drama. Each genre has its own distinctive features and as poetry is the oldest literary form and very popular amongst students it is considered here for appreciation.

***Appreciation of a poem:** Some of the features generally considered for appreciation are rhyme, rhythm, diction, format, feelings and ideas, techniques and so on. We need to keep in mind the shifts in appreciation – rhyme in ancient time was considered to be the most essential aspect of poetry but the advent of blank verse dismissed it. Today, even the fragmentary lines of prose are regarded as poetry.

Dear member,
Have you used any of the following digital platforms (or any other also), for promoting online discussions among your students?

- | Course Management systems
- | Moodle, Edmodo, Collaborize classroom
- | Social networking/Discussion sites
- | Ning, Facebook, Google+, Google groups and Yahoo groups.
- | Online Discussion Apps.
- | Collaborize classroom and Subtext

If yes, please send your paper, giving an account of your experiences in using them . and also with what effect, to <eltai_india@yahoo.co.in> cc to
Dr. Xavier Pradeepsingh at pradheepxing@gmail.co

All selected papers will be given cash awards and also published in our E Journal— Journal of Technology for ELT (Impact factor:4.530

Last date for receipt of papers: 15thJuly, 2017

S. Rajagopalan. www.eltai.in

ANNOUNCEMENT

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