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On Writing the Literary History of Indian Fiction in English – One-on-One: Interview with David Nunan – Action Research: An Effective Strategy for Continuing Professional Development – How to engage low proficient learners in a low resource classroom – Motivation: an Affecting Factor in Language Learning – Content and Language Integrated Learning (CLIL): Conceptual Framework and Viability in the Indian Context – Group Dynamics in Group Discussion

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Periodicity

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

Contributions

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

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

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

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

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

Objectives of the Association

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

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

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

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



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EDITORIAL

Jean McNiff in his book *Action Research: Principles and Practice* states that “ Teaching may be regarded as a means of improving schooling, by focusing on generalized issues of the management of curriculum or class, or it may be seen as a means of engaging in a critical process of action reflection which is in itself education.” Yes, the best teacher or educator is a person who engages themselves in reflective teaching and action research. No doubt, action research continues to gain prominence in recent years in the field of ELT. This issue of the Journal of Language Teaching (India) carries interesting and thought-provoking articles on action research, content and language integrated learning and views of well-known reflective teachers and researchers.

M.S.Nagarajan in his article ‘On Writing the Literary History of Indian Fiction in English’ proposes some directions in writing the literary history of Indian fiction in English. Stating that ‘nationhood’ is an imagined community, he says that modern literary history does not espouse a single ideology or framework, but canvasses a wide range of scholarly concerns. The regular column One-on-One features David Nunan, a well-known applied linguist, English language educator and author. Professor Nunan talks about his successful textbook series *Go For It*, how he got interested in English language education, how his approach to teaching evolved over the years, his contribution to TESOL as the President of the association, importance of professional development for teachers of English, etc.

Hitesh C Bhakat in his paper ‘Action Research: An Effective Strategy for Continuing Professional Development’ highlights the importance of action research and discusses the feasibility of action research as an effective means for professional development. Vinayadhar Raju gives a report of an action research he carried out while taking an online course Electronic Village Online (EVO)-2017. He shares his experience of how during the process of the action research project on ‘How to engage the low proficient learners in a low resource classroom’, the teacher and students learnt and worked together to solve some learning difficulties. Vadivel Narayanan shares his experience of motivating learners from the rural background and describes the strategies he used to help them develop their English language skills.

In the article titled ‘Content and Language Integrated Learning (CLIL): Conceptual Framework and Viability in the Indian Context’, Lal C.A. and Arun George probe the basic nuances of CLIL as an ELT methodology, and its viability in the Indian context.

Group discussion (GD) is an important part of the selection process in campus placements. In the article on ‘Group Dynamics in Group Discussion’, Sunitha Venugopal discusses how GD can be used to assess a candidate’s suitability for a job and how students should be trained to develop their GD skills.

Dear readers, it is your journal. As always, I welcome your feedback and comments. You can contact me at editorjelt@gmail.com.

Dr Albert P’Rayan

On Writing the Literary History of Indian Fiction in English

M.S. Nagarajan

I

Way back in the forties of the last century, Rene Wellek raised a pertinent question which has set the minds of literary historians thinking: "Is it possible to write literary history, that is, to write that which will be both literary and a history." The present article proposes some directions in which such an attempt could go. Let us realise that literary histories get written again and again; there cannot be just one literary history of a nation or a period. The extreme view would be that we need no literary history since its objects are always present, echoing Eliot's well-known dictum that the whole of literature of Europe from Homer has a simultaneous existence and composes a simultaneous order. They are eternal and so do not have a history in the usual sense. Such a view ignores the simple concept of literary evolution in arts though it may sound abstract. The real problem is how to provide a framework for such a literary history.

Literary history is an independent province of scholarship. It is not textual analysis, though a historian's literary sensibilities have to be sharp and keen enough to explain the relationship among works. It is not literary criticism though the historian has to evaluate works and establish causal relationships among works which will form

the data for his account. In short, though he is involved in the problems of historiography, the historian cannot be blind to problems in theory, methods of analysis and evaluation and explication of texts.

II

To begin with let us for a while turn our attention to a few noted and noteworthy literary histories. Most of the existing literary histories that we know can be classified as 'philological' where texts are studied in terms of 'the means of composition' or 'dialectical' where all works are assumed to be a kind of discourse and discussed in terms of a predetermined set of principles. Both these kinds take into account either the 'pre' or the 'post' constructional elements, ignoring the constructional elements of a work which are the only relevant ones. Again the principles with which these studies have been organised are either 'atomistic' because the transition from one author to another is not established and the studies remain isolated or 'organic' where the connecting factor of the authors is, in most cases, some analogue drawn from life. Such an analogical, integral framework obscures the artistic particularity of the works in consideration. The reason for which such literary histories need to be rejected can be understood if we

subject a few histories for a brief review. These may, and in some cases, do achieve a good deal of freedom and flexibility but they need to be discarded as being tendentious since they are committed to a 'thesis.'

Probably the earliest literary history that we have known, Hippolyte Taine's *History of English Literature* (4 vols) is a learned treatise but it is dogmatic and deterministic in that it organises and discusses literature deductively with respect to its three causes: 'race,' milieu,' and 'epoch.Emile Legouis and Louis Cazamian's *A History of English Literature*, another early work, usually referred to as authoritative by those of us of the earlier generation, views the history from the Renaissance up to the twentieth century as a pendulous swing with the spontaneity of Romanticism set against the controlled structure of Classicism. The history becomes a dialectical contrast between these two forces. A.O. Lovejoy's *The Great Chain of Being* is a profoundly sensitive intellectual history on the lines of Leslie Stephen's *History of English Thought in the 18th century*, and Irving Babbitt's *Rousseau and Romanticism*. Lovejoy dissects and analysis what he calls 'unit ideas' such as God, Nature, Evolution and determines how these have embodied the collective thought of a large group of persons. He makes a rigorously searching investigation into works to see how the 'unit ideas' have been "at work in the most various regions of history of human thought and feeling." Ideas—not men—rule the world. Works of literature exist for him, not as products of

human activity, but as philosophical documents which have an unbroken ideational continuity. His is a historical construct with a particular bias. Concepts of 'plenitude,' 'continuity,' and 'gradation' are seen to be operating in literature from Plato to the 19th century and these make up the great chain. The most striking negative consequence of this history is that there is a flattening out of all personalities and even fourth raters are as important as first raters. Plato, Aristotle and Augustine get reduced to just links of this heavy and cumbrous chain. What more, historically minor poets who attempt something new tentatively grow mightily important.

V. Parrington's *Main Currents in American Thought* is analogous to Lovejoy's; only his point of view is the economist's, and the doctrine that provides his common ground is the dialectical opposition between conservatism and liberalism. He is so obsessed with economic theories that there is a scant treatment of such literary figures as Poe and Henry James. He finds cause in important *historical* events for his *literary* history. Robert Spiller in his *The Cycle of American Literature* believes that such a rational view is inadequate and the key concept for him is the 'symbol.' He finds symbolic meaning in the way the frontier operates in American history in two cyclic levels. The first frontier is the course of American literature from the earliest religious tract and intellectual writings to the culmination in the most exalted forms of American renaissance represented by such writers as Thoreau, Emerson, Melville

and Whitman. The second frontier is the movement across the Midwest to the far west culminating in the second renaissance, in Faulkner, Dreiser and Eliot. Analogically forcing the life of an individual into a national movement and the geographical movement into literary is what makes this otherwise brilliant history 'organic.'

Many other works bearing affiliation with this method can be cited as examples. Eric Auerbach sets up, in his *Mimesis*, a trailblazer in mid-twentieth century, a large outer structure of history in which individual works are seen to exist in obedience to a predetermined scheme. The scheme is not worked out inductively from the works themselves. The notion that the artist is responsible for his art is ignored by Auerbach and we have a feeling that writers have no control over the history which determines their works. Northrop Frye sets up a quasi-scientific structure using the analogy of the biological sciences and expects works to be reduced to his 'archetype.' Kenneth Burke's *Counter-Statement* studies literary texts on the basis of the effect they have on the audience. He too is concerned with the 'form' of works but in a different sense. It means the arousal and fulfilment of desires. A text achieves such a form in so far as one part of it leads the reader to anticipate another part, to be gratified by the sequence. The value of works is determined by their rhetorical capacities for affecting the reader's emotions. In these instances we have previously worked out systems for interpreting individual works. W.J. Courthope's elaborate *History of*

English Poetry which treats English poetry in relation to the English mind and its national consciousness, Oliver Elton's *Survey of English Literature* in six volumes which is an appreciation of works individually—the list could be extended indefinitely—are all either 'organic' or 'atomistic' histories in the sense in which we have used these terms. These do not treat the historical evolution of literature as art.

As against these, Ronald S. Crane in his *Critical and Historical Principles of Literary History* (1967) proposed a different method of organising literary works by their form or genre. He called it 'Narrative History of Forms.' For British and American literatures, there exist well-tried traditions of literary histories, however much they may fall short of our expectations in terms of the methods of organising works of literary art. What is more, general and period histories of the types of *Oxford History of English Literature* in 7 volumes and *Cambridge History of English and American Literature* in 18 volumes under specialist editors get written time and again, from different points of view and shifting perspectives. Among the countries of the third world, Australia and Canada have felt more than others the need for an authentic version of their literature. In India, however, though writing in English has more than a two hundred year old history, there are not enough histories of literature linking up works with one another and establishing a literary continuum. However, mention must be made of two general literary histories that have served us well in the past. Both were written by

exemplary scholars of eminence who have taught the subject Indian Writing to generations of students. K.R. Srinivasa Iyengar's *Indian Writing in English* revised and updated periodically for four decades and more now is his *magnum opus*. M.K. Naik's *A History of English Literature* (1982) is another pioneering effort which has helped to promote Indian Literature as a discipline worthy of higher study and research. Apart from these two standard works, we do not have full-length literary histories, but only partial studies such as Meenakshi Mukherjee's *Twice Born Fiction* (1971), C.D. Narasimhiah's *The Swan and the Eagle* (1969), K.S. Ramamurti's *The Rise of the Indian Novel in English* (1987) and collections of essays by diverse hands united by a single theme, such as "New Writings from India."

