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

Periodicity

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

Contributions

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

Length: About 2000 words maximum

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

Please send a short note about yourself. You may give your name as you want it to appear in the Journal.

Articles should be sent only as an email attachment - **AS A WORD DOCUMENT** to: eltai_india@yahoo.co.in (copy to: ramanipn@gmail.com).

CDs and hard copies will not be accepted.

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

Please go through the manuscript submission guidelines for authors printed in this journal (see pp.45-46).

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Objectives of the Association

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

The Journal is sent free to all the registered and active members of the Association. Our Literature Special Interest Group brings out a free online quarterly journal, *Journal of Teaching and Research in English Literature*.

Our consultancy services include teacher training and bi-monthly meetings on current ELT themes relevant to the Indian context.

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

Journal of English Language Teaching

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Padmashree S. Natarajan

Our Founder Editor and Publisher

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Editorial

Dear Members of ELTAI and other Readers

Season's Greetings!

It has been a long time since the last issue of the journal was published and we are truly sorry for the delay. Nevertheless, we are happy to bring you the next issue on behalf of ELTAI, which added a feather to its cap by conducting its 14th International Conference along with its Golden Jubilee Annual Conference in October last in New Delhi. We hope you attended the conference and have been networking professionally with fellow teachers and scholars since then.

We bring you the regular columns on grammar ('Grammar Guru') by Dr Saraswathi, the story of English by Dr Lal and the reading activity by Dr Elango (focusing, in this issue, on directed reading-thinking). We are sure you have been filing these regular features for your reference.

This issue includes quite a few short articles. To begin with, we have an article by Thakur on the importance of learning English as a necessary tool for communication, especially for students of engineering in order to be successful in their academic studies, job interviews and professional life. The author, in an effort to provide the historical context, traces briefly the status of English in India and its education system as well as its impact on teaching English in rural areas. Two other articles in this issue may be read along with this: one on achieving sustainable growth and development of a nation through English by Srivastava (citing examples from other countries) and the other by Sadh on the phenomenon of 'Hinglish', an emerging variety of English for inter-state communication and an Indianized variety deployed by well-known creative novelists writing in English.

Included in this issue is another set of two articles, which offer practical suggestions for classroom use. Seemusuru and Prasad, in their article, discuss how Kagan's concept of cooperative learning and the learning structures proposed by him can be used to enhance students' writing skills. In the process, the authors describe Kagan's model and its features. In the other article, the author, Chandrasekaran, discusses the use of ICT tools, especially mobile phones, to develop the listening, speaking and writing skills of our learners in English.

We have also reproduced most of the remarks made by Elango, our national Secretary, at the inaugural session of our Golden Jubilee Conference as part of the report presented by him on ELTAI's recent milestones. His remarks raise a number of vital issues and questions relating to the teaching and learning of English in India, and of local languages in general; these are serious concerns and need to be reflected upon seriously.

ELTAI organized a two-day workshop on new technologies for 21st century teachers on 6-7 December in Chennai. Excerpts from the chief guest's address at its inauguration pointing out the key strategies required for the 21st century classrooms and a handout given out to the participants of the workshop on creating engaging and effective conference presentations have been reproduced here. The latter may be read along with the article on the art of public speaking by Rao. Both of these pieces offer practical and useful tips for speaking effectively to an audience.

P. N. Ramani

Teaching English for Communication in Professional and Technical Education

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ABSTRACT

English has the status of an associate language in India, but in fact it has become the most important language. English in India is used not only for communicating with the outside world, but also for inter-state and intra-state communication. English is very important in some systems – legal, financial, educational and business. English symbolizes in Indians' minds better education, better culture and higher intellect. However, most Indians who know English often intersperse it with Indian languages in their conversation. It is also usual among Indians to speak fluently in English abruptly in the middle of their conversation. The paper deals with the importance of communicative English language competence in every walk of the professional life of an engineer for his bright future and how teachers and students need to make integrated efforts to build their competency in English, skills that would enable students to be successful in studies, campus interviews and their corporate life.

Keywords: Communication skills in English; professional communication; technical communication.

Introduction

English symbolizes in the minds of Indians better education, better culture and higher intellect. Indians who know English often intersperse it with regional languages in their conversation. English also serves as a means of communication among Indians who speak different regional languages. Until many years ago, English movies in India were not translated or dubbed in regional Indian languages, but were broadcast in English and were meant only

for English speakers. The reason Indians give such importance to English is related to the fact that India was a British colony.

The English language came to India in the 17th century, with the East India Company. It was formed to conduct trade with India and other countries in the east. Initially, the British tried to learn Indian languages to communicate with Indians. They started special colleges for this purpose. They also took the help of translators. But when their political powers increased, they created the

British Indian provinces like Bengal, Madras and Bombay. So the English traders gave more importance to English than to Indian languages. Some missionary institutions taught English to Indians. The East India Company took over the responsibility of educating the Indians. Indians were also realising the importance of the English language. They realised that English was the language required for a secure future in a government job. Private schools offering this service were already doing good business, particularly in the then Calcutta. The state was set for the first 'big moment'.

History of English Language Teaching in India

Meanwhile, a movement was started by Raja Ram Mohan Roy to introduce western scientific education through English. Lord Macaulay was the chairman of a committee. He advocated English as the medium of instruction in place of the vernacular languages. He wanted to make the people Indian in blood and colour but English in taste and opinion. He thought the members of this class would increase their knowledge through English. Macaulay's purpose was to create the dominance of British culture over the Indians and to have control over the minds of the Indian people through English and to train Indians and make them fit for employment. The British Government gave jobs to those who had knowledge of English. Many new colleges and universities were formed. The system of English education founded on English literature continued till independence.

India got independence and the Indian government had to decide its policy towards English. They decided to make Hindi the official language. Regional languages were given the status of national languages. Certain states insisted on making English the associate official language. Universities and schools were increasing rapidly in India. Many people from the neglected sections of the society also came forward to learn English. English was not limited to a few elite schools and colleges any more. But there were complaints about the standard of English. The government appointed many commissions to improve the standard of English in schools and colleges. Several Commissions reaffirmed the importance of English. For instance, University Education Commission says: "English, however, must continue to be studied. It is a language which is rich in literature – humanistic, scientific and technical, if under sentimental urges we should give up English."

The present position of India in the international sphere is partly due to the command that educated Indians have acquired over English. Many eminent educationists and scientists have, therefore, expressed the opinion that under no circumstances should we sacrifice the many advantages that we have gained by the study of English.

As a result, various courses are developed for teaching spoken English. The use of Language Laboratory and Computer-Assisted Language Learning (CALL) has created new changes in the teaching of English. Audio cassettes and CDs were

being used on a large scale to learn the spoken language. Various types of software for teaching English have been developed and used by a growing number of people. There are many private institutions that run courses in spoken English. Especially in big cities, language trainers are helping learners to acquire the required proficiency in communicative skills in general and the speaking skill in particular. Now, television channels are also working towards improving spoken English. NDTV Imagine is running a programme 'Angrezi Mein Kehte Hain'. All of them cannot be termed cheap. Gupta rightly says: "The irony of the situation is that while academicians label these learning centres 'shops' or 'commercial institutes', it is these establishments that are a major influence behind the changing face of the ELT paradigm in India."

Teaching English as a tool for communicating values has a long history. Missionaries learnt its usefulness as a tool for this purpose. Secular humanism found its way in many lands through the learning of English language and literature. Its "ennobling" characteristic as a tool and purveyor of culture, the scientific knowledge it opens up for those who learn it, the ease with which one could transact business using it, have been realized and appreciated over the decades. Ethical and moral values reflected in literature were interpreted as emerging from universal humanism. Many nations have embarked upon a process of contextualizing textbooks when it comes to teaching English. Pieces of writing by native speakers of English are sought to be

replaced by the writings of people who are masters of English prose and poetry in the respective nations. In their creative writing, metaphors, idioms, and set phrases from the national languages, which imply local culture and religion, are more freely used. Translations from the local tales are more frequently substituted for tales from Europe. Nations and individuals want to appropriate English as a language minus the culture and milieu it represents and communicates.

Even as the goals of English teaching and learning are being continually redefined, we should remember that English need not be taught solely by native speakers of English.

English in Education

English is also the state language of two states in Eastern India—Meghalaya and Nagaland. It is the main medium of instruction at the post-graduate level, and it is taught as a second language at every stage of education in all states of India. In India, as in other linguistically and culturally pluralistic societies, the position of English is determined by various political, cultural and social considerations (Kachru 1986: 15; 11-30), which primarily involve three questions, which continue to be discussed. The first question concerns the position of English in early and in higher education. The second question deals with the respective roles of the regional languages, Hindi and English. The third question deals with the model of English presented to Indian learners, and how that model can be presented uniformly and effectively.

The government of India has primarily been concerned with the first two questions, which are directly related to language planning at both the national and state levels. There are, as yet, no acceptable answers to any of those questions (ibid.). The three-language formula was developed for the educational load to be fairer, to promote national integration, and to provide wider language choice in the school curriculum (Srivastava 1990: 37-53); people from non-Hindi areas study their regional language, Hindi and English and another language. Although the formula sounds fine in theory, practically it has proved to be a failure in India as a whole, since it has not been followed in practice. Hindi states did not enforce the curriculum, and the anti-Hindi movements removed all teaching of Hindi from schools in those parts of the country.

Teaching English in Rural Areas

There is a lot of difference between urban and rural students learning English. Urban students somehow manage to learn and use English quite well in real life contexts. They are third-generation learners having the cooperation of parents and the environment, but rural students are first-generation learners who take English as a foster language and throughout their life are not able to cope with it in spite of their best efforts. They might be able to write as per exam requirements but speaking remains out of their range. They learn without knowing what they are learning. Most students find it difficult to understand the prescribed literary selection. The typical

method of teaching consists of the teachers reading the text, explaining its meaning, allusions and figures of speech in simplified English or in regional languages, and an occasional discussion of grammar points with a question thrown in. Teaching is rarely student-centred and most students have neither the chance nor the motivation to participate actively. English is taught as an academic subject, not as a medium or mode of active, constructive communicational intellectualization.

