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ISSN 0973-5208

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The

JOURNAL OF ENGLISH LANGUAGE TEACHING

English Language

Teachers' Association

of India

(A Peer-Reviewed Journal)

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

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

Contributions

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

Length: About 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 an 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.46-47).

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

Objectives of the Association

- To provide a forum for teachers of English to meet periodically and discuss problems relating to the teaching of English in India.

- To help teachers interact with educational administrators on matters relating to the teaching of English.

- To disseminate information in the ELT field among teachers of English.

- To undertake innovative projects aimed at the improvement of learners' proficiency in English.

- To promote professional solidarity among teachers of English at primary, secondary and university levels.

- 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.

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Padmashree S. Natarajan
Our Founder Editor and Publisher

Editorial

Dear members of ELTAI and other readers of our Journal

We are happy to bring out this issue of our Journal. We hope you have enjoyed going through the articles published in the previous issue. This issue carries the second pieces in the regular features on making sense of English grammar (by Dr Saraswathi) and on the story of English (by Dr Lal). Besides these, we have included the featured piece on reading activities (by Dr Elango). They deal with word order in English, the Anglo-Saxons in the history of the language we call English, and the need for developing critical reading skills respectively.

The highlight of this issue is the transcript of an interview by Dr Albert P'Rayan of Professor Jack Richards, a well-established coursebook writer and a renowned scholar in the field of teaching English as a second or foreign language. The interview clarifies the Professor's position on "native-speakerism", the importance of teacher development through reflective inquiry and principled practice, and a few other critical aspects of teaching and learning English in diverse teaching environments. Professor Richards closes his responses with a sound advice to the young teachers of English in India.

Kunneth's article on using available and easily accessible technology for enhancing the oral communication skills of tertiary level students explores the benefits of using WhatsApp for this purpose. He reports his findings of a structured experimental study he conducted using this tool and draws useful conclusions based on the findings.

Suvarna Ragini outlines the advantages of allowing students to select books of their own choice for reading for pleasure and reports her findings of an experiment in which she encouraged a group of engineering students to use the Google App 'Talk to Books' interactively on the books they had read; she has found that the App increases the students' interest and motivation to read on their own as a pleasurable activity.

Suneetha discusses the concept of 'Globish' – English having established itself as the lingua franca of world business, trade and commerce. She goes on to discuss the importance of a well-drafted CV/ resume in this context and offers a few tips on the structure and content of the CV/resume. She has also suggested a model CV/resume and cover letter. This article should be of interest to teachers of business English and soft skills trainers preparing graduates for job selection.

Two other articles included in this issue are actually reprints of the ones published in our Journal earlier. Mandvi Singh's overview of research designs in ELT and second language acquisition, published in Vol. 57/4 (July-August 2015) might be treated as a sequel to Dr. Mohanraj's tips on ELT research and research reporting (published in the last issue) and provides a summary of different research methods and tools, which might be useful to aspiring research scholars.

The other article on teacher development was published years ago in our journal (in 2002). It raises a few relevant and serious issues about teacher development efforts (including preparatory, pre-service teacher education programmes and in-service teacher training sessions, and their impact on the teacher trainees. The author wonders whether there has been evidence of any large-scale, long-lasting impact at all on teaching and learning over the years. Please do send in your feedback on the contents of this issue – comments and suggestions to us.

P. N. Ramani

One-on-One: Interview with Jack C Richards

Albert P'Rayan

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Jack C. Richards is a well-known name in English Language Teaching (ELT). Everyone who has specialized in ELT or has some knowledge in the field must have read at least one or two books written by Dr Richards. An authority on English-language acquisition, teacher training, and materials design, Richards has many successful publications to his credit. Some of his books are New Interchange Series, Approaches and Methods in Language Teaching, *and* Curriculum Development in Language Teaching. *In this One-on-One with* **Albert P'Rayan***, Richards responds to questions on his experience as a teacher and ELT materials designer, twenty-first century skills, native-speakerism, specialization in literature versus specialization in language teaching, culture, action research, and so on.*

[APR – Albert P' Rayan; JCR – Jack C Richards]

APR: Professor Richards, many thanks for accepting my request to be interviewed for the *Journal of English Language Teaching*, published by the English Language Teachers' Association of India (ELTAI). Let me ask you my first question. You have visited India and interacted with teachers of English in the country. What is your impression of English language teaching in India?

Jack C. Richards

JCR: *I have only visited India once recently, and did not have the opportunity to learn much from my limited contact with the participants at the conference. What I did learn was the high level of professional interest and motivation among the teachers I met, who are very keen to interact and exchange views with visiting specialists such as myself. I got the impression of a dynamic professional community of ELT specialists who are committed to providing a quality teaching and learning environment for their students.*

APR: You have taught in different countries including Brazil, Canada, Singapore and Hong Kong. What is your most memorable teaching experience? Why?

JCR: Perhaps my experience over many years teaching both full time and more recently as a visiting professor at the Regional Language Centre in Singapore - the teachers who take courses at RELC come from 10 different countries and bring a wealth of experience with them, providing a rich and fascinating learning community.

APR: How important was it for you to understand the culture of a country when you taught at universities in different countries?

JCR: Culture is a very broad term which can be interpreted in different ways. What is most relevant to my experience is what can be called the "cultures of teaching and learning", which provide the context in which teachers operate. These often have quite distinct dimensions in different countries, and this can be seen in the assumptions about teaching and learning that teachers operate within, in how they see their roles and identity in the classroom as well as the local constraints that shape their teaching practice and which create different possibilities or limitations for teaching and learning.

APR: How useful is a specialization in literature, for teaching English?

JCR: A knowledge of literature is essential for a teacher of literature, but has little relevance to language teaching. In the same way a specialization in linguistics or applied linguistics would not be a good basis for the teaching of literature. The core subject matter of language teaching is knowledge of the English language, second language learning theory, and language teaching pedagogy, and as fascinating as literature is, it adds little to our understanding of language teaching.

APR: You are an internationally recognized authority on ELT materials design. The coursebooks you have authored are used in various countries. I have used the *Interchange* series (CUP) in India. How important is it for an ELT coursebook writer to know the target audience and their cultural background?

JCR: International courses such as Interchange *are not designed for a specific context or audience, and are used in countries with very diverse cultural backgrounds, such as China, India, Mexico, the US and Brazil, for example. In using them in a specific context, the teacher will need to adapt and localize the course, adding and supplementing it to make it more suitable for the local context.*

APR: Coursebooks prepared by experts who are not exposed to the local culture are used in different countries. Don't you think that it is important for native teachers and materials designers to prepare coursebooks for the local students?

JCR: There is of course, room for both. In some contexts, students may prefer internationally produced materials since they may offer resources not provided by locally produced materials. However, ideally, locally produced materials with the same quality and standards as international materials will often be better suited to students' needs.

APR: Communication, Collaboration,

Creativity and Critical Thinking, known as 4C's, are considered 21st century skills and essential to prepare students for the workforce. Do you think it is important to incorporate these skills into English coursebooks?

JCR: Few would disagree with this.

APR: Could you please give your views on the importance of these four skills?

JCR: My difficulty with concepts such as these is that they are so general as to be almost meaningless. They are the kinds of words the planners and politicians like to use and the 4 C's make for a catchy slogan. However, they need to be operationalized in quite specific and practical ways before they can be seriously evaluated.

APR: Should all English language teachers be trained to become materials writers? Will it help teachers to become more effective in the English classroom?

JCR: Yes, all teachers need to be able to develop classroom materials, since they are in the best position to know what interests their students and what their needs are. This does not necessarily mean that they need to write their own textbooks since textbook writing is a specialized activity that may not interest or be suitable for teachers unless they have had special training. However, developing, adapting and using classroom materials is a core competency for teachers.

APR: What challenges do you face as an ELT materials writer?

JCR: Each project has its own challenges. I am currently general editor for a college English series for Chinese university students. This involves collaboration with a number of international writers as well as a team of Chinese consultants and advisors, so negotiating the expectations of all the stakeholders is a key issue in this project.

APR: Will the role of English language teachers change because of integrating technology into language teaching? How should English language teachers of the 21st century prepare themselves to teach Gen-Z learners?

JCR: Technology has transformed the learning landscape for learners as well as teachers. Technology, the media and the internet can provide a far richer input to learning than is available in the classroom, so today's teachers need to know how to draw on the affordances that technology can provide, as well as how to use the classroom as a preparation for out-of-class technology-mediated learning.

APR: Of late, there is much emphasis on 'action research'. Do you think it is important for teachers to become researchers?

JCR: When we talk about research we need to distinguish formal academic research, and classroom research (of which action research is one example). The goal of formal research is to add knowledge and to seek generalizable results. It requires special training, uses rigorous research methods and the results are not necessarily of practical application. Action research is teacher-

conducted research that seeks to clarify and resolve practical teaching issues and problems. It is built around normal classroom practice, addresses a local issue, and does not seek generalizability. Its goal is to improve teaching and learning, is conducted during normal teaching process, is small scale and problem-oriented, and is carried out by a single teacher or by a group of teachers.

APR: How important is professional development for teachers of English? In what ways can ESL/EFL teachers develop themselves professionally in their own countries?

JCR: Professional development is essential for all teachers, since not everything a teacher needs to know can be learned on one's initial teacher training. The field of language teaching changes, as do learners' and teachers' needs. The starting point for professional development is a review of one's own professional development and professional needs, and then developing an action plan to address one's professional needs.

APR: Wherever English is taught as an ESL or EFL, western theories formulated/suggested by native speakers of English are in practice. You have also written the book *Approaches and Methods in Language Teaching.* Is it not important for local, non-native English language teaching experts to come up with their own theories? For example, NS Prabhu popularized Task-Based Language Teaching (TBLT) in India.