III

Under these circumstances, there is a dire need for a comprehensive literary history of Modern Indian Fiction. Fiction is the most dominant form of literature of our time. It is in fiction and individual's awareness of life encounters its fullest expression. Fictional craft has witnessed the most significant developments in the aesthetic and thematic ordering of fictional events. Here is a suggested proposal along the lines suggested by Ronald Crane in his *Principles* for writing a narrative literary history of Modern Indian Fiction. There are two functions involved here: (I) It is a study that concerns itself with the constructional elements, or the artistic principles which operate in the work, making it a united

whole, its *gestalt* and, (ii) It is a narrative history in terms of the changes in artistic ends, materials, techniques, etc. The prospective historian has first to consider what is the informing principle that makes a work a distinctive whole and how the requirements of this principle have helped to determine the conception of handling its parts. Then he has to establish a continuum for relating these studies. Causal narrations are some possibilities for the prospective historian, such as the development of plots from the simple to the complex, character portrayal and the motives governing them, shifting focus in narratology, etc.

It is commonplace that works of literature are often conditioned by time and spirit. The reciprocal relationship in terms of influences between works of literature and their time can be noticed in the context of Indian fiction too. In the novels of the post-independence period, the external world of social reality was stable and secure and the fortunes of the protagonist, who was at the centre, were shaped and controlled by such a world. *The Chronicles of Kedaram*, *The Serpent and the Rope*, *The Guide*, *Voices in the City*, *A Bend in the Ganges* are some random examples of this period. In the next decade the economic growth and consequent prosperity of our nation, along with the establishment of institutional awards by Sahitya Akademy, Sangeeth Natak Akademy, etc., had a direct and different impact on the growth of Indian fiction. It was also a decade of expanding reading public. The social milieu was sympathetically inclined to accommodate

'history' and 'politics' which had played vital roles in the lives of the masses. Historical and political novels, with special thematic emphasis on the national upheavals the freedom struggle and partition were a welcome feature, hitherto unknown. *Azadi, Train to Pakistan, The Apprentice* may be cited as examples.

The long period of normalcy of Indian fiction suddenly received a jolt. An unprecedented change occurred in the eighties of the last century. New talents emerged; many voices came to be heard. The most influential forerunner of the pluralism of the eighties is Salman Rushdie, the highly gifted practitioner of the art of fiction. Fictional protagonists, drawn from different nationalities are obscure people anxiously sitting on the edge of the world, as it were. *Midnight's Children, The Golden Gate, The Circle of Reason, Antique World* come readily to one's mind by way of examples. The burgeoning forth of feminism affected the consciousness of women as can be seen in the novels of Anita Desai, Sashi Deshpande, Arundathi Rai, Jumpa Lahiri, etc. Powerful portrayal of female oppression has come to be reflected in feminist fiction.

As a literary phenomenon, fiction is not new to India; it is a living and evolving genre ever since the literary renaissance began in India in mid eighteenth century. It evolved as a subaltern consciousness, as a reaction to break away from colonial literature and attempts to portray India through Indian English. According to Amit Chaudhuri, the Indian novel is necessarily written in English and it is absurd to assume that any

work in our vernaculars might be Indian since they do not claim to participate in the fiction of the 'postcolonial totality called India.' Rushdie too felt that the prose writing—both fiction and nonfiction—created by Indian writers working in English is a more important body of work than most of which had been produced in the vernacular languages during the same period.

In terms of narrative techniques, the impress of postmodernism is conspicuous. Contemporary novelists daringly experiment with the language of fiction. Raja Rao articulated this way a long while ago while writing *Kanthapura*. One has to convey in a language that is not one's own the spirit and sensibility that is one's own. One has to convey the shades and omissions of a certain thought movement that might look weird in an alien language. The inventive vitality in the use of fantasy, science fiction, magic realism, syntactically dislocated language and word plays have substantially enriched the form of the Indian novel. The short span of four decades after independence bears witness to a scene of diaspora in Indian fiction. It is in excellent health, fully replenished, eagerly awaiting the arrival of a historian to narrate its story. There are myriad shifting possibilities: migrant writers, themes from contemporary socio-cultural situations, exploration of relationship between East and West, fictional reworking of mythology and history, man-woman relationship, the process of middle class urbanisation and the predicament of man, disinheritance from life

as lived in the past.

IV

An Outline Sketch for a Narrative Literary History of Modern Indian Fiction in English

1. Introduction: The situation after Independence – proliferation of the novel – causes – analyses and evaluation of major works
2. The pre-Rushdie era: fiction of the 60s and 70s – factors governing their composition – reception – treatment of themes – varieties of fiction – the impact of the Western experimental novel and modernism
3. The post-Rushdie era: prolific growth, the non-fiction novel, postmodernist modes
4. After Empire: postcolonialism and the Indian novel – bonds of commonalty among third world fiction – mutually enriching factors – hybridity and decolonisation
5. Indian fiction in translation: new projects – regional novels in English – an Indian phenomenon – its challenging prospects – pastures new
6. Narratology: the absorption and transformation in terms of the art of composition – traditional perspectives – formal questions – the significant development in the rhetoric of the Indian novel
7. Conclusion: the future of Indian fiction – not at the crossroads – myriad possibilities for renewal and replenishment

In recent times, there has been a rethinking on what constitutes literary history. This discipline which all along was confined to the area of writing a history of imaginative, literary compositions, that is works which are fictional, factual oral or written. Now its boundaries have broadened, extended so as to include not productions alone but also reception. The notion of literature is increasingly becoming non-normative. It includes many other categories of discourse drawn such other fields as anthropology, fine art, and music thereby increasing the number of texts to be examined in historical contexts. One cannot think of a monolithic construction of literary history which leads to a marginalisation of most other cultural traditions. After all 'nationhood' is an imagined community. So new methodological paradigms come into play in this idea of the move from the national to the new or comparative literary history which "seeks to recast literary works as historical 'events' within a dynamic context of reception and transmission." Such a history does not espouse a single ideology or framework, but canvasses a wide range of scholarly concerns. Hence there is a growing need for a more flexible and integrative concept.

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One-on-One: Interview with David Nunan

Albert P'Rayan

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Professor David Nunan needs no introduction. Every ELT professional across the globe and most English language teachers and teacher trainees in countries where English is either the second or foreign language must have known something about Dr David Nunan, a well-known applied linguist, English language educator and author. In this interview with Albert P'Rayan, Dr Nunan talks about his successful textbook series *Go For It*, how he got interested in English language education, his teaching career, how his approach to teaching evolved over the years, his contribution to TESOL as the President of the association, importance of professional development for teachers of English, etc.

A few days ago, I happened to interact with a group of ELT practitioners and research scholars. I told them that I was planning to interview you for the Journal of English Language Teaching (India). Out of curiosity, when I asked them whether they had used your books, they started mentioning some titles. When I asked them whether they had any questions which I could include it in the set of interview questions, one of them mentioned the textbook series *Go For It*.



It is the world's most successful textbook series. Over three billion copies must have been sold by now. Can you share with us the success story of *Go For It*?

The success of *Go For It* took everyone by surprise, including the publishers. It was a combination of luck, timing, and a series that was a combination of traditional pedagogy with innovative features that drew on my own research into learner-centered instruction and task-based learning. Innovative features include an analytic syllabus, collaborative learning, a focus on learning processes, and a reflective approach to learning. The two basic language syllabus types are synthetic syllabuses and analytic syllabuses. A synthetic syllabus takes as its point of departure lists of discrete phonological,

lexical and grammatical items. The analytic approach takes as its point of departure an inventory of tasks – the things that people do with language in everyday life. Another feature of the series is collaborative learning, in which the focus is on learners working in groups learning experientially rather than on the teacher transmitting knowledge. In addition to having language content goals, the series also has learning process goals. For example, in a reading task in which learners have to scan for specific information, the reading strategy of scanning is explicitly taught to the learners and consciously applied to the reading process. An important learning strategy is reflecting, that is giving learners opportunities to reflect on their learning, evaluating what tasks and language items have been mastered, how well they have been mastered, and what needs more practice.

Professor Nunan, you have written articles and books almost on all areas in the field of English language education. How did you get interested in English language education?

I began my teaching career in an inner city high school in Sydney Australia. I was trained as a teacher of literature, although I also studied linguistics as an undergraduate. I thought I would be teaching literature, but the vast majority of my students were immigrants and refugees who spoke little English. In order to teach literature, I first had to teach my students English, so like many English language teachers, I ‘fell into’ teaching English as a

second language and then fell in love with the subject.

Do you think only teachers with considerable experience can be successful ESL/EFL materials writers?

I do believe this. All of the best ideas in my textbooks have come from my experience as a classroom practitioner. So, yes, I believe that considerable experience is necessary to be a successful ESL/EFL materials writer. However, it is not sufficient. Relatively few highly experienced teachers are successful writers. Textbook writing requires highly specialized skills such as conducting needs analyses, syllabus design, that is, selecting and sequencing linguistic and experiential content, methodology, that is creating tasks, exercises and activities that are creative, engaging, and appropriate for the targeted learners, and assessment and evaluating.

You have taught English for many years in different countries. What is your most rewarding teaching experience?

My most rewarding teaching moments occur when I have tangible evidence that my learners have developed their communication skills as a result of the structured learning opportunities that I have created for the learners. While the relationship between teaching and learning is complex and indirect, the right type of teaching (creating opportunities for learning rather than trying to drill your knowledge into the heads of the learners) does result in learning. Recently, I was in Australia giving seminars to a class of Masters students, a number of whom came from

China. They told me that they had learned English in school as a result of studying *Go For It*. I replied that although I was pleased that my materials helped them acquire English, it was their efforts that brought the learning about.

Is it important to have a different approach to teaching ESL/EFL in different countries?

The approach taken should always be appropriate to the context. The context will include the age and level of proficiency of the learners, the skill of the teacher, the cultural context, the instructional environment (class size, resources available etc.), the prior learning experiences of the learners, and individual learners' styles. No one approach will work for everyone in a particular country because learners are different and learn in different ways.

Do you teach ESL/EFL the way you taught the language almost 3 decades ago? How has the current theory of language teaching and research affected your approach to language teaching?

