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JOURNAL OF ENGLISH LANGUAGE TEACHING

Going to the MALL: Mobile-Assisted Language Learning (MALL) in English Language Instruction – One-on-One: Interview with Jane Willis – Professional Development for Tertiary Level Teachers in India: A Time to Rethink and Change? – Cognitive Reflection and Diligence: An Empirical Study of Student-Teacher Correlation – Designing a Textbook for Undergraduate Students to facilitate Relevance, Reflection and Response – Flipped Learning: A Literature Survey on why the Approach is in Question

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

Periodicity

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 2000-2500 words for theoretical articles and for others about 500 words.

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

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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 and
- To promote professional excellence among its members in all possible ways.

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

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

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

Journal of English Language Teaching
Volume LX Number 4 July–August, 2018

- 2** Dear Reader
- 3** Going to the MALL: Mobile-Assisted Language Learning (MALL) in English Language Instruction *Rivika C. Alda*
- 12** One-on-One: Interview with Jane Willis *Albert P'Rayan*
- 18** Professional Development for Tertiary Level Teachers in India: A Time to Rethink and Change? *S.C. Sood*
- 26** Cognitive Reflection and Diligence: An Empirical Study of Student-Teacher Correlation *Swati Basu*
- 34** Designing a Textbook for Undergraduate Students to facilitate Relevance, Reflection and Response *MalatiPanga*
Karthik Panicker
- 40** Flipped Learning: A Literature Survey on why the Approach is in Question *Manish Kumar*
- 48** Reading Activity *K Elango*

Dear Reader

Task-based Language Teaching (TBLT) or Task-based Instruction (TBT) “focuses on the use of authentic language and on asking students to do meaningful tasks using the target language”. “A true TBLT course (conversely) requires an investment of resources in a needs analysis and production of materials appropriate for a particular population of learners.” - Mike Long

Wherever English is taught as a second or foreign language, it is debated which approaches to ESL/EFL are effective. Numerous research papers have been presented at conferences and published in journals on various approaches. Ever since NS Prabhu popularized the task-based approach to language teaching through his Bangalore Project, the effectiveness of TBLT has been discussed and debated in many ELT forums. Teresa Pica, Martin East, Michael Long and Jane Willis are major scholars who have carried out research in the area of Task-based language teaching (TBLT).

An expert in TBLT, Jane Willis has authored many books including *The Collins COBUILD English Course* (a task-based course with a lexical syllabus), *Task-based Instruction in Foreign Language Education: Practices and programs*, *A Framework for Task-based Learning (Intrinsic)*, *Teachers Exploring Tasks in English Language Teaching* (Palgrave Macmillan), which won a British Council Innovations Award in March 2006. Jane Willis has worked in this area and written a number of books on TBLT. Her website also helps teachers who are involved in TBLT to extend their knowledge and skills.

This issue of the *Journal of English Language Teaching* features an interview with Jane Willis. Jane answers questions on the impact of Prabhu on her work in TBLT, the effectiveness of the approach in countries where ESL or EFL is taught, the need to carry out more research in the area, the need to think beyond TBLT, etc. She advises the researchers “to read about action research that other teachers have done in other places, to select one aspect to investigate, and replicate their research methodologies, to see if they obtain similar results”.

This issue also carries two interesting and thought-provoking articles on technology-integrated language teaching. In the paper *Going to the MALL: Mobile-Assisted Language Learning (MALL) in English Language Instruction*, Rivika C. Alda (Cebu Normal University) discusses the advantages of MALL and states that “students are positive of the countless possibilities and opportunities MALL can offer in English language classrooms”. In the article titled *Flipped Learning: A Literature Survey on why the Approach is in Question*, Manish Kumar critically reviews the effectiveness of flipped classes and presents the pros and cons of this new approach in the digitalized era.

S.C.Sood in her paper *Continuing Professional Development (CPD) for Tertiary Level Teachers in India: A Time to Rethink and Change?* states that existing models have many drawbacks and proposes an alternative model and describes how it is better than the other models of CPD.

Malati Panga and Karthik Panicker in their article *Designing a Textbook for Undergraduate Students to facilitate Relevance, Reflection and Response*, discusses the parameters they used in designing a textbook for general English undergraduate students so that it promotes engagement and critical thinking among them.

The ELT fraternity in India lost an eminent scholar, teacher-educator, consultant and author recently. Professor M.L.Tickoo, who headed the Department of Materials Production, CIEFL, was an inspiration and mentor for numerous ELT professionals. Dr V Saraswathi pays tribute to the legend.

Dear reader, enjoy reading the articles. Do send me your feedback and comments. You can reach me at JELTIndia@gmail.com

Dr Albert P’Rayan

Going to the MALL: Mobile-Assisted Language Learning (MALL) in English Language Instruction

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ABSTRACT

The widespread ownership of mobile devices paved the way for educational institutions to reconsider teaching practices and strategies to accommodate the integration of these tools in the classroom. This study was conducted to explore the possibilities of MALL strategy in Senior High School English language instruction. The study utilized descriptive research method through the use of researcher-made questionnaire to identify the respondents' background knowledge in the use of mobile devices and their regard on MALL strategy. Results of the study show that students navigate and manipulate basic features and functions of mobile devices that for relevant, useful and entertaining, and seldom for educational purposes. However, students have acknowledged the potential that mobile technology offers to an English classroom. Even with the limitations and challenges in integrating MALL and mobile learning opportunities, students are positive of the countless possibilities and opportunities MALL can offer in English language classrooms.

Key terms: *Mobile-Assisted Language Learning, MALL strategy, mobile learning, mobile technology, English language instruction*

Introduction

The global networked world has acknowledged English as the language of the 21st century. It is a 'common tongue' that enables people from diverse backgrounds and ethnicities to communicate. It is the only language understood almost everywhere among scholars and educated people, as it is the world media language, and the language of cinema, TV, pop music and the computer world. English is indeed the lingua franca of the world and the World Wide Web. It is

for the following reasons that there has been a shift in pedagogy in the teaching of the language in educational institutions in many countries. Educators and policymakers have also turned to the range of technologies available for use in language learning and teaching which became central to language practice. Kukulska-Hulme (2013) purported that although the four macro skills – listening, speaking, reading and writing remain the foundation stones of language learning, 21st century calls for a “greater learner autonomy, flexible use of

new tools, and sophisticated use of social networks” to keep up with this time of rapid change.

One technology that offers promising possibilities and opportunities especially on the area of language teaching is mobile technology. These hand-held devices have been part of the everyday life of most people regardless of age, gender, sex, educational attainment or socio-economic status. In addition, these mobile devices are becoming more and more powerful and are replacing some of the tasks that would normally be done on traditional computers and laptops. Starting around 2000, research has created from these mobile technologies an approach of language teaching known as mobile assisted language learning, usually shortened as MALL (Ghrieb, 2015). It is the use of technologies such as mobile phones, MP3/MP4 players, personal digital assistant (PDAs) and palmtop computers in language learning. In fact, language learners are using their mobile phones, in particular, in more explicit way as observed in students’ usages of mobile phone for translating words, reading electronic books, and listening to podcasting, among others. These students do not always have to study in a second language classroom. They may have the opportunity to learn the language using mobile devices whenever and wherever they want. MALL may be a potential solution to language learning barriers in terms of time and place.

For instance, Griffiths University in Australia performed teaching Italian language via sending two to three SMS messages a day to the learners (Pachler, Bachmair, & Cook, 2010 as cited in AL-Qudaimi, 2013). On the other hand, to

provide learners with effective English language learning environment, Chen and Hsu (2008) in Taiwan created Personalized Intelligent Mobile (PIM) learning system. Another use of mobile learning specifically to improve listening skills was that of Huang and Sun (2010) who developed a multimedia system for English language learners based on their mobile phones’ capabilities. Moreover, considerable number of mobile English language learning programs has surfaced like that of BBC World Service’s Learning English which affords learners with English language lessons via SMS in Africa and China (AL-Qudaimi, 2013). These are just a few of the plethora of MALL adoption strategies and activities which different educators and researchers have explored in different parts of the world. Consequently, even developing countries have also tried to explore the potential of mobile technologies in education. The study of Valk, Rashid & Elder in 2010 has documented the use of mobile phones for educational purposes in developing countries like Philippines, Mongolia, Thailand, India, and Bangladesh.

Moreover, as learning English is considered the main factor for professional success and a criterion for being educated in many communities, providing more convenient environment for people to learn English is one of the strategic educational goals towards improving the students’ achievement and supporting differentiation of learning needs (Miangah et al., 2012). With the affordances that MALL offers, English language teachers are provided with enormous possibilities for exposing students to a wide spectrum of language content in variety of forms which promote

communication, critical thinking, creativity and collaboration.

However, though the Philippines has been tagged as the fastest-growing smartphone market in Southeast Asia according to the International Data Corporation's (IDC) Asia/Pacific Quarterly Mobile Phone Tracker (2016), and even with the unending list of the affordances that these mobile technologies has to facilitate the learning of a target language, the MALL integration in the country has remained quiescent for several years. This is manifested on the teachers' attitude towards students bringing of mobile phones in the classroom. Some teachers still frown upon students' use of these hand-held devices in the classroom and some even prohibit bringing mobile phones to school. The endless possibilities of mobile technology in assisting students learning of a language has not been fully explored, or if used, not fully maximized.

On the other hand, it is also important to note that students can have very different perceptions about mobile technology and different levels of technological literacy compared to educators. As such, the use of mobile technology might be favorable for students as 21st century learners are tagged along with these portable devices, but this may be limited by educators who largely control the learning environment. Consequently, if educators fail to see the benefit of using new technology it will become extremely difficult for that technology to gain traction. It can also be noted that there have been no other published studies documenting the implementation of MALL in the country.

It is in the above premise that this study is

conducted. It aims to explore the possibilities of Mobile Assisted Language Learning strategy in English language instruction. Since MALL is still in its infancy especially in the country, this study will serve as a resource for researchers and educators who plan to integrate MALL in their language classes.

Statement of Objectives

This study aims to explore the possibilities of MALL strategy in Senior High School English language instruction. Specifically, it attempts to explore the following: background knowledge and extent of use of mobile technology among students; and the respondents' regard on the use of mobile technology in terms of: ease of use and usefulness.

Research Design and Methodology

This study employed the use of descriptive research method through the use of questionnaire as its main data gathering tool. The study is conducted in six (6) senior high schools – three (3) public and three (3) private schools, in Cebu City. These schools are selected based on their population - the number of senior high school students enrolled and the school's openness for the conduct of the research. It utilizes survey questionnaires– one to identify the respondents' background knowledge in the use of mobile technology and the other to determine the respondents' regard in the implementation of MALL strategy. The first questionnaire to be given to the respondents is composed of two parts. Part 1 asks for the demographic profile of the respondents and part 2 is composed of statements that will determine the

respondent's background knowledge in the use of mobile technology. It is also classified according to knowledge and use of mobile technology among respondents. The second survey questionnaire is composed of statements classified according to perceived ease of use (PEU) and perceived usefulness (PU) of mobile technology as used in English language instruction. This questionnaire is adopted from the study of Callum (2011) and Ghreib (2015) and is modified by the researcher to fit to the nature of the study

and the respondents.

