

JOURNAL

The

OF ENGLISH

English Language

LANGUAGE

Teachers' Association

TEACHING

of India

ISSN 0973-5208

(A Peer Reviewed Journal)

ELT@I

A forum for  
professional development

Vol. 63/5 September - October 2021

Rs. 15/-

ISSN 0973-5208

# English Language Teachers' Association of India (ELTAI)

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

## Objectives of the Association

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

The Journal is sent free to all the registered and active members of the Association. In addition to this print journal, ELTAI brings out three quarterly online journals: Journal of Teaching and Research in English Literature, The Journal of Technology for ELT, and The ELT Practitioner.

ELTAI also conducts professional development activities including offline and online workshops, webinars, and discussion meetings on current needs and trends in ELT. We host annual, national and international conferences and regional programmes on specific areas relevant to ELT today. Delegates from all over the country as well as from outside participate in them, present papers and conduct workshops.

## PRESENT OFFICE-BEARERS

Patron	-	Dr. S. Rajagopalan
President	-	Dr. Sanjay Arora
Vice President	-	Dr. Shravan Kumar
Vice President	-	Dr. Reddy Sekhar Reddy
Secretary	-	Dr. K. Elango
Joint Secretary	-	Dr. Ramakrishna Bhise
Joint Secretary	-	Mr. R. H. Prakash
Treasurer	-	Mr. P. R. Kesavulu
Coordinator	-	Dr. J. Mangayarkarasi

## ADDITIONAL MEMBERS OF THE EC

Dr. P. N. Ramani  
Dr. S. Mohanraj  
Dr. C.A. Lal

## PRESIDENTS

Prof. R. Krishnamurthy	(Aug. 1974 – Oct. 1985)
Dr. S. Rajagopalan	(Nov. 1985 - July 2008)
Dr. Amol Padwad	(Aug. 2008 - Mar. 2012)
Dr. Sanjay Arora	(Apr. 2012 - Dec. 2014)
Dr. G. A. Ghanshyam	(Jan. 2015 - Oct. 2018)
Dr. Sanjay Arora	(Jan. 2019 - till date)

## SECRETARIES

Prof. M. Duraiswamy	(Aug. 1974 - June 1981)
Prof. B. Ardhanareeswaran	(July 1981 - Oct. 1985)
Dr. K. K. Mohamed Iqbal	(Nov. 1985 - Aug. 1989)
Dr. V. Saraswathi	(Sep. 1989 - Mar. 2007)
Dr. K. Elango	(Apr. 2007 - till date)

We sincerely appeal to ALL teachers of English as well as post-graduate students and research scholars to become members of ELTAI and strengthen the association so that it may serve the cause of English language and literature education in India.

ALL correspondence relating to the association should be addressed either to: [eltai\\_india@yahoo.co.in](mailto:eltai_india@yahoo.co.in) or to: [indiaeltai@gmail.com](mailto:indiaeltai@gmail.com).

Website: [www.eltai.in](http://www.eltai.in)

Ph.: 9344425159

---

# ***JOURNAL OF ENGLISH LANGUAGE TEACHING***

**(A Peer-Reviewed Journal Included in the UGC-CARE List)**

**VOLUME LXIII, NUMBER 5, September-October 2021**

---

**Our Founder Editor & Publisher: (Late) Padmashree S. Natarajan**

Editorial	2
The Origin and Growth of ELTAI – A Fascinating Story <i>S Rajagopalan</i>	3
Teaching Foreign / Second Language Reading: Instructional Guidance to Improve Teachers' Teaching <i>S C Sood</i>	5
The History and the Current Status of Computer Assisted Language Learning <i>M S Xavier Pradheep Singh</i>	10
'Scientific' Language Teaching <i>Richard Smith</i>	21
Content and Language Integrated Learning (CLIL): Conceptual Framework and Viability in the Indian Context <i>Lal C A and Arun George</i>	24
One-on-One: Interview with Scott Thornbury <i>Albert P'Rayan</i>	33
Aesthetics of Reception: Shakespeare Criticism down the Ages <i>M S Nagarajan</i>	38
Book Review <i>V Saraswathi</i>	45
Book Review <i>Uma Maheshwari</i>	46

---

*Printed and published by*

*Dr. K. Elango on behalf of the Society for the Promotion of Education in India*

Correspondence relating to the journal, *Journal of English Language Teaching*, should be addressed to the Editor at: [neerudlitt88@gmail.com](mailto:neerudlitt88@gmail.com) and that relating to the association, English Language Teachers' Association of India (ELTAI), to: [elta\\_india@yahoo.co.in](mailto:elta_india@yahoo.co.in) or, [indiaelta@gmail.com](mailto:indiaelta@gmail.com).

**ELTAI Website:** [www.elta.in](http://www.elta.in)

**ELTAI Office:** 9344425159

**The Journal Website:** [www.jelt.elta.in](http://www.jelt.elta.in)

**Disclaimer:** *The views expressed in the articles published in JELT are those of the authors only and do not necessarily reflect the stand of the editorial board.*

## **EDITORIAL**

*Congratulations once again to every one of you. You will be happy to know that JELT has been recognized by UGC-CARE. Recognizing a published article as a finalized version of a piece of research establishes the fact that it can be relied upon as accurate, complete, and citable. JELT is committed to honouring these principles. We are committed to sharing the latest developments in English language research, and current guidelines and tools that will help to ensure the standard and quality of JELT. In this issue, we have compiled a few articles from past issues for this number. The table of contents of this issue, featuring some of the brightest stars in the firmament of ELT in India, will sound familiar to regular readers. Every aspirant for publication should go through these articles to learn how to share their research work and findings.*

*We open this issue with an article written by our patron Shri Rajagopalan in which he has outlined the journey ELTAI has travelled. From its worthy (although modest) beginnings, the journal along with ELTAI has gone through a series of transformations that are part and parcel of those long-term academic projects which, to adopt an ecological analogy, are expected to evolve constantly; especially when their main activity is the construction of new knowledge. Despite the expected changes that come with the growth of our publication, one aspect remains constant: our aim of enriching the professional knowledge of our readers and authors and thus, creating and strengthening an international academic community around the teaching and learning of English as a second/foreign language. 'Those without a past are without a present.'*

*The second article, authored by Professor Sood deals with the teaching of reading in a second/foreign language such as English and provides guidance to improve teachers' teaching of reading as a skill. He makes the point that having a purpose in mind gives learners motivation to read. A state-of-the-art article on Computer-Assisted Language Learning (CALL) by Xavier Pradheep Singh attempts to trace the history of CALL and discusses Communicative CALL, Integrative CALL, and its current status in a compact way. The paper that follows by Richard Smith explores the views and practices of Palmer and discusses what 'scientific language teaching' would mean. In the article on Content and Language Integrated Learning (CLIL), C. A. Lal and Arun George probe the basic nuances of CLIL as an ELT methodology and its viability in the Indian context.*

*In the interview reported by Albert P'Rayan, Scott Thornbury answers a wide range of questions about the 'Dogme method', 'Teaching Unplugged', and post-method pedagogy. Our readers would certainly enjoy Professor Nagarajan's presentation on the 'Aesthetics of Reception' with reference to Shakespeare criticism down the ages. He explains why the Bard-of-Avon has elicited the widest response to his works and how everyone – lay leaders, students, scholars, critics, theatre-goers, and translators – has marvelled at the 'human invention'. This article is followed by two book reviews – one by Professor Saraswathi and the other by Uma Maheswari.*

*To conclude, we wish to highlight the valuable contributions of the editorial board, authors, and readers. All of them have provided their support in their own way. We hope we will continue to be supported by scholars, researchers, and our readers who will find the Journal useful and relevant. The secret of getting your articles published and recognized lies in these words – research, write, revise, edit, finish, and submit.'*

*Enjoy reading. Enrich yourself!*

**Neeru Tandon, Editor**

# The Origin and Growth of ELTAI – A Fascinating Story

*S Rajagopalan*

## Introduction

Our Association had a humble beginning and has grown into one of the largest professional associations of teachers in the world just like a tiny seed becoming in course of time a big banyan tree—from just six members, all belonging to one city, Madras (now Chennai) to about 4000 members and 60 chapters in different parts of our country. You may wonder how it had happened. Well, it is quite an interesting saga.

Our Founder, the Late Padmashree S. Natarajan, who began his professional life as a school teacher, rose to become the Vice-President of the World Confederation of Teachers' Organizations. With a grant of one lakh rupees for the Society for the Promotion of Education in India, he launched the publication of four journals: *Journal of English Language Teaching*, *The Mathematics Teacher*, *The Geography Teacher*, and *Experiments in Education* – only the first two have survived, though.

## Journal First, Association Later!

It is interesting to note that our Journal was started first and our Association much later. Why and how did it happen? The *Journal of English Language Teaching (JELT)*—the first of its kind in our country— was published in 1965. He really wanted to start a professional association of teachers of English but he knew that teachers would not join it paying subscription without an incentive. So he told teachers they would get a *free* copy of the Journal if they joined the English Language Teachers' Association once it was started.

The Journal provided an opportunity for teachers to get themselves acquainted with

research findings in teaching English and also share their experiences with others. He priced it at just a rupee per copy and almost single-handedly promoted its sale. He visited schools and colleges and requested them to subscribe to it. Only some subscribed out of regard for him, but he didn't give up. He did not have a typewriter nor anyone to assist him; in poor health and with failing eyesight but with a missionary zeal, he wrote letters by hand to the heads of a few well-known educational institutions in the State requesting them to subscribe to the journal and did the canvassing himself. There was also a paucity of articles for publication. He requested his close friends—one or two—to write almost for every issue. The point is the journal saw the light of the day only due to the persistent efforts of this old man. In the beginning, only a hundred copies were printed and, in fact, some remained unsold. But he didn't give up and soon the circulation went up. But unfortunately, it never went beyond 400 copies or so.

## ELTAI is born!

A few years later, in 1969, Mr. Natarajan started the Association. Six teachers including the writer who met at his residence discussed the importance of the professional development of teachers as a key factor in enhancing the standards of education in our country, when there were only trade unions of teachers concerned with working for the improvement of their service conditions. At our meeting, he mooted the idea of starting an association of teachers concerned with organizing professional development programmes for them. He said enrolment of members of the new association would be easier if we said all members of the Association would get a free copy of the Journal.

Thus, our Association came into being and we were able to enrol about 256 members.

### **Promoting ELTAI – New Strategies**

After the passing away of our Founder in 1974, a new team of office-bearers took over and decided to carry forward the good work initiated by him adopting certain new strategies. It was decided to conduct free workshops, seminars, and refresher courses for teachers of English. In these programmes the teachers were told about the benefits of joining ELTAI – a free copy of our bi-monthly Journal, opportunities provided for the improvement of their teaching competence, interacting with ELT professionals, and getting their papers published in our Journal.

Another strategy adopted was to provide cash awards for teachers undertaking action research and also for using ICT tools in teaching English. The allotment of some subsidised memberships offered by IATEFL to our members has also helped to enrol new members, besides familiarizing them with the work done by IATEFL. **Special Interest Groups** were also formed—e.g., English Literature SIG and Computer Technology SIG, Business English SIG. These have been running open access online journals, which may be accessed on our website [www.eltai.in](http://www.eltai.in). Our **Online Discussion Forums** provide opportunities to our members to interact with one another and also to get updates about our association activities. Since the Covid-19 lockdown in May 2020, ELTAI has been organizing **weekly Webinars** contributing to the professional development of our teachers. We also conducted an eight-day Faculty Development Programme (FDP) on Reading in July-August 2021.

### **Annual Conferences**

We hold our annual conferences regularly, several of them international, too, attended by a large number of English teachers and research

scholars. We have had quite a few speakers from IATEFL, RELO (Regional English Language Office, US Govt.), and the British Council at our annual conferences.

### **ELTAI: An Associate of IATEFL (UK) and an Affiliate of TESOL (USA)**

As an Associate of IATEFL, we are able to provide a fixed number of its subsidized memberships to our members. Almost every year a member is sent to attend the IATEFL conference with some financial assistance from us. A few have won IATEFL scholarships too to attend the international event. Some of our members have also contributed to their publication ‘Voices’ in recent years. We also participate in the TESOL Affiliate events online.

### **IATEFL and Hornby Trust-Funded Projects**

ELTAI was the first recipient of the IATEFL Project grant along with another European country for our project on ‘Training the Trainers in Virtual Learning’. Another project undertaken by our Association with support from the Hornby Trust, UK, was on training teachers in using smartphones for the teaching and learning of English. Yet another project funded by the Hornby Trust was a Master Training Workshop for our Chapter heads on ‘The Use of Digital Tools for Learner Autonomy in Communication skills’.

### **Collaboration with the British Council**

The British Council has also been collaborating with us for a range of our activities for a number of years now. Our ‘Shakespeare lives – 2016’ celebrations in collaboration with the British Council in six different cities in India included competitions for students and seminars for teachers on the relevance of the playwright’s works for all ages.

*Dr. S. Rajagopalan, Patron, ELTAI.*

# Teaching Foreign / Second Language Reading: Instructional Guidance to Improve Teachers' Teaching

*S C Sood*

## Introduction

Reading is perhaps one of the areas in language learning/teaching (the first as well as the second language – L1/L2) that have received a lot of attention in recent years and much light has been thrown on what reading is, what different kinds of reading processes are, and what their implications are for language teaching – particularly in foreign/second language (FL/SL) teaching classrooms.<sup>1</sup> Much has also been written about the skills and strategies used by effective readers.