JCR: I think the assumption here is quite

incorrect. Many of the key advocates of current approaches in language teaching have been developed outside of the English-speaking world, by people such as Ortega (Spain), Van den Branden (Belgium), and Shehadeh (Iran). The major impetus in language teaching in many countries today is the Common European Framework of Reference, which as its name suggests is a European initiative.

Many people no longer find the distinction between "native speaker" and "non-native speaker" relevant. For example, over 40% of Singaporeans use English as their home language and are therefore "native speakers" by any definition. To avoid the charge of "native-speakerism", many people prefer to refer to "expert users of English" to describe speakers with "native-like" fluency in English. There are probably more of such speakers in India today than there are in the United Kingdom. To my mind, the important issue is not the origin or nationality of a theory but whether it is evidence-based and appropriate to context. Here, localized understandings may be more relevant than imported ones.

APR: TESOL, which celebrated its 50th anniversary in 2016, honoured you as one of the fifty TESOL specialists worldwide. How significant is this recognition to you?

JCR: This was an unexpected honour and one which both surprised and inspired me. It was wonderful to hear that my colleagues arrived at this assessment of my contributions to the field over the years.

APR: Professor Richards, many thanks

again for the time you spent answering my questions. Finally, what is your message to young English language teachers in India?

JCR: Thank you. I would say to young *teachers today: learn as much as you can, make use of what you know, and try your best to make a difference in whatever teaching situation you find yourself in.*

Letter to the Editor

Prof. Albert P'Rayan's article, **Learn, Relearn, Unlearn: Professional Development Opportunities through ELTAI**, published in the March–April 2019 issue of JELT, is very informative on the yeoman service being rendered by the ELTAI to the committed English teaching fraternity. It was an opportunity to remember its founder, the great educationist Padmashree S Natarajan, who planted the seeds of ELTAI, which has grown into a giant tree in the span of these fifty years under which thousands of English teachers are not only being sheltered but are enjoying the fruits of it through professional development. It is quite apt for all the members of ELTAI to read the article and for every English teacher in India on the eve of ELTAI's Golden Jubilee Annual and International Conference 2019.

In the same issue of the journal, Prof. S Mohanraj's guidance through his article, **To write or not to ... The art of writing a research paper**, on the basic and essential points to remember while writing a research paper is no doubt immensely helpful to researchers, particularly those who try to write a research paper for the first time, as many researchers find difficulty in understanding the difference between the title of a research paper and thesis on the same content. He has explained it in a simple way for better understanding along with all the essential things required to keep in mind to produce a qualitative research paper.

- **Dr Reddi Sekhar Reddy**, Associate Professor of English, Christ University, Bangalore.

Applying available and accessible technology for enhancing oral communication

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ABSTRACT

This article is about a challenge of using technology in education: the struggle of a teacher to be effective in the regular use of technology. The field of education advocates the use of technology, and teachers are trained for this through various programmes. Educational institutions are well advanced in the adoption of technology. The young learner is often adept in the understanding and use of technology and its gadgets. One obstacle in the effective use of technology is the difficulty of knowing what is to be done, and how it is to be done. The time taken for preparation, and the possible failure to make the sessions effective and interesting for the learner often discourage the teachers. When it comes to using technology for enhancing oral communication skills, an instance of simple success is suggested – the use of WhatsApp groups. A tool that can be practised both inside the class and outside, this can be well used for small groups, and can be delivered within a period of eight weeks.

Keywords: Technology in English language teaching; Use of WhatsApp groups.

Exclamation marks and question marks punctuate every doctrine that advocates the use of technology in education. Orientation courses, refresher courses and any in-service programmes for teachers will have sessions on educational technology. Definitions on 'technology' have changed with time – or rather, the images that come to us when we use the word vary with time. Almost gone are the days of overhead projectors, desktop computers, instructional CDs and the like. Internet connectivity was a luxury in institutions a few years ago, but not now. Smart classrooms have lost their sanctity of uniqueness of being the single sacred niche for the whole institution.

An instance from the recent past: a college teacher was invited to take a class for school students. With all preparation she reached the institution; she was armed with a packet of experiences from her earlier visit to the same school – a government-aided school in Kerala. In the earlier instance too (which was six years ago), she had brought in her laptop, and had checked earlier on the availability of sound system and projector. When she had reached the school, the teacher in charge welcomed her, and introduced her to the teacher who was managing the Smart classroom. She got all help from this teacher to fix the computer, to manage the projector, and to run the

sound devices. It was a success. Whenever there was a glitch, she had the teacher's help and assistance. The session was a success. And, she could read on the students' faces the excitement and thrill of being introduced to computers and gadgets. And now to her recent visit: the sessions were almost the same, and so were the team of teachers.

The differences: there was no special Smart classroom. When ushered into a regular classroom, she was interested to note that this class – and most of the classrooms around – were designed to be Smart classrooms. And, more to her surprise: no teacher with the 'IT Expert' stamp! Instead, two students of the class were skilfully manning the gadgets.

Yes, the growth and spread of educational technology calls for exclamation marks. But question marks remain.

With all the gadgets around, with near-latest technology at your hand's reach, why is there still the cry that we are not using technology well in our systems of education? "What to do, how to do" are among the questions demanding answers.

Problems are many. The time a teacher has to invest for preparing a session using technology takes away much of the time that can be well devoted for other ways of meaningful teaching. For a 20-minute session using computers, preparation time can take more than two hours. Readymade stuff either bought or downloaded may not often suit the needs and tastes of our institution or students. And gone is the time when students were captivated by the

computers or projector displays. More updated and with better mental proximity to technology, a student may be ahead of the teacher in such matters, and it needs much more than mere knowledge and skill to have the child enchanted, enthralled and all the more educated through technology.

Enhancement of language and communication skills has always been considering the use of technology in available ways. The once-upon-a-time popularity of language labs in colleges and schools testifies to this; and sorry is the state that many language labs lie dormant or obsolete due to outdated devices, lack of funds for maintenance, non-availability of materials, problems of regular training of resource persons and the discouragement due to the fact that the time invested does not match the progress achieved.

When academic social conventions call for adequate use of technology in education, and when the teacher finds it hard to locate or develop resources on a regular basis, one solution is to use what is at hand for most of the teachers and students. And the most basic yet most powerful tool of technology for a student or teacher is undoubtedly the mobile phone: specially the Smart Phone.

This article will now describe an experiment conducted among a group of students in a college in Kerala. The purpose of the experiment was to enhance oral communication skills using WhatsApp as a tool. The students participating in this study were undergraduates from various disciplines.

The programme was conducted under the responsibility of a teacher-facilitator. To conduct this experiment, the interest and willingness to involve were sought of the prospective participants. They were required to be in possession of a Smart Phone, and a WhatsApp account. Further, they would need to devote time for this: one hour of contact session a week, and three hours of online presence. Of the three hours, it was also set that they all would need to be online for two sessions of 30 minutes each, at a stipulated time.

For the first contact session, the following activities were practised:

• Brief, personal introduction

• Setting of policies and guidelines

• Formation of a WhatsApp group, with the facilitator as admin

• Exchange of personal information over the WhatsApp group

• Exchange of voice messages over the WhatsApp group

• Setting up of group and individual tasks

Posting of messages in the WhatsApp group would be initially limited to the admin. The admin would also design a WhatsApp broadcast, through which members could be contacted individually. For this, the members were to be placed in the Contacts list in the admin's phone.

To start with, the admin sent voice messages via broadcast to the participants, introducing himself in detail, using short sentences. The participants were then directed to send back to the admin similar audio descriptions about themselves. The admin would then give a brief feedback on this, with points for modification. The participants were asked to resend the audio with those points in mind. At this point (and in some cases, a few more chances of revision might be required), the admin could forward the audio messages to the main group, with his own one-sentence note on the person. Those notes of introduction were not to be critical on the person's performance.

After all the participants got to listen to audio introductions of the members, the admin could place his general observations in the group. A time was fixed for all the participants to come together in the group. Posting in the group would be made open to all members. The admin could post audios on the exercise conducted, and members could respond or interact using audio or text messages.

In the second contact session, the participants were paired. The admin could be part of a pair if needed. Now the participants were given a list of questions which they could ask their partner. This was to be done with the participants sitting together, but using WhatsApp audio messaging feature. Participant 1 asked a question via audio. After listening to this, Participant 2 responded. Once all the questions were answered by one participant, the roles were switched. To make this activity more interesting, two sets of questions

could be given to a pair, so as to avoid the monotony of repetition.

Further sessions could cater to different elements such as descriptions, short speeches, impromptu conversations, reading and the like. Short videos, with no more than 20 minutes of duration, could be helpful in various levels.

Each contact session should be planned in such a way that one activity or element is introduced, and a short practice is given. The online activity can be a follow-up on this, which should involve exchange of audio between the member and the admin, or between paired members. The common online time should cater to exchange of ideas, tips and suggestions and general evaluation.

A group can be active for a period of eight weeks.

This method can be practised with the willingness and availability of a teacher-facilitator. The willingness of the student is a matter of crucial concern. The challenges include the presence of all members for the common online time, and the time taken by the facilitator to evaluate individual students. The reward is the improvement seen in the oral performance of the participants, which can be constantly monitored through the audio messages available with the facilitator.