When I started teaching (45 years ago, actually), audiolingualism was the dominant methodology. Based on behaviorist psychology and structural linguistics, most class time was devoted to various kinds of pattern drills designed to inculcate grammatical forms through a process of habit formation. Over the years, my approach to teaching evolved, and continues to evolve under the influence of my own research as well as the research of others, changing theoretical perspectives, and

reflecting on my own teaching practices. In terms my theory (and there is no 'current theory' – rather multiple theories), I have been greatly influenced by constructivist, experiential models of learning. I subscribe to a sociocultural rather than purely cognitivist view of learning, and in recent years have been influenced by complexity theory which provides an explanation for the fact that language learning and use outside the classroom is very different from language learning and use inside the classroom. .

Who, according to you, is a successful teacher of English?

The successful teacher is the one who has a detailed knowledge of his/her students: their needs and interests, their preferred ways of learning, the lives they lead outside of the classroom, their learning goals and life goals etc. and can incorporate these into their teaching. The successful teacher is passionate about teaching and cares for his/her students.

You have been a renowned linguist, researcher, teacher, teacher educator, trainer, materials writer, conference presenter, ... How do you motivate yourself to continue to be a great achiever and contributor to the field of English language teaching?

I love what I do. If you love what you do, and have curiosity you will always seek to improve what you do from teaching to research to writing. For me what I do is not a job, it's a vocation.

You have served as the President of

TESOL. What is your major contribution to the organization?

I was the first President to serve in the position from outside North America. I did so from Hong Kong where I lived and continue to live. As such, I worked hard to make TESOL a truly international association. I also tried to bridge the gap between researchers and practitioners, arguing that classroom-oriented action research can enhance their own practice as well as providing insights into the classroom that are beyond the reach of academic researchers.

How important is professional development for teachers of English?

Career-long professional development is fundamental to anyone who calls themselves a professional. But the professional development has to be relevant to their needs as PR actioners and to the contexts in which they work.

In what ways can teachers of English in developing countries develop themselves professionally?

There is no one answer to this question. They can do it through in-service and award bearing courses offered either face-to-face or online, through the 'virtual' attendance at conferences such as IATEFL which is live streamed free of charge, through engaging in reflective practice and action research, and through many other means.

These days, most learners in developed as well as developing countries have

access to the Internet and mobile technology? Will the fast-paced changes brought about by information and communication technology (ICT) promote learner autonomy in the future?

Technology has changed every aspect of many peoples lives, and education is no exception. The Unترنت provides myriad learning opportunities for using and learning language, particularly outside the classroom, and this promotes autonomy because, by definition, learners have to function independently when they are working without a teacher.

Will the role of English language teachers be redefined in the technology-driven modern world characterized by "informationalism" (Castells, 1996)

Yes. It is not possible to teach online, or in the blended learning classroom without redefining one's roles and identity and developing new teaching skills.

You must be one of the most sought after conference presenters. It is not practically possible for you to accept all the invitations. On what basis do you accept to be a resource person or presenter?

This depends on whether I'm already committed. Often I'm asked to be a plenary or keynote speaker but have to decline because I'm already booked up. (My diary/planner for 2018 is already filling up.) Another consideration is the difficulty of getting to certain places. I have a number

of age-related medical issues which makes travel challenging.

You have won numerous awards. For example, in 2003 you were ranked the 7th most influential Australian in Asia by Business Review Weekly and in 2005 you were named one among the top “50 Australians who matter”. How important are these awards to you?

They are a recognition of, not only of my work, but of the importance of English language education by people from outside the field of education – from the business, media and political worlds. For this reason, I value them quite highly.

Your contributions to and achievements in the field of English language education make people like me think that you don’t have time to relax at all. If at all you have free time, how do you spend the free time?

I relax by outdoor exercise (I’m a keen runner and swimmer), painting, reading, listening to music, and, believe it or not,

through non-academic writing. I’ve written a travel book, (*Roadshow*) a memoir (*When Rupert Murdoch Came to Tea*) – available through amazon - and a book of short stories *Other Voices, Other Eyes* which will be published in August.

What projects are you currently busy with?

I’m writing a book on the history of my mother’s family who immigrated to Australia in the 1850s. Doing the research for this book was fascinating. I’m also busy with my work as a member of the Executive Committee of TIRF which I helped establish during my TESOL Presidential years (1998 – 2002), teaching online graduate courses for Anaheim University when I am Distinguished Research Professor, and doing consulting work for publishers and educational institutions.

What is your message to the ELT community in India?

If you love teaching, pursue it with passion. If you don’t, find yourself another career.

Action Research: An Effective Strategy for Continuing Professional Development

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ABSTRACT

This paper highlights action research as an effective strategy of continuing professional development to meet the challenges on recent demands for specialized expertise in practicing teachers. Diurnal occupational academic activities take a major portion of time of individuals creating unfavourable situation withholding them to pursue other means of growth as academicians. The paper focuses on feasibility of action research as an effective means as it enables teachers to collect data from observation and reflection on own practices without demanding extra time or being away from workplace. The paper concentrates on professional development, action research for growth, processes of research and its benefits.

Keywords: *professional development, action research, reflective practices, intuitional enquiry*

Introduction

Entire world has undergone a sea change. This has affected each profession resulting extra work to pace with the changing needs and update with required experience to maintain professional standard. Many strategies have been advocated in professional circles at national and international levels providing academicians to pursue their professional growth. Many of such means of professional development remain a mere dream for individuals as workloads consumes extra time. Action research in which, an individual does not require to be away from job and can be conducted based on own academic pursuit proves a very effective strategy for professional growth of those busy academic

individuals. The paper highlights importance of professional development, action research as an effective means, processes of pursuing action research and its benefits.

Professional Development

Value of positive experience in each field of study remains crucial in the changing scenario of academic pursuit. This requires individuals to go beyond diurnal mechanical practices to innovative ideas for growth. A structured way of following such procedure proves productive expansion for many professionals. There have been many ways an individual can engage in for extra information and required wisdom both formal and informal ways. Reading

professional journals, attending conference, seminars and workshops are some operative avenues open for all. Discussion with fellow colleagues on issues and problems enables practitioners gain additional insights. Action research is one such a strategy to accelerate and enhance personal growth especially in areas of English Language teaching.

Action research as an effective means

Action research is a structured means of reflection on own work to sort out issues related to own professional practices. It focuses on concrete and practical issues of immediate concern to a group in which the individual has been associated with for their growth in language learning. "It is conducted in naturally occurring settings, primarily using methods common to qualitative research (Nunan 1992; McKernan 1996) such as observing and recording events and behaviours. Its approaches are essentially 'participatory', in that they are conducted by and with members of the actual community under study (Bailey 1998). Because of its practical nature and focus on immediate concerns, it holds particular appeal for classroom teachers and a promising direction for the building of theories related to teaching and learning." (Burns 1999:24) Action research proves an effective strategy as observation, data collection and analysis remains a part of own practices for specific purpose in solving problems related to teaching and learning difficulties. The very processes enable classroom practitioners gain additional insight leading to research locating innovative means to overcome problems in

ELT both at classroom practices or teacher-training.

Processes of pursuing action research

Action research is a qualitative research and a scientific study to enquiry with objectivity and control. "Qualitative researchers adopt a structured and standardised approach towards their enquiries ... forming research hypotheses ... are based on previous evidence which provides rationale for considering of hypothesis worthy of testing." (Burns 1999:21) Action research reflects "a direct and logical outcome of the progressive position. After showing children how to work together to solve their problems, the next step was for teachers to adopt the methods they had been teaching their children, and learn to solve their own problems co-operatively. (Hodgkinson 1957, cited in Cohen and Manion 1994:190, Burns 1999: 29) Understanding the importance of action research for the dual purposes of solving classroom related issues and for continuing professional development, it is imperative to gain an insight of processes to assume it.

Action research is an enquiry. It arises "out of our professional practices." (Wallace 1998:15) It is a series of interrelated experiences involving a few phases of actions. They are "exploring, identifying, planning, collecting data, analysing and reflecting, hypothesising or speculating, intervening, observing, reporting, writing, presenting (Burns 1999:35) An understanding of the steps makes research work systematic and easier.

Exploring is recording of general observations of a situations. Identifying involves refining areas of concern. Planning concerns to preparation of an action plan for collecting data using appropriate research methods. Collecting data focuses time and procedure and process of gathering data. Analysing data is a process in which the researcher considers data as stimulus for reflection. Hypothesising/speculating is a phase of anticipating in advance the actual occurring of the research (learning, behaviour or progress). Intervening refers to adopting a mode of changed practices based on hypothesis of speculation and deliberate action on experimentation. Observing connotes assessing of outcomes and intervention, reflecting on effectiveness of action and redesigning a set of strategies for implementation. Reporting involves articulating the actions taken, collection of data and insights gained in the process of the research and sharing with others. Writing is a final phase of summing up and recording entire process of the said research for presentation. Presentation, the last phase, is sharing results and effectiveness of the research to a wider audience in a big platform.

Action research is a cyclic process. Deciding topic of action research is vital for smooth conduct of the same. For selecting and developing the topic, there are certain steps that enable the researcher to be precise in deciding a topic. Eight specific headings of topic selection simplify the process as suggested by Wallace. They are:

1. **Purpose** Why are you engaging in this action research?
2. **Topic** What are you going to investigate?
3. **Focus** What is the precise question you are going to ask yourself within that area?
4. **Product** What is the likely outcome of the research, as you intend it?
5. **Mode** How are you going to conduct the research?
6. **Timing** How long have you got to do the research? Is there a deadline for its completion?
7. **Resources** What are the resources, both human and material, that you can call upon to help you complete the research?
8. **Refocusing/fine-tuning** As you proceed with your research, do you suppose you

will have to rethink your original question? (Wallace 1998 :21)

There are constraints in action research. The problem related to data reliability and validity. Reliability refers to fairness to all research subjects (students) related to marking scheme. In other words, finding an answer to the question, 'will there be comparable results of the research if conducted by different researchers in a different classroom?', etc. Validity denotes the concept of testing what the researcher supposed to test and not something else. In other words, the researcher need to confirm the test items that is designed really tests

what is intended to. In most cases, some results of action research will be subjective in certain cases, especially, in the results of an interview if conducted expecting opinion on the effectiveness of lesson transaction and student responses.