Results and Discussion

Students' Background Knowledge of Mobile Technology

Teachers in basic education often regard their students as "digital natives" since they are more exposed to gadgets. They have been tagged along with these recent developments in ICT and its related tools. Table 1 shows the students' background knowledge of mobile technology

Table 1. *Students' Background Knowledge of Mobile Technology (n=404)*

	Statements <i>With mobile device, I know how to</i>	Weighted Mean	Description
1	text/send SMS or make a call	3.9	Strongly Agree
2	take pictures/images	3.8	Strongly Agree
3	send pictures/images to other people	3.7	Strongly Agree
4	edit digital photos/pictures/images	3.4	Agree
5	listen to music	3.8	Strongly Agree
6	download music from the web	3.5	Strongly Agree
7	watch videos and/or movies	3.7	Strongly Agree
8	download videos and/or movies	3.4	Agree
9	share/send movies to other people	3.3	Agree
10	play games and other mobile apps	3.7	Strongly Agree
11	install applications from the web, Google play or App store	3.7	Strongly Agree
12	take down notes	3.5	Agree
13	store information/files	3.5	Strongly Agree
14	create documents such as MS word	3.3	Agree
15	send/share files to other people	3.6	Strongly Agree
16	read/access PDFs, notes and the like	3.3	Agree
17	edit documents such as PDF, Word and Excel documents	3.2	Agree
18	access the dictionary	3.7	Strongly Agree
19	create memos, events or reminders	3.6	Strongly Agree
20	backup and restore personal data and applications	3.3	Agree

21	connect external USB to mobile phone	3.5	Agree
22	use the calculator	3.8	Strongly Agree
23	check weather updates	3.4	Agree
24	access information and/or services on the web	3.5	Agree
25	navigate/browse through different websites	3.6	Strongly Agree
26	use social networking sites (Facebook, Instagram, etc)	3.9	Strongly Agree
27	communicate online via chat	3.8	Strongly Agree
28	create and send email	3.5	Strongly Agree
29	access email	3.5	Agree
30	add attachments to emails	3.4	Agree
31	upload files online	3.5	Strongly Agree
32	download files from the web	3.6	Strongly Agree
33	record audio	3.5	Strongly Agree
34	record video	3.5	Strongly Agree
35	upload audio recordings on the web	3.2	Agree
36	upload video recordings on the web	3.3	Agree
37	see current location using Google maps, Google earth or GPS	3.0	Agree
38	turn the mobile device into a second monitor of the computer	3.7	Agree
39	screenshot phone display	3.5	Agree
40	use the mobile device as hotspot	3.8	Strongly Agree
General Weighted Mean		3.43	Agree

The data above show a mean of 3.43 interpreted as Agree when senior high school students are asked about how well they know the various functions of mobile devices such as cellphones, PDAs or tablets. It is also worth noting that students' responses for each item are all positive considering that their answers are only between Agree and Strongly Agree.

This shows that overall these students manipulate and navigate basic features and functions of mobile devices. Items that got higher mean and interpreted as *Strongly Agree* were on the basic features and use of mobile devices like texting and sending

messages; using social networking sites and communicate online via chat; sending pictures or images to others; listening and downloading music; watching videos and movies; playing games and other mobile applications; installing applications from the web, Google play or App store; storing information/files; sending and sharing files to other people; accessing the dictionary; creating memos, events and reminders; navigating and browsing through different websites; creating and sending email; uploading and downloading files online; recording audio and video; and using the mobile device as hotspot.

On the other hand, items that were interpreted as *Agree* are mostly on features and functions of mobile devices that are not common and are seldom used by students because of the nature of its use. For example, the feature of seeing current location using Google maps and the like needs to have Wifi access or fast data connection, hence, students may feel that doing it is expensive. This is also true in items like accessing information in the web; accessing and attaching files in email; and uploading audio and video recordings. Another important feature of mobile device that students could really benefit from is on being able to create and edit documents such as Word and Excel, however, student respondents only *Agree* that they know how to do this considering that in most cases they do editing of documents only in laptops and computers. This can also be explained by the fact that, as observed by the researcher, students are not allowed to use their cellphones while in the class. Moreover, this result shows that students are mostly competent and knowledgeable in the features and functions of mobile devices which are also **relevant** to them. They very well know how to use the functions and features of a certain tool if it necessitates them to use these in a daily basis. Instead of banning cell phones, educators should start actively embracing them. Yes, these hand-held devices have been part of the everyday life of these students; however, competence in using each feature and function of these devices vary according to its **relevance** and **usefulness** to the user.

Students' Extent of Use of Mobile Technology

Figure 1 shows the students' extent of use of mobile technology. It shows the different

activities students can do with their mobile device as well as the weighted mean indicating the extent of usage among students. The general weighted average as shown in the figure below is 2.81 which is interpreted as **Often**. This means that students generally **often** use the different functions or features of their mobile device. However, looking at the graph closely, it is worth noting that students very often use their mobile phones to access social networking sites. *The Philippine Daily Inquirer* in their article dated October 24, 2017, reported that the Philippines is the world's number 1 in terms of time spent on social media. The report, called Digital in 2017, showed that Filipinos spent an average of 4 hours and 17 minutes per day on social media sites such as Facebook, Snapchat and Twitter.

Moreover, it is also important to take note that listening to music also got a very high mean and is second in rank. As observed, even in jeepney or in the streets, you see young people with headset and headphones. More than texting, you see these young people using their mobile phones to listen to music. These young people find listening to music an aid to help them focus, memorize, keep on task and take stress off their mind. Furthermore, third on the line is communicating through online chat. As compared to the basic function of mobile device such as texting and making a call which only got a mean of 2.8 (Often), communicating through online chat (mean – 3.5) is more popular among young people. One's ownership of mobile phones already goes beyond being able to text or send SMS and make a call. The data above shows that these students who belong to Generation Z,

digital natives, used their mobile phones mainly to visit social networking sites, listen to music, communicate through online chat, browse the net, play games, watch videos and not so much on texting and making a call or in activities that may promote learning and aid in classroom activities like taking down notes, editing and creating files like MS docs, or reading notes. This data further purport that the students now, the young people, use their mobile device mainly for **entertainment**. This is supported by the Fluent’s annual survey in terms of the top five categories of app usage in the Gen Z; leading in the list is social media, then online messaging, music, gaming and travel/maps. This implies that mobile devices are not used for learning or for educational purposes to a great extent. According to Callum & Jeffrey (2010), there is a need to convince the students first of the potential of mobile devices as a learning tool before teachers can integrate it as part of their classroom activities. For mobile device to penetrate in classes and to be recognized as a learning tool/device, students should see first the potential of this device in learning.

Respondents’ regard on the use of mobile technology in terms of ease of use and usefulness

There are countless possibilities of learning a second language in a mobile-based environment. However, one also needs to

Table 2 *Students’ regard on the use of mobile technology in terms of **ease of use and usefulness** (n = 404)*

Constructs <i>(according to Technology Adoption Model)</i>	General Weighted Mean	Description
ease of use (PEU)	3.08	Agree
usefulness (PU)	3.20	Agree

consider that it has also its own constraints especially on its hardware and software specifications like mobile devices with small screens, low data storage, limited multimedia capabilities and pedagogically tested applications.

Table 2 shows the students’ regard on the use of mobile technology in terms of ease of use and usefulness. It further shows that students generally *Agree* that the adoption of mobile technology would be free of mental effort (ease of use) and that the adoption of it would produce better outcomes compared to non-adoption (usefulness).

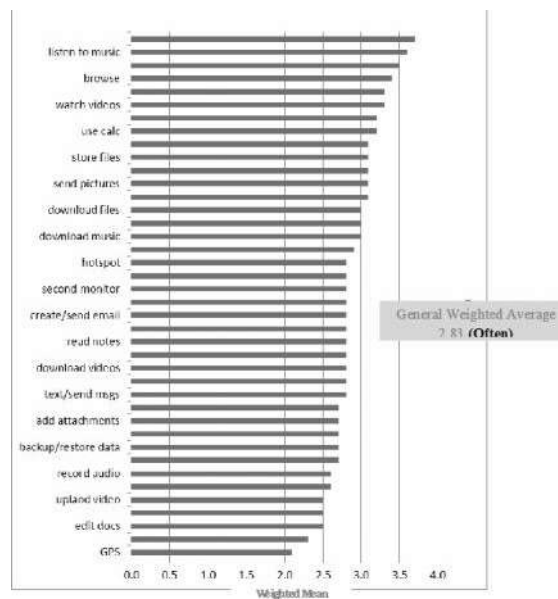


Figure 1 Extent of Usage of Mobile Technology among Students

Moreover, according to Davis, these two factors, perceived ease of use (PEU) and perceived usefulness (PU), influence a user's attitude towards technology, which in turn affects the intention to use the technology. However, there are also instances wherein although the individual might have a negative attitude towards a specific technology he or she will still use it. This is because the negative attitude towards PEU (perceived ease of use) could be outweighed by a positive belief on its PU (perceived usefulness) leading to a positive intention to use the technology. Although the student-respondents do not generally view mobile technology as learning tools, they still find it easy, convenient to use as well as useful in helping them in classroom related activities specifically as tools in improving students' English language skills. They say,

"Using my mobile device in the activities made things easier and it did not take as much time. It is very handy and useful." Student Respondent 2 (SR2)

"Mobile technology/MALL will make your activities easier, can communicate with other person anytime, anywhere." SR5

"We can easily find some information or etc? using the devices in classroom-related activities." SR7

"Making the students to have interest in technology and have a convenient way of learning that is very portable." SR8

"There is a wider range of information or sources to choose from in the worldwide web. Learners and the teacher can easily access sources and information." SR13

"Enables us to be ready and equipped for the work that is set ahead of us in the future

since we are the 21st century learners. It is portable." SR11

"We were able to access more information that is needed in the class. We were able to explore more into new information with the help of the applications in our mobile phones and we are able to save learning materials." SR15

"We would recommend using MALL because learning is made more portable and accessible and it is very relatable to the modern generation. It makes students more comfortable in making the activities because they know so well how to use the devices." SR3

The result of this survey further implies that students have indeed acknowledged the **potential** that mobile technology offers to an English classroom.

Conclusion

MALL offers amazing opportunities to re-design the way students learn English highlighting the dynamics of mobile device, language learning, and fun. Even with the limitations and challenges in integrating MALL and mobile learning opportunities, students are positive of the countless possibilities and opportunities MALL can offer in revolutionizing English language classes.

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ANNOUNCEMENT

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One-on-One: Interview with Jane Willis

Albert P'Rayan

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Jane Willis is a teacher, trainer, speaker, author and ELT consultant. She has run teacher development courses and taken part in ELT consultancies in many countries including India. Known for her work in Task-based language teaching and learning, Jane Willis has authored many books including The Collins COBUILD English Course (a task-based course with a lexical syllabus), Task-based Instruction in Foreign Language Education: Practices and programs, A Framework for Task-based Learning (Intrinsic), Teachers Exploring Tasks in English Language Teaching (Palgrave Macmillan), which won a British Council Innovations Award in March 2006.

Jane, many thanks for accepting to be interviewed for the *Journal of English*

***Language Teaching (India).* About a decade ago, I had an opportunity to interact with you via British Council's TeachingEnglish. Then the focus of our discussion was on the difference between tasks and projects. Glad to be in touch with you again. Let me ask my first question. Jane Willis is one of the well-known names in Task-Based Language Teaching (TBLT) approach. When did you get interested and involved in TBLT? Did Dr NS Prabhu's work have any impact on your work in TBLT?**

My husband, Dave Willis, and I first got interested in TBL when we were teaching English at the British Council in Singapore in 1979. We had heard of Prabhu's five year Communicational Teaching Project, commonly referred to as the 'Bangalore Project', and we invited him to come and tell us about it. Their project team decided that 'teaching should be concerned with creating conditions for coping with meaning in the classroom, to the exclusion of any deliberate regulation of the development of grammatical competence or a mere simulation of language behaviour.' (Prabhu, 1987.) He demonstrated an elementary level lesson, where the teacher starts by rehearsing / demonstrating a task in front of the whole class, for example creating a diagram based on different shapes (drawing on the board

triangles, circles and squares - large and small - and speaking as he does so, describing the diagram). The class is then asked to draw a slightly different diagram, following written instructions. The teacher would then look at the pupils' diagrams, and talk about them, explaining (in English) any instructions that had caused difficulty, but without any explicit grammar teaching other than incidental correction / reformulation of pupils' responses. Other early project tasks involved the use of clock faces, monthly calendars, maps, timetables and money.