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Self-selected reading for pleasure through "Talk to Books" app to improve reading skills among tertiary level learners

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ABSTRACT

As English Language teaching faculty, it is our common experience that a majority of the engineering students lack the required language development, to equip them with the necessary employability skills. Despite twelve years of previous exposure to English language, they remain deprived users of advanced language abilities. Many learners remain poor readers due to non-availability of appropriate resources or ignorance of the significance of reading in their personal and professional life. Of the four language skills (LSRW), reading occupies the most helpful for the acquisition of language and literacy. In this regard, it becomes the prime responsibility of language teachers to inculcate a flair for reading among the students during their formative years. Self-selected reading for pleasure is a tremendous help in language development. This research paper is an attempt at motivating thirty first-year engineering students to develop their reading skills through an app called "Talk to Books" introduced by Google which allows the reader to communicate with a book. It is believed that given an opportunity to select a book of their choice, i.e., self-selected, reading could have an impact in improving reading skills. It involves asking questions and getting responses which can help a reader determine if one is interested in reading that book or not. It further serves as an alternative to the conventional SQ3R strategy of reading. The pre-test and post-test results showed that when the learners used the app it motivated the students in their reading to a considerable extent.

Keywords*: Reading skills; Reading for pleasure; Use of App "Talk to Books".*

Introduction

"I read so much that sometimes I would hide under the covers with a flashlight and not go to sleep until I was finished with my book. (Reyna Grande, *The Distance Between Us*, p. 241).

Of all the four skills, reading has at all times and in all ages been a great source of knowledge and pleasure. Today, the ability to read is highly valued and very important for social and economic advancement. In today's world, with so much to know, the importance of reading has increased. Basically, reading is done for gaining knowledge and information. Many students

read for entertainment and pleasure, too. As a result of reading books over a period of time, a learning process is formed. Educational researchers have found that there is a strong correlation between reading and academic success. A student who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader.

Teaching and learning of English in an ESL/EFL context

As teachers it is our common observation that English language has been taught like a content subject rather than as a skill in most of the educational institutions. The teachers depend excessively on the materials and try to explain the content and dictate notes and expect the students to reproduce the same notes in the examinations. Reading is rarely taught as a skill, but frequently tested in the formative years in most of the schools. There is little importance given to the process-based approach. In the present context, the students have had about twelve years of previous exposure to English language in school. It is pathetic to know that even after such long years of exposure the learners are not in a position to exhibit minimum proficiency in communicative abilities. They grope for words when they have either to speak or to write in English. It is felt that in such a scenario the learners must develop their reading skills to become proficient users of the language.

Literature review

Franken (1988:3) has pointed out that the study of motivation has traditionally been concerned with the arousal, direction and persistence of behaviour. Simply put, motivation is what makes people do (or not do) something. In a majority of classrooms, students consider second language reading 'difficult' despite the teachers' efforts. Recalling the description of "the world of real L2 reading classes," Aebersold and Field (1997:116) mention that the students are "unsure of what they have read" and "apprehensive" about classroom practices. They further state that the consequences of students leaving second language courses with negative attitudes towards reading are seldom discussed. Students in the present study are not able to build a deep, principled knowledge base, and they have little practice applying the strategies required to process texts deeply.

Teaching students to make predictions before reading, ask questions during reading, and summarize key points during and after reading, and monitor their comprehension, for example, has been shown to increase students' comprehension of the text (Coiro, 2003). In the present study, students were given autonomy in selecting their own reading texts to find whether their motivation levels increased or not.

Why motivate learners to read in the English classroom?

As teachers, we believe that reading occupies a prominent place in the process of language learning. As a 'receptive' skill, it helps the learner in the production and

honing of writing skill – a higher order skill. Moreover, reading skills are essential to succeed in society. Those who are good readers tend to exhibit progressive social skills. A person who reads widely is able to mix with others. He is a better conversationalist than those who do not read. Reading broadens the vision.

Reading for pleasure includes reading novels, stories, and articles on topics that interest us, such as humour, horror, mystery, romance, and thrill. There must be innumerable books that humans read for pleasure. Reading for pleasure is the right term for reading novels and stories on topics that we like because they really do give us pleasure and refreshes our minds. In this regard, the Internet is indeed a boon for students who are interested in reading. There is a plethora of web tools which provide a large variety of literature which suits their interests.

The present research has been designed to help 30 students of engineering to improve their interest by making them involve themselves completely in the process of reading.

What is "Self-selected reading for pleasure"?

Self-selected reading is an exercise for students to explore and read books independently at their own level. The goal of self-selected reading is to create an authentic opportunity for students to see themselves as competent and engaged readers. There is overwhelming evidence supporting the powerful impact of self-selected reading on literacy-related aspects of language competence, in first and second language acquisition. In fact, self-selected reading might be the only way we acquire academic language (Krashen, 2012).

When students learn on their own, they remember what they read well and effectively. When a text is forced on them, they do not enjoy the task. However, to develop a student's love for reading, it requires careful curation and an awareness of their interests and preferences. As far as instruction for self-selected reading is concerned, it is the teachers' responsibility to create the conditions that motivate students to love and enjoy reading.

Rationale for using technology in the classroom

Today's students are tech-savvy and are often seen fidgeting with their advanced or latest mobile phones, the features of which make them easily access various social networking tools and sites. These online tools and sites can distract their studies but an intelligent teacher, who is interested in experimenting with technology to the fullest, can encourage students to spend time online for a constructive purpose. Such teachers can make learning enjoyable. It is strongly believed that the educational system in the future will be decided by the development of technology. Teaching using technology motivates the learners to learn, increases their learning ability and enhances their performance.

In this context, the researcher attempted at motivating thirty students to develop their

reading skills through an app called "Talk to Books" introduced by Google, which allows the reader to communicate with a book.

Research objective and hypothesis

The objective of this study was to determine if exposing thirty undergraduate students to online reading apps would indeed motivate them to improve their reading skills. It was hypothesized that the students would be interested to read on their own with focussed attention and improve their reading comprehension levels, too.

Research questions

1. Will the learners develop an interest in focussed reading on their own with the intervention?

2. Will there be an improvement in their reading comprehension levels?

3. Do the learners enjoy the new reading app?

Research Methodology

The study was conducted in three phases. In the first phase, a pre-test was conducted to test the comprehension levels of thirty participants by exposing them to a printed reading passage. The performance on the task was evaluated and the scores for comprehension were tabulated as pre-test scores. Secondly, they were subjected to the intervention of using the "Talk to Books" app. The students selected books of their choice and interest, and read them. Finally, a post-test in reading comprehension was

conducted to see if there was any improvement in their comprehension and motivation levels. The scores were tabulated and compared with the pre-test scores for analysis.

Intervention with the use of "Talk to Books" app in the classroom

"Talk to Books" app is a free web service developed by Google. It was used in the present study to encourage students to derive pleasure through self-selected reading. With the help of this app, the students could select a book of their choice and interest. "Talk to Books" is a new way to explore ideas and discover books. Thirty students from the first semester studying for their B. Tech. degree were involved in the present study. They were asked to make a statement or ask a question to browse passages from books using experimental AI. Google's latest AI experiment lets students talk to books and test their word association skills.

"Talk to Books" lets students converse with a machine learning, trained algorithm that surfaces answers to questions with relevant passages from texts written by humans. It lets them "make a statement or ask a question, and the tool finds sentences in books that respond, with no dependence on keyword matching." In a sense, the students would be talking to the books, getting responses which could help them determine if they were interested in reading them or not.

In the box "Say something…" the student has to make a statement or pose a question, and press "Go". Once the student asks a

question (or makes a statement), the tool searches all the sentences in over 100,000 books to find the ones that respond to his or her input based on semantic meaning at the sentence level. There are no predefined rules binding the relationship between what the student puts in and the results s/he gets.
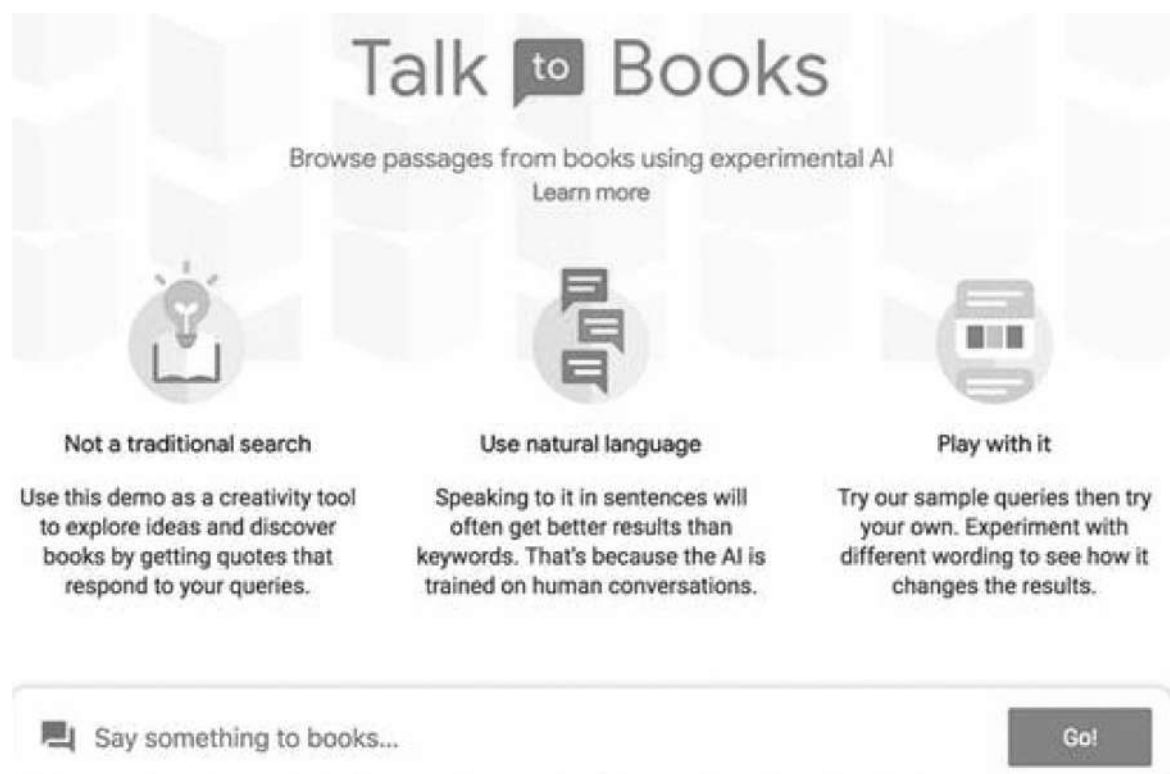
Figure 1. The screenshot of the "Talk to Books" App

Analysis and Mode of Evaluation

The analysis phase included a comparison of pre-test and post-test scores. A reading comprehension test was conducted with the thirty engineering students before the intervention of the study. The reading comprehension questions were designed to test their comprehension skills. The written answers from the reading task were collected and marked by the researcher. These marks were recorded as pre-test scores. After the students had participated in the intervention, another test was conducted and the scores were recorded as post-test scores. Both the scores were subjected to a comparative analysis. After the completion of the tasks, these two independent sets of scores were used as raw data for calculating performance means, standard deviations and t-tests.