Research techniques adopted for action research play a dominant role. There are couple of established research techniques used in action research. They are (a) filed-notes, logs, teaching journals, diaries, personal accounts and verbal report, (b) observation techniques, (c) evaluation and trailing, interviews and questionnaire, (e) case studies, (f) experiments, etc. Researchers while taking up action research need to decide on facts concerning ethical issues. If the action research conducted no way helps students progress in their language learning, the researcher is not supposed to engage it leading to waste of student time and efforts. In such cases, it would be considered use of unwanted authority for the sake of doing action research.

Benefits of Action Research

Professional development for practicing teachers is a must considering the recent demands in each field. Workload being tremendous, professionals find very little time to pursue some other means of growth. Action research provides scope for reflection-on-action and improve their practice as it remains a highly-focused investigation on own classroom practices. It enables classroom practitioner collect data from own classroom in a systematic way and analysis

of them can help taking appropriate decision for planning future course of action while planning, executing and solving existing problems in English Language Teaching and learning. The action research also encourages collaboration between individual in the same institution and sharing of ideas can demonstrate invaluable insight for school improvement. Action research empowers individual to move on to reflective practices.

Conclusion

Professional development plays a dominant role in updating with the required insights in the fast-pacing world. Various institutions and organizations have emerged in recent years providing new avenues to teacher trainers, researchers and classroom practitioners. Academic workload and subsidiary activities in an intuitional context consume major portion of time for individual and stand on their own continuing professional growth. Action research is one of the many strategies an academician can use since it can be done as an integral part of daily duties and responsibilities. Action research enables practitioners to reassess learning- teaching difficulties and other issues of classroom transaction strategies and solve immediate problems in learner development and school improvement. Different researchers do action researches on various topics raising new questions that make the researchers move deeper into their investigations. Sharing research results and findings enables collaboration leading to building a professional learning community with other teachers.

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How to engage low proficient learners in a low resource classroom



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ABSTRACT

This was an action research done during an online course EVO-2017 (Electronic Village Online). The problem identified to conduct an action research is *How to engage the low proficient learners in a low resource classroom*. During this research project we (students and teacher) learnt together and worked together to solve our classroom problems. While doing research we concentrated on the following key aspects:

- **To motivate the students intrinsically and extrinsically**
- **Teachers role is to facilitate learning**
- **Child-centered classroom**
- **Make the students autonomous learners**
- **Doing mistakes is a kind of learning**
- **Students' participation is crucial in the learning process**
- **Demonstration and displaying of students' work motives them intrinsically**
- **Focus on process rather than the product**
- **Teacher is a co-learner**
- **Comprehensible input enhances learning**

Introduction: (Context of the research) This research is done in a government secondary school run by the Telangana state. Students of this school are from rural areas of Telengana. The class consists of 40 students including boys and girls. Most of them are first generation learners. The students who participated in this research studied in Telugu medium up to class 5 and joined here in our school in class 6 and are taught in English. Currently (academic year 2016-2017) they are in class 7. They are very enthusiastic learners.

Time Schedule:

Week-1:

- ❖ Understanding context
- ❖ Identifying a problem

Week-2

- ❖ When will we start our research?
- ❖ Identifying themes / strategies / techniques
- ❖ Collecting data: how?

Week-3

- ❖ Classroom try-out

Week-4

- ❖ Analyzing the data: how?

Week-5

- ❖ Findings/results/presentations

Procedure: To motivate and encourage the low proficient learners the activity chosen is designing a poster. The reason for selecting this activity is children like to work with colors, drawings, and designs. The topic chosen is also within their experiential-orbit i.e. **Snakes in India**. The students must have encountered snakes many times in their lives in their villages.

Comprehensive Input: We collected information about snakes in India, reading texts and videos showing different varieties of snakes available in India, snake bites, myths about snakes, how to avoid snake bite and how to treat a snake bite.

Here are YouTube links:

Snakes in India-: <https://www.youtube.com/watch?v=n1SI8rPQ9GM&t=121s>

How to avoid snake bite: <https://www.youtube.com/watch?v=vT9SX2nDW4k>

How to treat a snake bite: https://www.youtube.com/watch?v=IVIXd5_Kcsc

We collected some sample posters to understand the skill of poster making and

observed the characteristics of poster making in group and used these features while designing posters and assessing posters.

Video showing sample posters:

<https://www.youtube.com/watch?v=w5jcZjmeUrQ&feature=youtu.be>

Group work/ collaborative task: Divided the students into seven groups with each group consisting of 5 to 6 members to monitor their participation in the group activity. They were assigned different roles like:

- ❖ **Monitor/Team leader:** Team leader will monitor or co-ordinate the group work and assign different tasks.
- ❖ **Spell checker:** Spell checker will go through the poster and correct the spelling mistakes found in it.
- ❖ **Content monitor:** Content monitor will check whether the selected content is relevant to the topic.
- ❖ **Lay-out designer:** Lay-out designer will design the lay-out of the poster and use of appropriate colors and decorations
- ❖ **Presenter:** Presenter's role is to present the poster prepared by their group to the class.

Assessment: We assessed the posters informally by providing rubrics / checklists / characteristics of a good poster

S.No	Characteristics of a good poster	Yes/No
1.	Captions	
2.	Slogans	
3.	Logo/Emblem/Symbols	
4.	Picture/ Diagrams/ sketches	
5.	Messages/ Short messages/Brevity	
6.	Telegraphic language	
7.	Attractive	
8.	Appropriate pictures	
9.	Layout/Colorful/Drawings	
10.	Heading/Issuer details	

We used this check-list for self-assessment and peer assessment, based this check-list we go on updating our posters until we came to our final outcome.

Feed forward: Mistakes are part of learning so we didn't focus on language errors. We just ignored and concentrated mainly on meaning. We asked the teachers of other subjects and students of other classes to observe the poster and write their comments.

Data analysis:

We worked together and collected the data in the form of recordings of students' presentations, images and evidences of students' work i.e. portfolios.

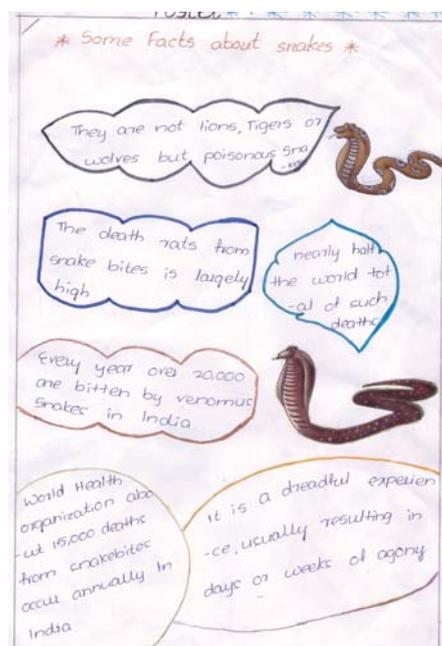
Teacher's reflections / Observations:

As a classroom practitioner what I observed during this research was that most of my students became autonomous learners and low proficient learners started taking responsibility of their learning without depending on others. There was a much recognizable behavioral change among the students.

Classroom interaction increased and about 90 percent of students began to contribute actively. Student and teacher relationship became much stronger and it resulted in enhancing the students' involvement in the classroom interaction. The classroom became a place of enjoyment and learning became fun.

Evidences:

Poster-1: Some facts about snake



Results/findings:

Collaborative tasks and group work:

Students were assigned different roles and it helped them become responsible learners and participate actively throughout the process of poster making.

Topic selected is within their experiential

orbit: The topic chosen was familiar, interesting and within their experiential orbit and this helped us to increase the participation of low proficient learners.

Error tolerance: In the process of learning we learnt to tolerate errors. We believed that making mistakes is a kind of learning without making mistakes we cannot learn anything. Making mistakes and accepting mistakes play a vital role to build confidence of low proficient learners

Concentrating on process rather than

product: Our research also concentrated mostly on process rather than the product. Low proficient learners were motivated to participate actively and during the process we focused on the number drafts they prepared rather than the outcome of their group work.

Oral presentations: The students were encouraged to present the posters to the class. Here the presenter took a lead role. What we observed here was that even some groups which did not participate or complete the given task in time, worked together and finished everything when the deadline for presentation neared. It is clear evidence that even low proficient learners also took a

lead role during group presentations. To build the confidence among the children, everyone in the group was encouraged to come to the dais while presenting their group work. Each presentation ended with a big applause from the audience and it motivated the participants intrinsically.

Students' Presentations: YouTube Video link: <https://www.youtube.com/watch?v=TrDt-tM0oUY&t=26s>

Demonstration/display of their work:

After presenting the students' work to the class, we demonstrated/displayed the work in the classroom and asked the teachers of other subjects and students of other classes to go through the poster and write their comments. This activity helped the low proficient learners to be motivated intrinsically.

Conclusion: I conclude that learning never happens in a day or two. It is a lifelong process. It can happen anywhere and everywhere and not only in classroom. It includes the efforts of teachers as well as students. The teacher's role is to facilitate learning by providing appropriate learning resources and opportunities and the student's role is to grab every opportunity to acquire language in classroom transaction.

Finally every individual is born with some hidden potential and the teacher should identify learners' strengths and tailor their teaching according to the needs and requirements of the learners.

Motivation: an Affecting Factor in Language Learning



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ABSTRACT

English has become important in the academic and professional life of an individual. The art of communicating well in English is a challenging task. The steps and strategies adopted by the students and some teachers make the learning of English difficult and uninteresting. The whole world has become a global market and multiple businesses have the aim of achieving targets, thereby, the technology experts and professionals face new challenges in communication in their day to day life. So, attaining success in this vying environment depends not only on acquiring technical knowledge, but also on honing their communication skills. English has turned into a universal language, and its presence and value in the world has expanded enormously in the past decades. Rural students at the tertiary level, lack good communication skills in English and, as a result, become unemployable even if they are knowledgeable in their technical domain. The scenario prevailing in some of the rural engineering colleges, especially in Tamilnadu, is deplorable. The students who graduate from those institutions after spending four years of study come out without learning the art of speaking in English even after studying courses such as Technical English and Communication Skills for three semesters. The aim of the paper is to discuss the main problem, i.e. lack of motivation to learn English. The paper discusses how motivation is an affecting factor in language learning. It also focuses on the theories of motivation and how a teacher can sustain the motivation among the learners.

