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

Periodicity

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

Contributions

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

Length: About 2000 words maximum

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

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

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

CDs and hard copies will not be accepted.

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

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

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

Objectives of the Association

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

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

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

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

Journal of English Language Teaching

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Padmashree S. Natarajan
Our Founder Editor and Publisher

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Editorial

Dear Members of ELTAI and other Readers

Season's Greetings!

We are happy to bring you the next issue of our journal on behalf of ELTAI, which is organizing its 14th International Conference along with its Golden Jubilee Annual Conference this month in New Delhi. We hope to meet many of you at the Conference.

This issue begins with an interesting interview of Professor Z. N. Patil, a teacher and scholar of repute, by Atul Patil. The interview covers issues such as the impact of one's geographical and socio-economic background and one's internal desire, drive and motivation on one's ability to learn English as a second or foreign language. Prof. Patil, who is also the President of the Pune Chapter of ELTAI, offers his frank views on other aspects such as the quality of English instruction and academic research in Indian higher education institutions, based on his personal experience as a learner and teacher of English.

We also bring you the regular columns on grammar ('Grammar Guru') by Dr Saraswathi, the story of English by Dr Lal and reading activities by Dr Elango (focusing, in this issue, on critical reading of social media posts). We hope you file these regular features for your reference.

In her paper, Bhavna Bajarh presents the findings of a qualitative analysis of the development of the writing skills of an experimental group of hearing-impaired, high school students using Interactive Writing as an instructional approach. The study employed a pre-post experimental design. She reports that the intervention helped the subjects of the study in improving their writing skills. The next paper by Babruwan Kore reports the findings of a study in which a "different" approach to teaching grammar was adopted. The lesson plan included in the paper describes in some detail four stages adopted in teaching the use of the past simple tense in English.

Rukmini Jamdar, in her article, highlights the importance of and lists (with brief explanations) study skills and reference skills in teaching English to students. She outlines information gathering, storage and retrieval skills, such as note-taking and note-making. This article is followed by one by Indiramani on the need to empower students through skills development, which, she argues, will go a long way in preparing an appropriately skilled workforce for future India.

The next two articles by Saima Khan and Anej Somaraj deal with the pre- and post-colonial status of English in India and the Indian education system up to the present digital age. While the former traces the history and spread of English in India over the last few centuries and highlights the issues arising from them such as the purposes for teaching and learning English and making English the medium of instruction, the latter focuses particularly on the challenges faced by the current digital age and the consequent academic and career opportunities available for students majoring in English.

In this issue, we have also included handouts and worksheets used by ELTAI resource persons in recent workshops/training programmes. These relate to promoting learner autonomy among our students and English teachers' professional development concerns; we hope you find them useful. Please go through them and the accompanying notes, and respond, as requested.

P. N. Ramani

An Interview with Professor Z.N. Patil

Atul Patil

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Dr. Z. N. Patil is the President of ELTAI Pune Chapter. He has been teaching English language and literature for 46 years. He retired as Professor of English and Head of the Department of Training and Development, English and Foreign Languages University (EFLU), Hyderabad, India.

Professor Patil has to his credit 20 textbooks, 6 resource books and 80 articles published in national and international journals. He has travelled widely across the world to give keynote addresses and plenary talks at international conferences and to conduct workshops for students and teachers at several universities. He has also served as adviser, expert and consultant on government and other committees.

He can be contacted via email (znpatil@gmail.com).

[AP: Atul Patil; ZNP: Z. N. Patil]

AP: . . . Professor Patil, we would like to know something about your career and personality. May I ask you a few questions?

ZNP: Of course, Atul.

AP: Thank you. I would like to know about your schooling. Did you study in an English medium school?

ZNP: No, I didn't. I studied in a Marathi medium school and I don't regret that. In fact,



Professor Z. N. Patil

I'm proud I studied in a Marathi medium school. I come from a tiny village. There was no English medium school there. Even today there is no English medium school there and I am not unhappy about that either. I studied in my village till class four. Then I studied in a municipal school in Amalner, a town in Jalgaon district in Maharashtra. I only started learning English when I was eleven years old. My first encounter with the English language was when I was in class five. But I studied all other school subjects through Marathi. Later, I studied my college subjects such as history, logic, psychology and philosophy through Marathi. However, I studied four languages in school and college – Marathi,

Hindi, a bit of Sanskrit and English.

Today, there are some English medium schools in Amalner. There is a rather abnormal craze for English medium schools all over the region / country, in fact.

AP: People think that only those boys and girls who study in English medium schools can master the English language. Do you subscribe to this view?

ZNP: *No, I don't. I am afraid I have a different opinion on this issue. It doesn't really matter whether you study in an English medium school or a regional language medium school. Your success in mastering the language depends on a couple of crucial factors. One, your teachers must be good. They need to have an excellent command of English. And they need to be patient and affectionate. If they are inspiring, that's a bonus. I was lucky to have great teachers. They were passionate about teaching. For them, teaching wasn't a profession; it was a passion. And secondly, a student must propel himself, motivate himself. That internal drive is very important. Luckily, I had that drive. I used to walk to my school and walk back home. My town school was six kilometres from my village. And this continued till my third year at college. So, every day I used to walk twelve kilometres and I did this from my class five to my second year BA, for ten years. You see, I had a dream, to speak and write English confidently, fluently, appropriately and accurately. I wanted to master this language. I was sort of... possessed. I was haunted in a positive sense.*

AP: Indeed, that's inspiring! You studied in a Marathi medium school; you walked

twelve kilometres a day right from class five till you finished college. How did you develop your English under such adverse circumstances?

ZNP: *As I told you, I walked to and from school and college every day for years on end. As I walked, I memorized little poems like 'Stopping by Woods' and 'Daffodils'. I would soliloquize conversations, practise accurate pronunciation of words, and so on. On Sundays, I walked to a farm and sat under a tree with a mirror in my hand and practised my /f/ and /v/, /w/ and /v/, and so on. I would make lists of words with these sounds in them and repeat them till my bilabial Marathi /ph/ and /vh/ became labiodental English /f/ and /v/. In a true sense, English literature and language had possessed me. I worked hard and never felt tired of working.*

AP: . . . you were a recipient of a British Council scholarship way back in the early 1990s. Where did you study and what?

ZNP: *Well, I was one of the four college / university teachers who were awarded this scholarship. I was selected from western India. There were three more teachers of English, one each from eastern, northern and southern India. Initially, the Council placed me in the linguistics department of the University of Edinburgh for MSc in linguistics, but when I went through the course outline, I found it rather too theoretical for my interest. I wanted to do a course which would help me in my everyday teaching of language and literature. So, I requested Ms Iola Wilson, a very affectionate and considerate officer in the British Council office in Edinburgh, to*

allow me to do MA in Teaching English to Speakers of Other Languages (TESOL) from Moray House College of Education, which is now the education department of the University of Edinburgh. Without any fuss, the Council allowed me to do a Diploma and MA in TESOL. I was awarded an “A” for my Diploma and M A.

AP: That is certainly something! Getting an “A” at the postgraduate level from one of the most prestigious universities in Britain is a tall order. By the way, which aspects of the British education system impressed you?

ZNP: *I was impressed by the flexibility of the British education system. The ease with which my request for transfer from MSc linguistics course to MA TESOL course was handled impressed me. There was no official rigmarole. The other thing that impressed me was that there was little emphasis on memory tests. We did our projects, assignments and dissertations in a very non-threatening, homely setting. The third thing that impressed me was that our class was the world in miniature. My classmates came from Asia, Africa, and Europe, and studying with them, interacting with them, socializing with them was a very enriching experience*

AP: You did a diploma and an MA in Teaching English to Speakers of Other Languages. How did these degrees help you in your teaching?

ZNP: *I had done my first MA from University of Pune in 1974. It was a literature MA, although I did do one course in basics of linguistics such as phonology, morphology, grammar, and a bit of semantics. The British*

Council scholarship gave me an opportunity to specialize in English language teaching. I had already done a Postgraduate Certificate in the Teaching of English from Central Institute of English and Foreign Languages (presently, English and Foreign Languages University), Hyderabad in 1982. The MA TESOL course offered me more insights and practical strategies which I began to use on my return from Edinburgh. I think the MA TESOL course enabled me to teach English language and literature more effectively and efficiently.

AP: What role did your English teachers play in shaping your career as an English language and literature scholar and teacher?

ZNP: *That’s a very important question. As I said earlier, right from my school days, I was lucky to have had great teachers. They encouraged me, motivated me, inspired me and helped me in every way. When I entered college, I had several excellent teachers. Notable among them are Professor Arun Mali, Professor R. V. Kulkarni and Professor L. G. Barve. Later, I came in contact with Professor S. Nagarajan, Professor Sudhakar Marathe, Professor Prakash Deshpande, Professor Sudhakar Pandey, and many other great scholars and teachers. In 1990-91, when I was doing an MA in TESOL in Edinburgh, I had another galaxy of great teachers such as Michael Wallace, Leslie Dickinson, David Carver, Rosemary Douglas, Robert Thornton, Patricia Arhens and a few more. You’ll find traces of my teachers’ influence on my English, my teaching and my personality. These mentors have left their indelible marks on me.*

AP: Are you in touch with your teachers in India and abroad?

ZNP: *Of course, I am. My teachers are my roots. How can one forget one's roots? I keep meeting my school teachers and high school teachers. They nourish me, nurture me even today. I keep meeting my college and university teachers . . . I need their blessings. I am in contact with my Edinburgh University teachers as well. I went to Britain a few years ago . . . During that visit, I met most of my Edinburgh teachers. We were together on the campus of the university for a couple of hours and shared those golden moments that we had spent together some twenty years ago. I felt blessed to spend some time in their auspicious company.*

AP: That's so nice of you, Professor Patil. . . Your attitude towards your teachers shows that a sapling may become a huge tree, but it cannot forget its roots because it is from its roots that it receives nourishment . . . What would you say about "self-made" scholars? . . . Do you consider yourself 'self-made'?