Table 1: Descriptive Statistics Section (pre and post-test)

Variable	Count	Mean	Standard Deviation	Standard Error	95% LCL	95% UCL
Pre -test	30	68.98744	9.323030	0.4196908	77.68486	78.33002
Post -test	30	66.88099	10.696310	0.4255222	66.94898	68.81300
Difference	30(total)	2.10645	7.442448	0.3205785	9.03340	10.12849
T for confidence Limits = 0.9420						

Table 2: Tests of Assumptions about Differences Section (pre and post-test)

Assumptions	Value	Probability	Decision (5%)
Skewness Normality	2.5421	0.011458	Reject normality
Kurtosis Normality	3.4254	0.000254	Reject normality
Omnibus Normality	17.4526	0.000154	Reject normality
Correlation Coefficient: 0.575268			

A correlation coefficient of 0.5 indicates that the three-fold normality of the tests could not be rejected to a certain extent. T-Test with alpha .05 is verified by repetition of the test at alpha .01. At 5% level, the means differ at t = 0.94. Hence, the statistical results show that there is a less significant difference in the comprehension of the pre-test reading compared to post-test reading. Though the difference is not much, there is still a considerable improvement in the comprehension levels of the students after the intervention.

Findings

Since the learners selected the reading texts on their own, there were no compulsive reading tasks enforced on them. Due to the advancement in technology, it was possible to make language learning interesting to the students focussing on reading skills. By incorporating 'Talk to Books' app as an intervention, it was found that the students enjoyed and were thrilled to find a book where their statement or question was elaborated on and described by an author. This feature captured their attention and got them involved in the most complex activity of reading, which is a higher order skill of language learning.

Conclusion

The quantitative data analyses from the statistical data positively verify and prove the hypothesis of the present research study, namely that the Google App "Talk to Books" showed improvement with reference to the learners' reading performance in comparison with previous reading tasks. This answers the research question by indicating that self-selected reading for pleasure can positively affect reading performance in learners and improve their comprehension skills. Though it is early to generalize based on the present findings, as the researcher has still to explore the

potential of the tool to the fullest, the tool was used in the study to see if the students could improve their reading skills and develop a flair for reading books of their interest and choice.

Limitation of the Present Study

An elaborate study with a more rigorous research design and statistical analysis will shed more light on how the "Talk to Books" app can be used to convert the students into lifelong readers.

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webspage: https://books.google.com/talktobooks/

Research designs in second language acquisition: An overview

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ABSTRACT

Acquisition of various elements of English syntax in second language learners of English has been examined through various methodologies. The purpose of the present paper is to provide a brief summary of the various research designs that have been widely used by the researchers in this field. It is believed that a discussion of research design will be very useful for research scholars who want to pursue research in this field; therefore, some key methodological issues will be examined in detail. The paper consists of two sections: two main strategies for research in general are described in the first section; the second section provides a discussion of various types of research design used in the field of Second Language Acquisition (SLA, hereafter).

Keywords: Qualitative research design; Quantitative research design; SLA Research Designs.

Introduction

Designing a research strategy and determining appropriate method of investigation is a difficult task. In understanding a research, the first goal is to understand research strategy. Research strategy is generally regarded as broad orientation to research. Basically two types of research strategy or paradigms have been discussed in the literature of research methodology: Qualitative and Quantitative. However, triangulation method is also popular these days. In the triangulation method the same pattern or example of behavior is sought in different sources. In a way triangulation is a mixture of qualitative and quantitative strategies

Qualitative and quantitative

There is much debate about the value of qualitative and quantitative approach to research. The issues are complex and a great deal has been written on the topics. It is not within the scope of this paper to provide an extended discussion of the ongoing debates. The paper will briefly describe what the meaning of these approaches is. A simple distinction is that quantitative research employs measurement and qualitative research does not. However different researchers have interpreted it in different ways. Bryman (2008) compares these two paradigms on three dimensions: ontology, epistemology and methodology. Seliger and Shohamy

(1989) compare these two paradigms on the basis of 4 parameters. They are of opinion that in qualitative research synthetic or holistic approach is taken, it is heuristic in nature and control is low, whereas in quantitative research approach is analytic, it is deductive in nature and control is high. A much more clear definition is given by Larsen-Freeman and Long (1991). For them, "The prototypical qualitative methodology is an ethnographic study in which researcher do not set out to test hypothesis but rather to observe what is present with their focus, and consequently the data, free to vary during the course of observation. A quantitative study, on the other hand, is best typified by an experiment designed to test a hypothesis through the use of objective instrument and appropriate statistical analyses" (Larsen-Freeman and Long 1991:11).

However, in this connection, Reichardt and Cook (1979) provide a useful summary of the attributes of qualitative and quantitative paradigms.

Table 1: Attributes of qualitative and quantitative paradigms

	Qualitative Paradigm	Quantitative Paradigm
1.	Advocates the use of qualitative method	Advocates the use of quantitative method
2.	Concerned with understanding human behavior from the actors own frame of reference	Seeks the facts or causes of social phenomena with little regard for the subjective states of individuals.
3.	Naturalistic and uncontrolled observation	Obtrusive and controlled observation
4.	Subjective	Objective
5.	Close to the data; the insider perspective	Removed from the data; the outsider perspective
6.	Grounded, discovery-oriented, exploratory, expansionist, descriptive and inductive	Ungrounded, verification-oriented, confirmatory, reductionist, inferential and hypothetico-deductive
7.	Process oriented	Outcome oriented
8.	Valid; real, rich and 'deep' data	Reliable; hard and replicable data
9.	Ungeneralizable; single case studies	Generalizable; multiple case studies
10.	Holistic	Particularistic
11.	Assumes a dynamic reality	Assumes a stable reality

(Based on Larsen-Freeman and Long, 1991:12)

Further, Reichardt and Cook point out that "these paradigms are inflexible and a researcher has to make a choice between the two only" (Reichardt and Cook 1979, cited in Larsen-Freeman and Long 1991: 12). However, Larsen-Freeman and Long criticize this assumption and say that the attributes of paradigm are not logically

linked to one methodology and they explain this with the distinction between longitudinal and cross sectional studies.

Longitudinal and Cross-sectional Studies

Longitudinal approach, i.e. a Case study design, is a study in which the same child is studied through various age levels over an extended period of time. Length of the study in L2 acquisition research has ranged from 4 to 18 months, although Brown's (1973) L1 study spanned four years. Frequency of data collection has also varied from once a week to once a month. No specific minimum guidelines have been set for sample size, frequency of data collection, length of the language elicitation sessions or length of the study. However longitudinal studies involve a small number of subjects studied over an extended period of time, requiring a long term commitment on the part of the researcher and the subject. Since the data collected in a longitudinal study represent the speech of the learner actually developing over some period of time, the order obtained should reflect the true acquisition order of the subjects, if data collection and analysis are conducted properly.

In a cross-sectional study data is collected from a relatively large sample of learners at one point in time. Such a design simulates actual development over time by including many learners who are at different stages of development. If the sample is adequate and appropriate analytical requirements are used then the language data collected may be analyzed to the characteristics of language systems developing over a period of time. Sample size ranges from 24 to over 1,200. An instrument of some kind is developed for data collection. Data collection activity may take from say a day to a week or even a month, depending on the number of subjects and the availability of subjects to conduct interviews. Various researchers have argued for or against both longitudinal and cross-sectional approaches, and it is fair to say both have their inner strength and weakness.

Most early studies were descriptive, relying heavily on qualitative analysis, while most cross-sectional studies relied on the use of quantitative analysis. This is in the line with the claim of Reichardt and Cook (1979) that researchers must use the only one of the methods of inquiring and that being the one associated with a paradigm to which they subscribed. But many recent researchers are fulfilling the shortcomings by devising more workable methods. Further, despite the apparent differences between these two approaches, the methodological distinction is not categorical, therefore for the purpose of acquisition pattern research; some methods exemplified in one research can be used in the other. For example, it is possible to incorporate instruments such as artificial tasks in a longitudinal approach. In her acquisition of English Vocabulary by Japanese- speaking child study Yoshida (1978) used artificial task along with a longitudinal approach. Besides longitudinal observation of the subject for seven months she used PPVT (Peabody Picture Vocabulary Test) for testing the comprehension and production of vocabulary in that child. Also

unlike early descriptive case studies, in recent studies most researchers have quantified their data using longitudinal approaches. In their nine month longitudinal study of acquisition of negation in English by a Chinese immigrant, Shuhua et al. (2008) used frequency analysis to show the developmental sequences of English

negatives.