Rural students are also deprived of technology as enjoyed by urban or university students. Lack of technology, books and other infrastructure becomes an obstacle to their learning process. In urban colleges there are language labs, computers, LCD projectors, CD players, tape recorders, microphones and many more instruments that create an atmosphere of learning, but in rural areas they lack even classrooms for proper teaching and the proper supply of electricity. If some rural colleges manage to get these facilities, they do not have the staff for maintenance and handling of the equipment. Moreover, teachers are not competent to handle these devices as they do not have any training.

Most schools have only chalk and blackboards and follow a century-old method of teaching. With big classes of 100 to 150 students, teachers feel handicapped. The government has started EDUSET with Soft Skill programme to provide an atmosphere of learning English and communication skills but all these efforts are fruitless unless something innovative

is done in classroom teaching. Rural students do not get the opportunity to interact with peer groups; the other reason is that other subjects are taught in Hindi or in vernacular languages. So, students see English as a subject and not a language. The problem is not at the tertiary level but at the primary and secondary school level. A teacher has to use the regional language to make the students understand English. A language teacher is well aware that their students bring to the language classroom a variety of attitudes, experiences and strategies as well as a variety of beliefs. They also feel helpless without proper teaching aids.

The influence of the mother tongue can also be seen in the students from rural areas because they are not given proper pronunciation skills from the primary level. So when they speak, the vernacular effect can be observed very easily and at the tertiary level, it's difficult to correct these errors. For e.g., School—/sku:l/; Book—/bu:k/; Student—/setu:dent/; and so on.

The study of a language has four aspects. They are Semantic, Phonetic, Graphic and the Phonetic-Cum-Graphic aspects. The Semantic aspect deals with 'Comprehension'. It is the understanding of the meaning. The Phonetic aspect deals with the spelling and pronunciation of words. The Graphic aspect is the written form of a language. The Phonetic-Cum-Graphic aspect is the Reading of the language. All these aspects of the language work in coordination with each other. The four general aims in teaching English are:

- To enable the pupils to understand English when spoken.
- To enable them to speak English.
- To enable them to read English.
- To enable them to write in English.

These aims correspond to the four language skills—listening, speaking, reading and writing. Listening and reading are passive or receptive skills and speaking and writing are active or productive skills.

These four skills are the foundation on which language learning is built. If this foundation is strong, then the structure erected on this will be safe and useful. But the curriculum at the tertiary level in India does not develop these skills. In classroom teaching, the emphasis is on writing, as our evaluation system is writing-based. Our classroom teaching only enhances our students' listening ability as maximum time is spent in lectures and the students' participation is almost nil.

Besides the general aims of teaching communicative English, the teacher should have definite, clear-cut objectives for teaching each lesson. These should be clear, precise and expressive. For example, at the end of Grade VIII, a pupil should be able to:

1. Understand statements, questions, short talks and passages read out to him on a subject within his experience (within the scope of the syllabus), when read at a careful conversational speed.
2. Ask and answer questions in speech

relating to his experience and to what he has read (within the range of the syllabus).

3. Read with fluency (both oral and silent reading) and understand simple passages within the vocabulary and structural range of the syllabus.
4. Express himself clearly in writing with reasonable accuracy, within the linguistic range of the syllabus, on subjects within his experience.

Similarly, at the end of Grade X, a student should be able to:

1. Understand a passage read out to him from the prescribed materials or a talk of the same linguistic level on a subject of general interest within his experience.
2. Ask sensible questions and reply intelligibly to questions based on the above.
3. Carry on a sensible conversation with clarity of expression on passages from the prescribed materials on a topic of the same linguistic level within his experience.
4. Arrange and present his ideas intelligently on a topic selected by him.

One cannot fail to notice that the advantages of, and the power inherent in, English literacy are enjoyed primarily by the urban middle and upper classes and remain inaccessible to those who are educationally disadvantaged because of their economic situation. Urban students may have the

same syllabus, methods of teaching and evaluation system as those of the students in rural areas, but they manage through parental support, extra classes and help from their peer group. However, rural students are not able to cope and thus remain educationally backward.

A learner-centred approach facilitates learning through techniques involving activities. A learner has to be given mind-engaging tasks. This allows greater peer interaction, which promotes the ability to manipulate language in a social context, which is an important feature of communicative competence. English teachers cannot confine themselves to outdated methods or textbooks. They have to be creative by adopting a situational method of teaching. We can ask them to work in groups and list the words related to a classroom, a hospital, a post office, a bank, a kitchen, and so on.

Instead of explaining meanings word by word in a literary text prescribed in the textbook, teachers can involve learners in certain activities related to them. Dividing the class into four groups, one group may be asked to collect information about the writer, the second to collect information about the period in which the text was written, the third to write a summary, and the last group to compile the research of the other three groups and present it in class. While teaching stories, teachers can write the difficult words on the blackboard and use them in context. Later on, the teacher can ask the learners to narrate the same story using the past or the future

tense. The teacher may also test the students from time to time in all the four skills and as a project, a reciting competition, or a spelling competition.

Teaching English should be skill-based and not knowledge-based. The English language teacher has to be innovative and be receptive to new technology or method to make the teaching process effective. The computer cannot supplant the language teacher but the role of the language teacher has changed and they have to transform themselves to meet the challenges at the global level.

Soft Skills in Today's India

According to a recent report by an employability assessment company called Aspiring Minds, 56% of the engineering graduates in India lack soft skills and cognitive skills. Non-technical aspects of engineering such as communication, relationships, temperament, emotional intelligence and risk management make a difference between success and failure.

“Engineering is the application of hard sciences to solve real problems but what they rarely teach in colleges is that engineering, in addition to being a technical activity, is an economic activity and, most importantly, a human activity. As companies become more global, soft communicative skills are highly desirable and required in more positions now than ten or even five years ago. You may have an excellent knowledge base in engineering or technology, perhaps even a PhD, and maybe bilingual, but if you have not developed good skills in communicating, interacting and

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people resource management, you have already limited your opportunities and chance of success. Soft skills are applied to emotional intelligence and as such, they are very important. As engineers, we are taught to think and apply the logic of maths and science. However, we are being ruled by emotions.”

Soft skills are essential for personal and professional development of individuals. “In today's economy, it is even more important considering a significant portion of Indian GDP comes from services sector. To support this growth in services sector, organizations require talents who possess greater soft skills along with hard skills. Technical skills may take you to the doorstep but it is your soft skills that will open up the door for you. Increasing possibility of interactions with global peers, customers, virtual teams and cross-cultural discussions mandate employers to look out for fine-tuned, polished workforce. Soft skills facilitate efficiency and effectiveness at work.”

While flawless technical expertise is the primary necessity, soft skills are imperative to ensure high-quality contribution and delivery. Soft skills are as important as communicative or technical skills due to two main factors. One is that employees are being sent on projects to international locations, where they need to articulate their thoughts and actions to become productive. Second, with enhanced globalization, virtual communication has taken a front seat in today's organizations. An engineer is rewarded for his ability to make decisions, manage risks and

creativity. Therefore, soft skills are vital for an individual to get employed and grow in an organization.

Conclusion

Language competence is a significant aspect of an engineering student's academic life and prospective career. Employers give considerable value to graduates having a diverse set of skills in different work environments. Besides analytical and problem-solving skills, subject-specific knowledge, research and improved decision making ability, management skills, understanding of other cultures, confidence and competence to work in international environments are considered to be some of the most important qualities of engineers. If students fail to see the broader scenario of the corporate world and neglect communication skills, it can lead to failure in the job market. This article has discussed the importance of language competence in every walk of the professional life of an engineer for his bright future and how teachers and students need to make an integrated effort to build students' competence in English language skills that would enable students to be successful in studies, campus interviews, and their corporate life. Acquisition of language is not like learning other subjects such as mathematics, sociology, history, economics, anatomy or electronic engineering.

Language is a marker of identity and a tool for representing values and culture. There is an urgent need, particularly among the younger generation, to identify with the global world culture.

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Enhancing Writing Skills: Application of Kagan's Cooperative Learning Structures for EL Learners

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ABSTRACT

Having good writing skills is a key factor in the continuous assessment, both formative and summative, of a student. Teachers at various levels have adopted various innovative and creative methods in the classroom to ensure that the students excel in their writing skill. At this juncture, Kagan's structures for English language learners provide a wide platform to enhance writing skills among high school and higher level of learners. This study investigates the effects of cooperative learning in enhancing the writing performance of students from urban areas. The students' performance was assessed using analytical scoring on the composite scores. The results of the investigation indicate that the students perform better after inclusion of cooperative learning in the writing skills course. These findings provide support to the positive effects of cooperative learning in enhancing students' writing skills.

Keywords: English language teaching; cooperative learning; writing skills.

Introduction

Education undoubtedly plays an important role in the efforts towards attaining the status of a fully developed country. The young generation needs to be well educated to prepare them for the era of globalisation. In the engineering colleges in Andhra Pradesh and some other parts of Telangana State, a comprehensive educational system is being offered. Subjects from the arts and sciences, vocational, and technical that provide a practical approach to learning, are included in the curriculum to mould the

students into individuals who are prepared to face the challenges in a world dominated by science and technology—the 21st century. The Curriculum Specifications prescribed by the UGC/AICTE specify the four skills which need to be mastered by the learners in three areas of language use, namely the interpersonal, the informational and the aesthetic. These areas incorporate the integration of the four skills of listening, speaking, reading and writing.

Writing is one of the skills which need to be

mastered by the learners. Students learn different genres of writing like descriptive, expository, recounting and narrative, based on the prescribed syllabus of the JNTUK and other institutions. There are many methods adopted by the teachers in teaching writing in the classrooms. One of the methods recommended in teaching writing is the incorporation of cooperative learning introduced by Kagan.

Review of Literature

'Cooperative learning' has been defined by scholars in different ways. For instance, Slavin (1980) describes 'cooperative learning' as students working in small groups, who are given rewards and recognition based on the group's performance. Artz and Newman (1990) define 'cooperative learning' as a small group of learners working as a team to solve a problem, complete a task or achieve a common goal. A definition of 'cooperative learning' as a category under 'collaborative learning' is given by Goodsell, Maher and Tinto (1992). They define 'cooperative learning' as a learning approach which falls in the more general category of 'collaborative learning', which happens when students work together in groups of three or more, cooperatively to find an understanding, solutions or meaning and create a product. 'Cooperative learning' is a learning approach which has been proven to culminate in positive results and outcomes. Contrary to popular belief, 'cooperative learning' is not mere group work. In group work, sometimes the participation of the group members is not equal and there are group members who

indulge in a free ride without contributing to the group's work and objective. In cooperative learning, all of the team members have to assume roles to make the group task a success. The learning approach is highly structured and the teacher has to make sure that the elements of cooperative learning are evident in the lesson.