ZNP: *Honestly speaking, I do not believe that anyone can be self-made. All of us depend on others. . . . When I look into my past, I see myself as an uncouth village boy. I was a first generation learner. I can visualize my journey from being a village boy to being what you call "an internationally acclaimed scholar and speaker". During this journey, many angels and good fairies lent me a helping hand. When I sit back, I see a thousand and one smiling faces and helping hands that have made me what I am today. So, no, I am not a self-made man and I don't think anyone is or can be.*

AP: . . . you are one of the most sought after non-native speakers who are regularly invited to international conferences globally. . . . How did you scale these heights?

ZNP: *Well, thank you for your compliment, Atul. However, I don't know whether I am what your description suggests. Let me tell you Atul, I met, interacted with and heard great minds . . . Being with these unassuming scholars has always been not only a learning experience, but also a very humbling experience. I am not a narcissist and megalomaniac and so I know my strengths as well as weaknesses. When I compare myself with such great minds, I feel I am a pygmy, a fledgling, a Lilliputian scholar. However, I have always believed that everyone is capable of scaling great heights provided three things happen: one, they get opportunities and make the most of these opportunities, make the best use of these opportunities; two, they exploit their potential to the fullest; and three, they don't grow complacent.*

AP: I couldn't agree more, Sir. . . . Can you share some of your Vietnamese and Japanese experiences of teaching English?

ZNP: *Certainly. Well, our Ministry of External Affairs . . . deputed me to Vietnam to develop the communication skills of prospective diplomats . . . for three and a half years, from 1999 to 2002, . . . My job was to develop the spoken and written communication skills of future diplomats from Vietnam, Laos, Cambodia, and Rumania and other countries. I also taught at several universities in Hanoi. . . . As far as the learning of English is concerned, I can say that Vietnamese*

students are immensely motivated and hard working.

Then from 2003 to 2006 I worked as Senior English Language Adviser in Japan. Basically, my job was to enhance the teaching skills of Japanese teachers of English. Two crucial differences between Vietnamese and Japanese cultures are that the latter is a culture of silence and its language is beautifully vague and indirect. One can see the impact of this culture of indirectness and silence in an English class as well. Japanese students are rather inarticulate and believe in silent communion. Consequently, they seem to be slow in developing their communication skills in English. All the same, from my Japanese colleagues and students I learnt three things: one, that nothing is impossible; two, that all of us are capable of doing great things; and three, that there is no short cut to success and development.

. . . .

AP: You have been teaching English language and literature for nearly forty-four years now. Do you think the standards of teaching English have deteriorated over the years?

ZNP: Well, Atul, no and yes. No, because to some extent, mass education makes it appear so. The number of schools, colleges and universities has grown enormously in that time. As a result, the number of teachers has increased. So, the number of poor institutions, poor teachers and poor students has skyrocketed. Consequently, the standards of English language and literature teaching seem to be plummeting. And yes, the quality

of teaching has deteriorated and it continues to deteriorate, because despite use of technology and availability of facilities, you see a fall in quality of teaching; hundreds of thousands of teachers evince a reluctance to grow academically, to read good literature and innovate appropriate techniques. In the past, we didn't have all these gadgets or facilities, but we had great teachers, competent as well as fatherly and motherly teachers and that made a big difference.

AP: You referred to the use of technology in teaching and learning. Do you think technology invariably and necessarily improves the quality of teaching?

ZNP: Well, well! I have my own reservations about this issue. Technology is just a supplement; it's not a substitute for teaching. It cannot replace the human teacher. The most important factor, in my opinion, is the personality of the teacher, the enthusiasm, the motivation, the passion the teacher exudes and, most of all the language command. Technology, when placed in the hands of a poor teacher, leads to monotony and boredom. A judicious and wise use of technology is welcome. Excess is always bad. These days, teachers depend on technology so heavily that the element of surprise is gone, as has regard for competence. They sacrifice the element of enjoyment in teaching and learning by their excessive reliance on technology. In short, technology can facilitate teaching, but can lead to monotony if used excessively and unwisely. It's a boon in the hands of a good teacher, but a curse in the hands of a poor teacher. I have witnessed several technology-dominated yet intolerably boring performances.

AP: Now, we are eager to know what you think about higher education in India.

ZNP: *Well, I haven't been very happy with higher education in our country. In fact, the abysmal condition of higher education has been worrying educational policy makers, curriculum developers, syllabus designers and other stakeholders in the field. You know that few of our educational and research institutions figure in the global list of top institutions of higher education. This has been happening despite the fact that huge amounts of money are being spent on conferences, seminars, symposiums, workshops, courses of training and research. Many of these academic exercises are abortive and inconsequential because few innovative ideas are discussed, tried out or practised and discussions are hardly translated into execution. But I am not a pessimist. I do see a ray of light at the end of the tunnel. There are some good institutions. A few fruitful academic events are beginning to occur. Let's hope the much awaited new policy on education will flesh out some measure to remedy the situation.*

AP: Professor Patil, thank you for expressing your opinions on these important matters frankly. Now, I have one last question for you. Are you happy with the kind of research going on in English language and literature and in pedagogy?

ZNP: *Well, that's another area that has disillusioned me. The plight of research in this field is miserably dismal. Some of my*

colleagues have lost faith in research in our country. Until a couple of decades ago, obtaining a doctorate in English was a really tough task. Today, it's a different story altogether. Much of it is nothing but a rehash. Thanks to technology, duplication and plagiarism have become rampant. In many cases, the content of dissertations is shallow and its code or language is shabby. Let me cite an example from research in applied linguistics. One researcher does a pragmatic analysis of one novel by an author. Another researcher does a pragmatic analysis of another novel by the same author. The novels are different; yet the analysis is the same! When one author is done, they choose another author and do a 'similar' (a near synonym of 'identical') analysis, and there seems no end to this essential academic poverty. Interesting, isn't it? We are a developing country and cannot afford the luxury of 'spending' (a euphemism for 'squandering') enormous amounts of money, the tax payers' money, on abortive, petty, trivial and inconsequential research. However, this is not to say that the picture is absolutely bleak. I am not a nihilist. Some serious and meaningful research is going on in English literature, English language teaching and linguistics.

AP: Thank you very much, Professor Patil, for sparing time for this interview and for sharing your valuable views and experiences with us. It was a pleasure listening to you.

ZNP: *Well, I have enjoyed talking to you, too.*

Teaching Writing to Hearing Impaired Students: Interactive Writing as an Instructional Approach

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ABSTRACT

The study presents a qualitative analysis of Hearing Impaired (H/I) Students' writing development during a ten-week period (spread over a semester) of interactive writing instruction. The intervention involved teaching English writing skills through an Interactive Writing (IW) approach. The participants in this study included 25 H/I students at high school level. This paper reports the findings of a pre-post experimental design based study with 50 H/I students divided into experimental and control groups. The paper only deals with the qualitative analysis of the writing development of the experimental group.

Keywords: Interactive Writing; Writing skills of Hearing-Impaired; Teaching writing skills in English.

Introduction

There is no doubt that H/I students do face challenges in learning new concepts and exhibit delayed language development as compared to their hearing peers. Studies based on analyses of H/I students' writing indicate that H/I students' compositions are shorter in length with less content and a limited cohesive lexicon but increased use of nouns and articles (Myklebust 1960; Yoshinaga-Itano, Snyder and Mayberry 1996; Arfe and Boscolo 2006). Genre-based anomalies are also common in H/I students' writing samples (Albertini and Meath-Lang 1986), which display fragmented expression

lacking in organization and detailing (Antia, Reed and Kreimeyer 2005; Mayer 2010; Albertini and Schley 2010; Paul 2008).

The H/I students encounter serious issues when they enter school as they do not have as much access to sound (auditory input) at birth or in pre-schooling years as the hearing students do. This difference in their hearing abilities affects their ability to acquire and learn a new language. Teachers and educators, since the beginning of formal education for the hearing-impaired, have grappled with the fact that a sign language does not have written form and in order to teach them literacy, there has to be a method

which can bridge the gap between students' sign language and writing in a spoken language. Educators have been concerned about the role of literacy in the life of a hearing-impaired child and whether literacy can take the place of the diminished auditory medium.

Interactive Writing (IW) was first developed by teachers of Ohio State University as part of the *Early Literacy Lesson Framework*. According to Button, Johnson and Furgerson (1996), it "has its roots in the language experience approach developed by Ashton Warner (1963)" and Shared Writing developed by McKenzie based on a collaborative composition by the teacher and her students (p.447). Through IW, the teacher guides and scaffolds the learners towards a stronger understanding of print. The teacher shares the pen with each student and helps them move towards greater independence as writers. The learner plays an active role by holding the pen and writes with the help of the teacher's scaffolding. The teacher and learners jointly decide the topic of writing (based on previous lessons or a common experience). The writing process involves questioning, availing hints or clues and instruction. After the completion of the text, it is made available to the learners for reading. The written texts are thus used for reading, revising and recalling the information. To make the writing process more engaging, the teachers can make use of colourful charts and pictures (McCarrier, Fountas and Pinnell, 2000). Even in the case of students with special needs, IW has been used in an adapted and specialized manner.

Literature Review

Though IW had been developed as early as 1991 and used as an intervention in numerous studies, no such study with H/I students was found till 2008. The first study based on IW with H/I students was conducted by Wolbers (2008). Wolbers' was a 21-day long study with 16 H/I students from elementary and middle school levels. The students showed significant improvement as writers during the intervention. The analysis of findings demonstrated that, in addition to the reading and editing/revising skills, the students showed positive growth in primary traits and contextual language. The variables which did not show any significant gains included contextual conventions and total word count.

Giddens (2009) also conducted a study to investigate the impact of IW on writing skills of three H/I students at kindergarten level. After the intervention of 6 weeks, the students' writing was analyzed. The findings indicated positive gains in areas such as use of lower-case letters, spacing, and awareness of purpose. Similarly, in Williams (2011), IW was used with six H/I students at kindergarten level for one year. Williams observed that during this one year, the students learnt to translate face-to-face language into print and also realized that writing is meant to be read. The intervention made them aware of their writing abilities.