It is said that they:

- Know that both text and context are important to make sense and so read, keeping in mind background knowledge: content knowledge, culture-specific knowledge, formal knowledge about different text types and text-organisations, and general knowledge of the world. They seek this knowledge if they do not have it, or activate it if they have;
- Predict on the basis of their schematic knowledge what the writer might say in the given text and verify whether the prediction is correct; if not, revise the prediction. Expert readers invoke their schematic knowledge and the visual input is minimal. Reading for them is a linguistic guessing game and so they may not read each and every word;
- Understand what reading means: read silently, varying speed according to purpose and text, guess meanings of unfamiliar words and expressions, read in sense groups also called meaningful chunks;
- Are clear about the purpose of reading and so are motivated to read and know that stress, fear and anxiety can cause ‘short-circuit’ and hence avoid them;
- Read fast with fluency: have acquired ‘speed and accuracy’ and ‘automaticity’ of decoding (Eskey, 1988; Anderson, 2005; Grabe, 2009);
- Have linguistic competence: have vast passive vocabulary and keep learning new words and phrases (Coxhead, 2000; Bromley, 2004; Nation, 2001); new uses of known ones, phrasal verbs, linking devices and discourse markers; grammatical and lexical cohesion; and can process complex constructions;
- Pay attention to how the writer says what he says: logical development of ideas in the text;
- Pay attention to non-verbal information, if any
- Make inferences; and
- Have developed sensitivity to language: understand writer’s attitude, irony, sarcasm, choice of words and phrases, symbols, imagery, similes and metaphors including orthography of writing:

punctuation marks, quotations, italics, capitals, and so on.

This broader concept places reading not merely as a passive but an active – rather interactive – activity, not just decoding but interpreting and making meaning of what is read. This view of reading was applied to L1 reading around 1970 but it was only around 1979 that it started having an impact on L2 situation. Since then much has been written on techniques and methods of teaching reading in ESL (Nuttall, 2005; Mikulecky, 2008; Grabe, 2009).

But despite this, in many ESL classrooms reading continues to be done in the old traditional way: in the elementary classes the attempt is to help students to ‘learn to read’ and in secondary classes the focus is on ‘giving’ meaning and on ‘testing the product’ by asking comprehension questions given at the end of the prescribed text. This practice is content-oriented and not skill-oriented. The focus is on the ‘product’ and not on the ‘process’ of reading. In other words, the aim is to ‘give meaning’ to the learner instead of ‘skills’ required to ‘make meaning’ for him/herself.

Even where recent research on interactive models has reached the classroom teacher, it has not yet been assimilated in its right perspective. Teaching of reading has either not changed at all or tilted towards the top-down model. As Eskey (1988, p.95) observes, “despite the emergence of interactive models, much of the ESL reading literature continues to exhibit a strongly top-down bias.” The materials prescribed for intensive reading practice is of little help to the practising teacher.

### **How Can Material Writers Help**

In such ESL/EFL situations where teachers still use old, traditional practices or where there is a bias towards ‘top-down’ process of reading, the role of material writers assumes great significance in helping teachers impart skills and strategies used by effective readers identified as follows:

#### **a) Reading with a purpose**

Effective readers read with a purpose in mind. They are clear why they are reading a given text; what they will have to do after reading it: answer some given questions? Fill in some table/chart? Having a purpose in mind also gives learners motivation to read.

#### **b) Pre-viewing skills**

Trained readers survey the text to form a quick general idea of what the text is about by:

- using the title, sub-titles, pictures, diagrams and physical layout of the text;
- predicting and forming a hypothesis using prior background knowledge;
- testing the hypothesis by further reading of the text and reforming it if not proved correct; and
- recognising the text type and the writer’s purpose.

#### **c) Text sampling**

Trained readers skim for main ideas by going through the text silently and fast without stopping even when they come across a word or phrase they do not know, making sense of such words and phrases by guessing their meaning from the context, form, etc.

Other important traits of effective readers are:

#### **d) Recognizing Text structure**

- Recognizing rhetorical organisation of the text as a whole and its layout: whether it is classification, cause and effect, comparison and contrast, hypothesis to proof, etc.
- Understanding the organisation of each paragraph, identifying focal and support acts, and the function of support acts, that is, how they are related to the focal sentence. Are they meant to expand, explain, exemplify, restate, justify, and so on, the main idea contained in the focal sentence? In other words, they have the ability to spot the sentence containing the main idea, and the sentences, if any, used to develop the main idea, and how this development is achieved. They are also able to spot transitional sentence(s), if any, and the concluding sentences, and how these are indicated.

#### **e) Comprehensive reading**

Scanning/re-reading the text but this time slowly and attentively paying attention to details focusing on meaning by:

- reading in sense groups/meaningful chunks;
- making inferences;
- interacting with the writer through the text, critically examining the incoming information and accommodating the new information;
- identifying the writer's point of view, tone, etc.; and
- distinguishing facts from opinions.

Various methods and techniques have been

suggested for teaching effective reading skills to ESL/EFL learners. Among these, Carrell (1988: 248), who tries to bring out the common features of these methods, still remains the most popular for guiding classroom teachers. All these methods, it is pointed out, train the learner to *do* something *before* reading the text in order to activate appropriate background knowledge. In addition, all these methods have the reader read the text against the background of the activated knowledge. Finally, they all have the reader *do* something *after* reading to synthesize the new information gained from the text with their prior knowledge. These are popularly called *pre-reading*, *while-reading* and *post-reading* activities.

#### **Pre-reading Activities**

Reading with a purpose and pre-viewing texts can be taught through devising pre-reading activities. Material writers can frame tasks and activities to develop these skills and strategies. Tasks can also be framed to give background knowledge (linguistic, conceptual, subject and topic knowledge, and socio-cultural knowledge), if the learner does not have this knowledge, or to activate this knowledge if the learner already has it. These tasks should be stated before the learners start reading the text so that they read the given text with a purpose in mind and in the light of the background knowledge required to comprehend the text.

#### **Some Examples:**

1. Go through the given text silently and as fast as you can. Do not stop even if you come across a word or a phrase you do not know. After you have finished reading, answer the following questions:

- a) Tick a suitable title for this text out of the four given titles. OR
- b) You are given two titles. Which of these you think fits the text? OR
- c) Suggest a suitable title for this text. OR ...

### **While-reading activities**

Understanding text structure and comprehensive reading (skimming and scanning) can be taught by material writers through carefully devised tasks and activities.

#### **Some Examples:**

1. Underline the sentence(s) and/or phrase(s) that contain the main idea in each paragraph.
2. Now look at the remaining sentences in each paragraph. Are they related to the parts you have underlined? If so, how (i.e., are they restatements, expansions, explications, modifications, justifications, etc.)?
3. What is the rhetorical organisation of the text you have just read? (i.e., is it classification? comparison and contrast? cause and effect? problem to solution type? etc.).
4. The following types of exercise are useful for teaching text-structure: Re-arranging jumbled words/sentences/paragraphs; matching opening sentences with the paragraphs; picking out words/sentences that do not fit in the text; supplying linking devices/discourse-markers/organising devices, or choosing them from the given list; etc.

#### **Scanning: Some Examples**

Read the given text once again and:

- a) Think of suitable sub-titles for *each* paragraph. OR
- b) For each paragraph tick the most suitable sub-title out of those suggested (Give 3 sub-titles for each paragraph for learners to choose from). OR
- c) In which paragraph does the author say the following: . . . ? (Give the learners statements for matching with each paragraph.)

### **C. Post-reading**

1. Make notes for future reference; draw a diagram or flow-chart of the text to show how the text is organised (i.e. transfer verbal information into non-verbal form and vice-versa).
2. Rewrite using a different rhetorical structure.
3. Describe what the author's intention is: To inform? To persuade? To warn? Any other?
4. Students can be asked to make notes on the text they have read for reference in future.

The examples given above are only indicative and not exhaustive. Teachers can frame more tasks of their own depending upon their situation and level of competence of their learners.

Exercises, tasks and activities can also be devised to develop sensitivity to language: raise awareness about orthographic practices followed in written texts (such as capital letters, italics, quotations, and so on), ability to pick out words and expressions used to lend ironic effect or humour; understand tone and attitude; to give familiarity with devices

like metaphors and similes; distinguish between facts and opinions; etc. Writers also very often incorporate in their writing non-verbal information for effective communication. These can be graphs, charts, pictures or other visual media. Learners must be trained to make use of this non-text information to make meaning of what they read. The text can finally be used for teaching other useful language skills, e.g. grammar rules or items difficult for second/foreign language learners; consulting a dictionary for pronunciation or word meanings; and for preparing students for writing a paragraph, an essay, or a critical article depending on students' level of competence.

These activities and tasks have given rise to what is called holistic view of language teaching. Holistic language teaching devises exercises and classroom procedures to teach all the four skills of the target language including study skills and this has to be one of the aims of those writing intensive reading texts for ESL/EFL teaching situations we have described here.

**Note:**

1. This article is a sequel to the author's article, "Interactive Approaches to Second/ Foreign Language Reading and their Implications", *Language and Language Teaching*, 4(1), Issue 7 (Jan. 2015), pp.41-45.

**References**

Anderson, Neil J. (2005). Fluency in L2 reading and speaking. *TESOL 2005 Colloquium*.

Bromley, K. (2004). Rethinking vocabulary instruction. *The Language and Literacy Spectrum*, 14 (Spring), 3-12.

Carrell, Patricia L. (1988). Interactive text processing: Implications for second language reading classrooms. In Patricia L. Carrell, Joanne Devine & David E. Eskey (Eds.). *Interactive approaches to second language reading*, 1988. *op.cit.*, pp. 239 -248.

Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34 (2): 213-238.

Eskey, D. (1988). Holding in the bottom: An interactive approach to the language problems of second language readers. In Patricia L. Carrell et al., *op.cit.*, pp. 93-113.

Grabe, W. (2009). *Reading in a second language*. New York: Cambridge University Press.

Mikulecky, Beatrice S. (2008). *Teaching reading in a second language*. Pearson Education.

Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.

Nuttall, Christine. (2005). *Teaching reading skills in a foreign language* (3rd edn.). Oxford: Macmillan.

**Prof. S C Sood**, Retd. Professor of English, Dyal Singh College, Delhi University; Life Member, Shakespeare Society of India & Indian Association for English Studies.

**Email:** [scsood@rediffmail.com](mailto:scsood@rediffmail.com)

*This article was published earlier in JELT, Vol. 57-3, May-June 2015 Issue (Golden Jubilee Year Issue).*

# The History and the Current Status of Computer-Assisted Language Learning

*M S Xavier Pradheep Singh*

## ABSTRACT

*Researchers and practitioners of Computer-Assisted Language Learning (CALL) must have a thorough understanding of the field and its history for successful implementation of technology in ESL learning. This paper attempts to trace the history of CALL over the past six decades and discusses its current status. The awareness of various paradigms of CALL will enable ESL teachers and researchers to improve their classroom practices.*

**Keywords:** CALL; History of CALL.

Computer-Assisted Language Learning (CALL) is a broad, well developed and diversifying field (Motteram 2013a, 177). Researchers have defined CALL in various ways. Each definition reveals some characteristics of the field. A well-accepted broad definition of CALL is “the search for and study of applications of the computer in language teaching and learning” (Levy 1997, 1; Amaral 2011, 365). This definition admits the multidisciplinary nature of CALL. Psychology, Instructional Technology, Artificial Intelligence, Human-Computer Interaction, Computational Linguistics, Applied Linguistics, and Second Language Acquisition are some of the key areas that have contributed to the advancement of CALL. These areas have contributed not only “their specific body of knowledge” but also “their methodological paradigms to undertake scientific investigation” (Amaral 2011, 371).

Beatty offers another definition which accommodates the changing nature of

CALL: “any process in which a learner uses a computer and, as a result, improves his or her language” (2003, p.7). Hubbard raises two questions about this definition: “What do we mean by ‘computer’? And what do we mean by ‘improve’?” (2009, p.1). He himself provides answers to these questions and his answers highlight the varying nature of CALL. According to him, computer “does not include simply the canonical desktop and laptop devices” but also “the networks connecting them, peripheral devices associated with them and a number of other technological innovations such as PDAs (personal digital assistants), mp3 players, mobile phones, electronic whiteboards and even DVD players, which have a computer of sorts embedded in them” (2009, pp.1–2). To the second question, Hubbard identifies learning efficiency, learning effectiveness, access, convenience, motivation, and institutional efficiency as areas that CALL attempts to improve (2009, p.2). Hence, CALL may involve any technological device to improve any of the areas mentioned above.

This “complex, dynamic and quickly changing” (Hubbard 2009, 1) nature of CALL makes it “both exciting and frustrating as a field of research and practice” (Hubbard 2009, 1).

Egbert’s definition of CALL recognises the context and the method of using computer technologies in learning a language. According to him, CALL means “learners learning language in any context with, through, and around computer technologies” (2005, p.4). The context or environment of learning a language may vary from classrooms, to computer centres, language labs, homes, cafes and similar public places, the Web and Mobile computing (Hubbard, 2014).

Though the phrase Computer Assisted Language Learning implies that the field is all about learning a language using computers, it encompasses all areas associated with the use of computers in language learning, teaching and testing. So, a vast array of areas such as Material Development, Learner Training, Language Testing, Assessment, Evaluation and Teacher Training comes under CALL. The definitions and descriptions of CALL mentioned above bring out the following characteristics of the field. CALL is a multidisciplinary field; it is complex, dynamic and quickly changing; it involves various contexts and methods; and it encompasses various activities associated with learning a language using computers.

### **History of CALL**

Using computers in language learning dates back to the early 1960s when prestigious universities used mainframe computers for language learning (Motteram, 2013b, p.5;

Levy, 1997; Davies et al., 2012). Since then, CALL has developed into “a symbiotic relationship between the development of technology and pedagogy” (Gorjian, Hayati, and Pourkhoni, 2013, p.35; Stockwell, 2007, p.118). By the early 1980s, using computers in language learning has become a widespread practice throughout America and Europe. It was at this moment that CALL emerged as a distinct field as CALL-themed conferences and professional organisations accompanied the advent of the personal computer in the 1980s. Many researchers have hitherto attempted to trace out the evolution of CALL and have proposed different typologies of CALL (Levy, 1997, pp.13–46; Sanders, 1995, pp.6–14; Graham, 1997, pp.27–48; Davies, 2012; Butler-Pascoe, 2011, pp.17–27; Delcloque, 2000; Warschauer, 1996; Warschauer and Healey, 1998, pp.57–58; Kern, Ware, and Warschauer, 2008, pp.281–282; Bax, 2003, pp.14–19; Warschauer, 2004, pp.20–21).