Spencer Kagan's Model

A cooperative learning model was introduced by Spencer Kagan (1994) and it is based on the use of content-free ways of organising interaction called structures. The structures can be adopted and adapted in various contexts. Group investigation is designed to lead and propel students towards predetermined facts and skills. The Curriculum Packages, one of the models, is usually specific for certain age groups and curriculum. Thus the packages are not suitable for all grade levels or all curriculum topics.

Role of Teacher

The teacher plays a significant role in incorporating elements of cooperative learning and ensuring that the students know how to work collectively in a cooperative learning context. The absence of even one element in the lesson will lead to a non-cooperative environment. This paper emphasises the use of group reward to enhance students' performance. There are four important elements of cooperative learning which need to be incorporated in Kagan's Structures (Kagan 1994). He emphasises four basic principles of cooperative learning: positive inter-

dependence, individual accountability, equal participation, and simultaneous interaction. Based on the synthesis of the main elements of cooperative learning from researchers, seven elements have been identified. These elements are: group heterogeneity, positive interdependence, promotive interaction, individual accountability, interpersonal skills, equal opportunities for success, and team competition.

Objective of the Study

The main objective of this study was to investigate the effects of cooperative learning on students' writing performance in engineering colleges. This research focused on the effects of cooperative learning in enhancing students' writing performance in the narrative genre. The cooperative models used are a combination of Learning Together and Structural Approach.

Research Question

The study will answer a research question based on the objective of the study. The research question was: 'What are the effects of cooperative learning on students' writing performance?'

Methodology

In the lesson designed for the study, each student became an expert on the assigned topic and met with experts on the same topic from other teams. As a group expert, they presented their points to the whole class. Then, students returned to their original teams, i.e. home teams. They shared and used the points and came up with a writing piece. The method they followed was

prescribed by Kagan. It is a combination of mastery and concept development which involves theory and practice. Thus the incorporation of the lesson design for students in their writing lessons would be suitable.

Cooperative Learning and Writing

Writing is one of skills that students need to master. Students' acquisition of the writing skills is given much emphasis in the educational system. However, Kagan states that the writing process receives relatively little attention in research on foreign language teaching; yet it is a valuable communicative skill to convey a person's thoughts and feelings. It is also a means of self-discovery and linguistic discipline. Harmer (2006) believes that writing in groups is effective in genre-based and process approach. Students found the activity motivating in terms of the writing itself. They also found the activity to be motivating when they embarked on the research, discussed the topics, had peer evaluation, and achieved the group's goal.

A survey was conducted for this purpose at an engineering college, using the pre-test and post-test method. Mechanical engineering students were asked to write about their personal experiences after joining the institute and 28 students participated in the survey. Their primary draft at the pre-test level was very poor and there were also many typographical and syntactical errors.

The researcher spent 26 days on training

to enhance the systematic formation of sentences and also paying attention to the spelling patterns of the words. The students' performance was then examined after the training and their performance in writing showed improvement of 32%. After a couple of weeks, when the researcher again conducted a survey on the writing skills of the students, their performance was seen to increase from 32% to 46%.

Conclusion

The data collected for the survey clearly shows that the students had some pre-existing knowledge and the difference in their performance from pre-test to post-test was the result of cooperating learning among them, which enhanced their writing performance. The instruments used in the pre-test and the post-test were in the form of a narrative essay in English. The analysis of the data showed that the students performed better in the post-test compared to the pre-test as a result of cooperative learning in the writing classes. The findings confirmed the positive effects of using Kagan's model of cooperative learning. All the tools and samples used in the study showed that there was a striking enhancement in the writing skills of the engineering students in the engineering colleges in Andhra Pradesh.

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Sustainable Development through English Language: The Global Scene

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ABSTRACT

Language is one of the factors that helped in the development of the human race. The purpose of this article is to find out ways of using English language in our everyday life for skill development and sustainable growth. The idea of sustainability, its emergence and prevalence in international discourse have been discussed. English can be understood almost everywhere, among scholars and educated people, as it is a global medium of communication, which is used in movies, music and the world of computers. There is a connectivity between sustainability and English language learning, which helps in skill development. Hence, this article will study the various ways of skill development for sustainable growth with the help of the English language. It will also focus on the progress of English as a language of skills from text to the world of work with the help of some international projects like 'The Mekong: A Living Classroom'. This will make us understand and improve our ability to think about sustainable development critically, to solve problems creatively, and to apply new ideas to new situations.

Keywords: sustainable development; English for sustainable development.

Introduction

The United Nations World Commission on Environment and Development (WCED), in its 1987 report 'Our Common Future', defines sustainable development as "Development that meets the needs of the present without compromising the ability of future generation to meet their own needs." Before development can reach the people, there must be a means of communication and language has a role to

play in this (Brown, 1987). If the idea of sustainable development is to create a system that can keep going indefinitely into the future, then the English language becomes a key factor in unending development in the areas of education, economic empowerment and national unity (Obiegbo, 2015).

Language is a system that connects space and time; moreover, language is a system that connects people (Zygmunt, 2016). In due

course, the English language has flourished and, rather than replacing local languages, it exists within multilingual societies as a tool for accessing information and opportunities, for participating in specific contexts and with specific communities (Graddol, 2010). It has become the survival tool in this highly technical world, and it is the official language in 70 countries. It is also the language of cinema, social media and technology. All over the world people know many English words, their pronunciation and meaning. Its rich vocabulary has sufficiently accommodated almost all situations of a social nature. Language and society are interrelated; their relationship cannot be underestimated. Chomsky said, "Language is the oil that lubricates activities within any human society." It is an indispensable medium that helps man to achieve effective communication as it mirrors the mind in deep and significant ways. The English language has become the most important language for communication and business in today's technological world. English is now the dominant voice in international politics, banking, the press, the news agencies, advertising, broadcasting, the recording industry, motion pictures, travel, science and technology, knowledge management, and communication. No other language has achieved such a widespread profile or is likely to in the near future. (Crystal, 2003)

The English language is used in a multitude of contexts to express a diversity of views and narratives in global discourse, and is the medium for emerging ideas (Crystal,

2003). As a medium for creativity, international dialogue and debate, English, itself a site of ambiguity, can be used as a medium for identifying assumptions and reformulating knowledge (Rushdie, 1991). English is the language of skills: listening, speaking, reading and writing. It enriches literary, linguistic and critical skills. It has helped in making the world a global village to a larger extent. It gives maximum exposure to the world. We come across various literatures which are translated into English and other languages. English is taught right from the early years of schooling. It is not just a language that we need to learn but is a way of life. Today, if you don't know English, you will find yourself lagging behind in various fields of life though the perception is not accurate as any other language is effective in its power of expression.

Link between English and Sustainable Growth

Economically, the English language is the avenue to sustainable development. Economists believe that English is crucial for economic growth, as it helps them trade more widely on an international scale. The international community can easily and comfortably be reached because of the language. English is very important when hiring a new employee. This underlines the fact that English language skills enhance business and trade, while also improving an individual's economic conditions (Obiegbo, 2015). In order to understand the connection between English and sustainable growth, first we need to understand the

concept of sustainable growth. It is the growth which can be maintained without creating other significant problems, especially for future generations. Like the exhaustible resources, languages do get exhausted in due course of time if they are not sustained for future generations. We need to refer to the cherished literatures and keep on projecting them to the next generation. English has helped provide skilled manpower to the industry. It has given them the platform to express their ideas and thoughts in the most effective way. Samuel Johnson said, "Language is the dress of thought."

The Mekong: A Living Classroom

The Mekong River is a river in the south-eastern part of the continent of Asia. It flows through China, Burma, Thailand, Laos, Cambodia, and finally Vietnam. Its name comes from the Thai language's 'Mae Num', meaning 'Mother Water'. The Mekong is one of the most biologically diverse areas in the world. However, the Mekong River is also used extensively for navigation and has many dams along its length. The Mekong River Commission aims at its sustainable development for the benefit of the people who live along its banks. The project has the objective of training teachers at local and regional levels, for sustainability projects in Thailand, Laos, Cambodia, China and Vietnam, linking projects through student-generated websites, empowering students in developing their local communities through responsible individual and cooperative actions, and documenting projects for schools in other areas to adapt to local needs.

Based on the same concept, students can be given certain projects during their internship to take a peek into the area of their interest, helping them understand the need and then facilitating them with the required knowledge, thus bringing about the urge for learning instead of compulsion to learn prescribed texts. Language should not be taught to get grades but to develop the art of living and sustaining in this VUCA world.

Project Goal: To make high school students globally communicative and competitive, able to take individual and cooperative actions for an economically prosperous and environmentally sound future for all societies in and around the Mekong River.

English Language and Sustainable Development in Nigeria

There are around 400 languages spoken in Nigeria, with English as its official language. The business of the National Assembly, official transactions of government, administration, trade and commerce, law and justice, and instruction in the education sector are conducted in English. As we understand, sustainable development is a positive change for the betterment of the people. The purpose of education is national unity and development. English is the language of prestige par excellence and a strong knowledge of it is an assurance of climbing the educational ladder of success in Nigeria. Starting from the primary level, English is taught in schools, and later at higher levels as well.

The English language is crucial for economic growth, as it helps them trade more widely on an international scale. As explained in *Open Journal of Political Science*, National Metallurgical Training Institute, Onitsha, Nigeria, “An individual’s economic empowerment in Nigeria is closely linked with good command of English. A wide range of business categories in Nigeria including the banking industry, technology, the pharmaceutical industry, and even vocational workers such as carpenters and electricians see increased need for English language skills.” The report further notes that “the government of Nigeria firmly recognised that English is a key element of business communication and it is essential for attracting new investments. With government and companies pushing for far more English-speaking workers, it can be expected that more individuals will view English, among other skills, as a step towards career advancement and higher pay. This is a motivating factor for individuals to learn English in order to obtain well-paid jobs within the most dynamic organisations and industries in Nigeria. Clearly, we all can see that prospective employees who can speak and write English well have better opportunities economically. This way, English language is a tool for sustained national development.”