In a recent study by Karasu (2018), the efficacy of IW at the pre-writing stage was examined with seven H/I students for three

months. The findings suggest that with the exception of only one student, all the other students have made significant gains in their writing skills. Since no such intervention has ever been attempted with Indian H/I students and, keeping in mind, the dearth of data on literacy levels of these students, this study was initiated with an aim to report the effectiveness of IW on writing skills of H/I students in India. This paper presents the qualitative aspect of the larger study based on mixed-method analysis.

Participants and Setting

The main study involved 50 H/I students at high school level distributed into experimental and control groups. The results and findings reported here are based on a qualitative analysis of writing development of 25 H/I students in the experimental group. The students were selected from special schools in Punjab and three teachers participated in the study. Student participants were proficient in Indian Sign Language (ISL), and a few of them knew basic Punjabi words (mother tongue of hearing members in the family). Written English and Hindi were learnt as a second language. Moreover, since the mode of communication followed by the selected schools was total communication, other possible forms of input such as sign Hindi and finger spelling were also used. Students had a mean age of 15.3 years and mean hearing loss of 94dB. Each teacher had a Diploma in Special Education (Hearing Impairment) with at least five years of experience at special schools for the hearing-

impaired. The qualitative data was collected through the researcher's field notes and teachers' interviews.

In order to answer the main question "What impact does IW have on H/I students as writers?", the field notes and teachers' interviews were thoroughly examined through thematic analysis. Teachers' interviews were first transcribed and the data was read and re-read to generate codes. The codes were assigned by collating similar sections under one code. Notable themes were extracted out of the data and consolidated into four categories:

- 1) Engagement of H/I students in the writing process;
- 2) Participation of each individual participant;
- 3) Understanding the writing process; and
- 4) Independence as writers.

In order to study these patterns, the researcher referred to her field notes. The notes were based on her observations about students' behaviour, body language and teachers' moves while delivering the lesson. The other source of data was teachers' interviews. The interviews were conducted immediately after the intervention was completed.

Findings

Based on her observations in the initial ten to fifteen days, the researcher had reported that students' engagement was not consistent throughout the IW sessions. In

fact, some of them were found to be disinterested in the middle of the lesson. Most of them used to express their ideas instantly. They grew restless when they were not given proper attention or when they did not understand the teacher's point. The use of signs (visual-gestural expression) for 'confused', 'bogged down' and 'boring' were frequently used by them during the IW sessions. One of the reasons for such behaviour of students was that IW is a process-oriented approach. To understand the process was not easy for the H/I students. Moreover, IW was different from conventional instruction which had been used for teaching them literacy.

After fifteen to twenty sessions, however, the students started becoming familiar with the process. They understood 'what follows what' and started taking the initiative in the writing process. Except on some occasions, the students were aware and attentive for most part of the intervention. The teachers also mentioned that they faced challenges with H/I students initially but with each passing day, teaching them became less challenging. One of the teachers (Tr. 3) was recorded saying,

"The H/I students can only be attentive when they find the process interesting. They need to enjoy that process. We cannot make them sit for more than 20 minutes if they do not like our teaching. Moreover, writing had never been so much fun for them. They eagerly wait for their turn. They not only compete but correct each other."

The teachers found that IW had made

writing more engaging and interesting for the H/I children.

Similarly, IW is an interaction- and activity-based approach. The participation of each individual student was inevitable. Without students' active participation, IW would not be successful as an instructional approach. The researcher had observed the absence of active participation in the pre-intervention phase of the study.

Prior to the implementation of the intervention, the researcher had observed teaching through the conventional method. The most unexpected and notable pattern was that while young students were more open to discussion and interactions inside the classroom, the students at middle and high school levels turned out to be more shy and self-conscious. During the intervention, the lesson plans were designed in a way to make them more interesting and innovative for the students.

Sometimes, the most silent (least active) students in the classroom were asked to draw colourful charts. These charts were later used as visual stimuli during sign-to-print translation. The students were asked to explain the art forms drawn by them. Through 'thinking aloud' and constant scaffolding, the students were made to translate the visual stimuli into written form and compose a text. This way it was ensured that each student played an active role in the writing process. According to the teachers, there were a few students in their classrooms who never used to participate much during IW sessions, but scored

significantly positive in the post-test. Thus, with the exception of a few students, all students participated actively in the sessions.

The teachers also opined that active participation of students was the result of their understanding of the writing process. Though the students took some time to understand the various stages of writing, they eventually realized the importance of each stage in the composition of a meaningful text. At the beginning of every lesson, the teacher ensured that the sub-processes of writing were discussed in the classroom. The students were given clues and made to think which stage followed which.

By the end of the intervention, the students started following the sequence of the sub-processes in their writing. They understood that they need to plan their text before starting the actual composition. The planning stage is followed by gathering or organization of ideas. In the case of H/I students, the third most important stage is translation. This is a complex sub-process in which the students are taught to translate their ideas from the visual-gestural mode (sign language) into the print (written English) form. After translating the ideas into the written form, a draft is prepared which is further edited and revised. The revised text is finally used for reading purposes. The students were made to read from the text composed by them. The researcher in the later part of the intervention observed that the students were not only aware of the sub-processes

but follow them diligently.

About H/I students being independent writers, the teachers emphasized that it was too soon to expect this from their students. Without doubt, the students had become aware of themselves as writers. A major change, according to Tr.1 is that the students don't give up on limited content; instead, they ask more questions on things they are most curious about. The teacher said,

“One of my students asked about our Maths teacher who was not coming [to] school. I told him that she was not well since the previous week. The student asked me again about what had happened to the teacher. I told him that she was suffering from Typhoid. I also told him that Typhoid is a kind of infection. As I finger-spelt the word T-Y-P-H-O-I-D for him, he repeated the finger spelling with me. The next day, he showed me what he wrote on Typhoid. I was surprised because I had never expected this. He told me that he searched the exact term on the Internet and found some additional information. The student had also added a picture of a man lying on the bed. He also asked me the meaning of a few words he found on the Internet. I knew that next time he will use all these words in his writing.”

The teacher, through this incident, wanted to convey that the students have the desire to write more but sometimes due to limited background knowledge, they do not feel the motivation to write. Through this intervention, the students have definitely gained much knowledge about the

conventions of print. But it would be an exaggeration to say that the intervention has prepared the students as independent writers.

Conclusion

All the patterns observed having been studied together, the intervention was found to have a positive impact on the students. Keeping in mind the short attention span in H/I children, their engagement and participation levels in the classroom indicated the success of using IW as an instructional approach.

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Teaching English Grammar Differently

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ABSTRACT

The teaching of grammar is not a new venture. It has been taught for decades in schools and colleges. Many students learn grammar in order to get degrees and their teachers do not wish to go beyond examinations. Neither teachers nor students think that grammar is sine qua non to communicate fluently and confidently in everyday life. The present paper focuses on the teaching of grammar for real-life communication. It aims to show that grammar can be taught differently for day-to-day use.

Many of us look at grammar as a set of rules. Therefore, we encourage our learners to memorize the rules of grammar even if they do not understand them well. As a result of this, when our students go out and start interacting in real life, they produce incorrect utterances. It means this way of teaching grammar does not help them in real-life communication. We need to change our way of looking at grammar. Grammar is not just a set of rules. It is more than that. According to Diane Larsen-Freeman, grammar should be seen as the fifth skill of the language. She calls this skill “Grammaring.” She defines “grammaring” as “the ability to use grammar structures accurately, meaningfully and appropriately.” Teachers must understand this well.

There are several teachers who directly begin the class by saying: *Good morning, Class! Today we are going to learn the simple past tense.* After this, they spend a lot of time

explaining the rules of the simple past tense. This method of teaching may encourage learners to memorize the rules of grammar well but this will certainly not help them to use their knowledge of grammar in producing correct language utterances during conversations at the workplace or at home.

We must learn some better ways of presenting the target grammar structures in some effective ways. Pengelley James, in her blog “How to teach grammar creatively: Moving beyond the basics”, asks us to set the suitable context first. I agree with her. Setting the suitable context will definitely help us engage our learners meaningfully. Now the question is: how do we go about it? There are several ways. Some teachers show relevant pictures/videos; some teachers prefer to tell stories; some might begin in a different way. There are multiple ways of beginning and ending a lesson. Let us look

at the detailed lesson plan given below in order to understand what exactly the author means by teaching grammar differently.