Of all typologies proposed by researchers, two stand unique: one by Warschauer (1996, 2000, and 2004) and the other by Bax (2003). Both typologies divide the history of CALL based on phases rather than approaches. Warschauer’s typology is based on the three phases in the history of CALL, such as Structural CALL, Communicative CALL and Integrative CALL. But Bax reassessed the history of CALL and proposed a new typology in terms of three different approaches to CALL, such as Restricted CALL, Open CALL and Integrated CALL. Since Warschauer’s typology is chronologically divided, this paper takes it into account in tracing the history of CALL over the past six decades.

### ***1. Structural CALL***

The first phase in the history of CALL, labelled earlier as ‘Behaviouristic CALL’ and later as ‘Structural CALL’ by Warschauer (Warschauer, 1996, p.5; Warschauer and Healey, 1998, p.59; Lee, 2000; Fotos and Browne, 2004, p.5; Warschauer, 2004, p.20), was envisaged in the 1960s and executed in the 1970s and the 1980s. CALL, in this phase, was considered a subset of the broad, all-embracing field of Computer-Assisted Instruction (CAI). The psychological principles of Skinner (1957) provided a strong footing for Structural CALL. Skinner’s operant-conditioning model of linguistic behaviour, which leaned excessively on positive reinforcement, developed a structure for the learning process providing feedback, repeated reinforcement, branching and self-pacing (Butler-Pascoe, 2011, p.17). This model of CALL involved repetitive language drills such as “dialogues and pattern drills designed to condition learners to produce automatic, correct responses to language stimuli” (Kern and Warschauer, 2000, p.3). These exercises were easy to program on the computer because of their “systematic and routine character” and “their lack of open-endedness” (Kenning and Kenning, 1990, p.53; Taylor and Gitsaki, 2004, p.132). They also stressed imitating the correct linguistic structure, reflecting the strong influence of the school of behaviorism (Ozkan, 2011, p.12).

Structural CALL viewed computer as a mechanical tutor (Warschauer, 1996, p.3; Warschauer and Healey, 1998, p.57; Ahmed 2004, p.24; Gündüz, 2005, p.198) “ideal for carrying out repeated drills since the machine

does not get bored with presenting the same material and . . . can provide immediate non-judgemental feedback” (Warschauer, 1996, p.3; Pim, 2013, p.36). Founded on this notion, many CALL tutoring systems were designed for the large mainframe computers which were prevalent at that time. One such best-known tutorial system was the PLATO (Programmed Logic for Automated Teaching Operations) introduced at the University of Illinois, USA (Butler-Pascoe, 2011, p.17; Egbert et al., 2011, p.17). The PLATO system ran on its own special hardware containing a central computer and terminals (Warschauer, 1996, p.3; Warschauer and Healey, 1998, p.57). Based on the grammar-translation method (Butler-Pascoe, 2011, p.17), it included vocabulary drills, brief grammar explanations and drills, and direct translation tests at various intervals (Warschauer, 1996, p.3; Warschauer and Healey, 1998, p.57). The PLATO was not an exclusive CALL venture but a “monumental effort that produced significant material in a wide range of academic disciplines, including foreign language, that continued for years and was eventually used in institutions across the country” (Sanders, 1995, p. 9).

### ***2. Communicative CALL***

The late 1980s and the early 1990s witnessed Structural CALL being challenged by two significant factors: first, the rejection of behavioristic approaches to language learning at both theoretical and pedagogical levels; and secondly, the greater prospects bestowed on language learning by the introduction of personal computers (Warschauer and Healey, 1998, p.57; Warschauer, 1996, p.6; Lee, 2000; Gündüz, 2005, p.199). Meanwhile, a

crucial paradigm shift occurred in second language teaching that resulted in Communicative Language Teaching (CLT) (Egbert et al., 2011, p.21), which emphasised the functional use of language and attempted to foster learners' communicative competence. Against this backdrop, "a demand for interactive and communicative uses of the computer for language teaching" evolved in the second language teaching scene (Egbert et al., 2011, p.22). Hence, this phase of CALL is referred to as Communicative CALL by researchers (Warschauer, 1996, p.4; Warschauer and Healey, 1998, p.57; Warschauer, 2004, p.20; Fotos and Browne, 2004, p.5; Ahmed, 2004, p.24).

Proponents of Communicative CALL downplayed the drill and practice method of Structural CALL as it did not promote authentic communication. Rather, they accentuated an intense focus on the *use* of language forms than on the forms themselves, the implicit teaching of grammar, encouraging learners to produce original utterances instead of manipulating prefabricated language forms, and ultimately using the target language predominantly (John, 1984, p.52; Warschauer and Healey, 1998, p.57; Lee, 2000; Warschauer, 1996, p.5). All these ideas were originally proposed by Underwood, one of the chief advocates of Communicative CALL, in his seminal work (1984). Other pioneering contributions of this phase include the ones by (Higgins and Johns, 1984) and Ahmad et al. (1985). Many key professional organisations, such as the Computer Assisted Language Instruction Consortium (CALICO) in the United States and the European Association

for Computer Assisted Language Learning (EuroCALL) in Europe were established during this period.

Communicative CALL corresponded to cognitive theories which regarded learning as "a process of discovery, expression, and development" (Warschauer and Healey, 1998, p.57) and as "a cognitive process where learners actively generate and transform knowledge" (Ozkan, 2011, p.12). Its main concern was not what learners did on the computer but what they did with each other while working on the computer (Gündüz 2005, p.199). Through such interaction, according to Warschauer (2000), "learners can develop language as an internal mental system" (p.65). Thus, during this phase, the computer was viewed as a stimulus whose intention was not to have learners discover the right answer but to foster discussion, writing, and analytical and critical thinking (Warschauer, 1996, p.5). Software developed during this Communicative CALL phase offered skill practice but in non-drill format. Programs such as text reconstruction, paced reading and language games were some examples. In these programs, computers possessed the right answers but the process of discovering the answers involved a reasonable amount of learner choice, control and interaction (Warschauer, 1996, p.5). Another model of computer as a tool was also popular during this phase. In this model, computer though not developed specifically for language learning, were utilized to make learners understand language (Warschauer, 1996, p.5). Examples of computer as tool include word processors, spelling and grammar checkers, and concordances.

### ***3. Integrative CALL***

By the turn of the 1990s, many educators realised that Communicative CALL had failed to live up to its potential since computers were used in a disconnected manner and thereby made contributions to marginal rather than to central elements of the language teaching process (Kenning and Kenning, 1990, p.90; Warschauer, 1996, p.5). Critics of Communicative CALL found that teaching compartmentalised skills or structures was not beneficial. Along with other educators, they attempted to develop models that integrated various aspects of the language learning process.

Many language teachers, at this juncture, relocated their stance from a cognitive approach to a more socio-cognitive approach, which placed greater emphasis on language use in authentic social contexts (Warschauer and Healey, 1998, p.58). Consequently, language learning was viewed as “a process of apprenticeship or socialization into particular discourse communities” (Warschauer and Meskill, 2000, p.306). Language learners need to be given maximum opportunity for authentic social interaction, not only comprehensible input but also practice in the kinds of communication they will later engage in outside the classroom. This can be achieved through student collaboration on authentic tasks and projects while simultaneously learning both content and language. As a result, task-based, project-based, and content-based approaches to language learning came to be proposed. All these approaches sought to assemble learners in

authentic environments and to integrate their learning and use of various language skills. This led to a new perspective on technology and language learning, which was named Integrative CALL (Warschauer, 1996, p.6; Warschauer and Healey, 1998, p.58), a perspective which seeks to integrate language skills as well as technology more fully into the language learning process. For Kern and Warschauer, this change stems from both theoretical and technological developments: “Theoretically, there has been the broader emphasis on meaningful interaction in authentic discourse communities. Technologically, there has been the development of computer networking, which allows the computer to be used as a vehicle for interactive human communication” (Kern and Warschauer, 2000, p.11). Thus, the second generation web launched in the first decade of the 21st century had integrative capabilities perfectly matched to the new era of integrative approaches to language teaching (Butler-Pascoe, 2011, p.24).

In an integrative approach, learners learn to use an array of technological tools in an ongoing process of language learning and use, rather than visit the computer lab once a week for isolated exercises (Warschauer and Healey, 1998, p.58). With a wide range of powerful web tools, learners are engaged in collaborative learning, interacting with authentic audiences that fosters their comprehension and production (Butler-Pascoe, 2011, p.24). In other words, learners have the opportunity to interact not just with the tutor computer but also with “their peers, teachers and other people all around the world” (Ozkan, 2011, p.13).

**Table 1 : The Three Phases of CALL**

<b>Phase</b>	<b>Structural CALL</b>	<b>Communicative CALL</b>	<b>Integrative CALL</b>
Duration	1970s – 1980s	1980s – 1990s	21st Century
Technology	Mainframe Computers	Personal Computers	Multimedia and Internet
English Teaching Paradigm	Grammar - Translation & Audio-Lingual	Communicative Language Teaching	Content-Based, ESP/EAP
View of Language	Structural (a formal structural system)	Cognitive (a mentally constructed system)	Socio-cognitive (developed in social interaction)
Principal Use of Computers	Drill and repetitive practice exercises	Text reconstruction, gap filling, speed reading, simulation, vocabulary games	Authentic Discourse
Principal Objective	Accuracy	Fluency	Agency
Computer	Mechanical tutor	Stimulus for talk	Tool for communication
Teacher	No role	Coordinator / planner	Facilitator
Learner	Passive recipient of language	Communicator	Active, Autonomous and Creative

**Current Status of CALL**

According to Warschauer (1996, 2000, and 2004), the three phases of CALL do not fall into a linear timeline. As each new phase emerges, the previous phases too continue to coexist. The commencement of a new phase “does not necessarily entail rejecting the programs and methods of a previous phase; rather the old is subsumed within the new. In addition, the phases do not gain prominence

in one full swoop, but like all innovations, gain acceptance slowly and unevenly” (Warschauer, 1996). The following table summarises the three phases of CALL based on Warschauer’s typology (Warschauer, 1996; Warschauer, 2000, p.64; Warschauer, 2004, p.11; Taylor and Gitsaki, 2004, p.134).

Over the past few decades, CALL has transformed “from being a niche field practised by a few early adopters, to being

mainstream” (Motteram, 2013c, p.6). The main drive behind this transformation is that many digital technologies have moved to the centre of daily life in many parts of the world. Their speedy adoption has expanded the means by which one connects to and communicates with the others. They have changed the sources from which people gather information. They also play important roles in many facets of life: education, work, recreation, etc. Thus, these digital technologies have become “normalised” to the extent that they are invisible, hardly even recognised as technology, taken for granted in everyday life (Bax 2003, 23). As a result, CALL has moved from the peripheral interest of the language teaching community to mainstream thinking, education and practice.

Due to the diversity of digital technologies, CALL has evolved to represent a set of various divisions such as Computer-Mediated Communication, Blended Learning, Virtual Worlds, Gamification, etc. Further, the field has many sub-divisions such as CALL for ESP (English for Specific Purposes), CALL for EAP (English for Academic Purposes), CALL for young learners, and so on. Thus CALL is no longer a single, unified subject.

CALL has remained predominantly a practice-oriented field. Here, practice informs research and development of new technologies. All CALL studies have showed “practitioners using their own networks, knowledge and resources rather than turning to classroom research for new ideas” (Stanley, 2013, p.54). The field had been the same even in the past. Many researchers have confirmed this notion. In 1977, Kemmis et

al. stated, “CALL is practitioner-led as opposed to research-based” (Kemmis, Atkin and Wright, 1977, p.6). Levy (1977) also shared a similar view: “many developers rely on their intuition as teachers rather than research on learning” (Levy, 1997, p.4).

CALL is an established and recognised but also quickly evolving academic field (EuroCALL, 2010; Motteram, 2013c, p.5). Zhang and Barber in 2008 asserted that CALL is “maturing and heading toward a better balance between technology and thinking” (Zhang and Barber, 2008, p.xviii). They also acknowledge that technology is developing faster than our thinking processes which, in turn, is driving forward. In such a race, CALL practitioners and researchers have learnt “to recognize and deal more effectively with the dissonance between the speed of technological development and the speed of our thinking” (Zhang and Barber, 2008, p.xviii). As a result, today more and more technologies have been integrated into classrooms “physically and pedagogically rather than being an add-on” (Kern, 2013, p.92). More importantly, the computer is now seen and used as a tool to accomplish certain tasks or to communicate.

Numerous teachers’ associations across the world are aspiring to keep up with the pace of technological developments. There have emerged many technology-specialised professional associations. Wikipedia lists as many as twelve such associations: APACALL, AsiaCALL, AULC, CALICO, EUROCALL, IALLT, IATEFL, JALTCALL, IndiaCALL, LET, PacCALL, and WorldCALL (Wikipedia contributors, 2014). There are also a number of journals

exclusively dedicated to the field of technology and language learning: *CALICO*, *CALL*, *International Journal of Computer Assisted Language Learning and Teaching*, *Language Learning and Technology*, *ReCALL* and *Journal of Technology for ELT*. Journals that have a more general focus on education also include articles about CALL. Recently, there has been a growth of articles in journals that address very specific domains of CALL, such as CALL for young learners (Macaro, Handley and Walter, 2012), social media in language learning, digital games, mobile learning, virtual worlds, and so on.

All these factors make it clear that “we are now at a time in human development where digital technologies are making an increasingly significant contribution to language learning in many parts of the world” (Motteram, 2013b, p.177). Therefore, CALL can now be defined as “the full integration of technology into language learning with its three elements of theory, pedagogy, and technology playing an equally important role” (Garrett, 2009, p.730; Quoted in Kern, 2013, p.92).

## References

Ahmed, Zohur. 2004. “The Role of Computers in Facilitating the Academic Writing of Undergraduate Students.” Central Institute of English and Foreign Languages.

Amaral, Luiz. 2011. “Revisiting Current Paradigms in Computer Assisted Language Learning Research and Development.” *Ilha Do Desterro* (60): 365–389.

Bax, Stephen. 2003. “CALL — Past, Present and Future” 31: 13–28.

Beatty, Ken. 2003. *Teaching and Researching*

*Computer-Assisted Language Learning*. New York: Longman.