Practical Approach

English should not be taught, but should be experienced through LSRW. We need real life situations instead of a classroom. We should not make a child realise that they

are learning a text but let them experience the text. When we are teaching them literature, let them travel in a time machine; let them be Wordsworth, Robert Frost, Emanuel, and Kant. We talk about practical exposure only theoretically. The idea is to let the youth get involved in the society and understand the need of the hour. Once they understand it, they will find a solution. Thus, we can say that English helps in reducing poverty, providing employment through communication and other skills, and aiding in personality development, towards sustainability. It improves their economic status and provides global opportunities for them to study abroad and work.

Conclusion

The purpose of education is to awaken the minds of the students and to encourage critical thinking. The problems faced by any country can be solved through proper education, which can be provided through the English language in an effective way. Sustainable development involves creating a system that can keep going indefinitely into the future, and the English language can help in this effort towards development in education, economic empowerment and national unity.

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English Language Teaching through ICT Tools and Mobile Phones

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ABSTRACT

The biggest challenge faced by any teacher of the English language is to find the tools that help engage the students in the classroom. Students seem to display a lack of interest and apathy when learning the language. They are often caught playing on their mobile phones during the class. The phones that distract the students can, however, be used by them as a learning tool.

Keywords: ICT tools in language learning; using mobile phones in language learning; active engagement of students.

Introduction

Teaching is a complex, challenging and creative task. Predictable and traditional methods of teaching disengage the students, making them lose interest in learning. Figuratively, most of the younger generation seem to be handcuffed to their mobile phones. They often attend lectures in college without their notebooks or textbooks, but they never fail to carry their mobile phones with them at all times. Though many colleges in India have laid down a rule that states that students should keep their mobile phones in silent mode or switched off, teachers often notice students stealing a look at their mobile phones under their desks. With permission from the upper management, mobile phones and smart boards are now being used to teach English

in our classrooms. When ICT tools and mobile phones are used in teaching, they promote peer contact, and improve collaborative and interactive learning among students.

Sample Activities

1. Students were asked to watch YouTube videos of an interview with Sid Sriram, a renowned singer and Youth Icon. They were asked to observe the way he spoke with a strong American accent, but when he sang, he pronounced Tamil and Telugu words correctly.
2. Students were shown international advertisements (Christmas, Black Friday, and Thanksgiving Sale) for shampoos and soaps, and in small groups they were asked to customise the

advertisements to appeal to an Indian audience.

3. Students were asked to use their mobile phones (activity conducted in pairs) to record a dialogue set in a formal context (for example, the opening of a bank account, a mock interview, and so on). They were encouraged to play it back to help them identify and correct any errors.
4. Students were asked to write in Instagram and Blogger. They were given the opportunity to voice their views on a medium that is highly interactive. They received instant feedback from their friends.
5. Students were shown short movies and video clippings, and were asked to discuss and write reviews. (Group activity)
6. Students were asked to have a Skype conversation with their friends or relatives living abroad.

Challenges Faced

- a. Watching the video clippings and movies seemed to interest the students. The response was tremendous when they were asked to discuss what they had seen. However, the students were

reluctant to take up written activities, such as writing a review or a blog. Very few students participated in this.

- b. Live streaming was interrupted during the Skype sessions because of technical issues.
- c. These activities seemed to work well and produce the expected results when the strength of the class was smaller, around 15 to 20 students.

Conclusion

Smart boards, computers, and mobile phones are effective learning tools if the teacher is imaginative and creative. English teachers have to keep updating their knowledge base constantly in order to be relevant and useful in the present-day classrooms. Teaching materials and methods have to progress and change to match the changing world.

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Grammar Guru 5

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I came across the following story in a delightful book by Lynne Truss:

A panda walks into a café. He orders a sandwich, eats it, then draws a gun and fires two shots in the air.

“Why?” asks the confused waiter, as the panda walks towards the exit. The panda produces a badly punctuated wildlife manual and tosses it over his shoulder,

“I’m a panda,” he says, at the door. “Look it up!”

The waiter turns to the relevant entry and, sure enough, finds an explanation.

Panda: *Large black and white bear-like animal. Native to China. Eats, shoots and leaves.*

*And that is the title of the book: **Eats, Shoots & Leaves.***

Punctuation does perplex us. We are always in doubt even though we have done countless exercises in school. Thank God the computer has come to our rescue!

Wren and Martin’s *High School English Grammar and Composition* lists six principal punctuation marks: Full stop; Comma; Semicolon; Colon; Question mark; and Exclamation mark. It then goes on to discuss the not-so-principal ones: Inverted commas; Dash; Hyphen; Parentheses; and Apostrophe. Hindi has no punctuation marks except a straight line to mark the end of a sentence. There are no capital

letters in Tamil. However, our Indian languages have been ‘corrupted’ today by English punctuation.

We are often befuddled by English punctuation. We ignore capitalization; insert commas as and when we feel like it; forget quotation marks; in short, our writing often becomes unintelligible because we don’t respect punctuation – even when our grammar and vocabulary are good. We forget that punctuation is “a courtesy designed to help readers to understand a story without stumbling”, as quoted by Truss.

Let’s just look at one bee in the bonnet of sticklers for punctuation: the hyphen. Do you write *head master* or *headmaster* or *head-master*? Two words, or one word, or a hyphenated word? *Jack-of-all-trades* or *Jack of all trades*? No wonder Churchill considered hyphens to be “a blemish to be avoided wherever possible.” According to Woodrow Wilson, the hyphen was “the most un-American thing in the world.” (Don’t miss the hyphen in un-American!). One is also not sure how to distinguish between the dash and the hyphen – how much longer is the dash, or how much shorter should the hyphen be?

Does punctuation support women’s liberation? Yes it can, as this classroom classic doing the rounds on the net shows: *An English professor wrote on the blackboard: a woman without her man is*

nothing, and asked his students to punctuate it.

The boys wrote: A woman, without her man, is nothing.

The girls wrote: A woman! Without her, man is nothing!

[Editor's Note: This is part of a series of articles contributed by the author and published earlier in The Times of India, Education Times from May 2008 to May 2013. We are thankful to the author to permit us to publish those articles in our journal.]

Some useful web tools for speaking skills

English Central (<http://www.englishcentral.com/>)

English Central is a video site bringing voice to learners. It makes use of both speech recognition and text-to-speech facilities for language learning.

Online Voice Recording Tools

Audiopal (<http://www.audiopal.com>)

Vocaroo (<http://vocaroo.com/>)

Both Audiopal and Vocaroo are very simple voice recording tools. You don't need to sign up in these sites. You can record your speech and download it as an mp3 file from these sites. You can preview your recording and can email it to anyone right from these sites. Additionally, Audiopal offers some more facilities. You can record your speech by making phone calls to the numbers given in Audiopal.

Podcasting Tools

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

Spreaker (<http://www.spreaker.com>)

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

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

Voki (<http://www.voki.com>)

Voki lets you create customized speaking characters. Voki can be an effective tool to practise speaking skills in literature classes. It encourages creativity and interactivity in your classes.

WhatsApp groups

Whatsapp offers another opportunity for language learners to practise their speaking skills. Teachers can create a WhatsApp group for their classes. Learners can record their speeches (up to 1 minute) and can share them in the group. This allows interactivity and peer support in your speaking skills class.

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

Teaching the Passive Voice

S Rajagopalan

Patron, ELTAI

The Passive voice is taught in schools by giving the students grammar rules for transformation of sentences from active to passive and vice-versa. Teachers forget that the passive voice in English has got its own function to perform and is not just an alternative to the active.

There are two kinds of the passive verb – *Static* and *Dynamic*. The *static passive verb* refers to some state or condition and it cannot be changed to the passive. For example,

The door is closed.

Shops are closed on Sundays.

In the first sentence, we are not concerned with *who* has shut the door and we may also not know. In the second sentence, it is obvious who has closed the shop. In both cases, we are not concerned who has performed the action. In the first, we don't know; in the second, it is obvious that only the shopkeepers have closed their shops. So, the static passive verb should be taught only by using it in a specific context or situation. It cannot be taught in any other way.

The *dynamic passive verb* is not used just as an alternative to the active passive verb. It has also got its own function. It is used in English when the doer of the action or the performer of the action is not known or

maybe we are not concerned with who has performed the action. We are concerned only with the action or its result. For example,

Many houses were destroyed in the fire that broke out yesterday.

Here we are concerned only with what happened in the fire that broke out and not how it broke out. In other words, we are concerned only with the result.

When we use the passive verb in the sentence, *The Taj Mahal was built by Shajahan*, we are not concerned with what Shajahan did but only with the Taj Mahal he built. If, on the other hand, we say *Shajahan built the Taj Mahal*, we want to say that it was Shajahan who built the Taj Mahal and not anyone else.

So, the passive verb is to be used when we don't know the performer of some action or are not interested in who has performed some action.

From what has been said above, it is clear that the passive verb should not be taught just as an alternative to the active verb by giving exercises in transformation of sentences but only through contextualization. You may use situations taken from everyday life or by creating appropriate situations in the class with the help of pictures or models.

The Art of Public Speaking

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ABSTRACT

Public speaking is an art. It requires one to cover several important aspects. A good speaker must know the right words to use in order to keep the audience captivated. The selection of the right words is not only an important aspect in understanding the subject matter, but it also helps the audience remember the speech for days to come.

Keywords: Public speaking; giving a speech.

INTRODUCTION

Public speaking is an art that covers several important aspects. A good speaker must help the audience understand the subject matter and keep them interested until the end. The speaker can use words that can make a dry subject more appealing to the audience. A good speaker must make even an uninteresting subject appeal to the audience. In their book 'Put Your Audience in Your Speech', the authors Brydon & Scott (2006) explain that public speaking is a living and dynamic transaction in which the meaning of a message emerges between the speaker and the audience.

speaker → *speech (subject)* → listener/
audience/readers

When speaking, the following aspects should be kept in mind.

- What is the subject matter?

- Who are the audience?
- What are the keywords to be used?
- How should you visualise the subject matter?
- What is the appropriate body language?
- What is the expected response from the audience?
- What new aspects are you trying to bring to an audience that is familiar with the topic?