Type of Class: Adult, college-going learners

Number of learners: 15

Duration: 1.5 hours

Level: Beginners

Topic: Talking about completed actions in the past (with finished time phrases)

Target Grammar Item: Simple Past Tense

Lesson Objective: By the end of the lesson, the learners will be able to talk about completed actions in the past

Stage	Time	Activity								
Warm-up	10 minutes	<p>Listen: I will tell my learners what I did yesterday from the time I woke up till I went to bed. I will deliberately stress the past time phrases more. Then i will ask them a question: Did I talk about today or yesterday/last night? They will say: about yesterday/last night. Listen again and jot down the action verbs: Good. Now, I am going to tell you the same thing again. Listen to it and jot down the action verbs I use. This time, I will go a bit slower, deliberately stressing the action verbs. Examples of action verbs: <i>came/went/played</i>, etc.</p>								
Explanation and Application	20 minutes	<p>Then I will elicit all the action verbs they have noted down and write them on the board in V2 column as shown below.</p> <table><tr><td>V1</td><td>V2</td></tr><tr><td><i>come</i></td><td><i>came</i></td></tr><tr><td><i>teach</i></td><td><i>taught</i></td></tr><tr><td><i>have</i></td><td><i>had</i></td></tr></table> <p>After this, I will elicit the V1 forms from them and write these verbs in the V1 column. They will be able to tell me the base forms as they have already learnt them. Then, I will ask them a question: <i>Did I use V1 or V2 when I shared about my yesterday?</i> Most of the learners will say: V2. After this, I will tell them that when we talk about completed actions in the past, we use: S + V2 + _+ (finished time phrase). (Finished</p>	V1	V2	<i>come</i>	<i>came</i>	<i>teach</i>	<i>taught</i>	<i>have</i>	<i>had</i>
V1	V2									
<i>come</i>	<i>came</i>									
<i>teach</i>	<i>taught</i>									
<i>have</i>	<i>had</i>									

Stage	Time	Activity
		time phrases are: <i>yesterday/the day before yesterday/last night/ last Sunday/in 2017/in my childhood</i> , etc.). Examples: <i>I came to college at 8 am. I had my breakfast at 8.30 am.</i> After this, I will ask my learners to write two actions they did before coming to college. Each student will read out their sentences. I will request the class to listen to the sentences and correct them, if needed. If they miss out any, then I will correct a few.
Restricted Practice Activity	30 minutes	I will ask them to talk to their partner about what they did yesterday. During this activity, I will walk around and help them with the second form of the verb whenever they get stuck or use the incorrect form. I will also try to listen to them and write a few incorrect sentences spoken by them on the board and will discuss these sentences with the class in general. After some time, I will explain the rule: <i>Do not use an action verb and a non-action verb when you talk about completed actions in the past.</i> Examples: <i>I was come to you yesterday.</i> (incorrect) <i>I came to you yesterday.</i> (correct)
Free Communicative Practice Activity	30 minutes	Each learner will share his/her memorable experience from their childhood. I will note down 15 mistakes from their speeches and request them to correct these sentences at home. Next day, I will discuss these sentences with the students at the beginning of the class.

Note:

The lesson plan was originally prepared by the author of this paper to be submitted as an assignment for the AE-E Teacher online course. The author has sought the permission of his Moderator to get it published in a journal or a book.

This is one way of teaching the simple past tense. It may not appeal to all learners across the globe. As teachers, we may have to modify

the material to suit our purpose. For more grammar practice activities, please refer to *Grammar Practice Activities* by Penny Ur.

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Importance of Study Skills and Reference Skills for English Language Students

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ABSTRACT

The main objective of teaching English language is to develop listening, speaking, reading and writing skills among the learners. Each skill is important for a language learner. Listening and reading are considered 'passive skills', whereas speaking and writing are considered 'active skills'. The two important skills to develop writing skills are study skills and reference skills. A language teacher should provide opportunities for her students to develop their study skills and reference skills. This article discusses the importance of these skills for the language learner.

Key words: Study skills; Reference skills.

Introduction

The main objective of teaching English language is to develop the different skills among the language learners. Listening, speaking, reading and writing skills could be enhanced using different techniques by a language teacher in her classroom. Along with these major skills, other skills which are supplementary skills should also be developed. They are study skills and reference skills which the learner has to develop consistently. The study skills help the learner to study more effectively. They also enable him/her to gain knowledge of the subject matter and learn other subjects independently.

Study skills

Linguistic skills help learners to

communicate while study skills enable them to study effectively. This process involves:

- 1) Perception
- 2) Comprehension
- 3) Retention and
- 4) Retrieval

It is required that the teacher selects the material according to the learners' needs.

One cannot read every word in a book. After selecting a text, the reader must focus on understanding it. All learning is for understanding. Everything which is understood may not be kept in memory; some things may be forgotten. For retention, one has to make specific efforts. Inefficient learners memorize blindly; efficient learners

learn with understanding, make short notes, which could be used later on. Another stage in the learning process involves the retrieval of what has been learned, when required. For example, in the examination hall, the learner should be able to retrieve all that he/she has learnt throughout the year.

‘Study skills’ is the area that integrates the skills of reading and writing. A learner has to learn to condense the information into brief notes so that he is able to recall it whenever he needs them. He needs to scan the text for specific information. He also transfers the information into diagrams and other graphic modes of representation. Study skills include summarizing, note making and note taking.

Three major types of **study skills** are:

- a) Gathering skills
- b) Storing skills
- c) Retrieval skills

a) Gathering skills

These are known as reference skills and enable a learner to gather information as quickly as possible. This requires two subskills: locating and comprehending information. For this, knowledge of sources available, e.g. books, journals, is a must. After identifying the sources, the learner should make effective use of them. A major source of information is the dictionary. It is deplorable that most of the students do not know even how to use a dictionary. Reference skills should be developed in the learners with the help of a dictionary.

b) Storage skills

It means what is learnt should be retained. The students should be able to make brief and precise notes, ready for quick reference. Storing skills are of two types.

1) Note-taking: It is a part of listening skill. It involves listening to lectures and taking down notes. This is a skill which would help the students to jot down key points during a lecture. The content of an entire lecture session could be reduced to a paragraph with this skill. Students should be trained in this technique as they grow up, so that they could bring out the gist of any lecture.

2) Note-making: This involves reading books, magazines, newsletters and then combine them together to form excellent notes relating to the subject. After taking down the main points, students need to summarize with the help of the points.

Both these skills may be divided into the following **sub skills**:

- 1) Comprehension of the text/lecture
- 2) Identification of the main points
- 3) Distinguishing main points from the subordinate points
- 4) Deciding on the order of priority among the various points
- 5) Identifying the organization of points
- 6) Organizing the points into a visual display like concept maps, family trees, and flowcharts.

c) Retrieval skills

After gathering and summarizing information, students are required to express or summarize their ideas in a lucid and simple manner that is easily understood by all.

Reference skills

A **dictionary** is a reference book that focuses on defining words and phrases including multiple meanings. Whenever a language teacher or a student is in doubt about the meaning of a word or its right use, a dictionary comes to the aid. The importance of a dictionary for the language learners cannot be overlooked. It helps in knowing the meanings, pronunciation, grammar, etymology, derivations, etc. of the words. In addition, a student must know how to consult a catalogue, the contents page and the index at the end of a book.

Importance of a dictionary

- ✧ It helps to develop the vocabulary of the language students.
- ✧ It would help them to get the meanings of words in a prose/poetry selection.
- ✧ It would also provide grammatical derivations from one word.
- ✧ It enables a student to develop confidence while reading/speaking the language.
- ✧ The parts of speech of a word with reference to noun, adverbs, adjectives, etc. can be noted from a dictionary.

- ✧ There are homophones and homographs used in the English language. Students could refer to check the spelling and pronunciation of such words.

Thesaurus

The word 'thesaurus' means "a treasure house" in Latin. A thesaurus is not a substitute for a dictionary; it is a word finder. It gives us alternative ways of writing when we want to express ourselves more elegantly and more effectively. The thesaurus helps in getting many words for a single idea. The language students refer to this to get the different synonyms for the same word. It helps them to increase their vocabulary, too.

Encyclopedia

It is a book or a set of books giving information on many subjects. It explores topics in depth and often includes illustration, maps and photographs. For English, students could be given assignments on a topic and asked to prepare a report with the help of information gathered from an encyclopedia.

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English Language Empowering Skill Development

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Language skills certainly help elevate a person's confidence. English being the global link language, spoken widely throughout the world and for many reasons being the most accepted language, has a vital role in shaping the future of our students. We have an immense talent pool to be explored but due to the lack of proper communication we are unable to tap the numerous opportunities the world has to offer us. This is where the role of skill development comes in. The thorough development of the four skills – listening, speaking, reading and writing – will not only enhance employability but also help our students stand at par with the world audience. English language labs with ultra-modern audio-visual aids can transform an ordinary classroom into an excellent English language learning hub.

As a skill development executive for the past seven years, I have seen a drastic transformation in my students' approach towards English language. The meticulously planned activities in the curriculum allow them to adopt English language so seamlessly that they are able to use it overcoming all their fears they listed before in using English. Continuous exposure to English language via spoken and written, fun-filled, stress-free learning can work miracles. I have seen students improve their grades exponentially after they gained English LSRW skills through the skill

modules. Even though many job interviews and examinations are conducted in English, we still have a dearth of confident English speakers. In my opinion, there should be a felt necessity or desperate passion to address this issue of English speaking in our country. Possible simulations of situations where English speaking can be made compulsory should serve this purpose.

Competent faculty with excellent linguistic proficiency can surely convert the students' 'incompetence' in English into enhanced competence to step confidently into the land of opportunities. We need to come up with innovative, engaging, effective ways of teaching and mastering the art of English speaking among our students. There is also a necessity to keep updating and testing their competence periodically so that the standard is maintained and there is upskilling or updating.

The government needs to identify, train and employ qualified professionals to impart English language skills in all the schools and colleges and make it a mandatory policy decision, be it in private or public institutions across the country. We need to work at the grassroots level to increase the chances of our young population to enhance their employability.

The most interesting thing I have noticed as a skill development executive is the way

students perceive the importance of English and its role in their lives. I was very apprehensive about changing this attitude in the beginning but it all turned out to be an excellent experience. The first question I pose to my audience every year is why they are scared to attempt speaking in English, and the obvious answers are: stage fright, lack of vocabulary, fear of criticism and grammar, to name a few. So, this is when half the battle is won. The first step towards achieving our goal is to identify the problem. After the identification comes the hunt for possible solutions, then filter down to most practical solutions and then start acting on those finally to solve the problem. All this looks clinically very apt but putting it into practice is a bit of a task.

Being a non-Malayali helped me transact in English, thereby making it compulsory for my students to use the language on a daily basis. This was a humble beginning and then there was no looking back. This is one of the strategies I have mentioned earlier, *viz.* simulation or situations to use the language. I had to improve their LSRW skills via the meticulously laid out curriculum text we were provided. It struck me that for the two productive or active skills to be brought out, I needed to work on the two receptive or passive skills.