What Prabhu demonstrated was in effect a strong version of what we now call task-based teaching. The aim is to create conditions for natural acquisition of grammatical competence, giving pupils lots of exposure to spoken and written language within the context of the task. There was generally no explicit presentation or practice of grammar per se. Prabhu spoke of pupils 'grappling' with meaning; for example, trying to understand the instructions, so they could reproduce the diagram. Over the first few terms, his pupils gradually gained confidence in speaking English, joining in the classroom interaction. At the end of five years, they were compared to their control groups: counterpart classes in other state secondary schools who had been following a behaviourist approach, with a Situational - Oral - Structural syllabus. At the age of 16, they all took the same state exams. Bangalore project school pupils were shown to be far better communicators, and they performed equally well in their grammar exams.

Thank you for narrating the success story of Bangalore Project. How successful has

the TBLT approach been in countries where English is taught either as a second or a foreign language?

In many countries, students leave school after 5 or even 10 years of being taught English still unable to use it to communicate with other English speakers. And sadly, this still happens. But there have been movements in several countries to change this, like Canada, where TBLT is well accepted as a teaching approach. But often it has been individual teachers who have introduced TBL to their institutions. Two of the biggest success stories I know about happened in Brazil and Japan. In Brazil, Juarez Lopes began using our task-based course book *The Cobuild English Course* in his language schools, and found his students were able to communicate quite well after one year of study. His schools more than doubled in size and popularity, (see Lopes, 2004 pp83-95). In Japan, TBL was introduced at College level by Jason Moser (2007 pp182-183) who described how over 700 college students who had previously disliked English 'came to life during the task cycle'. Both teachers found they had to overcome initial teething problems, but did so successfully.

Your model for task-based learning focuses more on meaning than on form. When learners carry out a communicative task, they try to focus more on meaning rather than on form. As a result, they might become fluent but their utterances are not always accurate. Does TBLT not focus on learners' grammatical accuracy? Isn't accuracy as important as fluency?

Yes, in TBL, the focus is generally on meaning, but equally on appropriate ways to express those meanings. In more formal contexts, we naturally pay more attention to how we express ourselves; when speaking in public, for instance we try to use 'prestige' language, where both fluency and accuracy are appropriate.

In our version of TBL, we introduced a three part Task Cycle: Task > Planning > Report. The task phase encourages students to achieve the goals of the task, in the privacy of their pairs or groups, using whatever English they already know, without fear of public correction (fluency practice). They are then asked to plan how they will report their results to the whole class, i.e. either speaking to or writing for a more public audience. This process creates a natural motivation to be accurate as well as fluent, as befits more formal public presentations. In the interim Planning stage, teachers can go round and give individual language support (suggesting more effective words, useful phrases, grammar corrections) to students who are seeking better ways of expressing themselves without making embarrassing mistakes. Then after the task cycle, we introduced an explicit Focus on Form – highlighting and practising some of grammatical structures, along with useful phrases that appeared in the written texts or task recordings.

So, in answer to your questions: Yes, TBLT in our model does have a focus on accuracy in addition to fluency at the Planning and Report stages, and again at the Form Focus stage after the task cycle.

And yes, there are more formal contexts in

everyday life (job interviews, giving a speech, and of course exams) where accuracy and fluency are both important - but always with a view to communicating what they want to mean in a socially appropriate way. For a more detailed distinction between Language Focus and Form Focus, please see Willis and Willis 2007, Chapter 6, page 133. See also the Overview of TBL Framework - diagram in Willis J 1996 pp155.

Can we say that grammar mistakes do not often impede communication?

Yes, interestingly, research has revealed that it is rare that grammatical mistakes actually impede international communication. Moreover, we can never expect learners to be 100% accurate at any stage (if they were we would be out of a job as teachers!) And indeed, not even native speakers are 'accurate' all the time, We do not speak written English, in full sentences. When we speak spontaneously, in real time, we compose one unit of meaning at a time and we often use phrases or chunks, (*Anything else?*) rather than whole sentences. Rather than concentrating on getting their grammar right, learners should be encouraged to broaden their vocabulary, i.e. to learn more words and collect more lexical phrases, far more fruitful ways of becoming more efficient communicators.

Bruton (2005) states that not all learners are motivated by TBLT. Is it because they have different learning styles and they are not comfortable carrying out certain tasks?

You said in your question that Bruton (2005) states that not all learners are motivated by TBLT. I would first ask Bruton 'Are all students motivated by grammar-based approaches?' I would then point out that most teachers trying out TBL in their classes for the first time have reported teething problems, but once these have been overcome, . Low learner motivation may stem from unclear task instructions which result in feelings of insecurity and/or a lack of appropriate priming before the task, or perhaps learners not understanding how doing tasks can help them learn to communicate. For ways to overcome these see problems, see Willis and Willis, 2007 (pp 217-224) where many experienced TBL teachers give their advice.

David Nunan (2001) distinguishes between “real-world or target tasks, which are communicative acts that we achieve through language in the world outside the classroom, and pedagogical tasks, which are carried out in the classroom”. Is it possible to carry out real-world tasks in the classroom? If such tasks are carried out in the classroom, won't they be artificial?

With regard to Nunan's distinction, I'd like to distinguish between 'real world tasks' and 'real world language use'. It is true that we do not generally play games like 'Spot the difference' (in Nunan's terms a 'pedagogical task') in the real world, but we do compare things, and when we recorded and transcribed fluent speakers playing 'Spot the Difference' collaboratively, we found a huge amount of real-world language being used: *So what do you think? Shall we just check? Anything else?* At the level of discourse

there were lots of really useful lexical phrases used for turn-taking, for comparing things, for sustaining an interaction. Closed tasks like these have very specific goals and are suitable for beginners because both the vocabulary and the task procedures are predictable.

Some task types relate closely to real-world skills and functions – like problem-solving, carrying out surveys, opinion sharing and anecdote-telling. I think Nunan is thinking mainly of real-world tasks as being transactional tasks like shopping, a visit to the doctor, or a teenager trying to persuade a parent to let them go to a late night disco... And yes, quite often these can be role-played. The risk here is that learners may not really be meaning what they say. But it is often possible to 'taskify' the lead-up to such real life tasks. For example, make a list of 5 phrases you think people might use when going to a chemist, or a clothes shop; or think of three arguments /excuses you could use to persuade a parent to let you stay out late. Tell each other your ideas and choose the five most useful. Then create a 2 minute play to perform to the class. The pupils' goal here is to create a play, and if the planning and rehearsing are all in English, that would naturally be meaning focused interaction. The finished product might even entertain the class. See Willis and Willis 2007 Chapter 1, sections 1.5 and Chapter 7, section 7.2 for more explanation.)

Though TBLT was introduced over 4 decades ago, in many countries ESL and EFL teachers are comfortable with the Presentation-Practice-Production (PPP) model. Why is it so? Do you still believe that PPP model is a less productive

model?

Yes, both Dave and I firmly believed that PPP is a less productive model. With the focus on practising one or two specific structures, it restricts language use, thus reducing learners' exposure to natural language use, so there are fewer natural acquisition opportunities. Being form-focussed, with accuracy paramount, learners are often too scared of making mistakes to risk talking freely. Learners don't feel confident to use English to express their own meanings and often leave school or leave the course unable to communicate. There is a full but concise comparison between PPP and TBL in Willis J, 2012, Chapter 9, pp133-137.

The advocates of Task-Based Learning and Teaching say that TBLT is a learner-centred approach to language teaching. Of late, the need for learning-centred approach has been discussed much in different forums. Does it imply that we need to think beyond TBLT?

Yes, TBL is learner-centred in that learners are trying to express their own meanings in order to reach the goals of the task. They are free to decide who speaks when, and how best to achieve the task. TBL is also learning-centred, in that it creates essential conditions for natural language learning in the classroom. TBLT, along with Project-based learning, CLILL and variants, are all meaning based approaches. Perhaps we do not need need to think beyond them, but explore more deeply how they work. It is always good to reflect, discuss, question and think more deeply about our practice, and

research what happens if we change things...

Has enough research in TBLT been carried out? What is your advice to young scholars who want to do research into TBLT?

No, there are always aspects that need more research. An easy way in for new scholars is to read about action research that other teachers have done in other places, to select one aspect to investigate, and replicate their research methodologies, to see if they obtain similar results. See FAQs on our Willis-elt website. There are many possible projects described in *Teachers Exploring Tasks* (Edwards and Willis, 2005).

How relevant is TBLT in the twenty-first century classroom where technology is integrated into language learning/teaching? Do we need a new approach to language teaching in the twenty-first century?

Technology should be seen as a teaching aid, a tool, not as a new approach. For example it can be a vehicle for increasing learners' exposure to relevant language, for raising learner motivation to use language to communicate with others outside the classroom. In other words, technology can help us create better conditions for language learning, in line with our objectives. It can also be motivating. Students can make their own recordings of themselves doing tasks and then evaluate their performance, or use English in chat rooms to compare solutions to a problem. These can all be integrated into a task-based framework where meaning is prioritised.

Could you please share with me about *The Collins Cobuild English Course* which you co-authored with Dave Willis? How is this book different from many other English course books that were used by learners?

The Collins Cobuild English Course levels 1-3 combined a task-based approach to language teaching with a thoroughly researched lexical syllabus, focussing on the most typical uses of the most common words, and the phrases and patterns that these words occurred in. If you are interested in the linguistic research and rationale behind this 3 level course, which covered the most frequent uses of the top 2500 words, you can download – for free – Dave Willis’s book, *The Lexical Syllabus*. Ten years before he died, Dave also wrote ‘*Rules, Patterns and Words, grammar and lexis in language teaching*’ (2003) which shows how language work can be integrated within a task-based approach.

There is a currently a team of writers in Japan who are updating and revamping the original *Cobuild English Course* with a view to future publication. Maybe the time is right for a task-based approach in the wider world!

Can you suggest a website where teachers can find examples of task-based lesson plans?

If you would like some examples of Task-based lesson plans, or to know more about TBL, please see our website: www.willis-elt.co.uk

Thank you, Jane, for spending the time

to answer my questions. I am sure the readers of the interview will find your responses very useful.

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Professional Development for Tertiary Level Teachers in India: A Time to Rethink and Change?

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ABSTRACT

The perception that entering teaching profession at tertiary level in India today does not require the prospective teachers to have any teacher training at all but only a research degree in the concerned subject is not wholly correct. There is provision for pre-service preparation - howsoever unsatisfactory it might be – for aspiring teachers. However, those who have PhD degree under the new rules can also join the profession. There is also provision for compulsory in-service professional development programs organised by bodies such as Centre for Professional Development in Higher Education (CPDHE), Delhi University, and similar other bodies in other parts of the country. These existing provisions have, no doubt, many drawbacks and challenges and hence urge us to look for an alternative model. This article proposes this alternative model and describes why and how this model is better than the model of CPDHE and of similar other bodies.

Key terms: *Teacher development, tertiary level, professional development, reflective approach, CPD, self-directed, collaborative learning*

Introduction

There is a popular perception even among some academics and educational administrators that entering teaching profession in higher education at the tertiary level does not require the prospective teachers today to have any teacher training but only a research degree in the concerned subject. This perception is, if we may say so, only partially true. We say 'partially true' because it does not portray in its right perspective the present scenario of recruitment of teachers in higher education

in India, including teachers at tertiary level.

Present Scenario

1) Pre-service Preparation

Ever since University Grants Commission National Eligibility Test/State Level Eligibility Test (UGC NET/SLET) came into effect, prospective teachers need to qualify this test to be eligible to apply for a teaching position in higher education. Paper 1 of NET does include, among others, an element of, what is termed, 'aptitude for teaching', and this paper is compulsory for all candidates

intending to do teaching or research. Hence the above-mentioned perception is only 'partially true' because after some recent modifications, candidates who have obtained a Ph.D. degree under the revised rules are also eligible to apply for teaching jobs in higher educational institutions and hence Ph.D. research degree in their case entitles them to be eligible to apply for a teaching job in colleges/universities in India (UGC Notification, 2016). No doubt, there is a move to revamp higher education in India soon and as a first step there is a move to replace the UGC with a Higher Education Commission of India. UGC in the meantime has also appointed committees to suggest changes in NET in various subjects (*The Hindustan Times* dt. 15.11.17) but till their reports come in and are accepted and implemented and other changes start taking effect, this remains the present scenario of teachers' recruitment at tertiary level.