Butler-Pascoe, Mary Ellen. 2011. “The History of CALL: The Intertwining Paths of Technology and Second/Foreign Language Teaching.” *International Journal of Computer-Assisted Language Learning and Teaching* 1 (1): 16–32.

Davies, Graham. 2012. “Computer Assisted Language Learning: Where Are We Now and Where Are We Going?” February 10. [http://www.camsoftpartners.co.uk/docs/UCALL\\_Keynote.htm](http://www.camsoftpartners.co.uk/docs/UCALL_Keynote.htm).

Davies, Graham, Ros Walker, Heather Rendall, and Sue Hewer. 2012. “Introduction to Computer Assisted Language Learning (CALL). Module 1.4.” *Information and Communications Technology for Language Teachers (ICT4LT)*. Slough, Thames Valley University. [http://www.ict4lt.org/en/en\\_mod1-4.htm](http://www.ict4lt.org/en/en_mod1-4.htm).

Delcloque, Philippe. 2000. “The History of Computer Assisted Language Learning: Web Exhibition.” *ICT for Language Teachers*. ICT4LT. October 3.

Egbert, Joy, Omran Akasha, Leslie Huff, and HyunGyung Lee. 2011. “Moving Forward: Anecdotes and Evidence Guiding the Next Generation of CALL.” *International Journal of Computer-Assisted Language Learning and Teaching* 1 (1): 1–15.

Egbert, Joy L. 2005. “Conducting Research on CALL.” In *CALL: Research Perspectives*, edited by Joy L. Egbert and Mikel Petrie Gina, 3–8. ESL & Applied Linguistics Professional Series. London: Lawrence Erlbaum Associates.

- EuroCALL. 2010. "EUROCALL Research Policy Statement 2010." *European Association for Computer Assisted Language Learning*.
- Fotos, Sandra, and Charles Browne. 2004. "The Development of CALL and Current Options." In *New*, edited by Sandra Fotos and Charles Browne, 3–14. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Garrett, N. 2009. "Computer-Assisted Language Learning Trends and Issues Revisited: Integrating Innovation." *The Modern Language Journal* 93 (Supplement s1): 719–740.
- Gorjian, Bahman, Abdolmajid Hayati, and Parisa Pourkhoni. 2013. "Using Praat Software in Teaching Prosodic Features to EFL Learners." *Procedia - Social and Behavioral Sciences* 84 (2005) (July): 34–40. doi:10.1016/j.sbspro.2013.06.505. <http://linkinghub.elsevier.com/retrieve/pii/S1877042813015723>.
- Graham, Davies. 1997. "Lessons from the Past, Lessons for the Future: 20 Years of CALL." In *New Technologies in Language Learning and Teaching*, edited by A-K Korsvold and B Rüschoff, 27–51. Strasbourg: Council of Europe.
- Gündüz, Nazli. 2005. "Computer Assisted Language Learning." *Journal of Language and Linguistic Studies* 1 (2): 193–214.
- Hubbard, Philip. 2009. "General Introduction." In *Computer Assisted Language Learning*, edited by Philip Hubbard, 1:1–20. Critical Concepts in Linguistics. London: Routledge.
- . 2014. "Unit 5: Environments, Tools, Materials, and Activities." *An Invitation to CALL: Foundations of Computer-Assisted Language Learning*. Linguistic Department - Stanford University. February 12. <http://www.stanford.edu/~efs/callcourse2/CALL5.htm>.
- John, Underwood. 1984. *Linguistics, Computers and the Language Teacher: A Communicative Approach*. Rowley, MA.: Newbury House.
- Kemmis, S, R Atkin, and E Wright. 1977. *How Do Students Learn? Working Papers on Computer Assisted Language Learning*. Uncal Evaluation Studies. Norwich: University of East Anglia.
- Kenning, M-M., and M. J. Kenning. 1990. *Computers and Language Learning: Current Theory and Practice*. New York: Ellis Horwood.
- Kern, Nergiz. 2013. "Technology-Integrated English for Specific Purposes Lessons: Real-Life Language, Tasks, and Tools for Professionals." In *Innovations in Learning Technologies for English Language Teaching*, edited by Gary Motteram, 89–115. London: British Council.
- Kern, Richard, Paige Ware, and Mark Warschauer. 2008. "Network-Based Language Teaching." In *Encyclopedia of Language and Education*, 2nd ed, 4:281–292. Springer Science + Business Media LLC.
- Kern, Richard, and Mark Warschauer. 2000. "Theory and Practice of Network-Based Language Teaching." In *Network-Based Language Teaching: Concepts and Practice*, edited by Mark Warschauer and Richard

- Kern, 1–19. New York: Cambridge University Press.
- Lee, Kuang-wu. 2000. “English Teachers’ Barriers to the Use of Computer-Assisted Language Learning.” *The Internet TESL Journal* 6 (12). <http://iteslj.org/Articles/Lee-CALLbarriers.html>.
- Levy, Mike. 1997. *Computer-Assisted Language Learning: Context and Conceptualization*. Oxford: Clarendon Press.
- Macaro, E, Z Handley, and C Walter. 2012. “A Systematic Review of CALL in English as a Second Language: Focus on Primary and Secondary Education.” *Language Teaching* 45 (1): 1–43.
- Motteram, Gary. 2013a. “Developing and Extending Our Understanding of Language Learning and Technology.” In *Innovations in Learning Technologies for English Language Teaching*, edited by Gary Motteram, 177–191. London: British Council.
- . 2013b. *Innovations in Learning Technologies for English Language Teaching*. Edited by Gary Motteram. Innovations Series. London: British Council.
- . 2013c. “Introduction.” In *Innovations in Learning Technologies for English Language Teaching*, edited by Gary Motteram. London: British Council.
- Ozkan, Mahmut. 2011. “Effects of Social Constructivist Virtual Learning Environments on Speaking Skills from the Perspectives of University Students.” University of Cukurova.
- Pim, Chris. 2013. “Emerging Technologies, Emerging Minds: Digital Innovations within the Primary Sector.” In *Innovations in Learning Technologies for English Language Teaching*, edited by Gary Motteram, 15–42. London: British Council.
- Sanders, Ruth H. 1995. “Thirty Years of Computer Assisted Language Instruction: Introduction.” *CALICO Journal* 12 (4): 6–14.
- Stanley, Graham. 2013. “Integrating Technology into Second Language Teaching.” In *Innovations in Learning Technologies for English Language Teaching*, edited by Gary Motteram, 43–66. London: British Council.
- Stockwell, Glenn. 2007. “A Review of Technology Choice for Teaching Language Skills and Areas in the CALL Literature.” *ReCALL* 19 (02) (May 4): 105–120. doi:10.1017/S0958344007000225. [http://www.journals.cambridge.org/abstract\\_S0958344007000225](http://www.journals.cambridge.org/abstract_S0958344007000225).
- Taylor, Richard P., and Christina Gitsaki. 2004. “Teaching WELL and Loving IT.” In *New Perspectives on CALL for Second Language Classrooms*, edited by Sandra Fotos and Charles Browne, 135–147. ESL and Applied Linguistics Professional Series. New Jersey: Lawrence Erlbaum Associates.
- Warschauer, Mark. 1996. “Computer Assisted Language Learning: An Introduction.” In *Multimedia Language Teaching*, edited by Sandra Fotos, 3–20. Tokyo: Logos International. <http://www.ict4lt.org/en/warschauer.htm>.
- . 2000. “The Death of Cyberspace and the Rebirth of CALL.” *English Teachers’ Journal* 53: 61–67.

———. 2004. “Technological Change and the Future of CALL.” In *New Perspectives on CALL for Second Language Classrooms*, edited by Sandra Fotos and Charles Browne, 15–25. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Warschauer, Mark, and Deborah Healey. 1998. “Computers and Language Learning: An Overview.” *Language Teaching* (31): 57–71.

Warschauer, Mark, and Carla Meskill. 2000. “Technology and Second Language Teaching.” In *Handbook of Undergraduate Second Language Education*, edited by J. Rosenthal, 303–318. Mahwah, New Jersey: Lawrence Erlbaum.

Wikipedia contributors. 2014. “Computer-

Assisted Language Learning.” *Wikipedia, The Free Encyclopedia*. Wikipedia, The Free Encyclopedia. June 2. [http://en.wikipedia.org/wiki/Computer-assisted\\_language\\_learning](http://en.wikipedia.org/wiki/Computer-assisted_language_learning).

Zhang, Felicia, and Beth Barber. 2008. “Foreward.” In *Handbook of Research on Language Acquisition and Learning*, edited by Felicia Zhang and Beth Barber, xviii–xix. Hershey: Information Science Reference.

**M S Xavier Pradheep Singh**, Assistant Professor of English, St. Joseph's College (Autonomous), Tiruchirapalli.

**Email:** [pradheepxing@gmail.com](mailto:pradheepxing@gmail.com)

*This article was published earlier in JELT, Vol. 57-5, September-October 2015 Issue.*

### **ELTAI READING CLUBS**

ELTAI has launched Reading Clubs in educational institutions with the primary objective of creating a ‘culture of reading’ among school and college students. This initiative is based on a research-based framework that takes into account differences in age, gender, interests, and location.

#### **Objectives of the Reading Club:**

- ❑ To create a love for reading in students and enable them to become better, lifelong readers;
- ❑ To enable them to reflect on what they read in order to lead them to become effective writers and speakers;
- ❑ To familiarize them with different text types (genres) and enable them to engage in appropriate reading strategies; and
- ❑ To employ synchronous (both virtual and physical meetings) as well as asynchronous modes – Web tools, such as WhatsApp, Facebook, Blogs, Reading Logs, MOOCs (audios, videos, quotes, blurbs, reviews, etc.) to sustain their interest.

ELTAI would like to have MoUs with institutions that are willing to implement this initiative and help to achieve these objectives collaboratively. Institutions interested in this project may please write, expressing their interest, to: [indiaeltai@gmail.com](mailto:indiaeltai@gmail.com) with a copy (Cc) to Dr. Zuleiha Shakeel, the Coordinator of the project at:

**[zoowasif@gmail.com](mailto:zoowasif@gmail.com).**

For a brief description of this initiative, visit our website at: <http://eltai.in/reading-clubs/>.

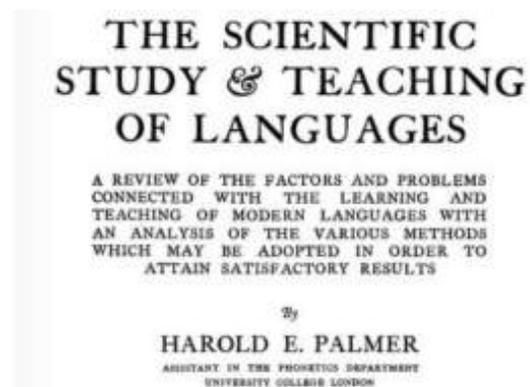
For an outline of the respective roles and responsibilities of the host institution and ELTAI, visit the website at: <http://eltai.in/roles-and-responsibilities-of-the-host-institution-and-eltai/>.

## 'Scientific' Language Teaching

*Richard Smith*

A recent blog-post by Scott Thornbury on substitution tables (Thornbury 2017), which touches on contributions by Harold E. Palmer (1877–1949) to their theorisation and development, reminded me that there is still just about time this year to celebrate the centenary of Palmer's 'classic' (1917) work, *The Scientific Study and Teaching of Languages*. This book can be seen to have heralded what Tony Howatt and I have termed a 'Scientific Period' of language teaching discourse, a period of at least 50 years during which language teaching theorists tended to relate their proposals quite strongly to background scientific research of various kinds (Howatt and Smith 2014).

In 1923, Palmer himself set up an Institute for Research in English Teaching in Tokyo (IRET) in Tokyo which was a world-leader in the pre-war period (see Smith 2013). In fact, it was really the *only* place where organised research into English as L2 teaching was going on until the University of Michigan English Language Institute was founded in the 1940s. *The Scientific Study* predated the generally acknowledged debut of 'applied linguistics' by 30 years, and the Tokyo research work itself prefigured and influenced that in the USA and UK in the post-war era, though in generally unacknowledged forms. I've written elsewhere (Smith 2011) about the way Palmer's conception of (something like) applied linguistics as reflected in the work he and, from 1936 onwards, A. S. Hornby (1898–1978) were engaged in at IRET was a



broader, more eclectic and practice-centred conception both than post-war 'linguistics applied' and the kind of new academic discipline Palmer seemed to be proposing in *The Scientific Study*.

I say 'seemed' because a close, contextual reading of the latter book (see Smith 2011) shows that the actual conclusions Palmer proposed are not derived from background sciences (linguistics, psychology, etc.) so much as from his own experimentation as a practitioner-researcher in Belgium, where he taught from 1902 to 1914. This is actually quite clear from his Dedicatory Preface to the book (Palmer 1917: 5-8).

Palmer mainly based his recommendations and conclusions in *The Scientific Study* on a series of experiments carried out into his own practice as a language teacher in Belgium – they were founded on a form of 'practitioner research', in other words. As his daughter later wrote, he "explored the possibilities of one method after another, both as teacher and student. He would devise, adopt, modify or reject one plan after another as the result of

further research and experience in connexion with many languages – living and artificial.” (Anderson 1969: 136-7).

What was really new was the way, in his 1917 and later works, Palmer set out to provide a principled basis for all kinds of approach, to be selected according to needs and context, in accordance with the following realisation (expressed in the book’s Dedicatory Preface):

“*cen’est pas la méthode qui nous manque; ce qui nous manque c’est la base même de la méthode*” (“it is not ‘method’ that we lack; what we lack is a *basis* for method” (my translation)) (Palmer 1917: 5-6).

And this was Palmer’s major contribution – to argue that a basis is needed for methods which goes beyond salesmanship, beyond fashion; and that there is no one method suited for all occasions but instead many possibilities, necessitating careful selection.

This is true of his ‘Substitution Method’ (which resembled, but of course predated by a long way audiolingualism) as much as it is of his ‘ostensive line of approach’ (which prefigured TPR) or the reader-centred approach he developed for Japanese schools. These all came out of theorised experience as a teacher or teacher educator, but none of them was elevated to the status of a ‘one-size-fits-all’ method.