So, newspaper reading became a daily routine where students, as soon as they

enter the class picked up a page of an English daily and read aloud to paraphrase the content. Over a period of time this strategy started producing results. An old newspaper also would serve the purpose because the idea was to read and speak. Slowly, the idea of speaking in the presence of a known audience and from a structured text helped students gain confidence. The next step was not just paraphrasing but to voice their opinions on the particular article of the day. This transformation was a huge victory because the students were not only expressing their feelings but also unconsciously using the language. Then the various fun-filled activities like designing advertisements, role plays, skits and the project work, to name a few, brought out the best of their talents.

Skill development in our country is in a nascent stage but, having said that, it is not impossible to achieve the desired outcome of producing an excellent skilled workforce with the present efforts by various stakeholders. More exposure to various forums, qualified educators, adequately equipped classrooms, technology and most importantly our attitude can hopefully change the future of employment in our country. Certainly, the linguistic competence along with academic performance can be achieved through communicative approach to teaching English language.

Grammar Guru 4

V Saraswathi

Why is English so hard to learn? Here's a poetic answer to this worrying query:

*We'll begin with a **box** and the plural is **boxes**,*

*But the plural of **ox** should be **oxen**, not **oxes**.*

*The one fowl is **goose** but two are **geese**,*

*Yet the plural of **noose** should never be **neese**!*

*You may find a lone **mouse** or a lot of **mice**,*

*But the plural of **house** is **houses**, not **hice**.*

So, our English, I think, you'll agree

Is the trickiest language you ever did see!

In a sense, English is much simpler than Sanskrit. It has only singular and plural forms for nouns, but Sanskrit has a third category, Dual, which refers to two items.

All of us are familiar with the basic rule: add an 's' to a noun to form its plural. But wait, there's a catch! You can say *book-books*; but when you pronounce **dogs**, you must say **dogz**.. So when do you add 's' and when do you add 'z' when you speak? If a noun ends in /p, t, k/, known as *voiceless* sounds, you add 's'. If a word ends in a vowel, or /b, d, g/, /m, n, ng/, /l/, you add 'z'. Is that all? Sorry, no. We haven't finished yet!

When a noun ends in 's', 'sh', 'ch' (as in *church*), 'j', (as in *judge*), or 'x', we add '**es**' to the singular form to get the plural.

What happens when a word ends in 'f'? Well, each word seems to be highly idiosyncratic and defies any logic or rule. More than one **thief** would be **thieves**. But more than one **chief** would be **chiefs**. To make the confusion worse confounded, you are right when you say **dwarfs**, but you are not at all wrong when you say **dwarves**. Both forms are equally acceptable. Guess the plural forms of *scarf*, *loaf* and *gulf*. There's a fifty-fifty chance you may hit it right.

Some nouns are quite possessive about their identity and refuse to don the plural form, come what may. Or rather, the singular and plural forms look alike.

The **deer** runs very fast.

Deer are found in large numbers in this campus.

India won the Twenty-Twenty World Cup **series**.

I have watched many **series** of matches, but this one was the most exciting.

Nouns with histrionics disguise themselves as plurals, but are in fact singular. Here are some of these dramatis personae: **mathematics**, **news**, **measles**, **billiards**, **innings**, and **electronics**. On the opposite camp are plural nouns which have no singular form: **scissors**, **spectacles**, **bellows** and **tongs**.

Last but not least are the imported

categories – words borrowed from Latin or Greek, French or Hebrew, are adamant about retaining their original spouse ***Radius-radii; monsieur-messieurs; criterion-criteria; cherub-cherubim.***

Are you thoroughly fed up? Disgusted? Infuriated? Here's something to cheer you up from the great grammarian Frank Palmer:

What is singular at the top and plural at the

bottom?

You must be a super genius if you have guessed the answer: ***trousers.***

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

Some useful web tools for speaking skills

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

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

Online Voice Recording Tools

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

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

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

Podcasting Tools

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

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

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

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

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

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

WhatsApp groups

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

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

Colonial and Post-Colonial Praxis of Teaching and Learning English in India

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ABSTRACT

English, once consisting of a few dialects spoken by the inhabitants of a small island, later emerged as a widespread language snowballing throughout the globe and has now attained the status of 'link language', 'global language' or the means of international communication and is increasingly becoming ubiquitous. The present article aims at highlighting this trajectory in the growth of English in India. The article discusses the factors responsible for such an expansion and acceptance of English language in the Indian context along with a brief account of the obstacles it faced during its spread. Furthermore, the article provides an account of the existing situation of the integration of English language teaching in the curriculum and of using English as the medium of instruction.

Keywords: English in India; English as a second language; language debate; language teaching and learning.

The Arrival of English Language in India: How and When

Many feel humiliated if they cannot speak English. Other people might think you are dumb (Scrase & Scrase 2009). This perception is the outcome of diffusion and a constant spread throughout the British colonies for centuries in different linguistic and cultural contexts. Today, English has become an international language; it has more than 1.5 billion speakers all over the world.

In India, English has attained the status of a second language and is regarded as an

essential medium of communication in the modern world. English, as in most of the other parts of the world, came to India as a result of colonization. The British arrived in India in the early 1600s as traders and businessmen (Riddick, 2006). At first, the East India Company gained its foothold in the coasts of Surat and Goa. Soon, many other cities were under the hold of the company. Gradually, the company started widening its horizons by participating in the political as well as administrative matters of India. As a result, by 1765, the East India Company expanded to such an extent that

it was controlling most parts of the country, which marked the beginning of the British colonial rule in India which then continued till 1947. The colonial rule resulted in the familiarisation of Indian citizens with the English language. Prior to the British occupation, there was no uniform educational system in India (Thomas, 1891). The matter of education was regarded as personal to the citizens and was not the responsibility of the state (Dash, 2003).

After the establishment of the company, English was the language used by the British rulers. At first, it was not considered important to educate the Indian masses. Later, a need was felt among the Company owners to have a class of 'Brown Englishmen' to fill the lower cadres of the Company's administration and strengthen their political authority which would help the British to establish, consolidate and continue their rule over India (Kochhar, 1982). Thus, the seed of English language started to germinate in the land of India.

Factors Responsible for the Arrival of the English Language in India

In the beginning, the British did not want to familiarise Indians with European education. They felt that this move would enable Indians to challenge the alien rule, as was the case with America. But later, it was a political necessity to promote western education in India.

As mentioned above, the British felt that indigenous education was not competent enough for creating an educated class of workers. Thus, an intense need was felt to

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familiarise Indians with the English language. The major purposes of introducing English in India can be summed up as follows:

- ✦ To teach the children of soldiers: Schools were set up at Tanjore and Marwar by the Christian missionary Reverend Swartz.
- ✦ To have elite workers: It was also used for preparing an English speaking workforce for the British government. For smooth administration, the Company was in need of Indians who could work for them as clerks.
- ✦ To impart Western learning: For them, western education would civilize and modernize Indians which would help them in their advancement. As Lord Macaulay (1835) stated, "...a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals, and in intellect" (Chand, 2007).

English was the language of the rulers, which resulted in its imposition on the subjects. Later, the efforts made by the missionaries, natives and the government led to further strengthening the locus of English in India.

Language Debate on Medium and Content of Education

At this juncture, it is important to elaborate the rifts among the colonizers themselves. Dakin states that the introduction of a new educational system required to deal with two basic questions concerning "...the choice of medium and eventually the content of

education as well" (1968:07). This was the reason for the division of the two groups – Anglicists and Orientalists. The Anglicists favoured western language and science over the native. Lord Macaulay held that the English language was the "best worth knowing" and would be the "most useful to our native subjects." He credited Western literature with "intrinsic superiority" (Nururllah & Naik, 1943). He suggested, "I have never found one amongst them (Orientalists) who would deny that a single shelf of a good European library was worth the whole native literature of India and Arabia." Orientalists were led by H. T. Prinsep. He viewed Macaulay's minutes to be "hasty and indiscreet". They favoured the use of the earlier languages (Sanskrit, Arabic, and Persian). Many of the English educated Indians also demanded the mother tongue to be the medium of instruction (Vijayalakshmi & Babu, 2014).

This difference led to the widening of the gap between primary and secondary education. Primary education in the native language came as a result of Mahatma Gandhi's influence, which attacked the question on extent, content and the medium of a British education. He found support in the views opposite to those of Macaulay in his Minutes.

Sir Wood's Despatch (1834) and also the Calcutta University Commission (1919) recognized the importance of the mother tongue, suggesting that the medium of instruction for the lower levels of education to be the vernacular and for the higher levels to be English. But this led to an

inconsistency in the educational system. The Wood Abbot Report recommended an alternative: to use simplified English in order to keep the flow of education through the medium of English. The Sargent Report (1944) recommended the native language to be the medium of instruction at all levels of education (Chand, 2007). Such arguments and counter-arguments led to a constant conflict regarding the medium and content of education in the pre-independence phase.

English in the Post-Colonial Period

India is the third largest English speaking country in the world after the UK and the USA. In India, English enjoys the status of a second language and the Constitution gives it the position of the 'Associate Official Language'. As Kachru states, "after World War I, there was a significant increase in educational institutions, and schools and colleges spread to the interior of India. This naturally helped in spreading bilingualism in India further among the middle and lower classes of Indian society" (Kachru, 1983:23). Today English is seen as a mark of high status and sophistication within the country. It acts as one of the major driving forces for being educated. Thus, it is seen as a tool for social and professional advancement (Sekhar, 2012). Broadly speaking, English serves in bringing *administrative uniformity* within the country. It also acts as a vehicle for *wider communication*.

Being a linguistically and culturally diverse society, India treats the status of English under discrete political, cultural and social

paradigms. Three major concerns arise out of this discussion – the position of English in education, the role of Hindi and English as regional languages, and the uniformity and efficacy of the prototype of English presented to Indian learners. The initial two concerns of language planning rest with the government of India both at state and national levels, although these concerns are not satisfactorily addressed in any of the answers (Kachru, 1986b, as cited in Vijayalakshmi & Babu, 2014). The principal objective of teaching and learning English in India has been crafted parallel to the need for a link language in a multilingual setting, providing remarkable opportunities, social status, and social mobility.