Our intention is not to emphasize or admit the effectiveness or equivalence of the provision of 'aptitude for teaching' as a pre-service teacher training course in NET paper 1, but only to point out its existence as a kind of pre-service component to gauge prospective candidates' aptitude for teaching for entering the teaching profession at tertiary level.

This component 'aptitude for teaching' in NET has many drawbacks and I have already commented on the UGC NET in my write up 'UGC 'NET': A Critique' (Sood, 2011). Some prominent ones are that this is not a formally taught teacher training course of any given duration but a self-study

Journal of English Language Teaching LX/4, 2018

component as part of candidates' preparation for the NET. Again, there is no defined descriptive syllabus nor is there any provision for practice teaching as is the case with usual pre-service teacher education and training courses for school teachers.

There seems to be inherent opposition to pre-service teacher training for college and university teachers in India as is evident from attempts made by some universities like Calicut, Kerala, Annamalai, and Baroda. These universities did start different kinds of teacher training courses for tertiary level teachers in the 1970s but these courses had to be discontinued for lack of support either from governments or from society.

In view of this, one thing that goes in favour of this 'aptitude for teaching' in NET paper 1 is that it has survived for over a decade now without any manifest opposition to it. A somewhat positive aspect of this component in NET, whatever its shortcomings, can be that it can prove quite beneficial to some prospective teachers as it can inspire them to know more about this profession and thus prove to be an effective path to successful continuing learning - what we can term intrinsically-motivated, self-directed, self-accessed and reflective driven approach to learn to learn - somewhat like Eklavya model of self-learning and development which has not been seriously explored by the West or by us in India.

2) In-service Teacher Training

'Aptitude' testing is one of the methods of making preliminary selection of suitable

candidates for jobs and is quite common in fields such as in defence services in this country but in these cases, after the initial selection, the recruits are subjected to rigorous training. This is what lacks in the case of tertiary level teachers in our country. Once selected, they are pushed into classrooms to begin formal teaching. No doubt, these teachers after their appointment - in Delhi university at least - are required to compulsorily attend an orientation course of 4-week duration and a refresher course of 3-week duration if they intend to continue in job. In Delhi these courses are conducted by the Centre for Professional Development in Higher Education (CPDHE) set up by Delhi university like Academic Staff Colleges (ASCs) established by the University Grants Commission (UGC) in universities across the country. Besides these courses, short-term courses are also conducted by these bodies from time to time for these teachers.

We can learn some more details about the *what*, *why* and *how* of the activities of these bodies in carrying out the continuing professional development of teachers in higher education by having a glance at the official web site of Delhi university's CPDHE (particularly the links to 'Programme Schedule', and 'Course') available online for making application for various types of courses this centre conducts for teachers in higher education. It is argued that the earlier conception that a good teacher learns on the job or improves by emulating senior colleagues is outdated and hence the need for CPDHE. The goal of CPDHE, we are told,

is to achieve excellence in Higher Education. Higher Education today, it is pointed out, demands an altogether different approach as compared to the earlier times. The Centre ensures that while upgrading their competence and knowledge base in different fields of learning, the participants of its various courses and programmes develop an understanding of the various challenges academics have to face in the present globalized world.

Criticisms of this Model of CPD

What CPDHE does in Delhi for college and university teachers for their continuing professional development has been a common practice quite for some time in other parts of the country as well. Although this mode of continuing professional development (CPD) of teachers in higher education is popular yet it is not without criticism and is said to have many drawbacks and challenges.

It is apparent that this model follows the 'top-down' rather than 'bottom-up' process and hence does not meet the needs of teachers even if it meets the needs of the institution and the administrators. The teachers attending these programmes do not constitute a homogeneous group; they come from varied backgrounds in respect of institutions, education, experience, and so on and have varied needs. Any programme based on 'one size fits all' cannot be successful in meeting the needs of all of them. Moreover, since the teachers are coerced into attending these courses, there is lack of intrinsic motivation and their sole

aim is to complete the formality of having attended these courses to continue in the job or to get promotion.

Like the training model, this CPD is institutionally-organised and is resource-person-centred rather than teachers-centred. The model is often based on the notion that teachers are “empty” vessels who need to be filled in with valuable ideas by an outside “expert”. Dadds (2014) is critical of the “delivery” models that view teachers as “empty vessels” who need external expertise.

Another major drawback of these programmes is the exclusion of the teachers in the preparation and execution of the course planned. The content and skills to be covered are often decided by the administrators and the institution sometimes in consultation with outside experts and resource persons. Teachers, we must understand, have unique needs and experiences and any program that tends to ignore their needs, ideas and experience at the advice of a perceived “superior” is bound to miss the mark. Contextual factors and insiders’ views and experience are important and ignoring these in such courses leads to their failure.

There is also lack of coordination among outside experts invited as resource persons to deliver their talks at such programs. The short duration of the program also results in “shallow” coverage with little time left for any meaningful interaction.

One key feature of these courses is that they are often organised and carried out in de-

contextualized settings - settings different from those of the actual classroom environment. Classroom settings and context vastly vary from those made available for carrying out these professional development courses. It is also seen that there are some equipment and facilities available at these training places which are not available to teachers in their institutions and actual classrooms. Consequently, teachers on many occasions fail to link their training to their context, hence they often experience challenges in classroom application (Kennedy, 2005; Hunzicker, 2011).

The Way Forward

The drawbacks of this and other such models – often labelled ‘transmission’ models (Kennedy, 2005) - have forced and also helped researchers and scholars look for alternative models for continuing development of teachers. The way forward lies in overcoming the drawbacks of such models.

Let us begin with understanding what ‘teacher development’ really means. Mann (2005:104) defines language teacher development and describes its nature by exploring distinctions between similar key terms and drawing together some core strands of teacher development. These key terms are teacher development, teacher training, teacher preparation, teacher education, professional development, continuing professional development, and staff development. He argues that teacher development is different in nature from all

these other terms and places self-development at the centre of a definition of teacher development.

Of particular concern to us here is the distinction between professional development (CPD) - a form of which we have described in the pages above - and teacher development. At an institutional level, Mann (2005) says, it is more common to use the term 'continuing professional development', or CPD. He continues that 'professional development is career orientated and has a narrower, more instrumental and utilitarian remit'. Teacher development, on the other hand, 'is more inclusive of personal and moral dimensions'. Teaching, it is said, is not a simple technical responsibility and has an inherent personal, ethical and moral dimension. Hansen (2001) and Buzzelli & Johnston (2002) explore this moral dimension to teaching. Another important distinction is that professional development is 'top-down' model while teacher development is initiated by an individual or a group of individuals and hence is 'bottom-up' process. Teacher development is 'independent of, though much better with, support from the organisation, school or system' (Underhill 1999). It is most often a voluntary activity, whereas CPD is much more of a requirement for all employees of a given organisation. Unlike CPD or training, teacher development is a continuing process of becoming and can never be finished.

Once it is apparent that our goal is 'teacher development', we need to understand 'what' of development - variety of knowledge and

awareness that informs teachers' practice, where this knowledge comes from, and what relationship it has with teacher development. In case of language teachers, for example, knowledge and awareness about language and language-related fields has an important role to play in the development of language teacher knowledge base. This knowledge can be 'received' in teacher education and training programmes or, among other sources, through reading texts. But there is broad agreement that teachers' knowledge is not just transmitted knowledge only; it is much more than that and it is complex and multi-faceted in nature. This multi-faceted knowledge includes received, experiential, personal, local, and contextual knowledge. It is also argued that there is an enormous range of teachers' ways of knowing.

It is thus clear that all knowledge is not 'transmitted' knowledge; some knowledge is more personal and individual and is partly 'constructed' by the individuals themselves through engagement with experience, reflection on experience, and collaboration with others. It is important to understand and impart guidance on this 'process of construction of knowledge' through critical reflection so as to enable in-service teachers become independent on the road to self-directed development.

Reflection for Change and for Innovation and Development

Reflection and research are considered important for change, if any required for innovation and development. Teachers

must reflect on their classroom practice; they must reflect critically on what really goes on in their classrooms - for self-monitoring and self-evaluation. Classroom practice needs to be made explicit through reflection and for taking corrective action, if necessary. Self-reflective teachers are better able to respond to the changing needs of learners than those who do not do so. Classroom is the most suitable site that provides opportunities for experimentation, exploration, innovation and change if any required in the teaching practice in the light of reflection through experience. Lack of this real and authentic setting is, as we have said above, one of the main drawbacks of teacher training and professional development programmes conducted in de-contextualised settings.

There are a number of ways in which this practice can be encouraged and structured. Richard and Farrell (2005) provide a number of procedures for self-monitoring and self-evaluation and suggest various forms of lesson reports, checklists, and questionnaires. Keeping a diary or a journal is also a useful form for self-reflection.

The process of reflection can be structured, if one wants to do so, in three steps as suggested by Richards (2004). These are: recall of events happening in the classroom, recollection of the events, and reflection, review and response to the events. Technology – audio and video for example, - can be usefully employed for this purpose. For more convincing results, one can combine self-evaluation, peer evaluation, and learner evaluation.

Reflection through Collaboration

Roberts (1998) sees one of the main aims of teacher as an increased awareness and this is often made possible through collaboration. Collaborative and co-operative processes can help sustain individual reflection and development much better than struggling alone. Friendly and healthy competition including competing to improve on one's own past performance, are also useful for development. Collaboration is likely to lead teachers own the entire process rather than one that is thrust upon them (Taylor, 2010) as is done in orientation programmes, and thus acts as a motivating factor for them.

Advances in I.T. have made it easy to indulge in such collaborative efforts by teachers working in common contexts through sharing and caring sessions, interest groups, focus groups, talks and discussions, blogs, emails, what's hap groups, and other social sites. Professional bodies, local and regional conferences and on-line journals also play a useful role in encouraging critical reflection through collaboration and development. Hunzicker (2011:177) argued that "... effective professional development is anything that engages teachers in learning activities that are supportive, job-embedded, instructionally focused, collaborative, and ongoing".

Conclusion

We have argued that teacher development is a term distinct from professional development and 'transmission' models of teacher development programmes such as

those organised at present by CPDHE in Delhi university and at other places in the country by similar other bodies are not the right models for teacher development. Teacher training and education programmes must have provision for giving guidance to teachers in the 'process of construction of knowledge and awareness' through engagement between 'received' knowledge and 'experiential' knowledge for self-directed, reflectively-driven, cooperative and collaborative programmes of various kinds for their continuing self-development.

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A Report on the Workshop on Perspectives in Business English Training

A one-day workshop on ‘Perspectives in Business English Training’ was conducted on 28 July, 2018, by Ethiraj College for Women, Chennai, in collaboration with English Language Teachers’ Association of India (ELTAI) and ELTAI Business English Special Interest Group (BESIG). The purpose of the workshop was to facilitate understanding the best practices of trainers/teachers of Business English.

Dr V.M. Muralidharan, Chairman, Ethiraj College, spoke about the importance of English as a global language and about how knowing to communicate effectively will take students places. Dr. Mangayarkarasi, HoD of English, Ethiraj College, presented before the gathering the various programs that the department has started in the recent past.

Evan Frendo, Joint Co-ordinator, IATEFL BESIG, spoke on ‘Minimising miscommunication at the work place. He emphasised the prominence of speaking English in the fields of Navy and Aviation. Intelligibility of a conversation lies in recognising the expression used in this context. He explained the difference between Comprehensibility and Interpretability. He said that misunderstanding arises when the communicators are unaware of the existing problem. During the course of the session, he expressed a clear distinction between EFL (English as a Foreign Language) and ELF (English as a Lingua Franca). He said that conformity with Standard English is seen as a fairly relevant concept in the context of learning English as a Lingua Franca. He listed out various options before beginning a Business English class like, needs analysis, accommodation skills, active listening and inter-cultural awareness.