Key words: Motivation, Communication skills, Language learning.

Introduction:

An article in *The Hindu*, a leading English daily, carried a report about a survey done by the company Aspiring Minds on the English learning level among engineering graduates of India. The survey mentioned that it had analyzed the English skills of over 55,000 aspiring engineers in 250

different engineering colleges and stated that “around 36 per cent of engineering graduates are unable to read formal reports and find information out of them, even when the information is given clearly.” The report also added that Tamil Nadu figured as the last on the employability index. “This is because the engineering graduates who come out every year are not able to converse

in English”. The study concluded that most of them are not confident and they lack motivation.

Background:

This report prompted the author to do a research on the reasons that remain as an obstacle for the students of engineering colleges especially from the rural areas to get employment. English is the most commonly used languages in the corporate world. Proficiency in English is one of the most important employability skills. So knowledge of English is much sought after in the corporate world. But the scenario prevailing in some of the engineering colleges, especially in rural areas, which have enrolled rural students is not conducive for students to learn English effectively. As a result, the students are not recruited by companies. One of the reasons found by the author is the interest level or the motivation level of the rural engineering college students towards learning English.

The author is currently working as an Assistant Professor of English at a rural Engineering College in Tiruvannamalai. The majority of students who are doing their engineering are from a rural background. They study courses such as Technical English I and Technical English II in their first year and Communication and Soft skills in their third year of their degree program. Though they have studied English for over 12 years during their schooling they have not learnt English. When they were asked to respond to a few writing or speaking tasks

they did not respond properly. Quite a few were interested as they had received education from CBSE or Matriculation schools. The majority remained passive or they copied or imitated their peers’ response. When they were questioned to give a reason for remaining passive, they gave the following answers:

- (i) We may commit mistakes while writing or speaking
- (ii) Our classmates will mock us if we don’t speak well.
- (iii) We have stage fear.
- (iv) We don’t basic grammar.
- (v) We have never had an opportunity to converse in English.
- (vi) We do not know how to form coherent sentences.
- (vii) We are not interested in English.

The points mentioned above made the author decide that they are not rightly motivated to learn the language. There is no doubt that motivation plays an important role in attaining success in learning a second or foreign language. Motivation is one of the important aspects of second language acquisition. As Ellis summarizes, “the most successful learners will be those who have both a talent and a high level of motivation for learning”.

Theories on Motivation:

The success of any action usually depends on the extent to which individuals strive to

attain their purpose, along with their desire to do so. In general, people refer to this psychological factor – the impulse that generates the action – as motivation. As the term itself indicates, it is a “motive force”, something that prompts, incites or stimulates action. According to *The Short Oxford English Dictionary*, motivation is “that which moves or induces a person to act in a certain way; a desire, fear, reason, etc., which influences a person’s volition: also often applied to a result or object which is desired.”

Williams and Burden (1997: 120) see motivation as “a state of cognitive and emotional arousal, a state which leads to a conscious decision to act and gives rise to a period of sustained intellectual and/or physical effort”. Thus the intellect and affect combine with volition and perseverance to result in what is known as motivated behaviour. The same idea is conveyed in different words by R.C. Gardner, who seems to explain the term with the precision of mathematical demonstration: motivation is a combination of effort plus desire to achieve a goal plus favourable attitudes towards the goal to be accomplished (Gardner, 1985:11).

Motivations are usually classified as instrumental motivation, integrative motivation, intrinsic motivation and extrinsic motivation. One of the best-known and historically significant studies of motivation in L2 learning was carried out by Robert Gardner and Wallace Lambert (1972). “An integrative motive is employed when learners wish to integrate themselves within the culture of the second group, to

identify themselves with and become a part of that society” (Brown, 2002: 153-154). This kind of motivation stressed the learner’s desire to learn a language to be integrated successfully into the target language community or the target language settings. In contrast, instrumental motivation refers to the learner’s desire to learn a language for utilitarian purposes, such as meeting the requirements for school or university graduation, getting a good job, requesting higher pay based on language ability, reading technical material, translation work or achieving a higher social status, thus it is a more functional reason for language learning.

Deci and Ryan (1985) put forward another influential dimension in classification - intrinsic and extrinsic motivation, which is widely cited nowadays. Intrinsic means “from within”. People are intrinsically motivated not because accomplishing the activity they do bring a reward, but because doing the activity itself is a reward. The feeling of competence and self-determination are significant factors of intrinsic motivation. Thus, learning is driven by the learner’s intrinsic motivation-curiosity and interest. Learners with intrinsic motivation learn the foreign language not because the outside reward, but the learning activity itself is the reward for them.

Extrinsic motivation, on the other hand, is carried out in anticipation of a reward from outside and beyond the self, which typically can be money, prizes, grades, and even certain types of positive feedback. It focuses on something external to the learning

activities and extrinsic motivation is encouraged by outside forces.

As the theories state, a student may get motivated intrinsically or extrinsically. The approach by a teacher to make the students learn the second language is an important factor in motivating them. A teacher should kindle the intrinsic motivation of a student thereby leading him from a dependent stage to an independent stage.

Teachers' role in sustaining motivation:

As a language teacher, a few methods were tried out by me for some time to make the students get interested in learning the second language. It failed to reach the desired result, most of the times. The inspiration to select and do a research on motivation became fervent after a discussion with my research supervisor on his research formula MAP. It is an acronym coined by Albert P'Rayan combining the learning factors Motivate, Activate and Participate. According to Encarta dictionary the word motivate means to make somebody feel enthusiastic, interested and committed to something. A great teacher is a person who can motivate their students. He also suggested the following points to motivate students:

- o A great teacher is a motivator. Before they motivate others they should motivate themselves. It means they should be enthusiastic
- o A great teacher is a role model to their students. If they want their students to speak well, they should be articulate.

They should possess 5 Cs: Confidence, Clarity, Conviction, Commitment and Courage. They should inspire their students

- o A great teacher establishes a rapport with their students. They should attract their students towards them. The more the students like the teacher, the better they learn and participate in activities
- o A great teacher uses strategies that do not threaten the students. It is very important to learn and practice a language in a non-threatening environment.

After reading some research papers on motivation and discussions with some of the teachers of English, I tried a few activities that really interested and motivated the students. To name a few:

- a) Using interesting videos and getting responses
- b) Using vocabulary games
- c) Using pictures from newspapers
- d) Using stories and articles from newspapers

Selection of videos:

Videos from the YouTube have become a great resource for a language teacher. A pictorial video named "THE STRANGER" with English subtitles was of great use for me. The story is about a stranger who visits a village for staying there for the night. The words and sentences used in the subtitles are related to real-life situation, which is

important for a language learner, especially for our students from rural areas who are expected to use those sentences. After every scene questions were asked to the students. At the beginning they replied with single word answers. As soon as they got motivated and interested in the story, some more questions were asked by me to which they should answer in sentences. Some were passive as usual while some came forward to answer. As the story moved on, the interesting scene sequence caught the attention of the students. Then after three scenes I asked one of my students to narrate the scene. He did it. Though there were many errors in his utterances, he had a sense of satisfaction.

By relaxing the norm of using grammatically correct English, students started to participate without any hesitation. Later, one by one was asked to give a description after playing the video to which most of them responded positively. Though perfection could not be achieved in the target language the main aim of motivating them was achieved. The class was different for them from the routine classroom lecture. After class hours they approached and asked me to share many more videos of that nature that would facilitate their language learning and sustain their motivation for learning the language. Thus, the prime aim of motivation was attained. The theories mentioned above turned out to be true.

Using Word games:

Most of the teachers would have known about the most effective vocabulary builder

in the English language – the book “Word Power Made Easy” by Norman Lewis. This book was used by me for making students learn words and use it in sentences later. The chapter, which was used for motivating the students was “How to test your present vocabulary”. The chapter consists of testing our vocabulary range, a test of our verbal speed and test of verbal responsiveness. The reason for selecting a vocabulary exercise is also given as an answer in the same chapter.

“Words are the instruments by means of which men and women grasp the thoughts of others and with which they do much of their own thinking. They are the tools of thought.”

The first test contains about 60 words with five options for each word to be chosen as the best suitable synonym. The students became interested in doing the task given. Those who were passive in previous classes got interested in doing this and are certainly motivated. The students also learnt new words and internalized them by making sentences. The second exercise is given three minutes for one to mark S-same, D-different and O-opposite for a list of 30 words. The words given in the book are of interest and challenging to a college student from a rural background. The next task is to write 125 words starting with the letter ‘D’ in three minutes. These types of exercises and task certainly motivate the students to learn and use English language. The task set by the teacher certainly plays a vital role in motivating the second language learners.

Using Photos from newspapers:

During my classes a few pictures from English newspapers, such as The Hindu and New Indian Express, were used. Once, a picture of an auto rammed by a lorry was shown to the students. The students were encouraged to speak on whatever comes to the mind while seeing the picture. They replied by saying the things that they infer from the picture. One spoke about the colour, whereas another pointed to the number of public and policemen on the picture. Their ideas were developed and a topic was given to them for discussion in which they spoke about road safety. Another group had their discussion on “Who is responsible for accidents - Public or the government.” This activity motivated them to use the target language. When a discussion was held about the activity at the end of the session, most of the students expressed their thoughts with confidence and a renewed interest to learn was noticed from their faces. That was definitely a sign of motivation.

Using stories and articles from newspapers:

Selecting an article to be used in English class plays an important role in motivating the students.

An article in “The Hindu” newspaper titled “Punyakoti reimagined” was read by me a few months back. The name “punyakoti” interested me to search for the name and the story behind it. Then I got a chance of reading the wonderful old folktale “The Story

of Punyakoti, the cow and Arbhuta, the tiger.” This story was read out aloud in the class and the students were asked to retell the story with the language and vocabulary they have in store. They did it because the story inspired them. Motivational stories in English are found to be of great use for teaching and motivating students to learn the second language.

Conclusion:

Though there are no magical formulas for making students learn a language, teachers can devise motivational strategies that are suitable for a specific set of students and can create a positive impact on the language learners. This paper has briefly stated some theories of motivation and how a teacher can sustain students’ motivation to learn a language like English by adopting suitable strategies.