When – or whether – the ‘scientific period’ heralded by Palmer’s contribution ended is open to question. On the one hand, some well-known ELT gurus have recently been seeming to claim that research has little to offer language teachers (e.g. Maley 2016; Medgyes 2017). On the other hand, they seem

to be arguing against something they see as still prevalent in the field – a tendency to venerate researchers (‘science’) at the expense of insights from experience and ‘craft knowledge’.

What we can say is that ‘science’ is not accorded the automatic respect it once had – in the heyday of audiolingualism, for example, when behaviorist psychology and structural linguistics seemed to provide a solid, largely unquestioned underpinning to drills which treated learners rather like laboratory rats!

It seems to me that the ELT profession needs a new, rebalanced view of the relationship between ELT and research or ‘science’, one which acknowledges the need to base research on teachers’ priorities, the desirability of teachers themselves being researchers of their own practice and the importance, also, of teachers being critical of ‘academic’ research. At the same time, we need to stop stereotyping research and see that there are many kinds, some with definite relevance for the classroom, some with none – and that we can usually only talk about possible *implications* of research, not direct applications.

A revised conception like this – which is consistent with Henry Widdowson’s ongoing critique of the top-down nature of certain forms of applied linguistics (including in his recent plenary for the British Association for Applied Linguistics: Widdowson 2017) – would, in fact, constitute a return to Palmer’s own lived conception of problem-oriented, practical research, though not to what he claimed – somewhat precociously and even,

in some ways, pretentiously – to be setting up as an academic discipline in his 1917 work, *The Scientific Study and Teaching of Languages*.

### Note

This article was first published in the form of a blog-post on 19 November 2017. For more information on Harold E. Palmer's life and work, the reader is invited to consult the relevant Warwick ELT Archive Hall of Fame web-page here: [warwick.ac.uk/elt\\_archive/halloffame/palmer](http://warwick.ac.uk/elt_archive/halloffame/palmer) and/or the book *The Writings of Harold E. Palmer: An Overview*, freely downloadable from the same website.

### References

Anderson, Dorothée. 1969. 'Harold E. Palmer: a biographical essay'. Appendix to Palmer, Harold E. and H. Vere Redman, *This Language-Learning Business*. London: Oxford University Press, 1932/1969.

Howatt, A.P.R. and Smith, Richard. 'The history of teaching English as a foreign language, from a British and European perspective'. *Language and History* vol. 57, no. 1, 2014, pp. 75-95. Online (open access): <http://www.tandfonline.com/doi/pdf/10.1179/1759753614Z.00000000028>. Accessed 20 November 2017.

Maley, Alan. "'More research is needed": a mantra too far?'. *Humanising Language Teaching*, vol. 18, no. 3, 2016. Online (open access): <http://hltmag.co.uk/jun16/mart01.htm>

Medgyes, Péter. 'The (ir)relevance of academic research for the language teacher'. *ELT Journal* vol. 71, no. 4, 2017, pp. 491-498.

Palmer, Harold E. *The Scientific Study and*

*Teaching of Languages. A review of the factors and problems connected with the learning and teaching of modern languages with an analysis of the various methods which may be adopted in order to attain satisfactory results*. London: Harrap, 1917. American edition online: <https://archive.org/details/cu31924026503478>. Accessed 20 November 2017

Smith, Richard. 'Harold E. Palmer's alternative "applied linguistics"'. *Histoire–Epistémologie–Langage* vol. 33, no. 1, 2011, pp. 53-67. Online (open access): [http://www.persee.fr/doc/hel\\_0750-8069\\_2011\\_num\\_33\\_1\\_3206](http://www.persee.fr/doc/hel_0750-8069_2011_num_33_1_3206).

Smith, Richard. 'Harold E. Palmer, IRLT, and 'historical sense' in ELT'. *IRLT Journal* no. 8, 2013, pp. 1-8. Pre-publication version online: [http://warwick.ac.uk/richardsmith/smith\\_r/harold\\_e\\_\\_palmer\\_irlt\\_and\\_historical\\_sense\\_in\\_elt.pdf](http://warwick.ac.uk/richardsmith/smith_r/harold_e__palmer_irlt_and_historical_sense_in_elt.pdf)

Thornbury, Scott. 'S is for Substitution table'. <https://scottthornbury.wordpress.com/2017/11/12/s-is-for-substitution-table>, 2017. Accessed 20 November 2017.

Widdowson, Henry G. 'Disciplinary and disparity in applied linguistics'. Plenary paper at 50<sup>th</sup> British Association for Applied Linguistics annual meeting, University of Leeds. Online (video): <https://youtu.be/choufPZm1O8>

**Richard Smith**, Reader in ELT and Applied Linguistics at the University of Warwick, UK  
Email: [R.C.Smith@warwick.ac.uk](mailto:R.C.Smith@warwick.ac.uk)

*This article was published earlier in JELT, Vol. 59-5, September-October 2017 Issue.*

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

*Lal C A and Arun George*

## 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.

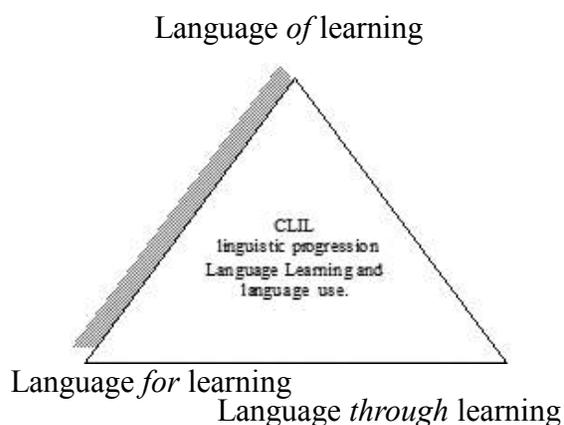
The term Content and Language Integrated Learning (CLIL) was first used in 1994 by David Marsh. It is defined as “a dual focussed educational approach in which an additional language is used for the learning and teaching of both content and Language” (Coyle et al,

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 refers 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 leads to 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 et al. 2010, 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**

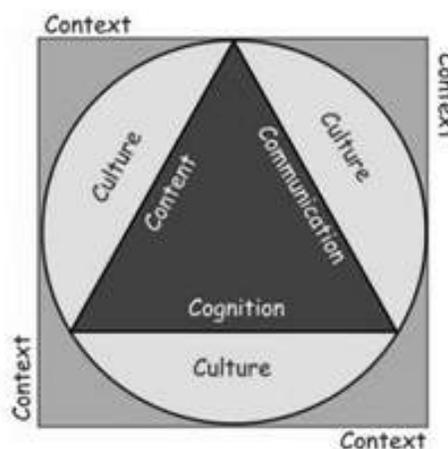
Language learning based on content evolved

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 to not only the language, but also the social and professional opportunities it would provide ...” (Coyle 2010, 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 many 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, 56).

The constructive theories in education state 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

	<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.

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 Bloom's 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, 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, 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 Naerssen 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 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) have to be incorporated. The content obligatory and content compatible languages have to be clearly dealt with in 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 is 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 vernacular 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, brainstorming, 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 multilingual 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 incompetence 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 the language teacher in the classroom, facilitating learning which "is both an individual and social activity" and "supporting cognitive processing" (Coyle, 56). This does not imply the shifting of

responsibility of the language teacher to the content teacher, or even 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.

### **Works Cited**

Anderson, L. W., David R. Krathwohl, Peter W. Airasian, K.A. Cruikshank, Richard E. Mayer, Paul R. Pintrich, James Rath and Merlin Carl Wittrock, eds. *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of*

*Educational Objectives*. New York: Addison Wesley Longman. 2001. Print.

Bentley, K., TKT CLIL Module. Cambridge: CUP, 2010

Bullock, Alan. *Languages for Life: The Bullock Report*. London: HMSO. 1975

Coyle, D, "Developing CLIL: Towards a theory of Practice". *APAC Monograph*, Barcelona: APAC. 2005. Print.

Cummins, J. *Language Power and Pedagogy: Bilingual Children in the Crossfire*, Clevedon: Multilingual Matters. 2000

Dale, Liz and Rosie Tanner, *CLIL Activities A Resource Book for Subject and Language Teachers*. Cambridge: CUP, 2012. Print.

Coyle, D, Philip Hood and David Marsh. *CLIL Content and Language Integrated Learning* Cambridge: CUP. 2010. Print.

Coyle, D. "Post-method pedagogies: using a second or other language as a learning tool in CLIL settings" *Linguistic insights vol. 108: Content and foreign language integrated - Contributions to multilingualism in European contexts*. Eds. Y Zarobe, J Sierra & F Gallardo Del Puerto. Bern: Peter Lang. 2011. 49-73.

European Council. *European Council of the European Union, EDUC 69, Resolution*. Brussels: EC. 2005.

Eurydice. *Content and Language Integrated Learning (CLIL) at School in Europe*. Brussels: Directorate-General for Education and Culture. 2006. Print.

Gardner, Howard . *Frames of Mind: The*

- Theory of Multiple Intelligences*. London: Fontana Press. 1983.
- Llinares García, Ana and Rachel Whittaker. “Teaching and Learning History in Secondary CLIL Classrooms: from Speaking to Writing”. Eds. Emma In Dafouz and Michele Guerrini *CLIL Across Educational Levels*. London: Richmond, 2009. 73–88. Print.
- Marsh, D. “An Introduction to CLIL for Parents and Young People”. *Using Languages to Learn and Learning to Use Languages*. Eds. David Marsh and Gisella Lange. Jyväskylä: University of Jyväskylä. 2000.
- Mohan, Bernard. “Knowledge Structures in Social Practices.” *International Handbook of English Language Teaching Part I*. Eds. Jim Cummins and Chris Davison. New York: Springer, 2002. 303–332. Print.
- Mohan, Bernard A. “Relating Language Teaching and Content Teaching” *TESOL Quarterly* Vol. 13, No. 2 June (1979): 181. Print.
- Mohan, Bernard, and Margaret van Naerssen. “Understanding Cause-Effect: Learning through Language”. *Forum* 35/4: 1997. 22–29. Print
- Vygotsky, L. *Mind in Society: The Development of Higher Psychological Processes*. London: Harvard University Press. 1978.
- Lal C A**, School of Distance Education, University of Kerala
- Arun George**, Government Polytechnic College, Adoor
- This article was published earlier in JELT, Vol. 59-2, March-April 2017 Issue.*

### ***Journal of Technology for ELT***

*The Journal of Technology for ELT* is an open-access research journal for teachers of English. It is published four times a year by the English Language Teachers’ Association of India (**ELTAI**). It aims to promote serious discussion and sharing of experiences on the use of technological tools and resources for teaching and learning English effectively, either in an online mode or through blended learning modules. The emphasis is on application and judicious use of technology for the purpose rather than on mere descriptions of the tools and devices available for use globally.

Articles can be submitted throughout the year. They may be sent to: **indiaeltai@gmail.com** with a copy (**Cc**) to the editor Dr. Jaya Ramakrishnan at: **rjayaenglish@gmail.com**. For submission guidelines, visit the journal website: <https://sites.google.com/view/journal-of-technology-for-elt/home>. **There is no access or publication fee.**

## One-on-One: Interview with Scott Thornbury

*Albert P'Rayan*



*A few months ago, a friend invited me to deliver a lecture at an institute of engineering and technology where he is working as a professor of English. When I asked her on which topic I could deliver my lecture, she suggested these two topics: 1) Dogme approach to language teaching, and 2) Post-method pedagogy. Out of curiosity, I asked her why she was interested in the topic “Dogme ELT”. She replied that someone recently discussed the topic at an ELT conference and she and her colleagues wanted to know more about it. I promised to deliver a lecture on the topic, but, unfortunately, I couldn’t make it for reasons more than one. I am sure, there are many ELT enthusiasts in India who have heard about Scott Thornbury and his work and some even have carried out research on the Dogme ELT approach to language teaching.*

Albert P’Rayan in his One-on-One with Scott Thornbury asked him questions about Dogme method, Teaching ESL/EFL as a global language, professional development for teachers, etc.

**The terms *Dogme ELT* and *Teaching Unplugged* are synonymous with your name. Could you share with us when and how you conceived the idea of Dogme ELT?**

Essentially, it grew out of a frustration with the way the so-called communicative approach seemed to have been betrayed and hijacked by globalised ELT publishing initiatives, such as the extraordinarily successful *Headway* series (1986).

I had “grown up” as a language teacher in the mid to late seventies and experienced the transition from a very form-focused, regimented kind of teaching (the tail end of the audiolingual method) to the (at the time) totally liberating communicative revolution, with its emphasis on authenticity, meaning, interaction, and so on. As the director of studies in a large school in Cairo, in the late 1970s, I tried to implement these principles. This, combined with my reading of Earl Stevick, and the influence of Stephen Krashen (particularly the notion of “comprehensible input”) impelled me in the direction of a view of teaching that sought to provide optimal conditions for “acquisition”, that is a language-rich, meaning-driven, learning environment – not one driven purely by a grammar syllabus and a “focus on forms”.

So when, as a teacher trainer on the Diploma programme that I helped set up at International House, Barcelona, in 1986, I saw how NON-communicative the “Headway classroom” had become, I – and my colleague Neil Forrest – set about trying to “de-toxify” language teaching, and to restore the “big C” communicative approach. One of the blocks to effective communicative teaching seemed to be an over-dependence on materials and aids, and so we tried to encourage our trainees to “make more out of less” and to cultivate a learning context that foregrounded what the *learners* bring to the classroom. (This also reflected my own experience teaching in Egypt, where materials were extremely limited, at least initially, and where I learned to be very resourceful). The analogy I drew between the “Dogme 1995” film collective and our own teaching training agenda was accidental, but somehow it captured a feeling that was simmering at the time.

### **What were the limitations of the most successful and influential course book series *Headway* by Soars and Soars?**

After ten years of experimentation with alternative ways of organizing syllabuses – e.g. tasks, functions/notions, topics – that followed from the recommendations of the Council of Europe in the mid-seventies, the *Headway* series effectively revived the grammatical syllabus and basically ‘re-set’ language teaching back in the 1960s. Because, when you have a syllabus of grammatical forms, the tendency is to teach those forms for their own sake, rather than teaching them when they are needed for communicative effectiveness. Whereas the

communicative approach had prioritized the meaning-making potential of language (“Say what you want and I will help you say it better”), the rehabilitated ‘Headway’ approach, while claiming to be communicative, prioritized grammatical structure: ‘You can say what you want but you have to use the present perfect continuous’. And, as N.S. Prabhu (1987) nicely puts it, “If the meaning is not one’s own, it seems to follow that the language is not one’s own either”.