From the above examples it is clear that these paradigms are not universal paradigms which cannot be violated. So instead of discussing various methodologies individually they will be discussed along a continuum with two paradigms at either pole.
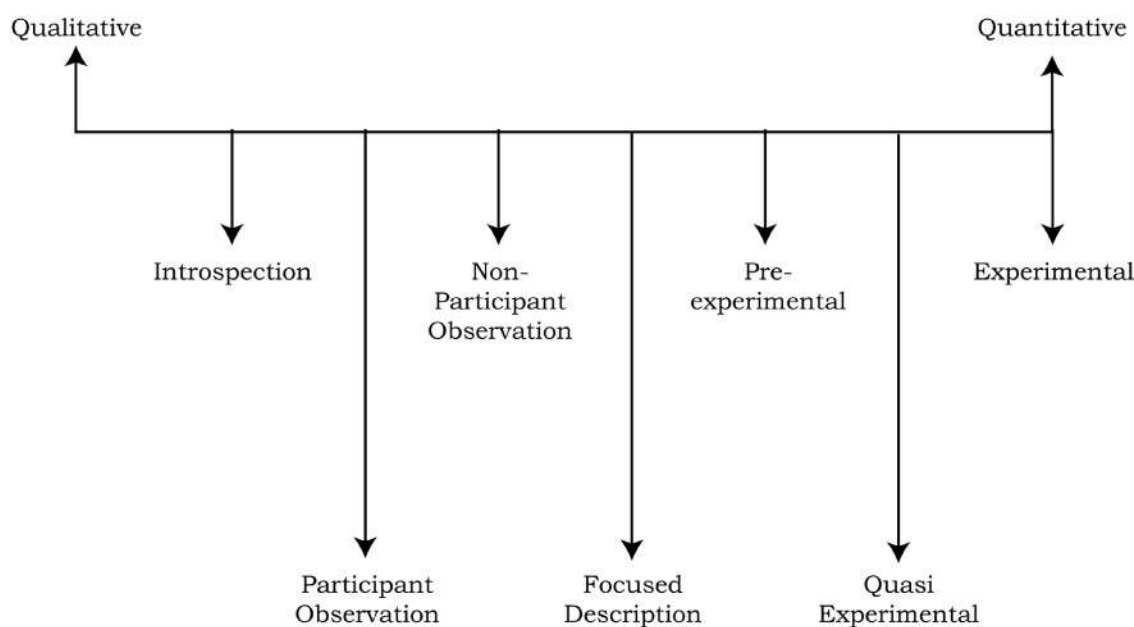
Figure 2.1: Qualitative-Quantitative Continuum of Research Methodologies (Based on Larsen-Freeman and Long, 1991:15)

Research Designs

1. Introspection

Perhaps the ultimate qualitative study is an introspective one in which, with guidance from the researcher, learners examine their own behaviours from insights into SLA. Seliger and Shohamy (1989) define it as the kind of research which requires "subjects to observe the working of their minds when

involved in a particular task and report on them as occur" (p.170). However, Larsen-Freeman and Long (1991) discuss the pros and cons of this kind of research with examples taken from SLA research. Some suggest that their use should be limited to affective variables (e.g., attitude, motivation), whereas others argue that observations by the researcher cannot provide access to a learner's conscious

thought processes.

2. Participant Observation

Observations have always been considered a major data collection tool in qualitative research. In second language acquisition research, observations are most often used to collect data on how learners use language in a variety of settings to study language learning and teaching processes in the classroom and to study teachers' and researchers' behavior. The main use of observation is for examining a phenomenon or behaviour while it is going on. In participant observation, the researchers take part in the activities they are studying. "They do not approach the study with any specific hypotheses in mind; rather they take copious notes on whatever they observe and experience" (Larsen-Freeman and Long, 1991:16). Usually the notes are recorded immediately after the activities so as to allow the researcher full participation in them. The period of observation is long and the number of subjects small. A good example of this kind of study in SLA context is the study by Bailey (1983) of her experience of learning French as a second language (ibid).

3. Non-participant Observation

The other kind of observation found in qualitative research is non-participant observation in which the researcher is not part of the group which he is studying. The researcher observes activities without engaging in them directly and data is usually collected by taking notes and making tape recordings during the observation itself. In SLA field, this type of non-participant observation is usually known as a longitudinal study. Leopald's (1939-49) study of his daughter's simultaneous acquisition of English and German is an example of this kind of study. This is a four-volume work, which provides the most complete record of a child's acquisition of two languages simultaneously (Leopald 1939-49, cited in Hatch 1978: 23-32).

4. Focused Description or Descriptive Research

Further along the continuum we find focused, descriptive research. This type of research shares characteristics with both qualitative and experimental research design. It is similar to qualitative studies in that it is also descriptive in nature and deals with naturally occurring phenomena. It differs from qualitative research in that it is often deductive rather than inductive and begins with a pre-conceived hypothesis and a narrower scope of investigation. Researchers who use a focused descriptive methodology do so because they wish to narrow the scope of their study to a particular set of variables, a particular system of language (e.g., morphology, syntax), or to explore a particular issue (e.g., the influence of age on SLA or the effect of socio-economic condition on SLA).

An example of a focused descriptive study which aims to order data is Dulay and Burt's (1978) and Bailey, Madden and Krashen's (1978) study of morpheme acquisition by children and adults respectively. Both

studies used a cross-sectional approach and an instrument Bilingual Syntax Measure (BSM) for data collection. Dulay and Burt found that some 250 Spanish and Chinese-speaking children aged six to eight learning English in an SLA situation showed similar order in the acquisition of eleven morphemes.

Focused descriptive studies are usually less time-consuming than observational studies and they can use a fairly good number of subjects in any one study. Since this type of study uses more subjects, the researchers can feel confident about the generalizability of their findings. But even then, this kind of study has some limitations, for example, since it is focused, it cannot capture the complexity of the SLA process.

5. Pre-Experimental Design

Next, as we further move along the continuum we encounter designs that approximate, to an increasing degree, true experiments. In a true experimental design, the researcher's goal is to establish a cause and effect relationship between two phenomena. The researcher aims to establish that one variable, the independent variable, causes changes in a dependent variable. This can be shown as:

Independent variable → affects a dependent variable (Johnson 1992:165)

For conducting true experimental research, two criteria should be fulfilled: (1) two groups should be there, a control group and an experimental group; and (2) the subjects must be randomly assigned to these groups.

A research design which does not fulfill these two criteria is called pre-experimental. In a pre-experimental design there is only one group. Thus, subjects in one group serve both as control group and as experimental group. The comparison here is between its performance without treatment and its performance with treatment; that is why it is also known as one group pretest + post-test design.

Another type of design which uses one group is called time-sampling design, which is a time-series design, because a number of samples or observations are taken over a period of time. They are different from non-experimental longitudinal research because they have a controlled treatment inserted after a number of observations or measurements. They also use just one group for experimentation and the subjects of the groups are not random. One of the advantages of this type of research design is that a number of observations of the subject population before and after treatment allow us to ascribe any changes in the subjects' performance to the treatment with greater assurance. That is why it is sometimes known as a Quasi-experimental design.

6. Quasi-Experimental Design

Quasi-experimental research is conducted under conditions in which it is difficult to control many of the variables and in which subjects cannot be assigned to special groups for the purpose of the research. Quasi- experimental design is closer to true experimental research in the sense that it

uses one or more control groups and an experimental group but does not require random assignments of subjects to groups. Time-series or sampling designs are different from quasi-experimental design as they take one group for the study. Nevertheless, as Larsen-Freeman and Long (1991) suggest, time-series designs are quasi-experiments since they improve upon the one-group pretest-post-test design that is classified as pre-experimental.

7. Experimental Design

Experimental research is usually conducted to find out the cause and effect relationship between two variables. Experiments have two criteria: (1) there are at least two groups included in the study, a control group and an experimental group; and (2) the subjects are randomly assigned to one of those groups. The purpose of having two groups is that if one group is treated in one manner and another in a different manner and their post-treatment behaviour differs, we can conclude that this difference is because of the different treatment. This is possible only when we have two equivalent, comparable groups to start with. For this reason the subjects are randomly assigned to one of those groups. This random group assignment allows the researcher to assume that they have two comparable groups for the experiment. SLA researchers have investigated a wide variety of issues in classroom L2 learning through experimentation.

As we have travelled the continuum between the qualitative and quantitative poles it is clear that there is no clear distinction between one methodology and other. There is no reason why the combination of these two parameters cannot result in hybrid methodologies. For example, focused descriptive studies can use focused introspection to probe some features of language acquisition. Also, there are pieces of qualitative research in which quantification of data takes place after data of general nature has been collected and perhaps categorized. A classic example of a combination of approaches is found in Brown (1973), in which many procedures typically found in qualitative research such as observation, tape recordings and manual transcription were used. So mixing of methodology is possible in field of SLA.

Another type of methodology which is basically conducted as a large-scale undertaking is **Multisite, Multimethod, large scale** research. In Johnson's definition, "Multisite, Multimethod, Large-scale research refers to large scale studies in which a team of collaborating researchers collect data from a number of sites and employs a variety of both qualitative and quantitative data collection and analysis strategies" (Johnson, 1992:221).

Conclusion

Once the researcher decides on a particular design, the next step is to decide how to collect data. For this he selects the appropriate data collection procedure, which is followed by analysis, results and interpretation. Another important element in reporting any type of research is the

information about the reliability and validity of the procedures used to collect data so that another researcher attempting to replicate the research is able to do so.

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Editor's Note: This article, which was originally published in JELT in 2015 (Vol. 57/4 – July-August 2015, pp. 1219) has been reprinted here, as we felt that an overview of research designs would help our members in planning, conducting and reporting evidence-based, quality research. We also felt that this would follow from Dr Mohanraj's tips on research and research reporting published in the last issue of our journal. We hope the readers benefit from both the pieces.]