Perhaps, this trajectory is not realized on easy terms. The teaching and learning of English and the incorporation of English as a medium of instruction in curricula pose a number of challenges. Schools and colleges in rural parts of the country lack exposure to English as a language for teaching and learning, the absence of trained teachers with a command over the language, low standard of teaching materials, and lack of technological aids essential for teaching a foreign language like English. Most importantly, the education system in many parts of India fails to ensure quality education to learners. Thus, there is an imperative need to address these issues regarding the integration of English language in curriculum and teaching-learning models, both at regional and national level.

Conclusion

From the moment the English language came into the Indian subcontinent, it started spreading swiftly. Its arrival was marked by the colonization of the country but its proliferation was due to many other reasons, internal as well as external factors. English was introduced in the name of education but became a means of job opportunities in the British Raj and a window to western learning. “The expansion of English language was not wholly a forced phenomenon. Rather it was the need of the hour...” (Khan, 2009).

In an attempt to realize the efforts in the pre-independence phase, the current situation demands serious endeavours to establish a coherent and inclusive educational system. This would ensure systematic and promising English education as a means to prosperity and advancement.

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Checklist for Manuscript Review

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

[See 'Manuscript Submission Guidelines for Authors' on pages 45-46.]

Unveiling New Vistas: Emerging Academic and Career Opportunities for English Graduates in the Digital Age

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ABSTRACT

“Doth thee knoweth of any jobs for scholars of English?” is the major question bandied about by all those dealing with the issue of employability of those being trained in English language. The article looks at the emergent careers that have opened new vistas of employment for students of English, taking into account the developments of the Digital Age, its impact on the world markets and its singular focus on language as a Life Skill. The paper attempts to explore the adaptability and resilience of the skills acquired by students of English in order to face the challenges posed by the Digital Age. English as a language and as a discipline faced numerous challenges, several of which seemed to sound its death knell. What sets English as unique from other languages and repeatedly defies its detractors and naysayers is its ability to reinvent itself.

The rise of the Digital Age is far from complete; in fact, it has just begun and the industry is already in the doldrums. The very societies that have been in the forefront of the Information Age are in dire straits with the rise of AI (Artificial Intelligence), which is actually a form of meta-cognition resulting from advanced organic cognition, as suggested by McGowan in a recent article in the *Forbes*. She goes on to predict that more than 120 million individuals would need retraining to be able to function in the job market while the present supply is a mere 20 million. McGowan’s article is strangely silent about the Indian situation, given that it talks about the Chinese, American, Brazilians, Japanese and

Germans. The digital age doomsday article refers to the work of Clay Christensen, who predicts the demise of more than half of the American universities due to the inherent flaws in their latent structure which leaves their students woefully unprepared to face the digital transformation taking place around them.

Assuming that even a part of the story is true, it should definitely be a matter of concern for English language teachers in India. Given the low penetration of technology and numerous associated factors, the looming crisis may slow down but unless it is addressed forthwith, we would be reduced to “burying our heads in

the sand!” Several countries have started witnessing the merger and closure of universities due to their unsustainable business models. In this situation, how can we ignore similar developments taking place in India? There are already talks of turning colleges without sufficient enrolment into centres of continuing education. The writing on the wall is clear. Students of English are woefully unprepared for facing the travails of the Digital Age unless we can realign our focus to meet the challenges posed by it.

Most of the present graduates may not be working in the field of their study anymore and most of them would be switching jobs several times in their lifetime. The ‘Gig economy’ is here to stay and the greatest demand would be for those who can withstand the constant last-minute scheduling. To prepare for the clear and present danger, it is imperative to put all the cards on the table. What do English graduates bring to the job market after their three years of study? A back of the envelope calculation would come up with a list of skills, such as:

1. oral and written communication skills,
2. versatile agility with language skills,
3. independent analytical skills,
4. being capable of independent thought and judgement,
5. people skills, and
6. ability to handle information precisely in addition to creativity and innovation.

While these skills may be sufficient for conventional careers like teaching or language support jobs like interpreters, copywriters, or journalists, they hardly make the cut for the Digital Age careers. This is to be analysed in the light of the fact that many of these conventional jobs run the real danger of being rendered obsolete in the near future. One of the strengths of the emerging AI systems is their ability to take over jobs that are mechanical and repetitive in nature. Conventional careers like those of drivers, market research analysts or salespersons will be taken over by more efficient AI systems. This needs to be viewed from the perspective that these changes are actually opportunities for English as a discipline to realign according to changing times beforehand. It should start with identifying and finding the ‘gaps’ and preparing to fill them, especially the ones that are AI-proof or future-ready.

If we are to realign our English courses, it is necessary to take stock of the various language skills that are acquired during the years of study at the university and realigning them so that it would make students industry-ready. The 2016 IBM Institute for Business Value Global Skills Survey lists the following skills as the most sought after skills in the coming decade:

1. Adaptability
2. Prioritization
3. Collaboration and ability to work in tandem with a team
4. Effective communication

5. Creative thinking

A common factor among all these skills is that most of them are the kind of skills that can be developed by students of English. With the onslaught of the machines, it would be more important than ever to develop human skills that cannot be replicated by machines. Some of the skills that would be nearly impossible to replicate by machines would be:

1. Conflict resolution
2. Negotiation skills
3. Emotional Intelligence and Empathy
4. Critical Thinking
5. Analysis of 'Grey areas'
6. Problem solving
7. Planning

Now that the need for promoting humanities to overcome the challenges posed by the Digital Age has been emphasized, let us try to look at how these skills can be realigned with the present and what applications they might be put to and analyse the emergent new jobs of the Digital Age. It needs to be noted that the New Age jobs need to be future proof as well as make use of the skill sets acquired by English graduates. The silver lining is the fact that with greater penetration of technology and IT, convergence will take place creating the need for a new kind of jobs. The upsurge of data-driven ecosystems would necessitate the rise and development of integrated clusters like User-generated Content

Creation and Distribution, which would in turn lead to a cascading effect on the demand for such information commodities. Emergent technologies like Internet of Things (IoT) would further necessitate greater demand for language solutions of a customised as well general nature.

New Lamps for Old

The digital age world would lead to not just shutting down of conventional jobs which are repetitive and/or mechanical in nature. In their place various new age jobs would emerge. Social media platforms would reach a greater audience driven by the addition of large numbers of online content users who are familiar with English, aided by greater access to cheaper computing devices and better infrastructure for information technology. With more number of Tier II and Tier III cities joining the social media platforms like WhatsApp, Wechat, Facebook, Twitter and Instagram, the need for language solutions would increase substantially. Creating, managing and moderating content on multiple social media platforms would be a need for various sectors ranging from corporates to individuals. The Digital Age would herald changes in diverse aspects of life like consumer consumption behaviour. A striking instance would be the monopolies of online marketing sales portal behemoths like Amazon would be looking for better content to drive their sales. This would create jobs for experts in writing skills in English which should focus on clarity and coherence.

Social media influencers would emerge as a single point for content convergence. Influencers may use multiple social media platforms like YouTube or Instagram to post videos or podcasts, which may be streamed to thousands of their subscribers at regular intervals making use of their persuasive English language skills to reach out to their audience. In turn, these influencers would be approached by corporate clients who would seek to market their wares by leveraging the influencers' popular reach. Another emerging area would be Instructional Systems Design or Instructional Design, which produces instructional products in an engaging and inspiring manner. Instructional design would be driven by the fact that large sections of the global population would need enormous amount of training and retraining, and most of them would not ever be stepping into a classroom. The ability to adapt English to suit various needs would be a highly sought after skill.

The advent of 3D printers, DIY kits and the rising popularity of MOOCs indicates a rise in the need for writers of instructional

design. These are just a few of the jobs that are going to witness an upsurge in demand in the days to come. Closer home, in Kerala, the healthcare sector is witnessing systemic changes with 'accreditation' becoming mandatory. They need it to be able to tap the insurance business which necessitates a significant demand for floor managers and HR teams to be able to focus on customer experience and to tap new areas like patient education and disease prevention. This can be done only by professionals armed with a smile and the gift of the gab so as to be able to reduce patient complaints and improve patient referrals.

So, cheer up folks, the sun is shining for English and will continue for some time to come!

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The Story of English 4 – Old English

C A Lal

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Old English does not mean an *old* kind of English. Shakespeare's English, for example, sounds a bit 'old' but we do not call it Old English. As we discussed, English evolved from the dialects spoken by a few Germanic tribes who invaded and occupied the British Islands. Old English is the earliest stage in the history of the language, roughly covering the time from 450 to 1150 AD. This was so much before other significant influences on the language that Old English is closer to modern German than to Modern English!

The story of English from 450 AD to the present is also the story of its journey from

being a very synthetic language to an analytic one. A synthetic language makes wide use of inflections or suffixes to show the relationships of words in a sentence. An analytic language makes much less use of inflections, and indicates the relationships of words in a sentence by means of word order, along with 'grammatical words' like prepositions and auxiliary verbs. Old English was a synthetic language, with its heavy use of inflexions (or inflections) or grammatical endings of words, just as most modern Indian languages are. Look at the verbs in the table below.

Infinitive	Past Singular	Past Plural	Past Participle
<i>cēosan</i> (choose)	<i>cēas</i>	<i>curon</i>	<i>coren</i>
<i>bindan</i> (bind)	<i>band</i>	<i>bundon</i>	<i>bunden</i>
<i>helpan</i> (help)	<i>healp</i>	<i>hulpon</i>	<i>holpen</i>

The Old English noun 'stān' (*stone*) could appear in all the following different forms, depending on number (singular or plural) and case - *stān*, *stānes*, *stāne*, *stānas*, *stāna*, and *stānum*, while in today's English, the noun *stone* has just two forms - *stone* and *stones*. Old English grammar also had an elaborate gender system – every word had to be feminine, masculine or neuter – which often had nothing to do with natural gender. The words *moegden* (*girl*) and *wīf* (*wife*) were considered to have neutral gender, while *wīfmann* (*woman*) was masculine. The inflection system was influenced by

gender too, which means there could be different word endings to nouns depending on gender as well. Over the evolution of Old English, there was a marked weakening of inflections. As inflections weakened, the syntax or word order became less free, and today English has become largely analytic in nature.