### **What do you mean by “de-toxifying” language teaching?**

By ‘de-toxifying’ I mean ridding teaching of its obsession with grammatical form, with accuracy, and with native-speaker standards of – among other things – pronunciation.

Kumaravadivelu in his article titled “Toward a postmethod pedagogy” (*TESOL Quarterly*, 35, 2001) says: “Language pedagogy, to be relevant, must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu.” Is this reflected in the philosophy of Dogme ELT?

Yes, very much so. As we wrote in *Teaching Unplugged*:

Dogme is more than simply a new set of techniques and procedures. It is more an attitude shift, a state of mind, a different way of being a teacher. In fact, because it prioritises the local over the global, and the particular over the general, the individual over the crowd, a Dogme approach will vary

according to its context. For some teachers and in some situations, it may be enough to intersperse their teaching with ‘Dogme moments’, such as when a student’s utterance offers a learning opportunity and the lesson takes a brief detour in pursuit of it. Other teachers may be motivated to – or in a position where they are allowed to – design their whole course according to Dogme principles.

**How successful is Dogme ELT in countries where English is taught as a second or foreign language? Has it been well received by the ELT community in countries where English is taught either as a second or a foreign language?**

Dogme ELT certainly hasn’t become mainstream in practice, because many educators still encounter resistance when they try and apply it. But it has entered the mainstream as an idea which many people who are serious about ELT feel is worthy of consideration – something they need to have an opinion on and even, in the case of publishers and coursebook authors, adapt to.

**Is it important for a Dogme ELT teacher to prepare a lesson plan? What is the structure of a typical Dogme method lesson plan?**

An unplugged teacher is more likely to go into class with a framework for activity than a lesson plan as such. For example, they might have it in mind to recycle some of yesterday’s emergent language; to spend some time on homework; then to work on a short text they have selected overnight. But all of this might be delayed by a conversation which develops at the start of the class. And

even these notional phases can be unpredictable in terms of timings: if the homework involved the learners generating some stimulus of their own, this will take more or less time depending on how far they have engaged with the task.

So it’s less about pre-planning than post-planning – ‘identifying’ a lesson plan from the notes that were taken while it was happening. Or, to put it more simply, reporting on what actually happened.

It can be done in a number of ways. For example, you can post-rationalise along the lines of a conventional lesson plan, almost filling in the gaps in a standard schema: ‘so these turned out to be the language exponents, and this is how the timings panned out.’ This can be helpful because it shows you are sensitive to the expectations of the wider community – whether this is colleagues, managers, learners or parents. Or you can involve the learners in reporting what happened in the class in ways that make sense to everyone involved.

**You are a successful coursebooks and materials writer but Dogme ELT, as a method, is said to be against using materials and technology. Isn’t there a wide gap between what you practise and what you preach?**

Actually, I haven’t written a coursebook for twenty years or more. I think, though, that it was the process of writing coursebooks that confirmed my suspicion as to how unsuited they are for the kinds of learning experiences that I was trying to set up in my classrooms. The obsessive concern for teaching ‘grammar MacNuggets’, and the somewhat anodyne

texts used to reinforce these, turned teaching into a joyless activity, whereas Dogme ELT was an attempt to ‘rescue’ the teaching-learning experience from these artificial constraints. I do write books on methodology though, because that’s one way I can get my message across.

One of the primary aims of the Teaching Unplugged method is that the lesson content should “be driven by the students rather than being preplanned by the teacher”. Are learners equipped to generate material for the course? How realistic is the aim?

It is not realistic if you don’t try it – but it is more likely to work when there is a classroom dynamic in which the learners’ contributions are welcomed, validated and not judged solely in terms of their accuracy. This, in turn, requires the teacher to be an equal partner in the classroom ‘sub-culture’. But, in any case, you cannot – and should not – force learners to talk freely and openly about the things that interest them if they don’t want to. You can, however, provide structured activities that invite them to do so in ways which are ‘safe’ and non-threatening – the activities in *Teaching Unplugged* are designed towards that end.

**You and Luke Meddlings jointly wrote ‘Teaching Unplugged’, a comprehensive guide to Dogme ELT, and it won the ELTons award for Innovation in the year 2010. How important is the award for you?**

The award was important only insofar that it acknowledged that Dogme ELT had made (or was making) a valid contribution to language teaching methodology – that it was not just a ‘fad’.

**Some scholars are of the opinion that it is good to have no methods while teaching a language. What is your take on it?**

I think that what they mean is that it is ill-advised to slavishly follow a particular method when it is patently inappropriate or lacking in plausibility (see next point). But you cannot teach without adhering to a set of principles about both language and learning, even if these are not explicit. That is to say, every teacher has a ‘method’ in the sense that they have a theory as to how languages are best learned in classrooms.

**Prabhu in his article titled “There is no best method – why?” (*TESOL Quarterly*, 24, 1990) explores the concept “teachers’ sense of plausibility”. Are you also convinced that there is no good or bad method?**

I tend to agree with Prabhu in the sense that the ultimate arbiter of a method’s probity is the teacher him or herself, and that if you are not convinced by a method, it will not work for you. As Jane Spiro (2013, p. 218) writes, in comparing different methods, ‘the critical factor in success is the commitment and belief of the teacher in the methods he or she is using, and the continuing reflection of the teacher as to whether these methods are making a positive difference.’

**I presume that Dogme ELT is all for corpus-based grammar teaching and not for pedagogic grammar. Can we say that to teach authentic English, it is important to teach corpus-based grammar?**

First of all, there is no contradiction between corpus-based grammar and pedagogic grammar: if we are going to teach pedagogic

grammar then it should be corpus-based, in the sense that the selection and sequencing of syllabus items should be informed by findings in corpus linguistics, particularly with regard to the typical register in which particular items are found, and their relative frequency. But Dogme ELT rejects the idea of a pre-selected syllabus of items, whether corpus-based or not, and instead recognizes the pedagogic value of the *learner's* syllabus – that is the syllabus that emerges naturally through engagement with real language tasks. As David Willis memorably said,

‘In helping learners manage their insights into the target language we should be conscious that our starting point is the learner’s grammar of the language. It is the learner who has to make sense of the insights derived from input, and learners can only do this by considering new evidence about the language in the light of their current model of the language’ (Willis, 1994:56).

### **What do you do when you are not thinking about or working on ELT?**

I am probably asleep. ;-)

**I am happy to know that you were influenced by Stephen Krashen, the most influential voice in language acquisition and education activist. About six months ago I interviewed Dr Krashen. To my question whether he would like to be known as a linguist or as an activist, he said, “I would like the ideas I have worked with to be known, both among academics and the public, so the answer is both.” Mr Thornbury, what do you wish to be known as?**

I will never earn the respect of academics to the extent that Krashen has, since I have not really been part of the research community: my role has been to mediate between the academics and the practitioners, so I hope I am respected by the academics whose work I interpret, and appreciated by the practitioners for whom I interpret it.

*Albert P’Rayan*, Education Columnist and Freelance Trainer based at Chennai

*Email: rayanal@yahoo.co.uk*

*This article was published earlier in JELT, Vol. 59-1, January-February 2017 Issue.*

#### ***The Journal of Teaching and Research in English Literature (JTREL)***

The ***Journal of Teaching and Research in English Literature (JTREL)***, launched in July 2009, is an international double-blind peer-reviewed open access journal aimed at encouraging scholarly exchange among teachers and researchers of literatures written in English. It publishes research articles of quality, reviews, author interviews, and poems and other creative writings. It welcomes contributions not only from senior scholars, but also from researchers who are in the early years of their career.

The journal is published online four times a year by the English language Teachers’ Association of India (**ELTAI**). ***There is no access or publication fee.*** Articles can be submitted throughout the year. They may be sent to: **indiaeltai@gmail.com** with a copy (**Cc**) to the editor Dr. Shaila Mahan at: **shailamahan@gmail.com**. Visit our website (**www.jtrel.in**) for policies and submission guidelines as well as for back issues of the journal.

## Aesthetics of Reception: Shakespeare Criticism down the Ages

*M S Nagarajan*

An anonymous critic once declared, with a little bit of pardonable jingoism, that if all the writings on *Hamlet* were to be collected and piled one upon another, it would touch the nearest planet! Fun apart, none can deny that of all writers in this cosmos, it is the Bard-of-Avon who has elicited the widest response to his works from all over the world. Lay readers, students, scholars, critics, theatre-goers, translators—indeed all of them have marvelled at what Harold Bloom terms him as the ‘human invention.’ It is well-nigh impossible to put together all the reactions which have been so continuously pouring over the four centuries. I intend to restrict myself to the critical output on Shakespeare by established critics ever since the plays were staged.

In his own time, Shakespeare met with favourable response; and right from the Restoration in 1660 onwards critics and editors began their focus on the dramatic text and language of Shakespeare and quite naturally the attention shifted from theatre performance to the text, the printed version. A vantageous point to begin our journey would be to start from John Dryden who in his *Essay on Dramatic Poesy* (1668) offers this remark:

To begin, then, with Shakespeare. He was the man who of all modern, and perhaps ancient poets, had the largest and most comprehensive soul. All the images of nature were still present to him, and he drew them, not laboriously, but luckily; when he

describes anything, you may more than see it, you may feel it too. Those who accuse him to have wanted learning, give him the greater commendation: he was naturally learned; he needed not the spectacle of books to read nature; he looked inwards, and found her there. I cannot say he is everywhere alike; were he so, I should do him injury to compare him with the greatest of mankind, He is many times flat, insipid; his comic wit degenerating into clenches, his serious swelling into bombast. But he is always great, when some great occasion is presented to him; no man can ever say he had a fit subject to his wit, and did not then raise himself as high above the rest of the poets.

It was Dryden who declared that the credit of initiating the genre of the tragicomedy goes to Shakespeare for till then ‘the sock and the buskin were not worn by the same poet’, that is, the genres of the tragedy and comedy were kept apart from each other and were not practised by one and the same poet.

Samuel Johnson’s edition of Shakespeare (1765) was the sixth edition of the great poet in terms of history of editions (after the folio). The earlier ones were by Nicholas Rowe, Alexander Pope, Lewis Theobald and William Warburton. All of these textual details connected with the definitive, authoritative editions were updated and published by the great bibliographer W.W. Greg as *Editorial Problems in Shakespeare*. On his own method of textual editing and emendation, Johnson was of the view that

that reading is right which requires many words to prove it wrong, and that emendation is wrong which cannot without much labour appear to be right. In form and spirit, he follows the earlier prefaces. The *Preface* which was intended as the introduction to his edition of Shakespeare is Johnson's first work in extended criticism. There are seven units in this long essay: Shakespeare as a poet of nature, a defence of his tragicomedy, his style, his defects, and attack on the dramatic unities in general, the historical background to drama, and finally, his editorial practice. There are some inconsistencies in his views on tragicomedy, in his praise of Shakespeare and the later attack on him, and on his style—"A quibble to Shakespeare, what luminous vapours are to the traveller; he follows it at all adventures; it is sure to lead him out of the way, and sure to engulf him in the mire..... A quibble was to him the fatal Cleopatra for which he lost the world, and was content to lose it—but these were the characteristic defects—not taken seriously—of his age." In his own Johnsonian language, his estimate of immortal Shakespeare, who it was said knew little Greek and less Latin, runs thus:

The work of a correct and regular writer is a garden accurately formed and diligently planted varied with shades and scented with flowers; the composition of Shakespeare is a forest in which oaks extend their branches, and pines tower in the air, interspersed sometimes with weeds and brambles, and sometimes giving shelter to myrtles and to roses; filling the eye with awful pomp, and gratifying the mind with endless diversity. Other poets display cabinets of precious rarities, minutely finished, wrought into

shape, and polished into brightness. Shakespeare opens a mine which contains gold and diamonds in inexhaustible plenty, though clouded by incrustations, debased by impurities, and mingled with a mass of meaner minerals.

When you come next to the Romantic age, here is Coleridge's dispassionate judgement:

As proof positive of his unrivalled excellence, I should like to try Shakespeare by this criterion. Make out your amplest catalogue of all the human faculties, as reason, or the moral law, the will, the feeling of the coincidence or the two called the conscience, the understanding, or prudence, wit, fancy, imagination, judgment, and then of the objects on which these are to be employed, as the beauties, the terrors, and the seeming caprices of nature, the capabilities, that is, the actual and the ideal of the human mind, conceive as an individual or a social being, as in innocence or in guilt, in a play-paradise or in a war field of temptation: and then compare with Shakespeare under each of these heads all or any of the writers in prose and verse that have ever lived! Who, that is competent to judge doubts the result?