Writing a cv/resume in the context of 'Globish'

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ABSTRACT

English language has transcended the legacy of the British Empire and, with the advent of political expediency, consumerism, the infinite reservoir of cyberspace and international soccer, it has won the status of Globish. With the establishment of the National Skill Development Council by the Government of India in the recent past, the focus in recruitment for jobs is on the exhibition of relevant skills by job seekers. Naturally, in one's CV/Resume, the inclusion of the element 'skills' gains a prime place. This article, while throwing light on the emergence of Globish, illustrates the technique of writing a model CV/Resume, which would play a vital role in winning a job in the competitive world. Most of the job seekers do not choose to provide the right resume for the right job.

Keywords: Globish; Job-specific Skills; Writing CVs/Resumes.

It is surprising to note that English language has transcended the legacy of the British Empire and its bounds are set so wide nowadays that it can truly be said to belong to the world. While its triumph continues, it is no longer co-terminus with the triumph of the English-speaking peoples. Nerriere (1995), the French businessman, coined the term "Globish" in 1995 (The Australian, 2006), as he had appropriately noticed that non-native English speakers in Asia found it easier to do business with one another than with the native speakers. According to him, it was a "decaffeinated" (Nerriere, 1995) version without complexity or cultural baggage.

In fact, Globish is almost a simple, neutral, intelligible medium for cross-cultural communication, providing the main avenue of advancement in society. Fortunately, everyone has access to an unlimited supply of data which float in the infinite reservoir of cyberspace. The varieties of English serve a full range of communicative functions. English has already become the world's lingua franca, the worldwide dialect of the third millennium. It is sustained by the Internet, global marketing, mass consumerism, instant communications, international soccer, texting, and cricket. It has already gained a big advantage over Chinese today. Speaking good English does not mean using bombastic language or adopting an artificial English but a language that is neutral and intelligible to all.

As 'world' has become one, communicative Globish plays an important role in the modern era when people can effortlessly

convey their ideas and beliefs to others through electronic as well as print media. As Lord Neil Kinnock observed, "The growth of the use of Globish as the world's primary language for international communication has obviously been continuing for several decades" (Graddol, 2006) and "all the evidence suggests that the position of Globish as a global language is going to become stronger" (Crystal, 2003:27). The recent international, economic, technological and cultural changes are primarily responsible for placing Globish on this level. A knowledge of this naturally provides competitive advantage over others. In this context, written communication presents a clear and major challenge at the international market.

In the realm of communicative Globish (written communication), the resume plays an important role. Like Zinda Tilismath*, the budding and unemployed youth in the Indian Union prepare a resume which they hurriedly send to many job-giving concerns. With a view to helping the educated youth in India, a brief account of this aspect of written communication is presented below.

In today's aggressively competitive world, any corporate company would like to recruit truly competent persons for their organization. Before conducting an interview, the job-givers go through the CV/Resume (from Latin, meaning 'course of life') of the job-seeker. So, there is a clear need for drafting an impressive CV/Resume in order to enable the employer call worthy applicants for an interview. Murthy (2011) lamented that only 20% of the technocrats in India are eligible to land a decent job.

There are two fairly representative CVs/Resumes in vogue at present, viz. the British and the American model. The former prefers the term 'CV', whereas the latter 'Resume'. Though both the terms are used in the job market, there is a little difference between the two in respect of their purpose. A CV, an abbreviation for Curriculum Vitae, is not always job-specific and usually records chronologically the aspirant's academic and professional life including the jobs he/she had worked in. A Resume, by and large, is job-specific; it includes one's education and the jobs one has held in the past. Generally, it helps in gaining a job but not in winning a scholarship/fellowship and other academic awards. A CV may be long and comprehensive at times, whereas a Resume is brief and usually does not go over two pages.

The job seeker must submit a relevant and appropriate CV that suits the requirements of the job. For example, when one applies for the post of a manager in a company, one's CV must contain, in brief, details pertaining to his aptitude and skills for a managerial post. It should highlight one's important strengths. It should begin with the name and address for communication, the present as well as the permanent address. It is advisable to provide one's Email address, too.

* A Unani solution which is used for curing many diseases like cold, coughs, throat pain, body pain, stomach disorders, ear pain, tooth pain, etc. The efficacy of this herbal medicine is yet to be authenticated by the doctors all over the world.

The second aspect pertains to the aim and objective of the job-hunter. He must overtly specify why he intends to choose a particular job over others. He must express his primary aim in achieving the goal. Generally, in the Indian context, the aspirant puts forth his only one objective: serving the company. However, keeping in mind the job in question, he must state his aims and objectives related to it. Suppose that he applies for the post of a quality manager in a company. He must state that his aim is to improve the quality of functioning of the work force there. If the post is that of a marketing manager, he must put forth his aim and objective of promoting sales and business of the company as well as his own welfare. The main point is that the objective almost varies from one post to another. One must subordinate a little of one's own self-interest by putting forth the interest of the company.

The next element relates to the most useful information regarding the applicant's education and experience in the relevant field. In the British model, the heading 'Profile' connotes the work experience of the applicant during the period of his study and also the relevant details of the job he/she is seeking.

Naturally, this is a more comprehensive account of the applicant's ability in the field. In the British model, the heading 'Education and Qualifications' includes the aspirant's academic pursuits as well as relevant professional training. The applicant must begin with the latest Degree/Diploma/Title won by him. He must furnish the details for a period of ten years so as to enable the employer to know whether he has had any break/discontinuity in his studies. The applicant who has a brilliant academic record is likely to make a good impression on the job provider.

In the American model, only the column 'Education' appears. Here, the applicant merely gives his latest academic accomplishments, usually for six years. Next appears the column 'Training' in primary, secondary, collegiate, and university level educational institutions in the country. Besides academic and educational details, the job seeker must give particulars of various training programmes and special programmes attended in the past. Training programmes constitute the requisite qualifications for a job.

The next aspect pertains to the knowledge of the contender specific to the job. In the British model, it is called 'Work Experience', whereas, in the American model, it is called 'Experience.' For example, for the post of a junior executive in the Human Resources Development department, practical experience in conducting group discussions/debates at the district level, NCC/NSS/SCOUTS, intercollegiate level courses and competitions, and so on will carry weight. In the American model, under 'Experience', the job seeker can furnish only those details which have some bearing on the job applied for.

The most significant constituent of the CV is the heading 'Skills'. The Government of India recently established a Skill

Development Council with a view to making the country the 'Skill Capital of the World.' The job aspirant is supposed to exhibit his linguistic, computational and soft skills including his abilities in a specific job. His fluency in English (Globish), French and Spanish besides any one of the Indian languages preferably Hindi, is welcome. Nowadays companies prefer candidates who are proficient in persuasive and negotiation skills, which would enhance one's ability in conflict-resolution. He is supposed to give an objective and realistic account of his skills with supporting details. Any exaggerated and fabricated account of them would lead to loss of the job very soon. Competence in the use of basic computer applications like Microsoft Office tools and Adobe Flash adds value to the CV. A word about hobbies may be mentioned here. Nowadays, the term 'Interests' is used in place of hobbies. Naturally, one's hobbies, and dramatic and theatrical talents may be appreciated.

Most job seekers forget to include 'References', who would testify to the credentials of the aspirant. This will help the employer to validate core information about the job seeker from the referees. Other significant aspects which the applicant forgets to consider are: a) Writing a good 'cover letter' specifying his key arguments for winning the job; b) Updating the CV periodically; and c) Posting the CV on different online media like 'Monster India' and 'Naukri'. A model CV or Resume follows:

A Model CV/Résumé for the Post of a Junior Executive in HRD Department

Name:

Present Address:
Permanent Address:

Objective:

To obtain an entry level executive position and contribute towards achieving the organization's goals

Education and qualifications:

2015-2016   :

2011-2015   :

2003-2010   :

August 2016-April 2019   :

November 2010-May 2016   :

July-October 2010   :

August-September 2009   :

Honours & Awards Received:

• Received the rating of "Outstanding Tutor" from the participants of the 'Psychology for living' Programme in 2011.

• Special certificate for arranging picnics successfully

Work experience:

August 2015-December 2018:

July 2012-July 2015 :

April 2010-June 2012 :

Skills and Aptitude:

• An optimist with a strong belief in lateral management

- Fluent in Hindi and English; conversational Arabic and Spanish.

- Competent in computational skills including Microsoft Office, HTML, and Cloud computing

- Possess International Car Driving License

References:

1.

2.

Cover Letter

From

To

Dear Sir,

I would like to apply for the post of 'Junior Executive' advertised in The Hindu of August 2nd.

Please find enclosed my latest CV. My particular interest lies in working for an *established concern like yours. With my strong belief in the concept of lateral management, I would exhibit my skills successfully and bring success and development to customers and also to the prestigious company.*

I would be available to appear for an interview at any time from now.

Looking forward to hearing from you,

Yours sincerely,

Enc.: CV

_____

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Grammar Guru 2

V Saraswathi

Look at these favourite sentences of linguists:

a) The professor killed the mosquito.

b) The mosquito killed the professor.

What a world of difference in meaning! Both sentences contain the same words but they are put in different order in each. In (a), the professor, in his annoyance, claps his hands and the poor mosquito, caught unawares, dies instantaneously. In (b), on the other hand, the poor professor is bitten by the villain anopheles mosquito, contracts malaria and meets his tragic end.

Word order is very important in English. We often forget this because in Indian languages you need not worry about the order of words in a sentence. Whether you say it in the active voice or the passive voice, the meaning remains the same. Our languages are inflectional, but English is not.

Basically, Tamil is an SOV language, whereas English is an SVO language. In English, we say *Shakespeare wrote Hamlet* [subject–verb–object]. The same sentence, written in Tamil, when literally translated into English, will read as *Shakespeare Hamlet wrote* [subject–object–verb].

However, there are some exceptions to bug us. In the following sentences the subject follows the verb.