In the second part of the session, “Teaching the language of Negotiation”, Mr Frendo discussed the challenges that a teacher of business English could face.

Mrs. Lalitha Murthy’s brainstorming session gave the participants a clearer insight into what the Indian industry is looking for in its employees and how a course could be customised to tailor to the needs of the industry.

In the subsequent session by Mr. Adi Rajan, interaction was based on the usage of OneNote, an app that could be used to create a paperless Business English classroom. The teachers had a hands-on experience of using the app, while they were taught to share learner materials via the app.

In the closing session, Mr. Vivekananda PV, TCS, threw some light on the usage of technology in the classrooms. He highlighted the usage of certain apps like the Fresco talk/ Fresco Play, Idea Accent etc.

In essence, the workshop provided a high quality learning platform in the areas of career development, personal enrichment and professional development.

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Cognitive Reflection and Diligence: An Empirical Study of Student-Teacher Correlation

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ABSTRACT

The aim of this paper is to attempt an understanding of the crucial relationship that exists between learner and teacher. It is crucial because it is one of the predominant parameters to develop an entente primarily with the subject besides the modus operandi of teaching and learning the subject. The learners have certain apprehensions already in them which, perhaps, create a distance by default towards learning English (L2). To develop interest or create an impact in gearing towards learning English (L2) is in itself a challenge. It is, thus, pivotal to build mutual trust and respect which as invested would yield corresponding attitude towards the subject as much as towards the teacher. The influential role of a language teacher is extremely crucial to develop a liking for the subject, if not a passion for it. Through the mode of discussion, the paper takes into consideration the specific instance of learning English (L2), in the paradigm of ELT, with particular reference to teacher-subject-student, the trio correlation. The study ranges within certain rural and semi-urban areas of West Bengal. The students at UG and PG levels of Engineering and Management streams are the target learners. This interpretation and understanding indicates the need for reducing cultural gap which already exists with their parents. Hence, the role as a mentor doubly increases in developing a steady and perpetual relationship which is at the base of learning and teaching.

Key terms: *attitude towards learning, ELT, cultural gap*

Introduction

In the past decades, many scholars have questioned the effectual relationship between student and teacher. Since the inception of learning – teaching the mutual dependence of student teacher has been one of the decisive factors of the output and outcome of teaching and learning process.

We know about the Guru Kula system of education; the Ashram system of education and today's ICT enabled learning. Whatever the environment had been or is prevalent the relationship between learner and facilitator is of paramount importance right from the initiation of the process of learning and teaching. Today when we talk of learner

autonomy or self-learning the role of the teacher is that of a Facilitator. In this too, the teacher facilitates to inspire the learner to dream, to aspire, to think in terms of higher order thinking skills or to develop people skills. The aspirations, the dreams of the learners from different ethnic, socio-economic background have their root in the same classroom environment. The mind knows no color and division. It dreams. The brightness of the dream shines with the color of treatment. The teacher is the great motivational source in shaping the color. The student –teacher relationship can catalyze the process of learning as much as it can be demotivational. As facilitators we need to comprehend the difference between a student and a learner. A learner is always a student but a student might not be a (willing) learner.

This paper takes into consideration some factors to understand the nature of this interdependence in three ways:

1. Examining the key determinants
2. Combining the determinants with expectations and achievements
3. Using this newly constructed typology to predict the future educational behavior of students (the likelihood of applying to practical situations both in professional and personal life).

Studies on student-teacher relationship has been focusing on how the treatment of subject – the what and how of a subject, the methods/approaches help in the learning process; studies have also reflected upon the treatment of learners in dealing with the subject as well as how a learner is treated by the facilitator in and off the

classroom. All these have undoubtedly been instrumental in further explorations of student-teacher mutual bonding with different levels of expectations (high/low/moderate). This includes, for e.g. developing self-esteem, self-concept, influence of socio-economic background.

This study aims to analyze the influence of well-knit personality to improve the learner's academic as well as moral values by maintaining a supportive, caring and free of egoism relationship. The next section of the study aims to explain how the impact of student-teacher bonding so created in the process can leave a permanent mark (positive or negative) and in predicting future educational behavior.

The final section presents the conclusion. My goal in conducting this study is to provide more specific examples and empirical findings of how student-teacher relationships are effectuated.

1. Determinants of learner and teacher bonding:

1.1 Reliability

It takes time to build trust on someone. If it is the case of an educator, it is little more time-consuming to understand how to approach and to what extent and the limitations. In general, that which is very easily developed within a short span and understood as popularity is, perhaps, presumption. Reliability in turn is dependent on certain key considerations. This paper takes into account two such considerations among innumerable other factors.

1.1.1 Punctuality

In our system of education, the classes are

structured in accordance to bell schedule which signals the Factory Model of Education. The essence of freedom is somewhere already curtailed. Next, it has to be borne in mind that, a teacher who arrives ahead of allotted time for the class and the teacher who is habitually late in class have different effect on the learners in gearing towards the subject (already under apprehensions). In fact, it has been observed that, a psychological mind set prevails to reach a little late after the bell goes and in many cases even much later (little early before the bell goes for the next schedule). While in some other case, if there is /are student/s less than 3 or 5 in a class many teachers do not consider it important at all to conduct the class owing to less presence. The students present suffer a setback.

Gap of reliability is not only broadened, but it **kills** the following in the process: students' expectations, trust, aspirations and dreams, energy and motivation, respect for the teacher and the subject in concern, curiosity, value of time, future such endeavor, moral growth, evaluations of teaching effectiveness.

As **major effects** it incurs the loss of faith, admiration and respect, true learning as it fails to ignite learning to value importance of time, reliability of evaluation, and focus.

Analysis:How does it affect future behavior of the learner?

The learners would develop a casual approach towards the responsibilities that come on their way in life. The value of work and passion towards work would not develop. It would be work for the sake of work. The passion, the zeal would lose their

meaning. The pure satisfaction that comes struggling through odds which ultimately drive one to reach their destination /goal would remain inexperienced.

Just as slow accumulation of drops of water creates large water bodies, likewise, lack of punctuality from its start to the end of a session would create havoc in delineating one's responsibilities and gearing towards a disciplined life. It falters in delivering a structured curriculum effectively and at full length. The question of doing reference work or expanding beyond the structured syllabi becomes a far cry. Learners fail to explore wider horizons in practical life. Expansion of work, related experiences, training and up gradation (self-development motivation) becomes stagnant and narrowed down.

The learners need to learn how to do in-depth study, consult references and go beyond the syllabi. Contrarily, ignorance would encourage them to cut short the designed syllabus (self-made syllabus) to somehow pass the examination using malpractices, excessive dependence on 'suggestions' a week before exam, inability to answer questions if twisted or are not in the usual systematic pattern. Lot many things are intertwined in this which lessens reliability, not only on the teacher but the entire system falls flat.

Reliability of the following factors that are intricately involved in this entire process is put to question:teaching objective, learning objective, educational objectives as a whole, curriculum and syllabi, fundamental values like respect of time, evaluation (examination) objective, test criteria, administering test process (especially, invigilation and script correction), and assessment criteria.

The higher order thinking skills do not find a place to ground their feet as the learners become dependent on age-old question pattern or question based on critical thinking can be competently dealt with and/are often marked as 'tough questions' or 'out of syllabus questions' (which in reality , might not be the case).These ultimately fall back on the entire process of learning-teaching and the impressions that a learner carries about the teacher is a tougher hit to the objectives of education as a whole.

Being in time in classroom can help earn respect. In fact, it can add meaning to student life as much as it adds color and feather to the role of teaching (Facilitating). It teaches the value of time spent effectively and in turn the value is carried forward in future in all situations. The transfer of learning takes place. No research, no survey can inspire us cent per cent but for introspection and being self-geared to the process. That is perhaps the reason, we fondly remember the teacher who have been influential in our lives and still continue to feel inspired at their thought. We indeed respect them.

It is up to us how we expect our students to remember us!

1.1.2 Dress Code

Dress code can potentially control a learner's notional direction and sense of attraction. If the latter becomes more prominent, the eye develops a habit of concentrating more on physical appearances than on study itself. The curiosity accelerates. In this sense, it needs clarification as what is meant by 'dress code'. It does not indicate to fixed uniform but it intends decency.

'Style is the dress of thought' is a powerful

impression in language analysis. It would not be impertinent, perhaps, to say that fashion psychology is equally an integral part of communication while interacting with the learners. Physical appearance of an educator can stimulate mental and physical performance. Being presentable and accentuating affluent presence are two different things. From time immemorial, teachers have remained the role model and a source of charming and charismatic appeal in terms of how they carry their personalities. Dress has its own cultural specifications, social significance depending on circumstances, contexts, time and occasion and a behavioral psychology.

Analysis:How does it affect future behavior of the learner?

Learners hail from different socio-economic background. A language teacher is keener on these while preparing for a day's learning-teaching process. A careful watch in today's environment would give a glimpse of tremendous restlessness, rapidly fading of ethics and values of life. We are heading towards those days where these terms would seem a thing of past and non-existent. By this, I do not mean that all blame is to be put on teachers for this. But, let us rebuild and reinstate these values instead of being a part of it and suffocate ourselves to decay and degeneration. Loud accessories correlated with gaudy and expensive dress/attire (irrespective of gender) is likely to have a negative impact. Dressing down a little too much on the job would, undoubtedly, negatively influence learners by causing disappointment and arguable social withdrawal which would affect attention and focus on the job assigned.

Let us find out how it affects a learner:

1. It limits a learner's educational attainment.
2. It links to depression as socio-economic hardships put the learners in an underprivileged position.
3. It creates a psychological barrier – a sharp demarcation, an awareness and differentiation in their own circumstances – to their elite peers.
4. It develops a sense of social distance – even in cases, a strong desire to possess all these that are practically unaffordable at the moment.
5. Negligence of study and over indulgence on cosmetic appearance.
6. Division of a teacher's personality – to some students the teacher in all their loud make up , gaudy dress and loud accessories appear perfect while to some others the teacher remains unapproachable and to some others the response is a mixed one or/are neutral. In all these cases, the objective of teaching loses its significance where the process of learning – learning become shadow priorities.
7. The sense of wellbeing and the urge of cosmetic appearance get mixed up in the process and thus produce a paradoxical effect.
8. It lessens much of the time for strategically lesson planning of teaching because attention is surely to be distracted to maintain the makeover. However, it doesn't imply in any sense that teaches aren't entitled to beautifying themselves. The sense is

only that it doesn't hamper the actual process or that the learners feel distanced.

9. In certain cases, improper and odd dressing can have perverse effect on the learners.
10. When it comes to learning-teaching, the situation is more formal than being casual.

Proper dress code in sharp contrast to tattered or low waist jeans, informal Tees, see-through or tight-fitting clothing in a formal atmosphere restricts the educators in forbidding their learners to put them on in their own situations. This habitual action continues in their turn of life and professional situations until one day s/he is put to question by authority.

Perhaps so, there is a steady decline of standards of good taste among the learners where very often they can be found in flip flops, slippers, under garments showing. These misaligned situations, if not controlled, it would surely impact learners' future behavior and the society and its culture as a whole.

It loses reliabilities in terms of social codes of conduct and culture, professionalism, positive psychological growth, mutual respect and relation between learner and teacher – in fact, provokes perverted thoughts, attitude it provokes the Institution, bonding among peers (because of difference of opinion and attitude towards the same). If we as facilitators provide our learners the scope to raise questions on us, subsequently we cannot help modifying theirs.

1.2 Diligence

First, we take a look at the origin of the word. The word originated in Latin in the late seventeenth century. The meaning stands for close attention. When it comes to the realm of learning – teaching ‘diligence’ applies to all possible areas. How is then ‘diligence’ related to learning and teaching?