Old English had 'weak' and 'strong' verbs, as we still do, though the two adjectives do not denote any inherent 'weakness' or 'strength' as such. Most of modern English verbs, interestingly, belong to the 'weak' category, which form the past tense by adding

an ‘-ed’ suffix – *talk-talked*. Strong verbs, on the other hand, show the tense change through a change in the root vowel – *teach-taught*. The three Old English verbs cited as examples earlier in the table are strong verbs. The tradition of strong verbs was passed on to English from Indo-European through Germanic. In the Germanic stage had begun the gradual replacement of these with weak verbs, and by the Old English period, there was already more weak than strong verbs in the language. It is a paradox that strong verbs, despite the historic primacy, are today called ‘irregular verbs’ while weak verbs, relative newcomers, enjoy the label ‘regular verbs’.

One often wonders why the plural of *mouse* is *mice* and not *mouses*, like other more docile rodents, and two *geese* should be so morphologically unlike two *mongooses*. This can easily be accounted for by understanding an interesting Old English sound change called *i-mutation* or *umlaut*. The plural of *mūs* (*mouse*) was indeed *mūsiz*, in the days when Old English was still more Germanic than English. Later on, the ‘i’ in the plural suffix (-iz) influenced the /ū/ in *mūsiz*, changing it to /3/ (/3/ is highly rounded Old English /ī/ sound). *Mūsiz* thus became *m3siz*. Over a few more stages, the ‘i’ and ‘z’ disappeared, leaving behind *m3s*, which in later Old English became *mīs* (rounded /3/ replaced by unrounded /i:/ sound). *Mīs* became *mice* (with the /i:/ sound replaced by /aI/) during the Great Vowel Shift, much later in the Modern English period. Same or similar are the stories

behind such words as *louse-lice*, *goose-geese*, *foot-feet*, *man-men* and *tooth-teeth*, all with unusual ways of forming the plural form. Umlaut also explains the etymological relationship between such word pairs as *whole-hale* (both related to ‘health’), *foul-filth*, *blood-bleed*, *strong-strength*, *old-elder*, and *long-length*. I-mutation or umlaut occurs when a back vowel is fronted or a front vowel is raised when the following syllable, often a suffix, contains /i/, /ī/ or /j/. It affected most of the Germanic languages including Anglo Saxon, or Old English, as we choose to call it.

The resourcefulness of Old English vocabulary is impressive. Even before the influx of Latin and French loan words, Old English had an immense and rich repertoire of words. Through the liberal use of suffixes and prefixes, and drawing on the Germanic talent for creating compound words, Old English was never at a loss for words, however abstract the idea that needed to be expressed. Much of this rich vocabulary has been forgotten and replaced in the centuries that followed, as English entered a tumultuous phase in its history, when it was nearly wiped out of the scene as a language of importance. This began with an event in 1066, which will be our topic in the next part in this series.

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

Web-Based Tools for Teachers

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Productivity Tools

1. Edmodo

Edmodo— www.edmodo.com .

2. EduBlog: <https://edublogs.org>

3. Glogster— <https://edu.glogster.com/>

4. GoogleDrive— <https://drive.google.com>

5. <https://www.slideshare.net/>

6. <https://hotpot.uvic.ca/>

Resource Providers

1. **Podcasts** – www.eslcafe.org

<https://www.podcastsinenglish.com/>

<https://learnenglish.britishcouncil.org/learnenglish-podcasts>

2. TED-Ed – <https://ed.ted.com/>

3. Teacher Planet: <http://www.teacherplanet.com>.

4. Web Poster Wizard: <http://poster.4teachers.org>

5. Merlot: <http://www.merlot.org>

6. Annenberg Learner: <http://learner.org>

7. Twitter— <https://twitter.com/ESLibrary>

ESLibrary

Search for #ESLibrary, #ESOL, #ELT, #learnenglish

8. <https://www.edutopia.org/>

Storage web sites

1. Scribd: <https://www.scribd.com/>

2. www.scribble.com

Instructions

Browse and finally select five tools (collectively from the three categories given above) and give details.

1. What have you found out about the web sites?

2. How can you use them for your classroom teaching? Present your method of using them in the teaching and learning process.

NOTE:

1. *This handout was given as part of worksheets given to the participants of a couple of workshops recently organized / supported by ELTAI. It was felt that the community of teachers of English at various levels should benefit from exploring these resources and tools so that they may select appropriate ones for their students.*

2. *The readers of our journal are encouraged to answer the questions given at the end and send their responses as an email attachment to the author. Your responses will be used for planning future teacher development programmes on the use of such resources.*

Professional Development of Teachers of English Questionnaire

P N Ramani, ELTAI

1. ARE YOU A PROFESSIONAL?

A 'professional' . . .

- a) has specialized knowledge and skills after an extended period of special education and training
- b) uses a special 'jargon' with colleagues
- c) does an essentially intellectual job
- d) develops through in-service training
- e) follows the profession as life's career
- f) is a member of an association or organization that is professionally "exclusive" and recognized
- g) has a sense of altruistic (or selfless) idealism and commitment to the profession which he/she values more than financial gain
- h) has a sense of solidarity assured by a structured professional organization
- i) makes important contribution to the well-being and development of the society
- j) enjoys autonomy
- k) enjoys a high status in society
- l) sets up own standards of performance along with those of the association or organization

1A. By these criteria, is yours an occupation or a profession? Support your answer with examples or specific details.

1B. Assuming that you want to become a 'professional', what are the opportunities available to you to become a 'professional'?

2. (a) What makes a good teacher of English? List at least five attributes.

(b) Write out your responses:

(i) My main roles as a teacher of English:

(ii) My preferred roles:

(iii) My priorities for development (i.e.: What areas of development would **you** like to focus on?)

3. Name the **three** most important concerns/difficulties affecting teacher development, in your own experience.

NOTE:

1. These questions were given as part of a worksheet given to the participants of a couple of workshops recently organized / supported by ELTAI. It was felt that the community of teachers of English at various levels should reflect on these questions and benefit from those reflections.

2. The readers of our journal are encouraged to answer these questions as part of a reflective activity and send the completed questionnaire with their responses as an email attachment to the Editor at: ramanipn@gmail.com. Your responses will be kept confidential and will be used only for a qualitative analysis and for planning future teacher development programmes.

Learner Autonomy - What, Why & How

P N Ramani, ELTAI

TASK: Study the following quotes on learner autonomy and underline the key words/phrases/ideas. What do you understand from them about:

- a) What autonomy really means?
- b) Why we should encourage our learners to be autonomous?
- c) Who autonomous learners are?
- d) How we could make them autonomous learners?

☆ Holec (1981): Autonomy is “the ability to take charge of one’s own learning”

☆ Dickinson (1987:11): “a situation in which the learner is totally responsible for all of the decisions concerned with his [or her] learning and the implementation of those decisions.”

☆ Dam et al. (1990:102): Learner autonomy is a “readiness to take charge of one’s own learning.”

☆ Dam et al. (1990: 102): The autonomous learner is “an active participant in the social processes of classroom learning . . . an active interpreter of new information in terms of what she/he already and uniquely knows . . . [someone who] knows how to learn and can use this knowledge in any learning situation she/he may encounter at any stage in her/his life.”

☆ Little (1990: 7): Learner autonomy is “essentially a matter of the learner’s psychological relation to the process and content of learning.”

☆ Kenny (1993: 436): Autonomy is not only the freedom to learn but also “the opportunity to become a person.”

☆ McGarry (1995:1): “Students who are encouraged to take responsibility for their own work, by being given some control over what, how and when they learn, are more likely to be able to set realistic goals, plan programmes of work, develop strategies for coping with new and unforeseen situations, evaluate and assess their own work and, generally, to learn how to learn from their own successes and failures in ways which will help them to be more efficient learners in the future.”

☆ Miller (1996: vii): Autonomous learners are those who “initiate the planning and implementation of their own learning program.”

☆ Benson (1997: 29): Learner autonomy represents a “recognition of the rights of learners within educational systems” and, within the context of teaching EFL, as a “recognition of the rights of the ‘non-native speaker’ in relation to the ‘native speaker’ within the global order of English.

- ☆ Nunan (1997:193): “it may well be that the fully autonomous learner is an ideal, rather than a reality.”
- ☆ Boud (1998:17): As well as being an educational goal, autonomy is “an approach to educational practice.”
- ☆ Benson (2003:290): Autonomy “is perhaps best described as a capacity... because various kinds of abilities can be involved in control over learning . . . the most important abilities are those that allow learners to plan their own learning activities, monitor their progress and evaluate their outcomes.”

Promoting Learner Autonomy in the Classroom

Table 1 – Techniques for promoting independence in the classroom

Technique	Description
Self-monitoring	Learners keep a record of their language learning and perhaps rate themselves.
Self-correction	Correcting or checking one’s work: this may most easily be done in writing, but can also be applied to the other skills also.
Variable pacing	Learners work at their own pace during a lesson.
Group work	Learners work in groups of 3 or 4 to complete a task.
Project-work	An extended piece of work where learners co-operate to gather and organize information; this may then be presented orally or as a written report.
Trouble-shooting sessions	Learners are encouraged to talk about their language learning problems.
Extensive reading and listening	Learners are encouraged to read novels or extended texts for pleasure; they may also be exposed to TV or radio programmes.
Choice of activities	Learners have the freedom to choose which activities to do. Can be related to homework tasks or voluntary attendance at an English club, for example.
Use of pupil teachers	Learners may be encouraged to teach each other.
Sharing objectives	Teachers involve the learners in helping to plan or order the teaching objectives for a period of study.

Source: ‘Table 2.4. Techniques for promoting independence in the classroom’. In Gardner, D. & Miller, L. (1999). *Establishing self-access: From theory to practice*, Cambridge. UK: Cambridge University Press, p.44.