It is essential that the speaker knows and understands the subject in depth before speaking. The speaker must be confident in his delivery. The speaker must be aware at all times that he/she is the focus of the audience. "There are always three speeches, for every one you actually give. The one you practiced, the one you gave, and the one you wish you gave." (Dale Carnegie).

Developing your speech

The challenge faced by most speakers is the fear of speaking in public. Each individual has his/her own way of overcoming this fear. There is no particular technique or method for this. It comes only with practice. Even experienced speakers get nervous sometimes. The fear can sometimes be used to improve your delivery.

Preparation is key to improving your confidence. Planning what you are going to say, your choice of words and the reason for choosing those particular words helps. Be critical of your own speech. Think outside the box and gather information and examples that are appropriate to the topic under discussion. Facts and real-life examples help to keep the audience interested.

Practice also improves confidence. Actively engage the audience and put them at ease. Carson (2005) gives some ideas and techniques for getting and keeping the attention and respect of the audience.

Gaps to be filled

While speaking you have to prepare for certain pauses where the curiosity of the audience is raised. The pauses should not be too long. Before you begin speaking, breathe out and relax for a few seconds. Be aware of the vibrations produced by your vocal cords, and the pitch and intonation of your voice.

Rehearsal

Walk around and practise out loud. Do not

memorise your speech or practise it word for word. Talk it through, point by point. Imagine you are explaining your main ideas to a friend. In his book 'The Elements of Public Speaking', Devito (1981) states that in the beginning a public speaker needs to research in order to deliver an effective speech. This is an essential element of public speaking.

Focus on your audience

Stop focusing on yourself. Focus, instead, on your audience. Ask questions like 'How are you?', 'Can you hear me?', 'Are you comfortable?', and so on to draw their attention. Keep the audience engaged. You have only one chance to make a good first impression, so utilise it. You may consider narrating a short story, or describing a real-life incident. You may even start with a joke or a powerful quote that relates to the subject under discussion.

Simplify

Most speakers try to deliver a lengthy speech. They often get confused midway, worrying about having left out something important from their speech. Aim, instead, to communicate one basic idea. Keep it short and simple. Know the level of knowledge of the audience.

Level of confidence

Do not show fear or nervousness. Look confident, even if you do not feel it. Be as bold as a soldier in war. Build up your confidence level. Limit your negative thoughts, paving the way for positive

thoughts. It is essential to be confident.

Engage the audience

Engage the audience with the power of your speech. Talk to some individuals during your delivery to make it interactive. Look at them as you speak. When your audience sides with you, your job becomes easier. Do not end the speech abruptly. If the audience seems to be losing patience, try to present some visuals as a conclusion. Both verbal and non-verbal communication are important. The way you present the subject is a verbal form of communication, whereas eye contact, facial expressions and body language are non-verbal forms of communication. While delivering your speech, keep these in mind.

Visualize success

Be at ease and imagine yourself delivering the speech with confidence. The place is filled with rapt silence. Time has no meaning. The audience hangs on your every word and understands you. Everyone forgets himself and sits comfortably, listening to your speech. Beabe & Beebe (1991) explain that speech is an audience-centred approach by emphasising the importance

of analysing and considering the audience at every point during the delivery. Finally, success is yours and you become a great orator.

To quote Swami Vivekananda, "Take up one idea. Make that one idea your life—think of it, dream of it, and live on that idea. Let the brain, muscles, nerves, every part of your body, be full of that idea, and just leave every other idea alone. This is the way to success."

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Report & Remarks of the National Secretary Presented at ELTAI's 14th International and 50th Golden Jubilee Annual Conference Held at Amity University, Noida (UP), New Delhi

K Elango

National Secretary, ELTAI

ELTAI staunchly believes in what Albert Einstein has said: “**Be a Voice, Not an Echo.**”

But, paradoxically, we have so far been merely echoing western ELT theories and practices. The west commended Grammar-Translation Method and we religiously abided by it. Then, they dictated the Direct Method, then the Structural Approach and now the Communicative Approach; we obediently toed their lines unquestioningly. All the doctoral dissertations and ELT specialists in our country quote Stephen Krashen's concepts such as *affective filter*, *learning vs. acquisition*, *comprehensible input* and *i+1*, as if his words are the final word in respect of the teaching-learning of English in India. They also advocated ESP for professionals and we faithfully followed their footsteps. Our only achievement is that we have unabashedly canonized the western ELT principles and practices.

The ultimate result of this linguistic and pedagogical servitude is there for all of us to see – our learners at all levels are unable to string even a few words together. Dreams of millions are shattered and they feel maimed and paralyzed; we have dismally failed in our profession. This warrants citing

of a parallel – whenever there is an economic crisis, even if it is marginal, the Sensex and Nifty stumble, the industrialists lash out and the economists create a furore, the government responds with a stimulus package and the path of recovery is meticulously planned and rolled out. But when there is an acute teaching-learning crisis, linguistic deprivation and intellectual stagnation, except for some passing references somewhere, the issue sadly remains unnoticed and ultimately fades into oblivion. The crisis intensifies every passing year but largely remains unattended to, or at best gets glossed over with some cosmetic changes either in the curriculum or in the evaluation pattern.

However, the Golden Jubilee Conference is set to mark a departure – although the secretary's report is only expected to detail the usual activities of the previous year and the occasion of the golden jubilee demands the formal recounting of the milestones of the last 50 years, it attempts to signpost a new pathway for the next 50 years. Considering the ground realities of today, which are not the same as they were in 1857 or 1947, when perhaps some of the prescribed methods worked, but as we are

almost into the third decade of the 21st century we need to evolve new approaches, methods, strategies, techniques or whatever, for optimizing the effectiveness of our classroom dynamics. We are told that English is a second language in our country, but the fact is that it has become a native language for some, remains a second language for many and continues to haunt a vast majority of Indians as a 'difficult-to-learn' foreign language. And, whether you believe it or not, at least for a billion Indians it is babble and a non-issue, as there is no need whatsoever for them to learn it – there are thousands of jobs which require little or no English.

It is said India is not a country but a continent. Diversity and multiplicity are the norms. When there are 1.5 million schools, 42,000 colleges and 900 universities with 250 million students (there are only 4 countries globally which have the population of more than 250 million), it is preposterous to adopt any single approach to teach English at all levels and in all places, especially when language exposure and learners' cognitive capability vary from primary to secondary to tertiary levels, and there is a clear distinction between urban, semi-urban and rural learners. Therefore, there is a paramount need to think of approaching English from multiple angles and acting along different trajectories.

Currently, there is a global shift from monolingualism to plurilingualism; according to an estimate, only 40% of the world population is monolingual, whereas 43% are bilingual, 13% trilingual, 3%

multilingual, and 1% polyglots. Cities that had a predominantly native English population in the past are turning to be multilingual. In London, for instance, people speak 300 languages and in New York more than 800 languages. Neuroscientists have proven that multilingual brains function better than monolingual ones. Another interesting fact relates to the vastly multilingual profile of India. Devy, in his *People's Survey of India*, mentions that there are 780 different languages spoken in India with 86 scripts and the cause of concern is that in the last 50 years India has lost 250 languages. It is a known fact that with the death of a language there is a death of a culture thousands of years old. So, the frightening fact points to the urgency and the need to preserve our languages and cultures. If we don't, then who will? But no attempt has been made to arrest the trend and the painful reality of the death of indigenous languages.

Contrarily, English medium institutions have become viral all over the country and parents, in their desire to provide a prosperous life to their wards, get them admitted to these institutions. This, in turn, has led to certain tricky and undesirable consequences. As English is sloppily taught or 'mistaught' in those schools, learning the language remains almost a non-starter and learners have lost contact with their mother tongue too, except for the ability to use it for social purposes and as a result their competence in their own language has become questionable. Ultimately, learners are calibanized, or left languageless, which

consequently affects their cognitive capability to learn their core subjects as well.

All these demand Indianized and contemporaneous theories and practices to make teaching-learning of English meaningful and relevant. Luckily for us, a system is in place: it allows us 12 years and more than 2000 instructional hours for English even in non-English-medium institutions. The question we need to raise is: are we using these many hours merely to teach functional English - “Hello, Good morning. How are you? I am fine. Thank you,” the latest expression being *Howdy?* Let us not forget that our talented young learners are beseeching us to enable them to:

- comprehend all the subjects in English;
- prepare themselves for higher education;
- get future-ready and job-ready globally;
- emigrate to other countries;
- excel in jobs they take up themselves;
- develop their thinking and problem-solving skills; and
- be creative, innovative and, ultimately, to excel in their lives.

If we are unable to meet their demands and aspirations, it would only be a colossal waste of human and national resources.

So, we could think of drifting away from the conventional practice of teaching languages separately as L1, L2 or L3 and aim at teaching several languages simultaneously.

In many contexts worldwide, it is the native teachers who teach English and other languages. With well established and acknowledged concepts such as code mixing, code switching, and trans-languaging, we could evolve new models of teaching such that learners acquire required levels of proficiency in different languages simultaneously or whatever language or languages they choose to learn. In the emerging global context, it is no more ‘English only’ or ‘English mainly’ but ‘English also’.

Fortunately, our learners, unlike their counterparts in affluent societies, are willing learners. They still have fire in their bellies and spark in their eyes, although the modern maladies of getting glued to the three screens – mobile, computer and TV – and reluctance to read any printed text stand in their way. And, for teachers, the cause for concern now is that Translaty (a device which can translate more than 40 languages in real time) is seen in the hands of globe trotters and MOOCs, Apps and other online and offline sources have become ubiquitous, what Nietzsche declared in the 19th century about God (i.e., “God is dead”) should not come true of the teacher with the neo-Nietzschean declaration – “Teacher is dead” or, still worse, “The classroom is dead”.

The teaching and learning of languages in a formal way may turn out to be a thing of the past; the teacher may not even be human. The juggernaut of the web has opened up limitless possibilities and we have to welcome it and liberate ELT by

contemporizing it. Indianized ELT has to be a living domain, sensitive to multiple variables, most importantly, teachers' competence and the ever-changing learners' requirements in the 21st century. Let us reverse the trend of importing to exporting our insights, intuitions and experiences globally and to that effect ELTAI is planning to initiate a research wing.