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Content and Language Integrated Learning (CLIL): Conceptual Framework and Viability in the Indian Context

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ABSTRACT

The pedagogical experiments centring on language acquisition and content learning had, in the latter part of the previous century, resulted in methods that combined both. The synergy of combining content and language has proved to be beneficial to both these aspects. Content and Language Integrated Learning (CLIL), is one of the successful models that has attempted this integration in the classroom. The discourses that evolve in the classroom as part of a content-centred curriculum lead also to language learning. The various theories related to language learning and the experiments in the European Union and Asian countries have approved the success and practicality of CLIL. This paper probes the basic nuances of CLIL as an ELT methodology, and its viability in the Indian context.

Content and Language Integrated Learning (CLIL) is a pedagogic approach in second language teaching, that combines the apparently disparate components of content learning and language acquisition in a single class. This kind of symbiosis broadens the scope of learning as a whole and hence it can be accomplished by traversing a few yards beyond the existing framework of teaching and learning. This integration of content and language has been much experimented in many parts of the world since 1990s and is now in a position to be accounted based on its implication as a methodology.

The term Content and Language Integrated Learning (CLIL) was first used in 1994 by David Marsh. It is defined as “a dual focussed educational approach in which an additional language is used for the learning and teaching of both content and Language” (Coyle et al, 2010). European Union promotes CLIL as a suitable methodology which promotes the three languages formula and integrates diverse cultures, essential for the existence of the Union. CLIL was more a proactive programme for the integration of the Union. The European Union Commission for Education (EC 2005) had formally approved CLIL as a methodology which resulted in CLIL schools and CLIL

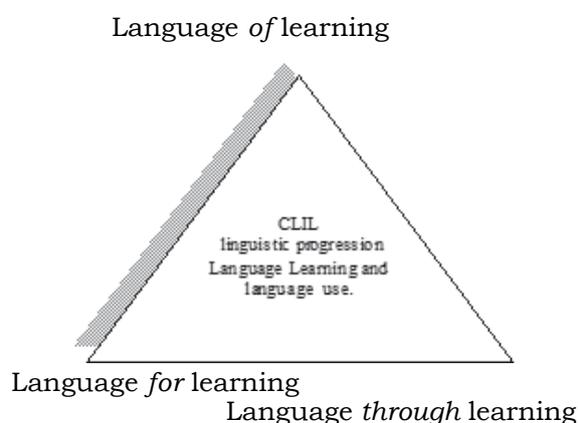
teachers in Europe. This has also been adopted as an educational methodology in many parts of Asia including China, Malaysia and Thailand following its success in promoting content learning and language acquisition. This paper probes the basic nuances of CLIL as an ELT methodology, and its viability in the Indian context.

The “content” in CLIL broadly refers to individual subjects like Mathematics, History, Chemistry, or Engineering, which is often the top priority in the teaching learning process. It need not exactly be the description given in the curriculum as such, but refer to the subject for learning which can be based on the curriculum adapted to support the needs of the class. It can be limited or divided into bits and can be supported by additional materials which is found suitable. “Content learning implies progression in new knowledge, skills and understanding” (Coyle, 2005: 5). It demands proficiency in the theoretical and practical aspects, as seen in the science and technological subjects, and requires the appropriate subject knowledge in Arts, Literature and Humanities. A person proficient in a particular subject or content area has the potential to communicate the ideas in seminars and presentations and “to manage the tasks that face them in their work in content areas” (Mohan 1979 181).

“Language is our greatest learning tool” (Coyle 51) refers to the importance of language in content learning. The word communication used in this context refers to the acquisition of the target content

language and its application in the different learning contexts. Communication is “interaction, progression in language using and learning” (Coyle et al 2010 54). Language and communication in content classrooms are so essential that the lack of effective communication lead to the largely nonverbal demonstrations in the classrooms, labs and workshops, which are detrimental to the learners in the long run. Functional language use is promoted in the classroom through interaction and activities which are purposeful and result oriented. The discourse in the classroom comprises instructional and regulative register which has a positive impact on both content learning and language acquisition.

The interaction, activities and active involvement in content learning directly impact Basic Interpersonal Communicative Skills (BICS) initially, and then proceeds to facilitate Cognitive Academic Language Proficiency (CALP) (Cummins 2000). These two language aspects involved in language acquisition and the role of CLIL in promoting demand particular attention. The Language *Triptych* put forward by Do Coyle (Coyle and



etal 2010 pp 36) delineates the aspects of language learning in academic contexts.

Here are the three language aspects needed in a content classroom. Language of learning refers to the basic language needed to understand the content aspects. Language for learning refers to the language required to learn in a second language learning situation. Language through learning refers to the new language acquired through the process of learning.

Language and Content Learning: Previous Experiments

Language learning based on content evolved from the immediate needs of the modern society. Mohan (2002: 303) observes: “As education throughout the world becomes increasingly multilingual and multicultural, we must look beyond the individual learning the language system and consider language as medium of learning, the co-ordination of language learning and content learning, language socialization as the learning of language and culture [...] and discourse in the context of social practice.”

But Language acquisition along with content learning is not a new methodology. “Two thousand years ago, provision of an educational curriculum in an additional language happened as the Roman Empire expanded and absorbed Greek territory, language and culture. Families in Rome educated their children in Greek to ensure that they would have access not only the language, but also the social and

professional opportunities it would provide ...” (Coyle 2010 P.2). Social, cultural and economic aspects that prevailed in the world in the form of privatisation, globalisation, and migration have paved the way for this kind of a learning which is more a kind of infusion of content and language which resulted in a methodology like CLIL which is an “amalgam of both and is linked to the process of convergence” (Coyle et al 2010, p. 4). This content based language acquisition has been best experimentally utilized by educational practitioners since 1960s, and with more theoretical basis after 1980s, when several methods came to be practised; like the Bilingual Integration of Languages and Disciplines (BILD), Content and Language Integrated Learning (CLIL), Content-based Instruction (CBI), Content-based Language Instruction (CBLI), Content-based Language Teaching (CBLT), English Across the Curriculum (EAC), English as an Academic Language (EAL), Foreign Language Immersion Program (FLIP) and Foreign Languages as a Medium of Education (FLAME)

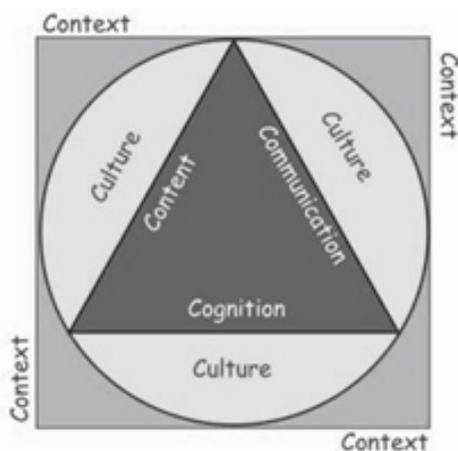
CLIL has a lineage that can be traced to the Immersion programmes in Canada, Bilingual (Immersion) programmes and Sheltered Instructions in the US, and Content Based Learning, even though there are much differences in the different approaches. French Immersion programmes in Canada had the reason of the French minority upheaval for its origin where the immersion was later extended to other languages. Content became a rich source

for language acquisition in these programmes. Then the scope and role of content as a valid component in language Immersion programmes gave impetus to many language development programmes and methodologies. Many of these took content as an input for language development, while some other methods had direct learning or immersion in the target language.

CLIL in its present form was launched in 1996 by UNICOM, University of Jyväskylä (Finland). It had an all-encompassing view about content-language learning, with its roots firm on the locality but with an international outlook. “The acronym CLIL is used as a generic term to describe all types of approaches in which a second language is used to teach certain subjects in the curriculum other than the lessons themselves (Eurydice 2006 8)”

Content and Language Integrated Learning: Basic Concepts

Any discussion on CLIL should begin with the 4 Cs framework (Coyle, 2010).



This framework ‘integrates four contextualized building blocks, (Coyle, 2010): Content (subject matter), Communication (language learning and using), Cognition (learning and thinking process) and Culture (developing intercultural understanding and global citizenship). All these factors exist in the realm of specific contexts of learning. The primary difference between CLIL and other content based learning methodologies is the perfect integration of content and language.

Expression of meaning requires language and “... a focus on language would take advantage of students’ communicative problems, bringing in work on the lexis and the grammar they require to express their meanings.” (Llinares and Whittaker 2009: 85) “...CLIL learners will need their language to be supported and developed in a cohesive way in order to be able to use language as a learning tool. This demands both subject teachers and language teachers to reconsider the role of language learning in CLIL and requires adoption of approaches which might not sit comfortably in either teaching repertoire (Coyle pp 56).

The constructive theories in education states that the cognitive and thinking aspects involved in CLIL enrich those aspects of a learner. It will have an “impact on conceptualization ...enriching the understanding of concepts and broadening conceptual mapping resources” (Coyle 2010). There is a constant shift on the part of CLIL teachers to involve skills like remembering and understanding (Lower

Order Thinking Skills) and applying, analysing, evaluating and creating (Higher Order Thinking Skills), given in Blooms Taxonomy (Anderson et al, 2001). “The complexity for the CLIL teacher lies in providing a learning environment which is supportive, language-rich and language-accessible, whilst working with cognitively challenging and appropriate content” (Coyle pp 56). Multilevel tasks catering to different levels of thinking skills from the same chunk of content given can be a test of the skills of CLIL teachers. “CLIL is concerned with the creation of new knowledge not simply repackaging what is already known in alternative codes” (Coyle pp 56). This creation of personal knowledge in the classrooms is the result of interaction and activities in the classrooms. “CLIL learners make new personal meanings in another language” (Dale 2012). The conclusion to these aspects can be seen in the following statements which blend what is termed as Content and Language Learning.

- Language is a matter of meaning as well as form;
- Discourse does not express meaning: it creates meaning;
- In acquiring new knowledge, we acquire new language and meaning.