• *Seldom have I seen such a beautiful sight.*

• *Nowhere in the world could you find a building as beautiful as the Taj Mahal.*

• *Never have I heard such nonsense!*

Well, can you formulate a rule for the exception? Yes, you are right – when adverbs like *hardly, seldom, never, nowhere, rarely,* and *scarcely* occur at the beginning of a sentence.

Is word order so very important? Don't people still understand me? Not necessarily, and not always. There are occasions when you may be totally misunderstood, or you will commit goofs and become a laughing stock! Or your ambiguity might irritate your listeners and cost you a fortune. Here are some famous goofs:

He was very fond of her. He thought of marrying her more than once.

How many times can one marry the same person? The appropriate word order should be:

He was very fond of her; more than once he thought of marrying her.

What is funny about this sentence?

A gentleman has a dog to sell, who wishes to go abroad.

The million-dollar question is: who wishes to go abroad – the gentleman or the dog?

The simple rule that we should remember is this:

All qualifying words, phrases and clauses, should be placed as near as possible to the words to which they refer.

Here are some funny sentences to tease you. Would you like to set them right? You'll find the answers elsewhere in this paper.

a) *Rarely there has been such a gathering of celebrities.*

b) *A nursemaid is wanted for a baby about twenty years old.*

c) *It is proposed to construct a bath for males ninety nine feet long.*

[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.]*

Answers

a) *Rarely has there been such a gathering of celebrities.*

b) *A nursemaid, about twenty years old, is wanted for a baby.*

c) *It is proposed to construct a bath, ninety-nine feet long, for males.*

Whither teacher development – stubborn continuity or winds of change?

P. N. Ramani
English Studies Consultant

ABSTRACT

After an in-service programme is over, the organizers try to judge the impact of the programme by trying to find out, generally through a questionnaire, whether the teacher participants are willing and able to use the 'materials and methods' 'recommended' to them on the programme. Some teachers may adopt the 'new' methods and materials for a while after they have had the 'exposure', but most of them, sooner or later, slide back into their 'normal', pre-programme practices. They return to their respective institutions only to develop feelings of confusion, insecurity, inadequacy, and often guilt. The purpose of this article is to examine the possible effects of teacher training programmes on the participants of such programmes and to emphasize the need to re-evaluate the assumptions that have traditionally guided teacher education, training and development efforts.

Keywords: Teacher development; Issues in teacher training; In-service training.

I have worked as a teacher, researcher, administrator, and teacher educator for over a quarter-century. Over these years, certain basic questions on teaching and education have been troubling me — questions that seem unanswered and often unanswerable, at least to me. Let me share two of these questions that have been troubling me; these two questions, I believe, are linked together.

1. *How could teaching over a period of two decades and more seem almost the same?*

2. *Why do so few instructional reforms get past the classroom door?*

While the first question underscores the apparent uniformity in teaching practices regardless of time and place, the second points to the apparent invulnerability of classrooms to change. Both these questions are equally puzzling to me.

Shanker (1974) expressed a similar view with regard to the New York school system where ten thousand new teachers enter the system each year "as a result of retirement, death, job turnover, and attrition." According to Shanker, these new teachers "come from all over the country. They represent all religions, races, political persuasions, and educational institutions. But the amazing thing is that, after three weeks in the classroom, you can't tell them from the teachers they replaced."

Cuban (1983) examined how various forces shaped the school curriculum and their consequences for classrooms over almost a century (1890 – 1980). He came to the alarming conclusion that "teacher-centered instruction seemed uncommonly stable at all levels of schooling, touching students of diverse abilities in different settings over many decades in spite of extensive teacher education." He found that "curriculum theories did influence professional ideologies and vocabularies, courses of study, and some textbook content" in teacher education programmes, but he "did not find much evidence of significant change in teaching practices." On the contrary, he found "evidence of a seemingly stubborn continuity in teacher-centered instruction despite intense reform efforts to move classroom practices toward instruction that was more student-centered" (1983:160).

In other words, "a dominant core of teaching practices has endured since the turn of the [20th] century in both elementary and high school classrooms. These practices persisted over time, in different settings in spite of changes in teacher education and the knowledge that students bring to school, and major social and cultural movements" (1983:165).

The teaching practices that he claims have endured are the following:

- Teaching the whole group rather than small groups or individuals

- An almost total reliance upon a textbook with very little use of tapes, films, records, television or other technology

- Arrangement of the classroom into rows of desks or chairs facing a blackboard with the teacher's desk nearby

- Far more teacher talk than student talk during instruction

- Most teacher questions calling for reciting factual information

- Use of class time determined by the teacher

- Tests usually concentrating on recall of factual information.

Historically, therefore, teaching practices have fallen into a familiar teacher-centered pattern that persistently tends to reassert itself after reform impulses weaken and disappear. Since the role of the teacher is absolutely central to any reforms planned to improve teaching practices, this stubborn continuity becomes a serious issue.

Getting teachers to change is difficult. They particularly resist complex, conceptual, longitudinal changes, as opposed to changes in management routines or other temporary changes. This is so even though they may respond positively in simulated situations (such as observation lessons in teaching practice) or in–service programmes. We could classify the teachers who attend in-service progammes into three groups depending on the 'impact' of these programmes on their attitudes and teaching practices.

The Untouched

A majority of these participants attend in-service courses for the break they offer them

from their teaching routines, for the certificate, and perhaps for the opportunities they provide for a kind of social get-together. These teachers are quite happy with their own practices and do not intend to risk their self-esteem and sense of security by imbibing [or adopting] new ideas. They return to their schools practically untouched by the course, and hence unchanged, and would like to carry on exactly as before. They find the new ideas rather threatening. Perhaps, the best defense against this 'imposition' of new ideas is to hear, but not to listen.

The Guilty

Some of the participant teachers, however, are eager to learn new ways. They listen to new ideas with keen attention and express positive feelings towards them, even gratitude for what they have received. They return to their schools determined to mend their ways, but fail to fit the new ideas to the old realities, such as large classes, poor resources, lack of time, the demands of the set syllabus and exams, and so on. They quickly fall back upon their old practices, but now feel guilty and insecure. They also lack the confidence and conviction they had earlier in their teaching. They are told on the in-service programme about a 'sensible' innovation and are expected to apply the innovation directly to practice, but they find that in reality they cannot make this innovation work.

The Radicals/The Overeager

Some of the eager, attentive and enthusiastic teacher participants are so convinced of the value of their 'new wisdom' that they rush back to their schools with revolutionary zeal. They want to change their practices overnight. A few of these 'radicals' may succeed because they have clearly understood the new ideas and are able to modify their practices accordingly; they are even able to develop their own supplementary materials, tasks and activities to make the new ideas work. But many of these 'radicals' who do not have such a clear understanding and the ability to adapt themselves may often 'damage' the learning process by implementing the reforms in an unplanned and ad hoc manner [often proudly touted as "eclecticism"]. After a short period, when they run out of new materials or ideas, they revert to their old ways, thus confusing the learners in the process.

What prevents teachers from accepting changes?

It is often assumed that teachers do not implement the innovation they are exposed to in their training or in-service programmes either because they do not believe it to be sensible enough or because they feel they have no 'ownership' in the innovation. This is not found to be the real reason. On the contrary, interactions with teachers have shown that almost all of them endorse the innovative ideas they receive. They find them to be very sensible and worthy of implementation. They are, in fact, committed to these new ideas at the figurative (or conceptual) level, but cannot make the necessary decisions to implement the innovations on a daily basis. They find

it difficult to make such decisions in real classrooms even after they have received training in how to make decisions. They tend to use the new ideas only when they are 'observed', but do not consistently and regularly apply them in their day-to day teaching practices.

There are several constraints on real teacher development. First, teachers resist change because they feel insecure if they have to give up practices they are used to. For instance, we find teachers saying, "It's like taking away half of you. You've done it for twenty years and you know how, and all of a sudden you find out…there's a better way. And it's really painful ….. your teaching is a very personal thing. And if anybody says, `I want to show you there's a better way,' it's hard to let go."

Second, there are constraints which are milieu-related. Teachers work within a system and innovations have to be accommodated to that system. The need to satisfy the demands of the milieu probably makes it difficult for them to change their teaching practices. Teachers often complain about **problems** such as the following:

- Imposed regulations about text coverage – "I've always felt pushed because I knew that I had so much to do."

- Pressure to follow textbook prescriptions without deviation – 'to go along and do exactly as the book told us to do.'

- Class sizes and grouping patterns

- Pressures from students to move faster and to give them questions and answers

- Large classes and fixed seating arrangements in the classroom

- "Indifferent" or "uninterested" students and hence student indiscipline

- Lack of administrative support

- Too much emphasis on students' scores in examinations

As a result of all these constraints, teachers generally refuse to change their practices so long as the examination results [of their students] are good.

Then, there is the problem of having to disrupt the daily classroom routines to implement any innovation. A shift from safe organizational routines to the insecurity of finding new ways of teaching involves effort, extra work, time and emotional energy for which most teachers are not prepared. Organizational patterns and routines for getting through the day are, in effect, survival patterns. So, innovations which require modifications of these routines or which might even 'disrupt' them are resisted – "I always feel really pressured, you know."

More fundamentally than these constraints, teachers feel persistent difficulties in changing their traditional ways of thinking about the content. For example, most teachers have been teaching reading skills, conceptualizing them as automatised procedures. Thinking about them as flexible strategies conflicts with their 'prior knowledge and experience.' — "it is … a rather radical departure from the way we have been teaching… so what you might be suggesting here might be totally impossible."

Similarly, teachers who are used to dictating compositions to students to be copied by them find it difficult to visualize writing as a process. So they are unable to take the necessary classroom decisions about the topics for compositions and the procedures by which students could be led through the process of composing by themselves. In other words, the teachers' "experience as students and their professional training cause them to base their daily practice on procedural–memorization views of curriculum and instruction rather than on strategic cognitive–processing views." (Duffy and Roehler, 1986:58).