Let us first take a look at how and what situations affect diligence of a Facilitator –

1. Facilitator is not confident about one’s own standards of teaching.
2. Does not spend time on strategically planning of lesson and/or reflect on the improvements required.
3. Confides oneself in self-satisfaction and do not thrive for further developments which is a continuous process.
4. Does not have the inner urge for updating and introspection and thus lags behind in application according to the need of the time. Instead, develops negative complexes.
5. Is self-complacent with their achievement of the past and is extremely rigid; professional update in accordance to need of the hour loses its significance.
6. Rigidity (excessive in certain cases, not willing to listen to or take suggestions from other colleagues as a mark of wounding self-ego and thus refrain to heed).
7. Focus aberration – teaching aims to facilitate towards achieving learning outcomes and proper application in respective situation/s. When the proper focus gets shifted unethical

preoccupations occupy their place.

Example 1 – indulging in student unrest and thus instigating the learners to suit one’s own purpose and/or applying unfair means to ignite commotion and despondency.

The true significance of education and the objective of learning-teaching are thus lost into oblivion.

Example 2 – trying to gain meretricious popularity by being too student friendly to the extent of closing one’s eyes to the abnormalities of any situation, which contrarily, should have been directed to the right track. ‘Diligence’ is thus highly affected.

The learners who have come with the real purpose of learning are thus subjected to mal adjustment, loss of mind, troubled mind and occasional breakdown and instability. On the contrary, learners who have managed to the ways of profit –making without sincere effort to learn and educate them are only experiencing exploitation. This is harmful and painful both. If these are not controlled and checked undoubtedly they pose threats.

It widens the gap among peers, among learner- teacher, among teacher-teacher and this, I believe, would perhaps not be wrong to say, would cast a chain reaction among all the stakeholders.

Rationale for conducting the systematic review:

Numerous evidences in our own known environment indicate the dire need of soul-searching and introspection on the part of the facilitators. The facilitators bear the solemn responsibility of building a Nation

by shaping the learners according to their learning trajectories and careers. A learner can be shaped and guided towards competence only when the trainer is self-guided (to positivity and progress).

This situation desperately needs facilitators' self-control on the sense of self-satisfaction and stagnation. Educational interventions by the authorities, in certain cases, are in high need through the implementation and compulsion of attending trainings and self-development programs and monitoring their applications in the classroom situation the inertia of which can lead to serious infringement.

An in-depth understanding and realization of all the factors mentioned, the disadvantages faced by the under privileged suggest potential factors for low academic performance / under achievement.

Appeal to the concerned authorities to provide scope and exposure to facilitators who yearn to upgrade and update but are far from the benefits.

2. Method

As applicable, the present study is bent on Qualitative Research method. After formulating the study topic, some literature reviews were studied and relevant research reports from electronic databases were analyzed. The method of data collection also included minute observations of learner's behavior in and off the classroom situations, anecdotal records as maintained. The personal experiences in teaching has been of immense help and worked as a tool in collecting and analyzing data.

3. Conclusion

While trying to understand the learning

environment, learning scope, learning style, psychological gearing to learn (not acquire) a language, especially English (L2), the knowledge and/or understanding of the above mentioned determinants are necessary. Fear towards English (L2) is already predominant. The external adversities in stimulating their interest would increase the distance.

The understanding of the determinants is palpable because with it the expectations of the learners are either escalated and geared or marred. Psychological workings of the learners in being interested to learn are also an in-depth focus of present educational research. The prevailing conditions and intricacies in the process of presentation by the facilitator or environmental psychology have greater roles in preparing them to accept or discard the challenge. The study tries to drive home the point that a teacher becomes a facilitator when there is growth not only in learning output but development takes place in learning outcome as well. If the impact is only on learning output without nourishing learning outcome one bears merely the tag of a teacher because overall the educational objectives could not be achieved. Learning outcomes talk of holistic development whereas learning output is just the result and gradation derived from mere classroom teaching.

The student may not be a willing learner but, in order to transform the student into a willing learner the topic in this paper was attempted for observations. The points in my discussion are the outcomes of my observations from my experiences in and off the classroom situation. The observations so made are more particularly

related to the learners from the rural and semi-urban areas where certain local sentiments and beliefs reign supreme.

The study is particularly relevant in the context of rural and semi-urban learners of West Bengal. The target learners are at UG and PG level studying technical and management courses (B Tech/BBA/MBA). Exceptions in all related cases, situations and factors are applicable. These situations might be applicable (correlation) to certain similar cases that we share in our environment outside West Bengal.

Owing to huge number of theses only few of the Literature Reviews on students' aspirations and expectations and factors related to under achievements could be studied for analyzing them. Due to extremely shortage of time and scope it was difficult to manage reading all of them and hence, it is possible some significant information might have been missed. Many other factors are associated in relation to the topic of the present study.

The study aimed to analyze a range of factors, limited in range and scope, linked to under achievement of learners and steady fall of moral values and the role of student-teacher relationship in educational attainment of these learners. It needs special mention in this, that, it is not only the role of educational Institutions and the facilitator alone to bring in the desired changes, but the parents/guardian too needs to cooperate hand in hand as part of the stakeholders involved in the education of the children.

However, the study does not cover full range of diagnosis. I could bring out a small scale study and/or observations as discussed in my paper. Further research on this is definitely a must.

On the basis of observations as a student myself and while interacting with my learners, I tried to correlate the expectations from a teacher/facilitator. Aiming only to enable students escalate in grades dismantles educational objectives and transformation of persona becomes doubtful. In this context, I leave open on the understanding of the readers to decide what should be the focus — stimulating the relationship of a learner-facilitator or student-teacher, is what we need to concentrate upon to bring in the desired changes in learning outcomes. Or, are they mutually inclusive?

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Designing a Textbook for Undergraduate Students to facilitate Relevance, Reflection and Response

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ABSTRACT

One of the major challenges faced by teachers is the of lack of engagement with the textbook among the students. The reason behind this is that the content of the text is of little relevance to the students and is not close to their hearts. Moreover, the language of the text is not accessible to the students and cannot be comprehended by them without a teacher-directed lesson. The present paper shares the parameters used by the researchers in designing a textbook for general English undergraduate students so that it promotes engagement and critical thinking among them. The paper also shares the ways in which classroom instruction was used to help students connect the content of the text to their own lives and also provide opportunities for them to not only develop their vocabulary and communication skills but also their high order thinking skills.

Key terms: *Textbook, Relevance, Engagement, Communication, Vocabulary, Critical Thinking, High Order Thinking Skills*

Introduction

One of the major challenges faced by teachers is the lack of engagement of the students with the text. This stems from the fact that the textbooks prescribed for them are too bland, irrelevant or inaccessible to the students. With such textbooks to read, students are slowly but surely put off by reading in general, and by the textbooks prescribed to them in particular. The

present paper shares the parameters used by the researchers in designing a textbook *Golden Harvest* for general English undergraduate students of RashtrasantTukadojiMaharaj Nagpur University when the opportunity presented itself to them. It also discusses the ways in which the textbook was used so that students could respond to it actively using the tools of collaboration, communication and critical thinking.

Before beginning to cull various kinds of text for the textbook, there were a few parameters that were kept in mind and followed:

Exposure to various types of text genre:

The text genres chosen and their difficulty level were such that it matched the kinds of texts the students would encounter outside their classroom and in various standardized assessments. Since *Golden Harvest* is a textbook for General English which is compulsory for all undergraduate students, care was taken to keep in consideration the needs of the non-English medium students who are linguistically challenged compared to their English medium counterparts.

Although teachers are often led to believe that only fiction is appealing to the students, McEwan (2004) makes a strong case for exposing students to a wide variety of text materials with varying levels of text difficulty. Smolkin and Donovan found that students engaged in more meaning making discourse with their teachers and each other when they were exposed to expository texts (McEwan, 2004). The researchers therefore chose a balance of fictional and non-fictional texts from various sources such as magazines, speeches made in reputed institutes, autobiographies etc.

For instance, the chapter “What India Inc wants” was reproduced from magazine articles written by people in the serious business of recruiting people while “Go, Kiss the World” was a speech delivered by Subroto Bagchi to the class of 2006 at the Indian Institute of Management, Bangalore and *A Simple Philosophy* is a speech by

Seethi in response to the US government’s offer to buy their land in 1854. The textbook is a mix of fiction, nonfiction, autobiographical excerpts, poetry and one act plays so that students are exposed to the different characteristics of each form.

Relevance of the text to the readers: One of the most frustrating aspects of reading for the students springs from the fact that the content of the text is of little relevance to them. They can’t help but wonder in what way the matter that they are reading is of relevance or significance to them. As pointed out by Beck and Kosnik (2006), “if students have not had experience relevant to a given idea, they may not be able to deepen its meaning” (19). Williams (2003) points out that there are three doorways that help students gauge that something is relevant to them and thereby prompt high order thinking skills among them. They are “emotions, significance and flow” (17). It is only when the content that students are reading strikes a chord in them can we expect an appropriate triggering of emotion and an involvement in the learning environment. Williams (2003) goes on to point out that these emotions can lead a student to attention, which in turn can lead him/her to learning and memory and thereby to high order thinking.

The researchers while designing the text made sure that there was a connect between the content of the text and the life situations, complexities and the challenges of the students’ lives. For instance, “*A Real Good Smile*”, with a touch of humour, talks about the efforts taken by the character to improve

his body language in order to impress his interviewer and “*What India Inc Wants*” throws into perspective the employability skills expected of job aspirants which helps them connect the matter they are reading to their life outside the classroom. *My Struggle for an Education* shows Booker T Washington’s resolve to educate himself against all odds and his determination to use education as a passport to a better social standing and a better life while the poem *Flowers are red* gives us a peep into the insidious ways in which the education system kills creativity. Dilip Chitre’s *Father Returning Home* draws a vivid picture of a man’s life in an Indian city and the toll it takes on familial relationships.

It was observed that when reading the textbook, the learners could draw on their personal experiences and make personal connections with the text. As pointed out by Tileston (2000), “if we can draw from personal experiences, especially those with emotional ties, we have a greater chance of making the new information relevant to the learner.” This personal connection with the matter in the textbook also played an important role in helping students gain ownership of the learning process and link the ideas they already have to the new learning process.

Connecting to Values: Although a wide range of topics have been chosen for the textbook, a common thread that runs through the content is its focus on moral values and humanistic aspects of life. Given the fact that the target readers of this book are adolescents and young adults, the

textbook aims to enrich their understanding of the world and of themselves and also explores the relevance of these values in their own well being. This aspect of education is emphasized by Sternberg (2003) – “When schools teach for wisdom, they teach students that it is important not just what you know, but how you use what you know— whether you use it for good or bad ends...Students learn to think wisely and understand things from diverse points of view.” (7-8). In keeping with this idea of Sternberg’s wisdom oriented approach, the text gives much food for thought and enough room for engagement in reflection. For instance, in *Go, Kiss the World*, Bagchi gives a very different perspective of success and shares the many values of life that he imbibed from his humble parents. In the same vein, the poem Youssuf talks about the value of forgiveness while Edward Dyer’s *My Mind to me a Kingdom is* talks about the power of the mind and glorifies the concept of contentment. Kipling’s *If* gives concrete steps as to what a man should do in order to live a life of integrity and wisdom.

Raising social consciousness through the text: The researchers, while selecting texts, also chose to focus on topics that would engage the learners with issues requiring social consciousness and critical thinking. For instance, the story *The Thief* which shows how when bestowed with compassion and trust, even a hardened criminal can be transformed into a pure soul, can raise the issue of punishment as a deterrent for any form of crime. Similarly, Gaboriau’s *An Accursed House* shows how people get

carried away by the rumours around them and let them come in the way of making a fair assessment of the situation. This brings to fore the role played by the media in influencing the views of the people.