Charles and his sister Mary Lamb were avid readers of Elizabethan drama. It is said they read together all the plays of Shakespeare twice over every year. As a regular theatre-goer, Lamb felt that the depth of Shakespeare's plays cannot be seen through ocular aids; they have to be felt on the pulse through an imaginative response that can be aided only by reading. Stage presentation cannot do justice to the play. His work *On the Tragedies of Shakespeare* came out in

1811. The tragic experience of a play will always remain ‘unplumbed and unplummable by the best actors and producers.’

Appreciation of a play by Shakespeare through his character portrayal begins with William Hazlitt, one of the most notable critics of the Romantic age. In his trend-setting book *Characters of Shakespeare's Plays* (1817), he evaluates the playwright on the basis of the real, life-like portrayal of his characters. “*Macbeth* and *Lear*, *Othello* and *Hamlet* are usually reckoned Shakespeare's four principal tragedies. *Lear* stands first for the profound intensity of passion; *Macbeth* for the wilderness of the imagination and the rapidity of action; *Othello* for the progressive interest and powerful alternations of feeling; *Hamlet* for the refined development of thought and sentiment.” With him began what has now come to be called the character school of Shakespearean criticism, later on to be taken up for more serious study and interpretation by Dr A.C. Bradley. Charles De Quincey's famous essay “On the knocking at the Gate in *Macbeth*” is a penetrating and philosophic piece of criticism. The Porter scene (II, 3) in which Macduff and Lennox knock at the gates of Duncan's castle Inverness is usually taken to mean a comic interlude to relieve the mental tension of the after effect of the most foul murder. “We must be made sensible that the world of ordinary life is suddenly arrested—laid asleep—tranced—racked into a dead armistice; time must be annihilated; relation to things without abolished; and all must be self-withdrawn into a deep syncope and suspension of earthly passion. Hence it is that when the deed is done, when the work of darkness is perfect

... the knocking at the gate is heard; and it makes known audibly that the reaction has commenced....” The Scottish philosopher and historian Thomas Carlyle in his famous work *On Heroes and Hero-worship* remarks that history is nothing but the biography of the Great Man. In the light of this remark he puts to test Shakespeare's work and concludes that he is a hero poet. Likewise Carlyle's contemporary, the American philosopher, essayist and transcendentalist Emerson in his *Representative Men* eulogises and extols the virtues in Shakespeare's works. The two of them opine that it was Shakespeare who had created the European imaginative empire.

Criticism came to occupy its place in the universities only in the beginning of the twentieth century. Until then men of letters combined criticism and scholarship and articulated their views in journals. The situation now is different: criticism does not, indeed cannot, exist outside the academia. Coleridge, Hazlitt, Carlyle and De Quincey did not belong to the university fold. George Saintsbury was the first to effect some reforms. Edward Dowden published his biographical criticism *Shakespeare: His Mind and Art*. Dr A. C. Bradley and W.R. Ker were the critics of prominence—the first among the academic critics—entering the university for the spread of their critical enterprise. At a time when Walter Raleigh and Sir Arthur Quiller-Couch were occupying positions of prominence in the two citadels of learning, criticism came into its own in the beginning of the twentieth century. The most distinguished of them all was the redoubtable Dr A. C. Bradley. His *Shakespearean Tragedy* (1904) was so much

of a bible for Indian students. It used to be a wisecrack that Shakespeare failed in the 'Shakespeare' paper because he had failed to read Bradley. A critic Guy Boas composed this limerick: I dreamed last night that Shakespeare's ghost/Sat for a civil service post,/The English paper of the year/ Contained a question on *King Lear*,/

Which Shakespeare answered very badly/  
Because he had not read his Bradley."

Middleton Murry thought that it was the greatest single work of criticism in English, while Leavis and the *Scrutiny* scholars forcibly pushed Bradley off the pedestal. Bradley was a committed student of Hegel. No wonder then that his ahead aesthetic theory was based on Hegel's philosophy of tragedy. He was most at home in German metaphysics. The English had known the meaning of tragedy from the Aristotelian tradition, and its effect on the audience by arousing the twin emotions of pity and fear. For Bradley reality is one and the same. All things which exist are only imperfect manifestations of the real one, the infinite. Evil is that which alienates the part from the whole. Finite is imperfect while the infinite is perfect. Finally moral order is restored and harmony prevails. Tragedy as an art is the very image of this human drama. Tragedy defends and confirms this order of the world. The tragic hero goes against this order, succumbs and submits. "We feel that this spirit, even in the error and defeat, rises by its greatness into ideal union with the power that overwhelms it." Passive suffering cannot lead to the tragic. A tragic hero is one who is responsible for his actions. There is no element of chance in tragedy. The concept of

poetic justice that virtue is rewarded and evil punished is alien to the tragic spirit. To understand tragedy Bradley has to look at the characters because actions issue through the characters. It is this insistence on character that has come in for much criticism.

L.C. Knights made a scathing attack on him in his famous essay, "How many children had Lady Lady Macbeth?" The rejection of Bradley came from different quarters: from those who maintained that Shakespeare's plays should be discussed as effective stage dramas; Granville Barker took up Shakespeare's dramaturgy and the practical matters and problems of staging Shakespeare in *Prefaces to Shakespeare* that appeared in 12 volumes over a period of 20 years; from those who thought that he was unhistorical in his concept of tragedy, from those, the *Scrutiny* group of critics who wanted to interpret Shakespeare's plays as poems in terms of imagery and themes. Bradley relied upon his personal emotional reactions to Shakespeare. He succeeded in inculcating in us something about the profundities of Shakespeare's plays and laid the foundations for a philosophic criticism of Shakespeare practised later by such well-known critics as Middleton Murry and Wilson Knight. L.C. Knights, the co-editor of *Scrutiny*, however, wanted to reject this character approach that dominated Shakespeare criticism and so mockingly wrote the essay "How many children?" a classic of modern criticism. His position is that "the only profitable approach to Shakespeare is a consideration of his plays as dramatic poems, of his use of language to obtain a total complex emotional response." He demonstrates this method by exploring the twin themes of reversal of values and

unnatural disorder in the play *Macbeth* by a close examination treating it as a poem and not as a play. This attention to the organic poetic unity that expresses the intention of the playwright was the next step in Shakespeare criticism, followed by a great many New critics like Derek Traversi (*Approach to Shakespeare*), Robert Heilman (*This Great Stage*) among others. This lopsided insistence on the words alone to the exclusion of other elements such as the plot and constructive features of the play came in for rejection at the hands of a group Neo-Aristotelians. They argued in favour of treating the play as play taking into consideration all constitutive elements: plot, character, dialogue, music and spectacle all of which together build up a play. Ronald Crane, Elder Olson and others formed this group which came to be known as the Chicago Neo-Aristotelians.

After the advent of Structuralism and Deconstruction, Shakespeare criticism took a different turn, veering away from the interpretative methodology, spearheaded by the New Historicists Stephen Greenblatt and his followers. New Historicism is based on a parallel reading of literary and non-literary texts (chosen from the archive) both of which belong roughly to the same historical period. It does not privilege the literary text. It does not attempt to 'foreground' the literary text and treat history as its background as was done by Tillyard in his *Elizabethan World Picture* (1943). Literary and all other discourses are given equal importance: the one is used to read and interpret the other. The two are seen to mutually interrogate, contradict, modify and inform each other. In other words, it textualises history and

historicises the text. Social structures are determined by 'discursive practices.' Their high powered journal *Representations* became its organ, promoting essays that gave a historicist reading of literature of the Renaissance and Elizabethan age. It is more of a practice than an interpretation or a theory. To quote Greenblatt, "the work of art is the product of a negotiation between a creator or class of creators, equipped with a complex, communally shared repertoire of conventions, and the institutions and practices of society." Most of the plays of Shakespeare have been subjected to this new historicist reading and this has marked a new wave in Shakespeare criticism.

The British version Cultural Materialism, a critical method of enquiry gained currency in the mid-1980s. Jonathan Dollimore and Catherine Sinfield in their book of essays (*Political Shakespeare*) on religion, ideology and power in the drama of Shakespeare and his contemporaries provided a reading based on political commitment. This served as an alternative to the conventional Christian framework of Shakespeare criticism which had run its course for more than four hundred years. By way of an example, let us juxtapose the readings of Greenblatt and Dollimore of *King Lear*. In his essay "Shakespeare and the Exorcists" Greenblatt makes a comparative study of the play in relation to an unnoticed social document, *A Declaration of Egregious Popish Imposture* written by one Harsnett in 1603 two years before Shakespeare's play made its first appearance. Harsnett exposes exorcists as frauds and persuades the State to punish them. Greenblatt proves with

textual evidence that Shakespeare uses the theatre for a similar purpose of ritual demystification of the supernatural. There is a deeper and unexpressed institutional exchange of the two texts. Dollimore employing a similar method of engaging with the historical, social and political realities concludes that the materialist conception challenges all forms of literary criticism premised on essentialist humanism and idealist culture. Such a radical reading of Shakespeare throws overboard the idea of a timeless, humane and civilising Shakespeare replacing it with the one anchored in social, political and ideological concepts of his historical moment.

Leaving aside these critical estimates based on some or the other critical assumptions, there have been an enormous variety of contributions on different aspects of Shakespeare studies. The Oxford Renaissance scholar Dover Wilson, the editor of the New Cambridge series of Shakespeare's works along with Arthur Quiller-Couch wrote two influential studies, "What happens in *Hamlet*?" and "Fortunes of Falstaff" as an answer to Bradley's "The Rejection of Falstaff." Terry Eagleton's *Shakespeare and Society* (1967) and *William Shakespeare* (1986) are two major studies based on his treatment of the literary text in relation to moral, historical and political realities. Shakespeare's works are inseparable from Elizabethan social issues. In the *Western Canon*, a work by Harold Bloom which makes a list of 22 authors who form the fulcrum, the foundation for a liberal education affords the central place to

Shakespeare and Dante. The two have divided the western world between them. For sheer cognitive acuity, linguistic energy and power of imagination they achieve canonical centrality.

'Negative Capability' and 'Objective Correlative' are two among the best known critical vocabulary used in relation to Shakespeare's works. Keats, defining Negative Capability says, "At once it struck me, what quality went to form a man of Achievement, especially in literature, and which Shakespeare possessed so enormously—that is Negative Capability when a man is capable of being in uncertainties, mysteries, doubts without any irritable reaching after fact and reason." T. S. Eliot coins the term 'objective correlative' in his famous essay "Hamlet and his Problems". "The only way of expressing emotion in the form of art is by finding an 'objective correlative,' in other words, a set of objects, a situation, a chain of events which shall be the formula for that particular emotion, such that when the external facts which terminate in sensory experience are given, the emotion is immediately evoked." Using this formula Eliot dismissed the play *Hamlet* as an artistic failure. The yearbook of Shakespeare studies and production *Shakespeare Survey* has been publishing international scholarship in English regularly since 1948, and many of its essays have become classics of Shakespeare criticism.

There have been poetic tributes to the Bard of Avon pouring in from all quarters all the ages. It was Ben Jonson, who first

composed "To the memory of my beloved author William Shakespeare." It is most appropriate to conclude with the best well-known of them by Matthew Arnold:

*Others abide our question. Thou art free.*

*We ask and ask Thou smilest and art still*

*Out-topping knowledge. For the loftiest  
hill,*

*Who to the stars uncrowns his majesty,*

*Planting his steadfast footsteps in the sea,*

*Making the heaven of heavens his  
dwelling-place,*

*Spare but the cloudy border of his space*

*To the foiled searching of mortality;*

*And thou who didst the stars and sunbeams  
did know,*

*Self-schooled, self-scanned, self-honoured,  
self-secured,*

*Didst tread on earth unguessed at. Better  
so!*

*All pains the immortal spirit must endure,*

*All weakness which impairs, all griefs  
which bow,*

*Find their sole speech in that victorious  
brow.*

*Nothing can please many, and please long,  
but just representations of human nature. –”  
Samuel Johnson*

**Dr. M. S. Nagarajan**, (Formerly) Professor of English, University of Madras.

*This article was published earlier in JELT,  
Vol. 59-1, January-February 2017 Issue.*

## OBITUARY



*It is with a deep sense of sorrow that we bring to you the sad news of the demise of **Dr Francis P. Jayachandran**, former principal, Vellaiyan Chettiar Higher Secondary School, Ennore (Chennai), but more importantly, one of the founder members of ELTAI, who contributed significantly to its growth and development. In the early 1990s when the then president Dr S. Rajagopalan called for monthly meetings, in a dingy, dark, airless shed of a bungalow in Mandaveli, in addition to the secretary Dr V. Saraswathi, treasurer, P. Kesavalu, Editor of the journal, Dr Mohamed Iqbal, the members who made the quorum were Dr Dawood Shah, Dr*

*Francis Jayachandran, and Dr Raja Ganesan. Serious deliberations were conducted over 'High Tea', consisting of two Marie biscuits and a cup of hot, watery tea! And Dr Jayachandran came all the way from Ennore to attend the meeting and contribute to the discussions.*

*Perhaps, the turning point in the history of our Association was the grand annual conference, hosted by Dr Jayachandran. The teachers and children of his school worked tirelessly. The conference was a great success and the ELT community came to know of our work. He also edited JELT from 1995 to 2001.*

*Dr Jayachandran was deeply religious. His integrity, honesty, straightforwardness, and commitment were remarkable. He attended every annual conference without fail and was at the venue from 7am to 7pm. He also mobilised members for the association. But for the tireless, selfless work of such stalwarts, ELTAI would never have grown into an international body. Francis, as in the famous prayer of St. Francis of Assisi, believed, "It is in giving that we receive." And, he is not dead, but, "in dying, he is born into eternal life." May His Soul Rest in Peace!*

**Dr V. Saraswathi**

## BOOK REVIEWS

**Prabhu, N. S. *Perceptions of Language Pedagogy*. Chennai, India: Orient Blackswan Pvt. Ltd., 2019.**

Fools rush in where angels fear to tread. And so am I venturing on reviewing a masterpiece of the century in ELT global history by a mastermind in ELT, Dr. N S Prabhu. There have been quite a few reviews published already. Why another, one may wonder. Well, this is a token of *gurudakshina* to a *Mahaguru* from a humble nincompoop disciple who learnt the ABC of ELT under his inspiring guidance.

This is, in a sense, the academic autobiography of an ELT genius with keen insights and mindboggling perceptions of more than five decades. In another sense, it is also the biography of every committed teacher of English theorizing on his own through trial and error, successes and failures, but not having the courage to share them. In his author's note, Prabhu refers to the book as a collection of "my various papers from past decades, mostly written for conferences, into a book form." A majority of them show successive stages of continuing thought on three aspects of pedagogy.

According to the editor of the volume, Geetha Durairajan, "the twenty-nine articles in this volume encapsulate a lifetime of contemplation and articulation on language pedagogy." The publishers say this book "captures different stages in an intellectual journey from making a quiet entry into the world of ELT through an article published in a daily newspaper in 1966 to becoming one of the best-known practitioners and radical thinkers in the field."