(Mohan and van Naerson 1997)

A number of benefits of CLIL are pointed out in recent researches. Liz Dale (2010) has pointed out several benefits of CLIL. 1) CLIL learners are motivated. 2) They develop cognitively and their brains work faster. 3) They receive a lot of input and work effectively with that input. 4) They learn in different ways 5) They develop intercultural awareness. CLIL offers a natural environment for language learning. “It is this naturalness which appears to be one of the major platforms for CLIL’s importance and success in relation to both language and subject learning” (Marsh; 2000). A research

	<i>Type of CLIL</i>	<i>Time</i>	<i>Context</i>
Soft CLIL  Hard CLIL	Language-led	45 minutes once a week	Some curricular topics are taught during a language course
	Subject-led (Modular)	15 hours during one term	Schools or teachers choose parts of the subject syllabus which they teach in the target language
	Subject-led (partial immersion)	About 15% of the curriculum	About half of the curriculum is taught in the target language. The content can reflect what is taught in the L1 curriculum or can be new content

made by Lasagabaster (2008) pointed out that CLIL learners made greater advancement in learning English language than non-CLIL learners.

The range of CLIL exposure to students has been a topic of debate. It has resulted in naming the various exposures as soft CLIL and Hard CLIL

Practising CLIL

The language and subject teachers have their distinctive roles in CLIL classes. If it takes to team teaching the collaboration extends through designing the course, transacting the content and language elements, evaluating the concepts acquired, language skills and final analysis of the teaching-learning system. The subject teachers can help develop the language and vocabulary of the learners while dealing with the content aspects. The language teacher works with the preparation of language aspects and can act as an evaluator, co-teacher and motivator. If teaching is done in their respective classes then the language teacher can contribute to learning of content based vocabulary, frequently used structures needed in the content class and even a bit of Content Based Instruction (CBI) which can supplement content learning.

One cannot definitely say CLIL should follow these steps during preparation, transaction and evaluation phases. This absolute freedom provided in CLIL settings can be truncated or elaborated by the language teacher in determining the ability and limitations of the learning community and

learning situations and facilities of the region. Some stages like having a shared vision of CLIL, analysing and personalizing the CLIL context, planning a unit in terms of the 4 Cs including authentic material and monitoring and evaluating CLIL in action (Coyle, 2010) has to be incorporated. The content obligatory and content compatible languages have to be clearly dealt within the planning and transaction phases. Coyle (2005) puts forward the Lesson Observation and Critical Incident Technique (LOCIT) process which is continuous evaluation with the help of professionals and colleagues. Liz Dale (2010) has given a process description in CLIL classes which is a balanced approach involving activating previous learning, guiding understanding (transacting the content), focus on language (dealing with content-specific language elements), focus on speaking, focus on writing and assessment, review and feedback. The role of CLIL teachers is to acclimatize the students to the content and its language involving the different phases as per the context. Learning in CLIL milieu is natural, progressive and happens at a subconscious level. The background set are in the form of facilitating teachers and scaffolding (Wood, Burner Vygotsky (1978)). The teachers set the background for the learners to construct their own learning. Here the personal needs and abilities of the learners are also taken into account whereby the different skills and cognitive ability (Multiple Intelligence, Howard Gardner 1983) are also dealt with. So the CLIL in classrooms will be diverse and congenial for learning in all its aspects.

The core elements of CLIL, adaptation and interaction, according to its level of proper execution can make or mar the success of CLIL. Adaptation refers to the preparatory part which comprises the selection of material appropriate to the level of students and learning situation and organizing it to facilitate CLIL. It shall give ample opportunity for an active learning of content and language. If the content teacher is not adept in facilitating language learning, he can get the help of a language expert. Getting the materials and teaching aids ready before the class is an important aspect. Interaction is the key to success in a CLIL class. "Social constructivist theories of learning emphasise that learning is a social, dynamic process and that learners learn when interacting with one another" (Dale, 2012). The difference between a traditional class and CLIL is the extent of time allotted for interaction in the latter class. Student-student interaction and student-teacher interaction in the vehicular language amount to the grasp in the target language and group learning, pair learning and individual activities have their specific role in a progressive manner of learning. Language used in this kind of more than a simulated manner in the classroom, where learning itself becomes the motivating factor, encourages students to exert themselves to the task allotted to them resulting in identifying and creating their own knowledge.

The language teaching part of CLIL draws from Communicative Language Teaching (CLT) and makes use of CLT activities or

tasks in the classroom. Activities that motivate and arouse the learners' interest can be used. Gap exercises with missing information, words and sentences are very effective in CLIL which saves a lot of time. Grid exercises, guessing the result or end, brain storming, vital visuals, graphic organizers, interactive PowerPoint presentations, interviews, running commentary, academic word list, bingo, mind maps, word puzzles, sorting exercises, role plays, class magazines, and recreation of a text are common practices in the classrooms. These tasks should ultimately lead to an active interaction in the class which leads to learning. The information gap exercises stimulate learner interaction, and interaction leads to effective content and language learning.

CLIL assesses both the content and the language skills of the learners. There is a shift towards the learner centred assessment experimented by many teachers. Here the learners are free to assess their colleagues. They have to prepare the rubrics for assessment based on different aspects of learning. Formative and summative assessments can be used. "CLIL learners perform better when a range of assessments tools are used" (Dale 2012). Needs analysis and portfolio assessment can be used to direct the course of learning.

Scope of CLIL in India

English is the language of higher education in most of the study programmes in India, a language preferred evidently due to

utilitarian implications. This language has legitimately claimed its role in the multicultural and multilinguistic context of the nation. The execution of the three language formula in India, often considered effective in ensuring more meaningful communication within the country, is not challenged by the CLIL model. The positive environment for enhancing communication skills in English, Hindi and a vernacular language and for using them for academic purposes is strongly implied in the educational system, but seems to have fallen much short of the target. The reason is often that the content of core subjects, though designed to be transacted preferably in English (as most of the content textbooks are prepared in English) following a Content-Based, 'immersion' model, is often taught in the mother tongue, with the teacher playing the role of a translator. The unfortunate result is the dual inadequacy and incompetency in the two targeted aims, content learning and proficiency in the second language.

For instance, the scope of learning Social Studies in Hindi and Science in English can be experimented in classrooms in a CLIL background. This will require a shift from the existing scenario of learning and the ideology of learning as mentioned in the beginning. The statement "...all teachers are teachers of language ..." (Bullock 1975) is not an encroachment on the definite and demarcated role of the content or language teacher. On the other hand, it brings about a meaningful change in the roles of the

content teacher and language teacher in the classroom, facilitating learning which "is both an individual and social activity" and "supporting cognitive processing" (Coyle pp 56). This does not imply the shifting of responsibility of language teacher to the content teacher, or even a diminishing in the role of the language teacher as such. It is more in the direction of adding further dimensions to the roles currently played by the content and the language teachers, in terms of their further empowerment in wider areas of knowledge and improved linguistic ability as the case may be.

Conclusion

CLIL methodology, with its synthesis of content and communication, is based on the concept that these two are inseparable, and this synergy accounts for its success in the classrooms. It is seen as a methodology that fits into the current system of education with its myriad demands to be accomplished within a short span of time. The learners are highly motivated as the learning process itself emerges as a motivating factor. The affective factors which hinder learning is minimised in the classrooms, when learning is accomplished with learner autonomy. The teachers facilitate learning by scaffolding and providing meaningful input which results in creative interaction and student talk in the classrooms. The cultural aspect of learning which is incorporated into the system makes CLIL local in its planning and execution, combining subject and linguistic knowledge with intercultural awareness.

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Group Dynamics in Group Discussion

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ABSTRACT

Group Discussion is one of the powerful tools to assess a candidate's suitability for the job. To train students for the effective participation in GD is a challenge to a language teacher. The present paper sheds light on the concept of GD, the practice of Fish Bowl and other Techniques, different assessment methods, etc.

Keywords: group discussion, group dynamics, fish bowl technique, abstract topics, assessment

Introduction

Effective participation in a group discussion is one of the crucial aspects in recruitment process. "A Group is defined as collection of individuals who interact with each other, accept expectations and obligations and share a common identity." The concept of group discussion could be better understood by narrating a family situation. A middle class family felt happy that they are going to enjoy four days of unexpected holidays. How to spend the days was a big issue. Family members had their own plans to make the best of those four days. Initially, the mother fed up with the domestic chores declares that they can travel to some hill stations. The grandmother counters by saying that it is an ideal time to go on a pilgrimage to temples and seek the blessings of god. The father, the bread winner, is more concerned that the recreation should not hit his pocket, and pacifies that the best option is to get some

good movie CDs, watch movies and have sumptuous food at home. The studious daughter says "I will not come as I've a lot to study." Her brother says, "I am not a bookworm like her. I've to enjoy with my friends, play cricket and watch movies. I need money for the expenses." Finally everyone gives assent to a feasible option that has been taken after discussion. Thus group dynamics implies, "*continuously changing and adjusting relationships among members.*"

In a group discussion each one has their own views to contribute. It is observed that views of one don't match with the other. But it is not a debatable situation. Everyone has their right to express their view. But it should lead to a productive conclusion. This is what the team should bear in mind while speaking in the discussion.

Enabling students to understand group discussion skills

In a GD the participants' convincing skill is

tested but in a debate their argumentative skill is tested. This can be understood by making them involve in two activities namely tug of war and circle game. Six boys participate in a tug of war game (3 on one side and 3 on the other side). They express their might and play. The next game is a circle game in which the same six students form a circle and face inwards. Instruction should be given that they should face outwards with two conditions. i) they should not leave their

hand ii) there should not be any change while making an outward circle, for example, if Y is in between X and Z, while facing outwards also the same condition is maintained. Students should be given time to think the feasibility of the condition stated. The teacher instructs two of them to sit with joined hands, so that the others can step inside the circle without leaving hands and changing their position. The table better below illustrates the goal of GD is win-win.

Sno	Tug of war game	Circle game
1.	Domination	Co-operation
2.	Physical Power	Teamwork
3.	Only winning is motive	Thinking and logic
4.	Fight	Harmony
Result:	One team will win; the other will lose	Win-Win

The table better illustrates the concept behind GD is win-win.

Case-based GDs

This type of GDs assesses the student's leadership skills which include problem solving, decision making, tolerance to ambiguity, conflict management, mental quickness, creativity and attitude. The following case may be given for discussion. "A high cadre official presently employed in XXX Company, USA, decides to shift his family to India at its branch office in Mumbai. At Mumbai office he becomes shocked to know the timings of the office. Being the head, he intimates the change in office timings from 8 am to 3 pm against the present 9 am to 4 pm to his subordinates and employees. No one is interested with these timings, but they cannot raise their voice against their US boss."