Similarly, Sisodia's *The Last Salvation* and Langston Hughe's *Drama for a Winter Night* give the learners a glimpse of an ugly but real aspect of the world- the apathy and callousness with which the vulnerable section of the population is treated by others. The environmental wisdom that Seathl's speech *A Simple Philosophy* holds has more relevance today than ever before as this planet of ours is on the verge of environmental and ecological disaster due to heavy industrialization with many human rights violation taking place. These issues were discussed when students got together to find the binary concepts (for instance, powerful versus powerless, privileged versus underprivileged) and recognize the content which embodies these concepts.

Focus on developing students' richness of the language: The focus of the textbook is as much on developing accuracy as it is on developing fluency. The vocabulary section deals mostly with idioms, phrases and collocations that can be used in their daily interaction. These language items are reinforced by giving them practice in meaningful situations so that they become a part of the learner's active vocabulary. The grammar exercises have been designed in order to give practice to students for the assimilation of key grammar points. The reading comprehension exercises focus not just on questions with direct answers but

also interpretive ones which call on learners' ability to read between the lines and also activate their background knowledge. The focus of the reading comprehension passages is also to equip students with the reading skills of skimming, scanning, summarizing, making inferences etc. The aim of the language exercises at the end of the chapter is to not only make the learners proficient with the skills of reading, writing, grammar usage and vocabulary but also to add richness to their language and make them sensitive to the nuances of the language.

The section below deals with the motivating and productive ways in which the textbook was used in the classroom.

Facilitating the application of ideas and concepts to their own lives: When teaching this textbook in the language classroom, the researchers assumed the role of a facilitator rather than an information giver. A safe and secure environment was provided to the students so that the learners share and discuss their ideas, beliefs and experiences. The topics in the book provided enough opportunity to help build a class community. For instance, when discussing the poem "Flowers are red" which deals with the education system, almost all students were unanimous in sharing that the Indian education system stifles creativity. The students got an opportunity to connect their ideas to what they were reading when they were asked to come up with their idea of an ideal education system. It is activities such as these that allowed the students to pull out ideas and concepts from what they have

read and apply it to their own lives.

According to Williams (2003), this skill of applying is crucial that finally makes the material meaningful to students' everyday life.

Facilitating a dialogic discussion among learners: In the course of reading the chapters, some learners would agree with an idea promoted by the writers while there would be some who would disagree. For instance, in the poem *Youssufand the story The Thief* the idea of using compassion and forgiveness as tools to transform the lives of people who have taken to crime is promoted. This concept was not agreeable to some who believed that people should be made to pay for their wrong deeds. The learners would then be divided into groups representing two views and each group was asked to persuade the other to change their minds. The learners were at times made to follow the IPSO (Issue, Position, Support and Outcome) format for the idea that they are discussing. This helps them think critically about different concepts and develop deep understanding and critical thinking.

Facilitating collaborative work: Students were given enough opportunities to work collaboratively in order to help them build their self belief in critical reflection. The idea was to help them explicitly articulate their ideas, reflections and share them with their fellow learners. This collaborative learning was also used in order to promote mutual helpfulness, cooperation and active learning among the learners. The students when working in heterogeneous groups also got immense opportunities to learn from each

other. After presenting the information to the students, they were first asked to share their ideas and reflections in pairs. They were then asked to work in small groups and then gradually move on to bigger groups. This kind of social interaction helped the students get multiple perspectives on a topic and also promotes the intellectual standards of intellectual fair mindedness, intellectual confidence and intellectual humility. Thus students were required to develop their high order thinking skills by brainstorming, synthesizing their ideas, responding personally to what they have read, summarizing the content, applying what they have read to the contexts of their own lives, critically analyzing a subject or topic through argumentation, discussion and debate. The various student accountability tasks which they were required to perform were summarizing, retelling, organizing, thinking aloud, defending their stand, brainstorming, lateral thinking, peer teaching, evaluating etc. As Wells (1994) puts it, "As the learner appropriates the knowledge and procedures encountered in interaction with others, he or she transforms them, constructing his or her own personal version. But in the process, he or she is also transformed." (8)

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Dr. M.L. Tickoo - A Tribute

Dr. M.L. Tickoo is a legend in the history of English language teaching in India. His demise has created a deep, unfathomable chasm in the hearts of all teachers, students and lovers of English. As an unparalleled scholar, a writer par excellence, a teacher beyond compare, and one of the finest human beings, his name is written in letters of gold in our memory.

A Kashmiri by birth, Dr. Tickoo completed his PhD in London. He was the head of the Department of Materials Production at the CIEFL, Hyderabad. Later he was invited to head the Regional Language Centre in Singapore. For a scholar of his calibre, there could be no retirement. He was always in great demand, globally, as well as locally.

Dr. Tickoo’s favourite haunt was the CIEFL library. His day was not complete without a visit to the library. In fact, he had turned his house into a mini library. Every morning, he and his wife, Dr. Champa, started the day, not with a cup of tea, but with a book in hand! Any new publication in his field had to be read. His amazing scholarship proved an inspiration to one and all.

It would not be an exaggeration to say that that Dr. Tickoo was the Pitamaha of materials production. It is impossible to keep track of the number of books he has written. The Gulmohar series of school textbooks has stood the test of time for more than half a century and bears testimony to his power of feeling the pulse of learners.

If research in ELT has taken deep roots in this country, it is largely due to the inspiration of doyens in the field, like Dr. Tickoo. As a guru, he mesmerised his scholars and enticed them into pursuing research in ELT. His love for his subject, his concern for his scholars, turned research into a labour of love for himself as well as his students.

It was a great honour for us in ELTAI, when Dr. Tickoo was kind enough to accept our Eminent English Teacher Award. It was a momentous occasion for us. His interest in ELTAI and concern for its growth are unforgettable. We, at ELTAI, believe that he is still with us, for, “To live in the hearts of those we leave behind, is not to die.”

Dr V Saraswathi
Former Editor, JELT (India)

Flipped Learning: A Literature Survey on why the Approach is in Question

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ABSTRACT

The concept of 'Flipped Learning' came with a change in approach to teaching. Contrary to a traditional classroom, a flipped classroom is seen as student-centred. Initially FL began with supplying online learning materials with easy access for the students absent in the class. It has been effective in supplying all students with learning materials and thus, making them responsible for learning. Class time could be expanded and utilized for one to one interaction. Other advantages are also there. A learner-centred class not only engages learners with their flexibility in learning activity but also promotes collaboration among them.

It spite of a number of advantages, flipped classes are not liked by many of the learners, teachers and parents. Some of the flaws are quite obvious, such as, traditional mindset of learners, teachers and administrators, inadequate technology in low-income schools, learners' dislike and disinterestedness in active participation, larger workload for the teacher in managing students working on multiple assignments of varied standards, standardized testing, and so on.

The present paper is an attempt to provide observation-based detailed insight of how this innovative and technology-driven approach of learning and teaching outside of the classroom with teacher in the role of a facilitator is perceived by the stake-holders, consider pros and cons of this approach in this digitalized era and ultimately to find an answer to why the approach is in question.

Key terms: *Flipped Learning, Student-centred Learning Approach, Learners' Role and Responsibility, Teachers' Role and Responsibility, Perceptions of Stake-holders*

Introduction to Flipped Learning

In this era of innovation in education facilitated by recent advances, learners and educators have developed increasing tendency towards the use of educational technology. In place of traditional classrooms with teachers explaining each topic, and then assigning the homework, the academic world now prefers a carefully structured class beyond the classroom where the process can be turned into inquiry-based learning with more engagement of learners in the process. It saves valuable classroom time and offers one-on-one, customized assistance. In other words, opposite to the usual classroom paradigm, in flipped learning model, learning of course concepts takes place outside of the classroom and the class time is utilized for more active learning.

Herreid and Schiller (2013) defined it as switching of what students normally complete in class and at home. Lectures are recorded in advance and students are supposed to view and practice these lectures independently. It allows them to ask teachers specific questions when needed. Teachers also can better assess the understanding of the learners. However, Bergmann & Sams (2012); Herreid & Schiller (2013); and Berrett (2012) believe that simply an increase in home instruction and watching video lectures cannot be defined as flipped learning. They further say, "Students must spend face-to-face time with instructors to work on the content learned from the videos in order to be considered flipped learning."

The concept of flipped learning and integrating digital teaching-learning strategies in order to influence and improve the learners' behavior and learning outcome is the consequence of easy access to heaps of information via internet. It is not surprising at all to say that people are so accustomed to the virtual tools like internet that they are getting reliant on it for their everyday activity and so do the teachers today in their classrooms. Negative consequences are also observed when students are seen checking for social media updates most of the time, but these digital resources can inspire and guide also to a comprehensive understanding of how to comfortably navigate computer and internet resources. Bishop & Verleger (2013) write, "With the recent widespread availability of computers and internet access current educators are tasked with the endeavor of reassessing what is taught along with how that information is delivered."

The increased availability of technology has led to the development of a variety of strategies for utilizing computers as teaching tools, including the idea of a "flipped classroom" and has created a sense of urgency to integrate technology in the learning process. From the teachers' perspective too, a range of benefits can be observed, such as it enables them to utilize class time more efficiently and promotes higher student engagement.

Not only the concept but also the appearance of a flipped classroom is very different from a traditional classroom. There is action, chaos, talking, laughing, learning

and what not. Students can be seen sitting at tables or desks pushed together in non-traditional classroom manner and involved in various activities such as, accessing books, computers and others students for information; and still, collaborating with other students directly resulting in their learning.

In spite of all these ideas of learning, the approach is in question as students are increasingly complaining about inefficiency of the method. The paper is an observation-based in-depth study of various aspects related to this innovative approach of learning.

Why Flipped Learning

While there are plenty of concerns regarding the success of a flipped classroom, the benefits of the flipped classroom outnumber its shortcomings. In the traditional approach, also recognized as a teacher-centered classroom, the focus of teachers is limited to conveying information and assigning homework. Whether the knowledge is gained or not is the sole responsibility of learners. This may be effective for some of the learners, but most often it forces learners to become merely the recipients of information, not the active participants in the learning processes.

Flipped learning is a very effective, hands-on approach which actively engages the learners in order to improve their achievement. Increasingly growing technology and its infiltration in our classrooms by way of a flipped classroom paved the way for a more collaborative,

student-centered learning environment. The use of technology further enriches the flipped learning process and promotes skills that are essential for 21st-century learning. Today's youth are much more familiar with technology and visual modes of communication, which are the types of strategies used to deliver information in a flipped classroom (Greenfield, 2009, Fulton, 2012).

Flipped learning is an attempt made with a purpose to enhance the learning of students. Rather than focusing simply on delivery of lectures, utilizing class-time to enhance the understanding of students is the target of flipped learning. It gives the learners the flexibility to learn from videos at their own pace and according to their own convenience. Since they are provided with video lectures in advance, class-time can be devoted to learning exercises, solving problems and discussions.

There are potential advantages which persuade us to adopt this style of learning. The learners can have more control on their learning as they are provided with the input to be owned by them at their own pace. Flipped learning promotes collaboration among the learners-learner and learner-teacher. One-on-one interaction builds their confidence. The content and the lessons are available to learners all the time. Even parents can have access to the material to check the quality of stuff.

Flipped learning from the Perspectives of Learners and Teachers

The flipped classroom benefits both learners

and teachers. It enables learners to have access to technology, engages them in rigorous content and diverse learning, provides them with the opportunity to collaborate with their peers and ultimately they can receive immediate feedback from experts. Listening to lectures with ease, solving problems and applying knowledge gained make them feel confident while asking questions in the classroom. Students typically learn at slightly different paces from one another so making lesson and lecture materials available online gave students the ability to re-visit material if needed (Keene, 2013). Even the student physically absent can have access to the materials and ensures their accountability.

Contrary to it, if we look at the challenges of this approach, the common observation is that the students are so used to “chalk and talk” that it allows them to have or take no responsibility for what is being learned. All responsibility lies on the teacher. They tend to focus on the assessment. If the assessment is still asking for facts instead of problem-solving and creation, they do not feel the flipped classes are benefiting them in terms of their results, which is their “takeaway” from education.