Just a cursory run through the chapter titles brings to us the amazing, comprehensive, intellectual acumen of the author. Some titles are deceptively simple and straightforward: e.g. 'Rational Approach to English Teaching'; 'Three

Modules in Second Language Pedagogy'; 'Communicative Language Teaching'; 'Three Perceptions'. Some titles startle you into a new awareness: e.g. 'There is No Best Method – Why?'; 'Teaching is At Most Hoping For the Best'; 'Should Materials Be Prescribed?' Other titles present conflicts: 'Language Acquisition – Equipping or Enabling?'; 'Materials as Support'; 'Materials as Constraint'; 'A Case Against Practice'.

Here is a treasure trove of concepts: direct contact vs. remote control; acquisition through deployment; teacher's sense of plausibility; procedural syllabus; ideation vs. ideology; teaching language for / as / through communication. Researchers in ELT can take up doctoral studies on each of these. English teachers find here ideas which "I have toyed with but never fully carried out". Trainers have here concepts for workshops galore. Finally, our second language learners in India from other medium schools, rural background, will begin to look forward to English classes when their teachers implement the ideas herein. Before we close, just a couple of quotable quotes. "Perhaps comprehension is like nutrition, leading to production, while remedial grammar is the medication for the ailments of production."

"Teaching is at most hoping for the best."

If you haven't read this book, you have missed something valuable in your academic journey. Hurry up and get a copy. Happy reading!

PS: Don't miss the icing on the cake – the interview of the author by the editor in the last two chapters – the quintessence of ELT.

**Dr. V. Saraswathi**, (Retd) Professor of English, University of Madras.

**Cenoz, Jasone and Gorter, Durk (2015). Multilingual education: Between language learning and translanguaging. Cambridge: Cambridge University Press. Series Editors: Carol A.Chapelle and Susan Hunston [Pages: 258; ISBN 978-1-107-47751-3]**

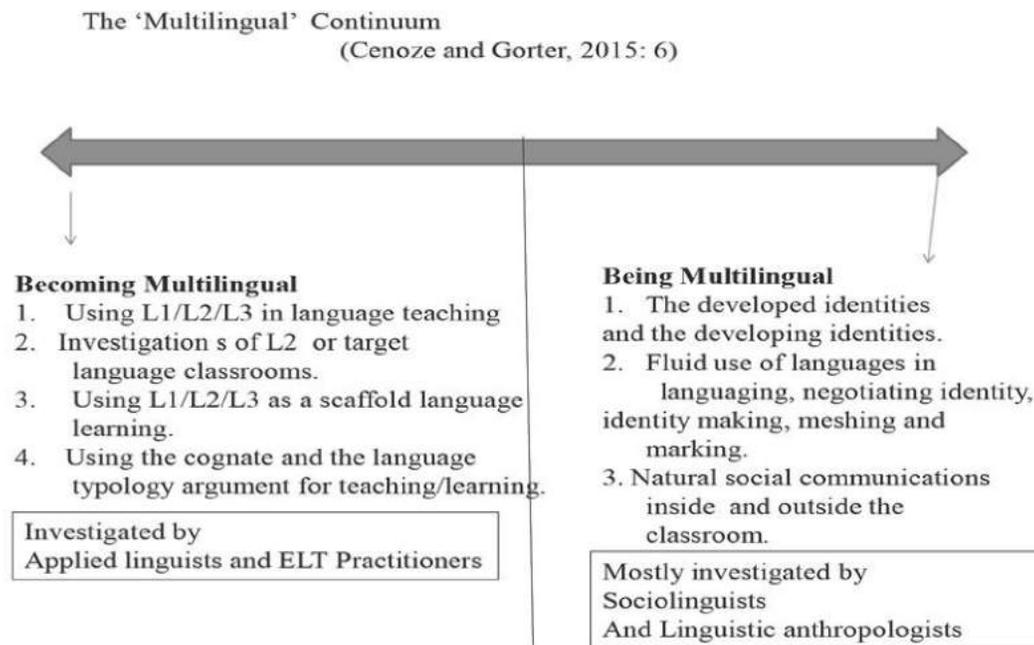
As a researcher/teacher in a *natural* multilingual societal and educational context, the pedagogic support that other languages can render to English language education has been a complex and intriguing point of interest. The question that becomes pertinent yet guilt-laden (at least for teachers) is: is it legitimate to use other languages that learners possess and teachers know in the teaching of English? A lot of teachers and learners do use their multilingual resources but justify it as a necessity emanating from a deficient English competence of learners. They do not view such instances as naturally occurring multilingual practices of communicating. What this book does is to propose and operationalise a continuum along which such instances of multi-language resources will be seen.

The notion of multilingual practices in pedagogic and social contexts has recently witnessed a spurt of research investigations from an array of theoretical orientations including Applied Linguistics, Second Language Acquisition, Sociolinguistics and Sociocultural Theory and Pragmatics. In simple terms, multilingual practices involve the learner/language users' use of a repertoire of multilingual and multimodal resources such as code switching, mixing and meshing, or a choice of strategies in communicating one's intentions. Theoreticians argue that the legitimate acceptance of the multilinguals' language use behaviour involving the multilinguals' repertoires of resources would

not only value multisensory, multimodal, multidimensional nature of learner resources, but also counter the normative, monolingual and ideologically driven pedagogic practices (Clyne 2008; Canagarajah 2011). This book is a step closer to understanding and investigating such practices. The core studies reported in the book offer unique interpretations and operationalisation of the notion of multilingual resources either along the contextual/pedagogical planes, the methodological planes, or the analytical planes. So, beyond question the book is a resource to teachers and researchers alike. The book begins with the introductory chapter where Cenoz and Gorter (2015: 5-6), in referring to the "approaches taken by researchers when studying interactions between languages or language features in the context of multilingual education", propose a continuum which shows positions of "crossing over of applied linguistics and second language acquisition theory to sociocultural theory to social approach to language" (Figure 1). At one end of the continuum is the deliberate effort taken/ put in by teachers and learners to *become* multilingual, i.e. to build competencies in languages. At the other end is the ability of *being* multilingual, i.e. to wield the competencies in order to code intentions. Instead of dichotomizing the two ends, the continuum attempts to see interventions that aim at enabling communicative competence and studies that investigate the fluid use of communicative competence along the

continuum. While doing so, the authors point out that languages are still seen as codes but their borders are permeable and that the two concepts (i.e., acquiring language competence and using the language

competence) are dynamic, and they interact and develop over time. The schematic diagram not only summarizes the perspective but also points out the professional interest of researchers.



**Figure 1: The 'Multilingual' Continuum (Cenoz & Gorter, 2015, p.6)**

Operationalising the framework, the studies reported in this book would find a place on either end of the continuum. Studies that fall along the 'becoming multilingual' end include pedagogic efforts such as: a systematic integration of Chinese as a cognitive support to enable science knowledge in school going learners in Hongkong (in Luk and Lin's chapter); integrating multilingual strategies in peer-collaborations (in Ballinger's chapter); and tapping cognate relationship between languages (Arteagoitia and Howard's chapter). In his chapter Levine proposes the need to analyze the nexus of eventualities that trigger code-choices in multilingual practices and then argues for "curricular initiatives for enhancing

multilingual competencies". Kramsch and Huffmaster point out the "paradox of foreign language learning" where teaching the 'standard' language becomes the norm, which contradicts the fluid blending of languages in dynamic and situated contexts of meaning making. Basing their chapter on how their students bring in their multilingual resources in a series of translation projects, they argue for the need to integrate such practices into foreign language teaching.

Falling on the 'being' multilingual end of the continuum, the authors of the chapters highlight how 'being' multilinguals already impacts the participants' language use behaviour. Fuller, reporting on the fluid

language choice behaviour of learners engaged in a task completion, contends that bilingual classrooms possess the potential to question and resist the normative monolingual ideologies in the educational space. Creese, Blackedge and Takki report that ‘semiotic reorientation’ could result in the extremely situated, dynamic and constructed negotiations between teacher and learner interactions in a complementary school context. In a similar tone, Wei, through ‘moment analysis’, talks of how the participants bring in their repertoires of experiences in their critical and creative language use events. Gracias et al. in their chapter argue for the need to create spaces where ‘being’ multilinguals can mediate ‘becoming’ multilinguals and vice versa. David Block in the final chapter draws similarities between the *being* and *becoming* ends of the continuum to the debate on ‘language learning’ and ‘language use’ between Susan Gass (1998) and Firth and Wagner (1997), and calls for a change through curricular integration of the tenets of ‘becoming’ and ‘being’ multilingual and a change that can transpose into pedagogic practices and policy-based innovations – a challenge indeed for researchers and policy makers to garner evidence to counter the all-prevalent monolingual mindset in curriculum, practice and policy.

In conclusion, whether one reads the book as a teacher or as a researcher who is interested in the ‘becoming’ or the ‘being’ end of the continuum, one has valuable take-away points. For the teacher the book presents a possible array of strategies, components of language resources and ways in which learner repertoires of resources can be tapped for enabling language capabilities

in a pedagogic space. For the researcher, the book presents a wide array of theoretical arguments, research designs and methodologies, procedures of data analyses and conclusions. Beyond doubt this book is a welcome addition to the literature on multilingual education.

### Acknowledgement

The reviewer acknowledges the support provided by the University Grants Commission in the form of a contingency grant awarded.

### References

Canagarajah, S. (2011). Code-meshing in academic writing: Identifying teachable strategies of translanguaging. *The Modern Language Journal*, 95(3): 403-417.

Clyne, Michale. (2008). The monolingual mindset as an impediment to the development of plurilingual potential in Australia. *Sociolinguistic studies*, 2 (3), 347-368.

Gass, S. (1998). Apples and oranges: or Why apples are not oranges and don’t need to be. A response to Firth and Wagner. *The Modern Language Journal*, 82 (1), 286-306. Firth and Wagner (1997). On discourse, communication and some fundamental concepts in SLA research. *The Modern Language Journal*, 81(3), 286- 300.

Firth and Wagner (1998). SLA Property: No trespassing! *The Modern Language Journal*, 82 (1), 91-104. *Uma Maheshwari Email: chimiralaumamaheshwari@gmail.com*

**Dr. Uma Maheshwari**, Nalsar University of Law, Hyderabad.

This review was earlier published in JELT, Vol.57, No.3, May-June 2015 (Golden Jubilee Year Issue).

# **JOURNAL OF ENGLISH LANGUAGE TEACHING (JELT)**

*Journal of English Language Teaching (JELT)*, launched in 1965, is the oldest and flagship journal of the English Language Teachers' Association of India (ELTAI).

Recommended by the Director of School Education (Proceedings D Dis No. 75301/76 dt 21 March 1979) and the Director of Collegiate Education (RC No. 11059 / J3 / 2000 dt 28 February 2000)

---

## **EDITORIAL BOARD**

**Dr. Neeru Tandon (EDITOR)**

**Dr Anjita Singh**

**Dr Vandhana Sharma**

**Prof. Binod Mishra**

**Dr Vasistha Bhargavi**

**Prof. Prantik Banerjee**

**Dr Veena Selvam**

**Dr Sudhir K Arora**

**Dr Uma Maheswari Chimirala**

All correspondence relating to the journal, JELT, should be addressed to the Editor, Dr. Neeru Tandon, at: [neerudlitt88@gmail.com](mailto:neerudlitt88@gmail.com)

### **EDITORS**

Prof. R. Krishnamurthy	(June 1965 - Oct. 1984)
Prof. B. Ardhanareeswaran	(Nov. 1984 - Oct. 1985)
Dr. K. K. Mohamed Iqbal	(Nov. 1985 - Dec. 1994)
Mr. Francis P. Jayachandran	(Jan. 1995 - June 2001)
Dr. V. Saraswathi	(July 2001 - Aug. 2013)
Dr. P. N. Ramani	(Sept. 2013 - Aug. 2016)
Dr. Albert P. Rayan	(Sept. 2016 – Feb. 2019)
Dr. P. N. Ramani	(Mar. 2019 - Dec. 2020)
Dr. Neeru Tandon	(Jan. 2021 - till date)

### **PUBLISHERS**

Sri. S. Natarajan	(June 1965 - Apr. 1974)
Prof. M. Duraiswamy	(May 1974 - Oct. 1984)
Ms. N. Krishna Bai	(Nov. 1984 - Dec. 1992)
Dr. S. Rajagopalan	(Jan. 1993 - Mar. 2004)
Dr. K. Elango	(Apr. 2004 - till date)

---

### **Periodicity**

*Journal of English Language Teaching (JELT)* is published six times a year: Jan.-Feb.; Mar.-Apr.; May-June; July-Aug.; Sept.-Oct.; and Nov.-Dec.

### **Contributions**

Articles on ELT are welcome. Share your ideas, innovations, experiences, teaching tips, teaching-learning resources with your fellow professionals.

Length: 2000-2500 words

There should be an abstract in about 100 words at the beginning and all the necessary

information about all the references cited.

Articles should be sent only as an email attachment (**AS A WORD DOCUMENT**) to: [elta\\_i\\_india@yahoo.co.in](mailto:elta_i_india@yahoo.co.in) or [indiaelta@gmail.com](mailto:indiaelta@gmail.com) (copy to: [neerudlitt88@gmail.com](mailto:neerudlitt88@gmail.com)).

CDs and hard copies will not be accepted.

It should be declared by the author(s) that the article submitted is free from plagiarised sections, that it has not already been published, and that it is not being considered by any other journal for publication.

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

**JOURNAL OF ENGLISH LANGUAGE TEACHING, English Bimonthly**

*Journal of English Language Teaching (JELT)* is the oldest journal of the English Language Teachers' Association of India. It is a bimonthly, which offers a forum for teachers and researchers to voice their views on the teaching of English language and literature.

**English Language Teachers' Association of India (ELTAI)**

16/20, Sowrashtra Nagar, II Street, Choolaimedu

Chennai - 600 094.

E-mail: [eltai\\_india@yahoo.co.in](mailto:eltai_india@yahoo.co.in) & [indiaeltai@gmail.com](mailto:indiaeltai@gmail.com)

Web: [www.eltai.in](http://www.eltai.in)

Ph: 9344425159

*Printed and Published by Dr. K. Elango on behalf of the Society for the Promotion of Education in India. Printed at **SRI AIYNAR PRINTERS**, New No. 10, Sowrashtra Nagar, II Street, Choolaimedu, Chennai-600 094.*