In a case like this the students feel free to

speak their views but the teacher should monitor whether they aim to resolve or aggravate the conflict and their attitude in maintaining decorum and dignity.

Abstract Topics

Topics like 'Elephants make good software engineers', 'Good fences make good neighbours', 'Car Vs Bar', 'Miles to go before I sleep', 'Chair', 'Destination', 'Question Mark,' 'Egg is to be broken at bigger or smaller end' etc are given to assess the candidate's creativity and ability to make wealth out of waste.

As soon as the topic is given students are asked to put 'Wh' questions on the topic to get clues to speak. Focusing the pros and cons of the topic will prove one's analytical thinking. Analyzing a given topic based on

the acronym SPELT where S stands for Social aspect of the topic, P for Political, E for Economical perspective, L for Law or Logical point of view and T for Technology enables the speaker with wealth of points to contribute.

'Chair' is an abstract topic on which only a few will be able to think productively. One can interpret 'chair' in many ways. **S**ociety gives respect based on a person's chair. Students burn midnight oil to win a chair in their dream company. It is the culmination of one's hard work or smart work. **P**oliticians' aspiration to chair makes them brutal. One's wealth or **E**conomic status is determined by the chair that he sits and works. It is the symbol of prestige. Judge's chair is very valuable because it determines the life of many and assures **L**aw and order that enables peace to the people. Hence a judge should be fair in his pursuit. The modern **T**echnology has enabled many kinds of flexible chairs, but it cannot be paralleled to the chairs of the yore. In those days chairs were made of wood, but now it is made up of plastic and non- degradable materials causing hazard to the society.

Rather than pondering over the problem, the students should be motivated to be farsighted to suggest alternative solutions to the topic. It is the teacher who has to cultivate the habit of thinking and speaking in a productive way.

Different Strategies to be followed

The teacher has to suggest the students the following tips before conducting a mock GD. The initiator has the power to shape the

discussion or break it. The discussion should not start with an emphatic statement. If it is started so, it leads to counter argument, opening red carpet welcome to debate, hence it should start with a balanced view. If the topic is on the sport gambling the initiator may start, "It's our pleasure to discuss gambling. It has pros and cons. Let us share our opinions on this."

The body language of the participants in a group discussion is assessed from top to bottom especially when it is Detail Observing Style GD. One's head position affirms involvement. So it should turn like a table fan, addressing all the persons in the group, leaving none. On the other hand if only one person is addressed it may cause an embarrassing situation to the other. One should not tap legs or fold hands. Placing hand cuffs on the discussion table is acceptable rather than leaning totally which creates an impression of uncertainty and lack of confidence. Cross legs and watching the ceiling while speaking will create a negative impression.

To handle a talking terror in the group, one has to tactfully take one point from him, appreciate it, "I agree with your point, wonderful." While appreciated naturally the talking terror stops and listens, this is human psychology, now the chance can be passed to others. Suppose the given topic is unknown the student should act like a sponge type silent person by grasping a few points or impact words in others speech and then he/ she can proceed.

Fish bowl technique for practicing GD:

This activity is used for assessing the performance of the participants. It also helps in correcting the errors committed.

Activity: Six members namely A, B, C, D, E, F sit in chairs that are arranged in a semicircle position. Six candidates, namely U, V, W, X, Y, Z stand behind each chair. They are instructed to assess the performance of an opposite person sitting in the chair, so that he/she can see him/her easily and note down the feedback. All the six members' (A, B, C, D, E, F) performances are taken care by six members (U, V, W, X, Y, Z) by taking individual attention. These six members' (standing, U, V, W, X, Y, Z) performance, whether it is appropriate or partial, any errors in evaluation etc are taken care by two people G and H. Another student T evaluates the performance of G and H. Yet another student J keeps a check on audience by watching their concentration on GD. All the four members (evaluators) are instructed to move all over the room. Nobody is left out, everyone is kept under watch. Group Discussion topic is given and the discussion starts, after all the evaluators' comments the trainer gives his final opinion on all the members. (6+6+2+1+1)

The next step is to alter the position of the candidates. Whoever stands and evaluates is asked to sit as a participant and vice versa.

Students become Judges- An Alternative Technique for Assessment

Six students, selected as judges, scrutinize and give unbiased report on the

performance of their classmates. They are given a checklist to observe and assess the performance. The first member is asked to observe only the **eye contact and body language** aspects. Do the participants maintain good eye contact? Are there any odd mannerisms like watching the ceiling while talking, or observing only the moderator (in order to please him for selection), etc.? Are the candidates' legs in cross position? Is he/she leaning on the table or playing with the key chain, etc? Are the participants polite?

The second judge studies the **team work**. Each participant's contribution towards team goal is assessed? Does a participant motivate silent member to speak? Has he / she taken the initiative to divert the chance of speaking from a talking terror to silent member? Is there any co-ordinator in the group who makes the best to motivate others to speak as well as keen in resolving the conflict, if any? Does anyone play the role of a conflict manager?

The third judge's concentration is on **'content, statistics, and quotation.'** Is the candidate's speech relevant to the topic or diverted? Is the topic viewed and analyzed in various angles? Does the participant give any quotation, reference, anecdote to support their speech? How good is their knowledge on current affairs?

The fourth student's attention is on **'leadership, initiative and innovative skills.'** Leadership is gauged in terms of the candidate's approach towards his team members, initiation, motivation, shaping the GD by linking the points spoken on the topic

and concluding the GD by taking all the points into consideration. A candidate's innovative skills can be tested by their novel ideas.

The fifth judge monitors **pitch of voice, language and receptiveness**. Is the participant aggressive or assertive? Pitch of voice reflects one's confidence level too. Assertive and convincing style of tone can do magic in a GD. Clarity, fluency and spontaneity are also assessed. The candidate's error free usage of language is gauged. Do the peers nod their head while the other person is speaking? Do they take initiative to jot down the points? Do they use the points as a clue for their speech? 'I agree with you' of course highlights one's receptiveness but it is not mandatory that one should always accept others' points. A new idea related to the topic definitely demarcates the candidate from the others.

The sixth judge keeps an eye on **stress**

tolerance, problem solving and decision making skills. Before commencing the discussion the teacher explains in detail about the rating scales. The judges are instructed to give marks based on the following assessment criteria. They have to jot the names of the participants, after keen observation, give marks, and write comments. For example, if the candidate's eye contact is up to the mark he/ she can give 4 marks, moderate 2 marks. If it is not satisfactory the mark can be 1 or even 0. A participant who scores 0 in eye contact may secure 5 full marks regarding his dress code or moderate marks in receptive skills.

As soon as the GD completes the teacher invites each one to the dais and asks to speak about each candidate and their marks. Instruction should be given that the comments are received in a sportive manner. The teacher thoroughly monitors the whole activity.

Assessment Sheet on Eye Contact and Body Language

Sl. No.	Name	Eye Contact (5 marks)	Hand Movement (5 marks)	Posture (5 marks)	Dress code (5 marks)	Overall comments and marks (Total: 20 marks)
1.						

I. Assessment Sheet on Team Work

Sl. No.	Name	Enthusiasm and Initiation (5 marks)	Clear and Logical Objective (5 marks)	Giving constructive Feedback and Being at Ease with others' Disagreement (5 marks)	Use of Humour/ Conflict Management (5 marks)	Overall comments/ remarks and marks (Total: 20 marks)
1.						

II. Assessment Sheet on Content, Statistics and Quotation

Sl. No.	Name	Relevance of Speech to Topic (5 marks)	Application of SPELT (5 marks)	Statistics (5 marks)	Quotation (5 marks)	Overall comments and marks (Total: 20 marks)
1.						

III. Assessment Sheet on Leadership, Initiative and Innovative Skills

Sl. No.	Name	Leadership skills (5 marks)	Initiation (5 marks)	Novel Ideas (5 marks)	Situational Awareness (5 marks)	Overall comments and marks (Total: 20 marks)
1.						

IV. Assessment Sheet on Pitch of Voice, Language and Receptiveness

Sl. No.	Name	Voice Audibility (5 marks)	Clarity and Fluency (5 marks)	Grammatical mistakes if any (5 marks)	Listening to others (5 marks)	Overall comments and marks (Total: 20 marks)
1.						

V. Assessment Sheet on Stress Tolerance, Problem Solving, Decision Making Skills

Sl. No.	Name	Stress Tolerance (5 marks)	Problem Solving Skills (5 marks)	Decision Making Skills (5 marks)	Grammatical mistakes if any (5 marks)	Overall comments and marks (Total: 20 marks)
1.						

Moderator's Evaluation

Teacher's role is crucial in GD. Apart from the students' judgment teacher's comment is mandatory to rectify mistakes and polish discussion skills. It should be an objective appraisal that probes into every aspect of their performance. As Young (2007) says, "By listening to criticism from instructor and

others, the student will be able to correct errors and learn more effective ways of behavior in GD." Teacher should have updated information. If the candidate fails to speak in a logical way or unable to get points when an abstract topic is given the trainer should point out the same and suggest measures for improvement. If a

student goes deep into subjective examples, though it is related to topic she should instruct them to be objective or speak in generalized tone. The tone of the student while speaking, application of SPELT method in analyzing the topic, confidence level, positive approach are the important things that constitutes teacher's comment. An appraisal should be made whether the candidates have spoken on both sides of the topic namely, victim and the victimized. The teacher should add dimension by revealing

the other possible points that the students failed to speak.

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2. Sethi, Anjane. Adhikari, Bhavana. (2010). Business Communication. New Delhi: Tata McGraw Hill.
3. Young, Sue Kathryn, et al.(2007) Group Discussion. Illinois: Waveland Press, Inc.

GUIDELINES FOR OUR CONTRIBUTORS

Articles on ELT are welcome. Share your ideas, innovations, experiences, teaching tips, material reviews and web matters with your fellow professionals. Please see pages 46-47 for detailed guidelines.

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

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

Abstract in about 150 words

Full paper should not be in more than 2000 words.

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

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

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