Flipped model cannot replace teachers. It can simply shift their role. The responsibility of a teacher shifts to identifying the needs of students and ensuring their active engagement. The model helps the teacher in a way that students come prepared in the class and so, on the basis of amount of learning he finds himself in a position to decide allocation of time to varieties of

Journal of English Language Teaching LX/4, 2018

students- introvert, extrovert, struggling and great performers. It inspires teachers to become versatile while sharing the content of learning. Besides, transparency in subject matter helps teachers establish a rapport with parents.

Yet other groups of teachers are also there who are neither techno-savvy nor are they ready to change themselves. While many teachers might find the transition to a flipped approach manageable and worthwhile I did come across several arguments that teachers are oftentimes already struggling to stay on top of their current workloads and feel that finding the time to develop and implement new lessons and teaching approaches (as would be required when beginning to flip) represents a significant hurdle in their adoption of the method (Neyland, 2011). A teacher’s comfort level with technology would also impact their willingness to embrace a flipped classroom (Ertmer, 2012)

Flipped Learning: Why not to be recommended? (Challenges of Flipped Learning)

For any new idea or discipline, criticism goes side by side. Flipped learning approach too is not an exception to it. Flipping learning is not the only means of interactive learning and learners’ engagement and then get the desired results. Most of the learners face technical problems while adopting/using this method. It can also create a rift among learners as everyone cannot afford to have access to a computer and internet necessary to view the lectures. The use of computers

and internet access at home is typically a large component of a flipped classroom (Fulton, 2012). That puts students and schools with limited internet and computer access at a disadvantage when attempting to implement a flipped classroom (Tomlinson, 2015).

One cannot assure the learners' participation in the learning process as the teachers cannot force them to watch videos. It is difficult on the part of the teacher to afford additional time and effort to enhance the subject matter, prepare the video lectures and motivate the learners.

Some teachers are not in favour of initiating the flipped learning as they believe that this approach falsely acknowledges students as self-motivated to learn. Since learners are at the liberty of learning at their own pace and as per their own choice, maintaining balance between slow and fast learners can be a great challenge for the teacher. Tests cannot be designed and conducted for them. Thus, like any other model of teaching and learning, flipped learning also has its flaws/ challenges.

It is highly-essential to hold every student accountable for the delivered video assignments in a flipped classroom and make them responsible for their learning which is a great challenge.

Why the approach is in question

The success of any approach lies in what the objective for the course is. One must not be too enthusiastic about flipped learning as it is important to understand

that flipped learning doesn't mean automated learning. This approach is in question for several reasons. Every stakeholder has certain reservations about it. Many students resist the approach, either actively or passively, for one reason or the other. One of the biggest problems with flipped classrooms is that the teachers teaching them have not really changed their teaching methods to encourage that active approach and are trying to retrofit old teaching methods to a new situation. Many teachers who have experience with this model have now settled on a hybrid between flipped and traditional methods as the most effective learning experience for their students.

Students who expect the conventional mode of lecture-based teaching might find the sudden implementation of a new model disorientating. In addition, some teachers may find that the shift in their role from presenter to facilitator is challenging and requires the development of new competencies. Flipping requires very judicious planning of the difficulty of the material students need to learn on their own in preparation for class. In an era in which student satisfaction is so vital, we want our students to be 'mature' learners and take responsibility for their learning without training them to work with the way we are expecting.

Students cannot be abandoned simply by equipping them with a video presentation and expecting that they would learn from it on their own. Be it video lessons or not, students always need the teacher. It is

mainly because they are so used to the conventional method of teaching that they can't make sense of their lessons until they learn it directly from the teacher.

Flipping the classroom involves a great deal of teaching - we are teaching them to be learners, initially not fully independent learners, but learners nonetheless. Effectiveness of the approach is in learning by doing. It is true that some students simply don't want to be bothered with engaging activities. They just want to sit there, take notes and then that's it. It is very challenging to create a mind shift in students. They expect everything to be given to them on a silver platter.

In such situation, they believe it to be the teachers' duty to prepare them for a world in which they have to engage and participate actively and make them aware of their own responsibility for their learning process. We need to make clear to them not just what is being done but also why it is being done. When we explicitly inform the purpose of each activity and establish a clear connection to our learning outcomes we not only develop activities or lessons that are engaging but students are less resistant to complete the assignment because they understand the purpose.

Conclusion

Interactive engagement is central to teaching and learning. Flipped learning allows for individual learning styles. The teachers' role shifts towards that of facilitator and coach by empowering

students to take control of their own learning. Its core objective is to move students away from passive learning and towards active learning where students engage in collaborative activity, peer learning and problem-based learning. The model offers a teaching strategy where the basic material for a course is presented outside of class, often through videos that the students can watch at their own pace, and time in the classroom is spent deepening their understanding of the subject through exercises, projects and guest speakers. The approach is wonderful because it is supposed to encourage self-directed learning and active learning.

The issue usually lies in the way it is carried out. Those who oppose the method, see teaching as simply 'telling' the information - but whether learning has taken place - that's for another day when the assessments takes place. Even when properly implemented, the flipped class may not suit the learning styles of some students. Some just prefer the purely passive learning from sitting in a lecture. For many other students, the flipped class can provide deeper learning with a combination of passive and active learning. Those who oppose, actually missing face to face, human-to-human communication along with the ability to discuss things, react in real time, and to view others' emotional commitment to their views. Some believe that for the amount of tuition the students pay, they deserve the full sage on the stage routine and nothing less. So, they feel that flipped lectures are basically robbery.

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ACTION RESEARCH PROJECTS

ELTAI is grateful to educationist Dr. S.S. Rajagopalan, for his generous donation of one lakh rupees for providing financial assistance to our members who undertake Action Research projects for the enhancement of learning of their students.

The project proposals submitted by the following members have been so far selected for grant of Rs.10,000 each.

1. K. Chandrasekaran: Writing skills (Essay writing)
2. Dr. Shravan Kumar: Listening Skills
3. Dr. K. C. Mishra: Speaking Skills
4. Dr. K.V. Madhavi: Writing Skills (Essay writing)
5. Dr. Zulaiha: Reading skills
6. Dr. Joycelin Shermila: Writing Skills (Essay writing)
7. Dr. Xavier Pradeepsingh: Flipped Classroom for Teaching of Sentence Structures
8. Dr. Sasi Kiran: Speaking Skills

A few more under our consideration.

S. Rajagopalan
Patron, ELTAI

ELTAI 's Annual Report for 2017 - 2018

Let me start off with the regulars:

The last year's conference on the theme of English Language Acquisition: Western Theories and Eastern Practices was held on 29th, 30th June and 1st July at St. Teresa's college, Cochin, which was attended by about 700 delegates from different parts of the country. The theme of the conference has created ripples among scholars to explore new avenues in this domain and we fervently hope that we will be able to crystallize eastern theories and eastern practices in the days to come, to reverse the trend of following the western theories and western practices to perpetuate the failed system of language education in our country and subsequently, emerge as a pioneer for a new model of English teaching-learning processes.

The other torch bearer of our association is *The Journal of English Language Teaching*, a 53- year-old bi-monthly. We continue to bring it out interruptedly and thereby creating opportunities for publications for Indian scholars and practitioners. Besides this print and e-journal, the three online journals, *The Journal for Teaching and Research in English Literature*, *The Technology and ELT* and *The English Practitioners* continue to enjoy the patronage of our members.

Now, moving on from the sameness to newness:

Our website has taken a new avatar, which a viewer pointed out, "not many sites of associations can excel ELTAIs." And, *The Journal of Teaching and Research in English Literature* has a dedicated site of its own now, which is indicative of what our other journals to follow, to be indexed again in UGC list of approved journals and indexed in Scopus, MLA and other world renowned bodies.

Cambridge University Press has signed an MOU with ELTAI to be its author from 1st to 8th grades for their New English textbooks which has raised the eyebrows of other publishers. For the first time, a leading publisher globally, has decided to sign up with an association, as against the usual practice of individual authors, which many consider it as a significant recognition for the progressive association like ours.

We have for the first time signed an MOU with the Bangladesh English Language Teachers' Association (BELTA) for an exchanging of our journals, resources, experiments and expertise between the two associations and hope to extend it to a few other neighbouring associations with a fond hope that we hold the conference next year with a strong international presence, so English Language Teachers' Association of India will rechristen itself to be English Language Teachers' Associations International, the letter 'I' no longer representing India but International.

Next, nine more new chapters have come into existence this year namely, Madurai, Trichy and Kanyakumari in Tamil Nadu, Raichur in Karnataka, Guntur in Andhra Pradesh, Bhopal and Jabalpur in Madhya Pradesh, Khandesh in Maharashtra, Aligarh in Uttar Pradesh and Kolkata in West Bengal adding to the tally of 30, in our attempt to reach out to resourceless centres. Our sincere request to all the chapter convenors is that they should engage intensively in professionalising teachers in their respective regions and to make a difference in their classroom performances. Further, number of our chapters continued to conduct international and national level conferences, workshops, symposiums and webinars.

The publication of the e-newsletter, to be a quarterly, was brought out by ELTAI to disseminate information about different activities carried out by different chapters and of course, some of our chapters also have their own newsletters, some in the electronic form and others in print.

Our thanks are due to S S Rajagopalan, a committed educationist, for his liberal donation of one lakh rupees, for ELTAI members who are willing to undertake action research to bring about meaningful changes in the pedagogical process.

Finally, as we are marching towards our Golden Jubilee conference next year, 2019, there are many more new projects in the offing, which will be known to our members as we go along. So, let us wish ourselves the best to hold a gala jubilee next year to mark an important milestone in our journey.

Dr K Elango

General Secretary, ELTAI

READING ACTIVITY

Scaffolding* (For struggling learners)

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

Objective : Enabling readers to read on their own but providing a supportive system, especially for struggling readers, till they acquire the required skills.

Participation : Individual.

Material : Any lesson in a textbook.

Preparation : Reading the lessons before taught with strategies for better linguistic and content comprehension.

Procedure :

- Learners should (be instructed to) pre-read a particular lesson before being taken up in the class as against the usual practice of teachers' leading the way. This exercise is primarily to make learners identify their areas of difficulty and hence, as and when those parts are dealt with by a teacher, they could have a focused attention to get them clarified. And, it is a common knowledge that not all learners learn in similar ways so the problems encountered by them are also not alike.
- Teachers should have a repertoire of scaffolding strategies to cater to differing demands of learners. The common problems most students encounter in English classes are a) unfamiliarity of words and b) lack of prior knowledge of the content to aid their comprehension. To generate interest in reading, the text has to be made accessible, which means familiarizing them with the vocabulary items. Scaffolding strategies such as discovery method, analogies, pictures, splitting up of words and so on can be employed keeping varying level of students to facilitate them to make sense of what they are reading.
- Tapping prior knowledge about the main idea and leading them to relate the content of the lesson to their own lives will increase their comprehensibility. Teachers can scaffold this with strategies such as being anecdotal or sharing well-known examples to enable them to grasp and personalize the content.
- Teachers have to employ a number of scaffolding strategies to make leaning meaningful and interesting to every learner. Once the scaffolding or assistance is not required they have to withdraw allowing students to continue building more advanced skills on their own for greater comprehension of texts.

Learning outcomes:

- 1) Learners realize that they need to engage with textbooks on their own prior to teaching to understand the individual challenges of comprehension.
- 2) Learners recognizing the difficult parts of lessons in advance and seeking the kinds of scaffolding required from the teacher vary from learner to learner.

Further activity: Reading textbooks without being taught with appropriate scaffolding strategies.

***Scaffolding:** The term scaffolding is derived from the construction engineering. While a building is constructed, a supportive structure is built along with it and on the completion of the building the scaffolding is dismantled. Similarly, in reading scaffolding is to be given to struggling learners and once they acquired the skill it is to be withdrawn and letting them develop more advanced skills.

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