I would like to end with the formal recounting of the three significant things that happened during the past one year:

First, ELTAI has become an author to a series of textbooks for grades 1 to 8 published by the Cambridge University Press. To the extent I know of, this is the first time a professional association has become an author for a leading international publisher. We would like to thank the CUP whole-heartedly for the unique opportunity. Secondly, ELTAI in association with Success Manthra, a Chennai-based organization, conducted an online National Word Champion contest for the students of ninth to twelfth standards with the sole objective of popularizing English language learning,

along the lines of Spelling Bee; the response from schools across the country was very encouraging. In the coming years, it will become a major English event in our country. Lastly, Ms. Uma Raman, a materials producer and an educational consultant, has instituted an endowment of Rs. 2 lakh rupees to sponsor two school teachers every year to attend ELTAI conference, wherever it is held and Shri. Sankaranaryanan Seetharaman, an industrialist, has established an endowment of Rs. 5 lakhs to enable ELTAI members to attend international conferences of our MOU partner associations.

With these developments, I am sure, ELTAI will emerge as a truly major movement across the country to spread English literacy but with the subaltern voice whispering into our ears "not at the cost of our mother tongue."

Let me conclude by saying, referring to the theme of the conference:

Learning English is my right.

Teaching English in an indigenous way is our right.

Some useful web tools for speaking skills

Podcasting Tools

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

Spreaker (<http://www.spreaker.com>)

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

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

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

The Story of English 5: The Normans Land

C A Lal

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Until the end of the eleventh century, the word *apple* could refer to any fruit, not just the lovely, red, aromatic one we fondly call *apple* today. In other words, *apple* meant *fruit* in Old English, as the French word *fruit* was not there in English at that point in its history. *Fruit* and a host of other new words flooded the English linguistic scene following the defeat of the last Anglo Saxon king, Harold Godwinson, in the battle that took place in 1066 at Hastings, some eighty kilometres south-west of Dover. And the impact of this on the English language went much beyond the addition of thousands of new words and the replacement of several thousand others.

William, the Duke of Normandy, believed he had a claim to the throne of England and he was mortified when he heard Harold had become king on the death of Edward the Confessor. He swiftly planned an invasion of England, but had to wait for a few months before the ships could have the right wind that would take his army to the English shores. The legendary arrow that passed through an eye and touched the brain of Harold marked the beginning of the Norman takeover of the British islands, and it was a tremendous event as far as English language is concerned.

The Bayeux Tapestry, which is a 70- metre long embroidered cloth, depicts the events

leading up to the Battle of Hastings. Believed to be created some years after the battle, this historical relic is still on display in a museum in Normandy.



Normandy was the North-western part of France, where a dialect of French was spoken, which was different from that in Paris and other parts of France. Soon after his conquest of England, William systematically replaced the Anglo Saxon aristocracy with his own Norman kith and kin, and their language inevitably supplanted English as the language of administration and law. English continued to be the language of the masses, but it drastically lost its prestige, as Latin and French were used by the king, the nobility and the clergy, and in those days, those were the only people who mattered!

It was in the few centuries following 1066 that the language of the Anglo Saxons

completely lost its relatively homogenous character. Norman-French words began to flow into the language in hundreds, Norman scribes brought in French practices into English spelling, and this paved the way for the perpetual spelling-pronunciation confusion that we complain of about English. Much of the terminology related to governance, law, military and aristocratic life were either borrowed from the conquerors or systematically replaced by French equivalents. There is the oft-cited example of how the names of animals, like *cow*, *sheep*, *calves*, *pig* and *deer* are all Anglo Saxon, as these were encountered alive only by the peasants, while the meat of the same animals bears French names, like *beef*, *mutton*, *veal*, *pork* and *venison*, as only the French aristocrats had the privilege to savour them.

Even as the *Anglo-Saxon Chronicles*, written in Old English, continued to be updated into the twelfth century, the *Domesday Book*, created under the stringent orders of William, and completed in 1086, was written in Medieval Latin. Since the accession of William as the King of England on Christmas Day in 1066, the English king also came to be the ruler of several French domains. There happened a continuous influx of French-speaking nobles and clergy into England, and the relegation of English language to a tertiary status was a natural result.

The fate of English emerged to be totally different from that of the other Germanic languages today, and it almost assumed the appearance of a Romance language, due to the Norman takeover of the land. Though English still shows evident traces of Celtic and Scandinavian, the impact of French is huge. For a century and a half, it looked as if English would be wiped out of the land. But, over decades, the Norman kings of England began to lose their French holdings and by early 13th century King John finally lost all his French dominions, though he is remembered in history as John Lackland for another reason.

It gradually became the need of the king, the nobility and the clergy to learn and support the native language. Many of the French aristocrats began to seek English wives, and there was an amalgamation and resettlement of the Anglo Saxons and the Normans. Though in early eleventh century it appeared as if English was on the verge of effacement, by the dawn of the following century, the signs of reestablishment were quite evident, and English prevailed eventually, going on to be the language of Chaucer, Shakespeare and the Authorised Version of the Bible.

[Editor's Note: This is part of a series of articles tracing the history of the English language, to be continued in this column.]

The Phenomenon of Hinglish

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ABSTRACT

English has become a global lingua franca, but new contestants are emerging to shake English, particularly in rich multilingual contexts such as India. Classicists contend that language skills must meet international criteria, but experience suggests that addition of local languages gives unprecedented results. One of the most interesting aspects of creative writers in Indian English is their use of English language with the texture of Indianness. The influence of mother tongue on authors who use English as second language for their creative endeavour is considerable, particularly in India where the influence of ancient culture, religion and tradition among the intelligentsia is great. Indians continue to present a great diversity in their spoken form of English. But acquiring fluent English involves consistent and rich language exposure. In India, this is chiefly restricted to the urban upper classes. Together, two influences like limited English access and the desirability of becoming an English speaker could mean that a form of English which is more easily accessible to the masses, such as Hinglish, grows faster than English.

Key words: Hinglish; Indianness of Indian English; Indian writing in English.

Introduction

One of the interesting aspects of Indian English creative writers is their use of the English language. The Indian creative writers' use of English provides numerous illustrations of Indianness of Indian English, the kind of English used by Indians in a non-British cultural context to express the special features of the native Indian sociological context. The influence of mother tongue on authors who use English as a second

language or as a language of choice for their creative endeavour is considerable, particularly in India where the influence of Indian culture, religion, and tradition among the intelligentsia is great and phenomenal. There are at least 22 major Indian languages (including English) recognized by the Constitution of the Indian Republic and about 800 dialects. Thus, India has a lot of verbal resources to offer. It is no exaggeration to say that, despite the unifying effect of radio, television, the press

and other instruments of mass media, Indians continue to present a great diversity in their spoken form of English and to a much less extent in written forms of English as well.

The question whether India, as a part of the English-speaking world and member of the Commonwealth, should evolve its own distinctive form of spoken and written English has assumed importance in recent years. A. N. Jha made a strong plea when he passionately asked, "Is there any reason why we need to be ashamed of Indian English?" He also pleaded for the recognition of Indian grammatical usage based on vernacular structures/forms in case of deviation from the norms of English of native speakers.

Hinglish in Indian Writing

British and American writers have had an advantage over their Indian counterparts. English is their first language. They use the same idioms as those of men and women of their creation and hence the evocation of local colours poses no problems for them. They are, therefore, able to experiment freely with the technique of the novel or the short story. Indian writers, on the other hand, have to face certain challenging problems in their use of the English language. It is not the first language either of their own or of their characters. They find it extremely difficult to translate the Indian idioms into English with ease and also to present their country in its true colours.

So far as the use of the English language is concerned, Mulk Raj Anand, R.K.Narayan, Journal of English Language Teaching LXI/6, 2019

Raja Rao, Khushwant Singh, and many other Indo-Anglican writers have carried out experiments in this field.

Mulk Raj Anand's English is what Khushwant Singh calls 'Mulkesse', liberal and evocative use of Indian words, liberal translation of Indian idioms and abuses. Mulk Raj's English is a fine specimen of Indian English. He once wrote "I found while writing spontaneously that I was always translating dialogue from the original Punjabi into English." He freely uses abusive expressions in his novels and short stories, like 'son of a pig', 'ohe-ohe', 'scoundrel of a sweeper's son', and so on. His English seems to spring from the Indian scene; the Indian manner of gesture and speech absorbs it and yet suffers no distortion. Word, phrase or sentence structure, the shift, and the modulations all grow from that root. And it is English, chaste English, not borrowed and applied but taking the shape of the new material. The fluent, simple prose has a harmony which is the first of a complete interpenetration of matter and manner.

Raja Rao's main contribution to the Indo-Anglican novel is that he has evolved Indian English, which is correct and idiomatic and yet forcefully expresses Indian ways of thinking and feeling. He uses English like a master. He has so much command over English as one normally has over one's mother tongue even if English ceases to be important in Indian life. His novels and short stories will continue to be read in India and other parts of the world for the way in which Indian sensibility has been expressed in a language which, while reproducing the

rhythm of Sanskrit, is undistorted, creative and natural. The credit of bringing name and reputation to Indo-Anglian fiction goes to a few contemporary writers such as R. K. Narayan, Mulk Raj Anand, Raja Rao, and Nirad Choudhary. They are four wheels of the contemporary Indo-Anglian fiction. Other luminaries who have enriched the Indo-Anglian fiction are Bhabani Bhattacharya, Kamla Markandeya, Anita Desai, Khushwant Singh, Pravar Jhabvala, Khawaja Ahmed Abbas, and others.

Raja Rao has created an Indian-Sanskrit rhythm in the syntax of English. Raja Rao says, "We cannot write like the English. We should not, we can write only as Indians. We have grown to look at the large world as part of us. Our method of expression, therefore, is a dialect, which will someday prove to be as distinctive and colourful as the British or the American. Time alone will justify it." It is, quite naturally, getting rid of that 'alien spirit' that hovers over him while using this language. Sometimes Indianness, 'the pull of the mother tongue', however, overcomes him and hampers the easy glide of narration. It may be due to his eagerness to present the actuality of the life lived in the Indian socio-cultural context. Raja Rao says, "I think I am interested in making the English language yield to the Indian needs; that is a very hard task in terms of both rhythm and associated values." According to V. Y. Kantak, "Raja Rao's use of English has made us regain our faith in the creative use of English."