NOTE:

1. These materials were used as part of a couple of workshops recently organized / supported by ELTAI. It was felt that the community of teachers of English at various levels should study these materials and benefit from them.

2. The readers of our journal are encouraged to explore the feasibility of promoting

autonomy in their learners and the extent to which it can be promoted in their respective teaching contexts. They are encouraged to send brief accounts of their understanding and experimentation in this regard as email attachments to the Editor at: ramanipn@gmail.com. Your reflections and reports will be used for planning future teacher development programmes.

Promoting Learner Autonomy through Self-Access Resources

Table 2 – Elements of Self-Access

Element	Function
Resources	To provide:· <ul style="list-style-type: none"> ● Learning materials· ● Authentic materials· ● Activities · ● Technology· ● Access to authentic language users· ● Access to other language learners.
People	<p>Teachers to perform the roles of:·</p> <ul style="list-style-type: none"> ● Information provider· ● Counsellor· ● Authentic language user· ● Manager· ● Materials writer· ● Assessor· ● Evaluator· ● Administrator· <p>Organiser.Learners to perform the roles of:·</p> <ul style="list-style-type: none"> ● Planner· ● Organiser· ● Administrator (record keeping)· ● Thinker (about learning)· ● Evaluator of SALL· ● Self-assessor· ● Self-motivator <p>Other learners to perform the rules of:·</p> <ul style="list-style-type: none"> ● Partners· ● Peer-assessors.
Management	To provide:· <ul style="list-style-type: none"> ● Organization·

	<ul style="list-style-type: none"> ● Overseeing of the system· ● Coordination· ● Decision-making· ● Interfacing with the institution.
System	To organize SALL facilities in a way or ways that best support the needs of the learners.
Individualization	To acknowledge individual differences in:· <ul style="list-style-type: none"> ● Learning styles· ● Learning strategies· ● Time and place of learning· ● Quantity of time spent learning· ● Learning level· ● Content of learning· ● Commitment to learning.
Needs/wants analysis	<ul style="list-style-type: none"> ● To identify learning goals· ● To facilitate the creation of study plans.
Learner reflection	To consider:· <ul style="list-style-type: none"> ● Language ability· ● Progress in language learning· ● Suitability of SALL for self· ● Goal setting.
Counselling	To provide:· <ul style="list-style-type: none"> ● Advice on language ability· ● Advice on learning methods· ● Negotiations of study plans.
Learner training	<ul style="list-style-type: none"> ● To enhance understanding of SALL· ● To experience a variety of methods· ● To increase effectiveness in learning.
Staff training	<ul style="list-style-type: none"> ● To enhance understanding of SALL· ● To increase effectiveness of services.
Assessment	Kinds of assessments:· <ul style="list-style-type: none"> ● Self-assessment· ● Peer-assessment· ● External assessment Purposes of assessment:· <ul style="list-style-type: none"> ● Self-monitoring· ● Certification· ● Evaluation of SALL.
Evaluation	<ul style="list-style-type: none"> ● To decide suitability of SALL for self· ● To provide feedback about SALL to teachers/manager.
Materials development	<ul style="list-style-type: none"> ● To support individualisation · ● To improve learning opportunities.

Source: 'Table 1.1. Elements of self-access' in Gardner, D. & Miller, L. (1999). *Establishing self-access: From theory to practice*, Cambridge, UK: Cambridge University Press, pp.9-10.

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The Use of Digital Tools for Learner Autonomy

Revathi Viswanathan

Questions for Reflection:

1. How do your Second and Foreign Language (SFL) learners appropriate digital tools and spaces for SFL learning?
2. What and how does learner autonomy contribute to SFL learning?
3. What will be the impact of researching learner autonomy in digital environments?
4. What examples of autonomous learning behaviours do your students believe they practise?
5. Can your students be encouraged to become more autonomous by participating in study activities that promote autonomous learning?
6. What kinds of out-of-class activities are popular with students and do they see them as being useful ways of studying / learning English?
7. What have you noticed about technology use by your students?
8. What are some of the positive and negative effects of your students' tech-heavy lifestyle?
9. How are your students using technology to learn in and outside the classroom setting?
10. Are some of these pressures beginning to affect how you feel about the continuity of your language programme or even the security of your own employment?
11. Do you think there are ways to help our students benefit from these new emphases on accountability, performance and learning outcomes?
12. To what extent are you already making some of the adjustments equated with the reconceptualization of our role as teachers?
13. What can teachers do to encourage their students to take more responsibility for and ownership of their own learning?
14. How might students be able to use social networking tools, such as Facebook, Twitter and WhatsApp, to enhance their language learning?
15. What are some of the online resources you most often recommend to your students?
16. What are some kinds of resources you might advise your students to avoid?
17. Do you model the use of online resources in class, hoping students will explore them further on their own?

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Manuscript Submission Guidelines

SUBMISSIONS

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

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

CRITERIA FOR EVALUATING SUBMISSIONS

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

The article should:

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

making it easy to read.

- Be edited for language and style.

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

GUIDELINES FOR SUBMISSIONS

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

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

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

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

In each reference:

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

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

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

CHECKLIST FOR MANUSCRIPT REVIEW

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

READING ACTIVITY

Reading Activity: Social Media Posts – Getting Serious*

K Elango

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Objective : Using social media posts (which fortunately keep the culture of reading alive today) to enable readers to become reflective thinkers and to bring about their behavioural transformation.

Participation : Individual

Material : Posts from social media such as WhatsApp, Facebook (sample text at the end)

Preparation : After reading a post of some relevance, deliberately pausing for some time to think about it and relating to one's personal life to explore its significance

Procedure

- Reading the post as one would normally do, not as the textbook material which might take away the charm of reading (sample text provided)
- After reading the complete post, pause for a while. (This may sound artificial as the mind does not operate in a linear way. While one is reading a text, thoughts crop up at all times even unrelated to the text and it is an unstoppable process. An experienced reader would pause whenever is required).
- While pausing, a concentrated focus has to be on one's personal experiences, which can happen essentially through questioning oneself. For instance, one could ask several self-awareness questions: What do I think of the newspaper vendor? Is he arrogant or foolish to miss such an opportunity? If I were him, how would I have responded to the situation? Do I think Bill Gates made a very generous offer? Do I remember those who have helped me? Have I returned their help in any form? Has anyone attempted to return in some form the help I have given them? How did I respond on those occasions? And many more.
- Another critical part of reflective thinking is self-improvement questions which underscore the areas for improvement: What are the possible ways in which I could help the needy? Should I expect anything in return? How should I conduct myself when something in return is offered? What are the different areas in which I could offer help? Do I remember any occasion when I could have helped but failed to? Do I need to seek opportunities to help others or help only when it is sought?
- The vital aspect of reflective thinking should lead to self-empowerment. The possible questions that could be asked: Should the help be only in monetary terms? Should my reach limit itself to my locality or extend to regional, national, and international levels? What measures do I need to take to reach multiple levels? Do I remember all those who have helped me? Is gratitude such an important quality?

The questions need not follow any logical and sequential order but these sorts of questions have to be raised to become a reflective thinker, which would make someone "fully human and fully alive".

Learning outcomes

- Learners realize that any text, including the ones from social media, should be tapped for its learning potential; otherwise, it may be quickly forgotten and its relevance lost.
- Learners perceive that reflective thinking is a transferrable skill which would enable them to become creative and critical thinkers in different walks of life.

Further Activity

Any social media post should be utilized for reflective learning, instead of being passed over as trivial, which seems to be the dominant attitude.

***Social Media posts – Getting Serious:**

Significance of the social media posts: They can be read in a few seconds/minutes, and they are brief, very relevant to life, interesting and intellectually engaging. But unfortunately, they don't seem to get the attention they deserve, as the users skim over them mechanically one after the other as there are so many posts. Instead, if they pause for a short while and think about what they have read as a conscious strategy, they will emerge as reflective thinkers (a vital critical thinking skill).

Reflective thinking encompasses three aspects:

- a) The act of thinking about what was read leads to self-awareness (one becomes aware of one's own experiences and views on them);
- b) Self-improvement (decides to bring about some desirable behavioural changes); and
- c) Self-empowerment (taking steps to effect changes and conducting oneself in a different way).

A lengthy post on one of my WhatsApp groups

Someone asked the richest man in the world, Bill Gates, "Is there anyone richer than you in the world?" Bill Gates replied, "Yes, there is a person who is richer than me."

He then narrated the story.

"It's during the time when I wasn't rich or famous."

I was at the New York Airport when I saw a newspaper vendor. I wanted to buy one newspaper but found that I didn't have enough change. So I left the idea of buying and, returning it to the vendor, I told him of not having the change. The vendor said, "I am giving you this for free." On his insistence, I took the newspaper.

Coincidentally, after 2-3 months, I landed at the same airport and again I was in short of change for a newspaper. The vendor offered me the newspaper again. I refused and said that I could not take it for I didn't have a change that day, too. He said, "You can take it, I am sharing this from my profit, I won't be at a loss." I took the newspaper.

After 19 years I became famous and known by people. Suddenly, I remembered that vendor. I began searching for him and after about one and a half month of searching, I found him. I asked him, "Do you know me?" He said, "Yes, you are Bill Gates." I asked him again, "Do you remember once you gave me a newspaper for free?"

The vendor said, "Yes, I remember. I gave you twice."

I said, "I want to repay the help you had offered me that time. Whatever you want in your life, tell me, I shall fulfil it."

The vendor said, "Sir, don't you think that by doing so you won't be able to match my help?"

I asked, "Why?"

He said, "I had helped you when I was a poor newspaper vendor and you are trying to help me now when you have become the richest man in the world. How can you help match mine?"

That day I realized that the newspaper vendor was richer than me because he didn't wait to become rich to help someone.

People need to understand that the truly rich are those who possess a rich heart rather than lots of money. It's really very important to have a rich heart to help others.

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