Khushwant Singh, like some other Indian English writers, makes use of vernacular

words in his writings to evoke Indian social and cultural scenes. He has borrowed Indian words and used transliterations, literal translations, and parallelisms, translations from scriptures and Indian proverbs and idioms to convey the cultural nuances of Indian life. Khushwant Singh's use of transliteration and transcription of Hindi and Punjabi expressions are salient characteristics of his style and may be called 'Punjabism'. Furthermore, we find literal translations of Hindi, Urdu, and Punjabi expressions. Singh's Indianisms, curses, abuses and swear words catch the precise nuances of Indian speech. "Singh's style," as M. K. Naik points out, "is hard and vigorous, employs colourful Punjabi expletives and terms of abuse while his irony is honed like a Sikh sword."

So, now it is perfectly acceptable and natural to speak in English and add tadka of your native base with regional languages, shedding their 'vernac', 'verny', and 'vern' labels; the urban at heart are quickly adopting Desi-English.

Indian English Goes Hinglish

Hinglish, as the definition goes, is arbitrary usage of Hindi and English combining both in one sentence. This is more commonly seen in urban and semi-urban centers of the population but slowly spreading into rural and remote areas. It is said that "the death of the language is when it ceases to evolve and ceases to mirror the changing attitudes of society. It is Hinglish, there is Benglish (Bengali English) hybrid and occurs not because people want them to,

but they are the best way to express oneself when either of two separate languages is unable to convey one's meaning effectively on their own"

Surya Shankar Ray, the former director of the Institutes of English (Kolkata) and publishing secretary of Asiatic Society says "the primary aim of the English language teaching expert in our country is to help students to communicate. As long as the students can communicate, the expert doesn't have any problem if they are using vernacular words. The focus is not on teaching students, literature or grammar".

Video Jockey Sophia says "We use lots of Hinglish words (terms) on MTV as we want to be seen as a mass channel. So when we talk, we sprinkle and garnish our sentence with lots of words which are like 'accha', 'arrey', 'yaar'.....etc." Today communication is important and using a few Indian words in English helps to set a comfortable mood in any situation almost immediately, no guesses why commercials aimed at the young and jet-set use of lexicon of the time. From Pepsi's 'Yeh Dil Mange More to Tata Sky 'Isko Laga Liya to Life Jhingalala'.

Avijit Gupta, senior lecturer in Jodhpur University, department of English says "A language should never suffer from the curse of untouchability. It is good that English is open to accept new words and there is no reason to feel impoverished by such addition. It only goes on to strengthen the language."

Conclusion

The purity of English has become localized.
Journal of English Language Teaching LXI/6, 2019

Hinglish has become the best medium to communicate among youth to garnish and add local tadka. It is also becoming an accepted form of English. In the western world people like to use Hinglish. You can find several programs on Discovery, National Geography and History channels, by using this upcoming vernacular. Tomorrow you might find Penglish, Tenglish or Benglish words in vogue. The fact that English has become localized just shows how popular English is with the masses. In fact, if we become an economic power of the world we might soon be speaking Hinglish. Whether Hinglish goes mainstream or not is immaterial. What matters is that no longer it is limited by the rules of language and it focuses on communicating effectively. Apparently, the 'Chalta-hai' outlook has its plus points also.

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Strategies to Manage the 21st Century Classroom

Muthu Singaram

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We've all seen the black and white images of the one-room schoolhouse. Students sit in perfect rows that face a teacher who is writing on a chalkboard. Up until the last decade, our classrooms hadn't drastically differed from those 100-year-old images. We are so fortunate to be living and teaching in a time of rapid educational change. Instead of personal student chalkboards, a number of students now have access to electronic tablets. Many teachers can now use Smartboards instead of dry-erase boards. The limits of the central textbook have transcended the limitless information gathered online. Although these changes are exciting, using technology in the classroom can seem overwhelming when you have multiple objectives to achieve each day and 30-35 students to engage simultaneously. So how do we manage the advancing 21st century classroom environment? Here are real-world strategies to slay the daunting, technology classroom dragon.

Start with your classroom set-up

1. Make digital citizenship a priority.
2. Teach mini lessons before using devices.
3. Use the power of choice.
4. Remember that sharing is caring.
5. Conduct teacher check-ins.
6. Build in breaks from devices.
7. Software tools are your friends.

A time traveller from the mid-twentieth century would probably have a heart attack if they walked in a modern classroom during a lesson. Gone are the days when teachers stand in front of the classroom and talk at their students all day. Now, you will likely find students working together using various forms of educational **technology**. In this context, the term technology refers to any device used to supplement and enhance student learning. There are various types of devices that fall under this umbrella, and each will be discussed in this programme.

1. Computers
2. Interactive Whiteboards
3. Tablets
4. Cameras
5. Electrical outlets and USB ports
6. Wi-Fi
7. Term-paper review tools
8. How technology for teachers can make their job easier

With the advent of new technologies being infused in school curricula, educators and school leaders are beginning to rethink all facets of data in the classroom. New, innovative methods of data collection are continually being developed, which offer new options for ongoing formative, culminating summative and alternative assessments.

Although challenges in curriculum design may arise due to advanced technology integration, schools are nonetheless embracing the future. Here are five emerging trends for the 21st century classroom.

1. App Innovation and Gamification
2. Digital Literacy
3. Library Media Specialists
4. Self-Directed Professional Development

5. Collaborative Learning

[Editor's Note: These are excerpts from the Address given by Mr. Muthu Singaram, Chief Guest, at the inauguration of the two-day National Workshop on 'New Technologies for 21st Century Teachers', organized by ELTAI in association with the Department of English, Loyola College (Chennai) on 6-7 December 2019.]

Letters to the Editor

I read with interest [Dr Z. N. Patil's] interview in the [Sept.-Oct. 2019] issue of ELTAI Journal. Your journey in teaching, especially teaching English, has been fascinating. Your views on several aspects Atul sought your reaction to are frank and thought-provoking. Many thanks. . . . I am interested in research. I am sorry that no substantive research has been made into curriculum and classroom teaching.

S. S. Rajagopalan, Life Member, ELTAI

Sir

I read the interview of Dr. Elango by Mr. Robert Bellarmine. I concur with him on certain responses. In those days, we studied English as we wanted to survive. That was the biggest motivation. Though my grandfather insisted on [my] learning words from the dictionary, mostly I learnt [them] based on the context or situation. When I took Literature as my subject, I began to read a lot – from chunks to classics. So I was exposed to the flood of words. Above all, my reading of The Hindu exposed me to the new world.

My listening started only [with] listening to the news and seeing movies like Benhur and Ten Commandments. My exposure to English was only limited. Never have I heard English songs as I couldn't understand. . . . I never attended any motivation class, . . . In spite of my efforts, I have never acquired RP like city students, as I did my schooling in vernacular medium. I agree with [Dr Elango], it is to be taught from the school itself. So, I conclude that exposure to English is needed even in childhood.

S Padmasani Kannan

Creating Effective and Engaging Presentations

P N Ramani
ELT@I

Building engaging presentation slides – Fundamental Rules

- N Start writing your speech/talk outline – DO NOT start putting together slides.
- N Use less text and more images – high quality images.
- N Focus on YOU and your presentation, NOT the PowerPoint – Your presentation should be legible from anywhere in the room/hall.

Best Practice Presentation TIPS

- 4 Use a consistent design.
- 4 Show one topic per slide.
- 4 Avoid information overload – Use the ‘Rule of Three’.
- 4 Display one bullet at a time.
- 4 Embed videos.
- 4 Ask and answer questions.

Blunders to avoid

- N Avoid unnecessary animations and sound effects.
- N Do NOT include content that does not support your main point.
- N Do NOT use the slides as a teleprompter.
- N Never give out copies of your presentation

before or during the actual presentation.

Making Conference Presentations

Attitudes about conference presentations

1. What is the function or purpose of a conference presentation?
 - To introduce oneself to the academic/professional community
 - To test out ideas and perspectives with a professional audience
 - To socialize into the norms and processes of the academic / professional community
2. What should one expect to accomplish by presenting papers at regional/local, national and international conferences?
 - To present the best possible work of scholarship and/or research, prior to publication
 - To get fair but strong critiques (during or after the presentation) from participants
3. How do these expectations change as one progresses through one’s career?
 - Realization that presentation and publication are about building a body of work that represents one to fellow scholars/professionals across space and time

- Sharpening of scholarship, writing and oral presentation skills
- Greater feeling of comfort and confidence within, as a scholar and presenter
- Crystallization of professional identities and preferences over time

Preparing for a conference presentation

1. What is the best way to prepare for a presentation? What are the useful strategies for practising?

- Stick to the deadline.
- Prepare *two* papers, not one – one for printing and one for oral presentation.
- Tight time constraints at conferences usually guide one what to do. Plan to use the time given *fully and efficiently*. Be well within your time limit. Make adjustments in your presentation.
- It is useful to provide ample conceptual, intellectual context for the presentation.
- Previous literature should be woven into the presentation. Have the hard copy to show you have done your ‘excavation’.
- It is difficult to know if people attend your presentation for the topic, theory, method, or findings. So, it’s better to aim for a more general audience.
- Plan the presentation and agree upon the roles of the co-authors as presenters.

2. Should one provide copies of one’s paper for the audience?

- Bring some copies to the session – one

for the Chair and a few spare ones, if possible.

- Bring a note pad for audience to write their email addresses.
- If you promise to send copies to those who give their email addresses, do send them.

3. Can one read from a manuscript or speak extemporaneously?

- Play to your strengths.
- You may use a written manuscript for complex and detailed material.
- A well-rehearsed, extemporaneous presentation will always be more appealing than a literal reading of the paper.

4. How does one respond to questions and comments?

- Allow questions *during* the presentation if the group is small. Ask the audience to hold their questions until the end if the group is large or hostile.
- You may anticipate questions by leaving out some details in your presentation.
- ‘Questions’ will often be statements or counterarguments expecting a response.
- *Know what your paper says. Do not overstate your claims. When you cannot answer a question, let it be.*
- If the question is not clear, ask for a restatement. Note that there are ‘performers’ among the audience.

- The Chair is generally supportive; sometimes they may not be. Write down meaningful comments, nod, look at the audience and/or the Chair, and respond briefly, if you can. Otherwise, follow them up privately.
- If the co-authors are not present, write down the meaningful comments, look at the audience and/or the Chair, and respond briefly, if you can. If you are not certain, state that.

5. The Presentation

- Improve your own standard of communication by seeking plenty of opportunities to speak.
- Seek friends who are willing to be frankly critical of your performance.
- Try to make your presentation a skilled and satisfying performance. It is a high point of professional communication.
- *Be prepared to perform – thoroughly and professionally.* A successful presentation is one that has been well-presented and received in the true spirit of academic dialogue and debate.

Checklist for Speeches and Oral Presentations

1. Developing the Speech/Presentation

- 4 Know your **audience** and **purpose**. Always put yourself at the receiving end. Think of the person in the back row. Do not think you are speaking to an audience. You are speaking to **a person**.

- 4 Choose an appropriate format of presentation
- 4 Begin with an attention-getter. You must win your audience at the outset and hold their attention throughout your presentation.
- 4 State your purpose clearly and preview the main points.
- 4 Develop your ideas logically and clearly. Keep your thoughts and ideas simple.
- 4 Limit the discussion to no more than three or four points. Prepare easy-to-follow personal notes to guide you through the presentation. Manage with a few notes on a single sheet of paper.
- 4 In longer presentations, include previews and summaries of major points as you go along.
- 4 Close the presentation by reviewing your main points and making a memorable statement.
- 4 Practise. Practise. Practise. It takes a lot of practice in private to be effective in public. *Practice makes perfect.*

2. Visual Aids

- 4 Use visual aids to show how things look, work, or relate to one another.
- 4 Use appropriate visual aids to highlight important information and create interest.
- 4 Limit each visual aid to three or four graphed lines, or three or four points.

- 4 Use short phrases.
- 4 Use large, readable type.

3. Delivery

- 4 Check the hall arrangements. Make sure the projection and audio-visual equipment works.
- 4 Feel confident. Remember that you know a great deal more about the subject of your talk or presentation than most of the audience do.
- 4 Stand up straight. Establish eye contact. Hold the attention of your audience.
- 4 Project your voice. Make sure everyone can hear you.
- 4 Keep your speech clear, loud, understandable, and appropriate to the occasion. Speak clearly and distinctly. Do not speak or go too fast.
- 4 Master a natural, relaxed image of yourself. Aim to keep your body in a restful, natural position.

- 4 Be sincere and genuine. If **you** don't believe what you are saying, how can anyone else? Speak with conviction and in your natural style.

- 4 Avoid all mannerisms in word or action. Use gestures in a natural, appropriate way. Gestures can be as eloquent as words.

- 4 Respond to questions without getting sidetracked or angry. Maintain control of your feelings in the wake of criticism.

[Editor's Note: This handout was part of the materials given to the participants of the two-day workshop on 'New technologies for 21st century teachers' organized by ELTAI in association with the Department of English, Loyola College (Chennai) on 6-7 December 2019. It has been reproduced here in the hope that young teachers of English might benefit from the tips and make effective oral presentations at conferences and make an impact professionally.]

Checklist for Manuscript Review

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

[See 'Manuscript Submission Guidelines for Authors' on pages 44-45.]

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

Manuscript Submission Guidelines

SUBMISSIONS

The *JELT* is an international, **peer-reviewed journal** published by the English Language Teachers' Association of India based at Chennai, Tamil Nadu, India, but with about 50 chapters in different parts of India. **Please see the front inner cover for details of the establishment and objectives of the association.**

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

CRITERIA FOR EVALUATING SUBMISSIONS

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

The article should:

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

making it easy to read.

- | Be edited for language and style.

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

GUIDELINES FOR SUBMISSIONS

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

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

1. The article should not have been published previously in any form (print or online). A short declaration to this effect should be given on a separate page at the beginning of the article submitted.
2. The maximum length of the article including figures and tables should be 2000 words (excluding the abstract). The manuscript should contain an abstract in 100-150 words).
3. All pages should be double-spaced with a clear margin of 1 inch on all sides.
4. The title should be brief and focused, not broad or vague.
5. The article should carry only the title, abstract and the main paper.
6. The title, author(s)' name(s) [the last name first], affiliation [i.e., the name of institution(s) the author(s) belong(s) to; city, country] and email address should be provided on a separate cover sheet for the article.

7. Only sources cited in the article should be listed as references at the end of the article.
8. The article should use the author-date format for citations and references (e.g., Anderson 1997; Anderson 1997, p.17). *See the Chicago Manual of Style (15th edn.) for more details and examples.*
9. The tables and figures used in the manuscript should have numbers in sequence and clear, descriptive titles. The titles should appear above the tables and below the figures. The tables should NOT be sent as images; the contents of the tables should be typed and included in the manuscript. Reference to the relevant table or figure should be made in the text.
10. If authentic samples of students' written output are included, they should be typed. The scanned copies of such material should be sent separately as attachments for verification.
11. A list of all the references cited in the text should be given at the end of the article.

In each reference:

- | Only the author's last name and initials are to be provided.
- | The year is placed after the author's name.
- | Only the first word of the title and the sub-title (after a colon) are capitalized along with proper nouns.
- | Titles of books and journals should be in *italics*.
- | Quotation marks are not to be used in the title.
- | For electronic sources such as websites,

the date of accessing the source should be given in brackets after the URL.

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

CHECKLIST FOR MANUSCRIPT REVIEW

1. Does this article present and/or discuss **issues that are important and relevant** to the teaching and learning of English in an ESL/EFL context?
2. Is the **title** clear, short and appropriate for the content of the article?
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**15th International & 51st Annual Conference of ELT@I
(28-30 June 2020) [Tentative dates]**

THEME

**Turning 'Right to English' into Reality:
Need for Paradigm Shift in the Global Context**

Venue: GLA University, Mathura – 281406 (Uttar Pradesh)

SUB-THEMES:

1. Language Teaching Policy and its Implementation
2. The Status of English in India: a Second or a Foreign Language?
3. Changing and Emerging Goals of Teaching and Learning English
4. Integrating 21st Century Skills in ELT
5. English for General, Academic, and Specific Purposes
6. Teaching English in the Context of the 21st Century: Approaches and Methods
7. Integrating Technology in Language Learning and Teaching
8. English Coursebooks, Workbooks and Supplementary Materials
9. E-Books and printed books
10. Developing Indigenous ELT Materials
11. Coping with Mixed-Ability Levels and Learners
12. Teacher Training, Teacher Education and Teacher Development: Relevance and Usefulness
13. Alternative Modes of Assessment and Testing in ELT
14. Teaching English to Challenged Learners (Visually-impaired, Hearing-impaired, etc.)
15. Research in Language Education: New Models and Methods
16. 'Global' or 'Glocal' English for our Learners?
17. English vis-à-vis Mother-tongue in India
18. Indian Writing in English since 1970

READING ACTIVITY

Directed Reading-Thinking Activity* (DRTA) – An Effective Strategy

K Elango

National Secretary, ELTAI & (Formerly) Professor of English, Anna University. elangoela@rediffmail.com

Objective : To enable readers to enhance their comprehension skill by activating their schema and making them predict, verify and reflect to modify.

Participation : Individual

Material : Any text – For example, ‘Global climate change: A definitive essay on the primary causes of global warming’ by Cosmic Convergence Research Group: [<http://cosmicconvergence.org/?p=7707>]

Preparation : Attempting consciously to include all the four aspects of the objective while reading any material.

Procedure

- Start with looking at the title of the essay, “Global climate change: A definitive essay on the primary causes of global warming”, and pause to ask what one knows about the main causes for climate change. And, flip through the article paying attention to all the subtitles, tables, pictures, graphs, and so on, and quickly recall whatever they know about the topic and their views on the topic. For instance, besides some of the facts known to all related to climate change, there are certain controversies surrounding the topic. Some believe that they are essentially man-made and hence changes can be arrested by lifestyle changes, whereas others believe that the changes are a natural process and nothing can be done except to adapt ourselves to the changes. Yet another controversy is the pace of climate change as some believe that this is not a cause of concern at all. A thinking reader should consider all these aspects in detail and predict what he is likely to read in the text.
- While reading, one has to verify whether the predictions made have turned out to be correct or not. In this case, most of the predictions could be accurate, but what comes as a jolt is the role of the Sun in climate change. This essay establishes that more than the other factors, the Sun is primarily responsible for the changes occurring on planet earth. It states, “... it is ultimately the Sun which governs virtually every earth movement and every major event. It is the same Sun which influences the shifting of the Earth on its axis, as well as the slow migration of the North Pole toward Siberia.” In the light of the additional information, a reader has to modify his understanding.
- Several other additional details contained in the essay could lead the readers to reflect on how such critical information regarding the Sun had hitherto been unknown to him and decide to gather more factual details on the role of the Sun in affecting the climate change and thereby has a modified understanding of the causes of global warming.

Learning outcomes:

- 1) Learners realize that they should not plunge into reading a text mechanically but to begin with predictions, taking cues from the cover of the book to looking at all the highlighted parts of the essay.
- 2) Learners recognize that they should check while reading whether their predictions are along the lines of the writer's views or diverging from them. Even if they are different, it is heartening to note that they are able to generate ideas and compare them with the writer's perceptions.

Further reading: Reading any text with an explicit focus on the four aspects of the strategy without leaving out any of them.

***Directed Reading-Thinking Activity:** This reading strategy has *four* aspects to it:

- a) Exploring the schema (what one already knows about the subject),
- b) Predicting by looking at the title, subtitles, pictures and the author's name,
- c) Reading either to prove or disprove the predictions, and
- d) Reflecting over how far the predictions were correct, or how they were modified. This strategy encourages students to be actively engaged with the text that they are reading and makes them thoughtful readers.

Conundrum of comprehension

Comprehension is rarely taught, as it is assumed that when learners are able to answer the questions given at the end of a text they have comprehended it. But the questions often aim at testing factual information, so the wealth of information that lies beneath a text remains untapped.

Comprehension is categorized into two kinds – *shallow comprehension* and *deep comprehension*, or *literal* and *inferential comprehension*. To enable readers to move from a shallow level to a deeper level of comprehension, certain strategies have to be consciously taught. Some of the practical strategies are:

- Making inferences;
- Planning and monitoring;
- Asking questions;
- Determining importance;
- Visualizing;
- Synthesizing; and
- Making Connections

[**Source:** https://en.wikipedia.org/wiki/Reading_comprehension]

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