Traditional models of teacher education and training depict teaching as a rational process of selecting many alternative courses of action (Shavelson, 1976). Such a view implies that teachers outinely make complex, sophisticated decisions regarding course content, instructional practices and assessment procedures. But research on classroom practices (Duffy, 1982) and our own experience show that teachers are not rational decision-makers, but merely technicians who follow the prescriptions of textual materials. They appear to make relatively few substantive decisions about what content to teach, which teaching strategies to employ, or how to assess students' learning (Duffy and McIntyre, 1982). Instead, they follow text recommendations, limiting their decision making to changes in management routines. Effective teaching, however, requires more than technicians and going beyond temporary changes in management routines.

Teacher educators and teacher developers must realize the fact that teachers, like all learners, are "boundedly rational" (Shulman and Carey, 1985). That is, they combine information received from teacher educators and researchers with what they already know and believe in, restructure it, and make it fit *their perception of reality*. After filtering the new information through this reality, they make decisions different from the ones they did while considering the new information in isolation from their reality, such as in in-service programmes.

Duffy and Roehler (1986) examined teacher resistance to change by collecting self-report data on why a particular instructional innovation was not regularly implemented in classrooms. From the interview responses, they have identified at least four sets of "Filters" that constrain the teachers' decision–making. According to them, teachers "restructure new information in terms of *their* conceptual understandings of curricular content, *their* concept of instruction, *their* perception of the demands of the working environment, and *their* desire to achieve a smoothly flowing school day." (Duffy and Roehler, 1986:57). Hence, an innovation that seemed sensible when discussed in a teacher education course or an in-service session cannot be implemented on a regular basis in the classroom, because the innovation is modified by these "filters".

The major problem, therefore, with the teacher education courses or the in-service programmes that are being offered now seems to lie in assuming that the 'input'

provided to the teachers in these programmes influences and changes the teachers' perceptions and practices. In reality, however, each teacher makes decisions not on the basis of what the teacher educator or researcher said, but on the basis of their restructured understanding of the 'input'.

Implications for Teacher Development

A major implication of the [preceding] discussion is that 'one-shot' afternoon workshops, or in-service programmes, and contextually–isolated methods courses in teacher education programmes of study will probably have little or no effect on practising teachers. Instead, undergraduate teacher preparation courses and teacher development efforts to improve the practices of in-service teachers need to be longitudinal efforts based in real classroom contexts.

Another implication is that field experiences in themselves are of little value if they do not approximate the conditions of real classroom teachers. Clinical or tutorial settings seldom reflect the organizational constraints of real classrooms. Hence, short-term in-service programmes and student-teaching activities (Practice Teaching) seldom subject the teachers to the same milieu constraints found in actual teaching situations. 'Any-field-experience-is-better-than-none' approach will not help teachers to [undertake and] incorporate complex innovations.

The third implication is that, if teaching is to be a genuinely professional enterprise, which it ought to be, it calls for continual

experimentation and evaluation by the teachers themselves. The pressure to change should come from teachers and learners who actually feel the need to change. In seeking to be more effective in their teaching, teachers can, at the same time, and in that process, provide for their own continuing education and development. The emphasis is on [individual] teacher's learning through personal enquiry and reflection rather than through transmitted advice. Teachers must have the *honesty* to examine *critically* their own practices and experience, and confront their failures as well as successes. They must also have the *courage* to take risks and to learn from taking risks. In other words, they should understand that they have the major responsibility for their own development. They can always get support and guidance from professional journals, teacher groups, or specialists/teacher educators, but they must take the first step forward. These days, the internet is a boon to teachers because it has enormous potential for interactions among teachers across the globe, but that would be subject matter for another article.

I would like to leave a few questions with the readers which can form the basis for further studies, all of which, I hope, would contribute towards teacher development.

❖ Can the undergraduate teacher preparation programmes be re-evaluated so that more effective links may be forged between them and the reality of classrooms in diverse settings?

❖ Can we encourage teachers and researchers to obtain hard classroom

data to find out what exactly is happening in classrooms across a [town], city, district, state, or even the country? Many of our observations now rely rather heavily on our own impressions, experiences, or published literature. We need to have studies that capture concretely what teachers actually do in classrooms across space and time.

❖ Can ELT research in Indian universities be more targeted and contributing to analyzing and changing classroom practices in a systematic and organized way? Much of the ELT research in the country, particularly for M. Phil., M. Litt., and Ph. D. degrees, seems to be either repetitive or disconnected. Can there be a way of making researchers take classroom practices forward in clearly specified areas such as reading, writing and speaking?

❖ Can autonomous colleges, some of which at least claim to have introduced innovations in the ELT curriculum, produce descriptive, written accounts of their experiences with implementation of innovations to show how they started, what processes they have gone through, where they stand now, and what future direction(s) they intend to take? (e.g., Xavier, Ramani and Joseph, 1987).

❖ Have the agencies meant to function as catalysts of change, such as autonomous colleges, really brought about changes in teachers' attitudes or classroom practices in other institutions?

These and other questions may appear difficult to answer straightaway, but I believe that an earnest effort in trying to tackle at least a few of these would go a long way in ensuring true teacher development.

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NOTE:

This article was published nearly twenty years ago in JELT with the title "Stubborn continuity or winds of change? – Issues in Teacher Development," *[Vol. 37, No.1 (Jan.-Feb. 2002): 9-16.] It has been reproduced here with the author's consent.*

Have things changed since then [i.e., 2002]? Have the issues raised in the article been addressed? To what extent? *The author would like to get answers to these questions from the readers.*

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 46-47.]

The story of English 2: The Anglo-Saxons

Lal C A

Professor of English, University of Kerala, Thiruvananthapuram

The Celts probably lived in England for much longer than the English themselves, but we do not have a lot of Celtic words in English today. There are several place names, though, and a handful of words like *basket, beak, crag* and *doe*. There are a few rivers in England with the name Avon, including the one beside Shakespeare's home-town. The *Avon* in Stratford-upon-Avon, is a Celtic word meaning 'river'. The English river names Thames, Esk and Wye are also of Celtic origin. Much of the Celtic language was effaced over the next few centuries by the English tribes who came to England by the middle of the first millennium, and stayed on to see Brexit and the resignation of Theresa May as Prime Minister! They had little need to use the language of the people they conquered and displaced, and Celtic exerted much less influence on English than any other foreign tongue it encountered during its early history. The legendary King Arthur was a Celtic king, who is believed to have resisted the Saxon invaders in the late fifth and early sixth centuries. It is a paradox that we remember him today almost as an 'English' hero, as he later became a popular theme of romantic tales and poems since the Middle Ages.

Germanic was a branch of the Indo-European family just like Celtic, Italic, Greek or Sanskrit. It was spoken by different tribes living in north-western Europe. Modern German, Dutch, Danish, Swedish, Icelandic and Norwegian are all modern versions of the languages of these Germanic tribes. The West Germanic tribes of Angles, Saxons and Jutes who lived in mainland Europe had attempted to invade the British Isles even during the Roman days. Once the Romans withdrew totally to their Mediterranean homeland, these West Germanic adventurers began a systematic and aggressive migration to the misty islands where the defenceless Celts lived.

From around 450 to 550 AD this relentless occupational influx continued, and by mid sixth century, the Anglo Saxons had largely occupied the entire island but for certain parts of the inclement north and the west which form modern Scotland and Wales. We do not know much about these days, but from accounts in the *Anglo-Saxon Chronicle* and Bede's *Ecclesiastical History of England*, we learn that the Angles, Saxons and Jutes finally formed seven major settlements in the south, east and north of the island, below Scotland, which was still occupied by the aggressive Celtic tribes of Picts and Scots. Popularly called the Heptarchy, these seven kingdoms of Anglo-Saxon England existed until the ninth century when they were largely united by Saxon kings, particularly King Alfred.

Northumbria, called so because of its position north of the river Humber, along with Mercia and East Anglia were the provinces of the Angles. Wessex, Essex and Sussex, situated to the south and east of the Thames formed the Saxon provinces, and Kent was the land of the Jutes. These different tribes spoke very similar languages, being dialects of West Saxon, and over time amalgamated to form one people. Though the words 'English' and 'England' came from the Angles, the Saxons evolved as the dominant tribe by the ninth century, and much of the written records of the time that we have today exist in the Saxon dialect.

King Alfred (d. 899) not only consolidated the Anglo-Saxon people, but also caused the extensive documentation of texts created even in the other dialects. We have a general dearth of written samples of Old English Dialects other than West Saxon, and much of the literature composed in Anglian and Kentish dialects are preserved today in the West Saxon form. Perhaps for the first time in European history, a vernacular language became the language of scholarship, administration and the church. Alfred had major works of the time translated to English, encouraged literary activities considerably, and initiated the ambitious project of the *Anglo-Saxon Chronicle*, which went on being updated even up to the twelfth century.

The period from the early days of the Heptarchy to the Norman conquest of the islands in 1066 is called the Old English or the Anglo-Saxon period. The language that finally evolved from the amalgamation of the different dialects is referred to as Old

[*Image from:* www.britainexpress.com]

English or Anglo-Saxon. This period saw the near complete takeover of the Islands from the Celts by the invading English tribes, the influence of Latin language coming in through various sources, the invasions of the Vikings and its impact on the English language and culture, the development of English as an independent, fully developed and much respected language, and its near obliteration by the catastrophic French takeover under William the Conqueror. We will look at these aspects in a little detail in the forthcoming parts 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.*]

ELT@I Golden Jubilee Annual & 14ᵗʰ International Conference
New Delhi, India (9-12 October 2019)

THEME: RIGHT TO ENGLISH

Sub-themes:

Right to English:
★ Myth or Reality
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★ Linguistic jingoism
★ Promise of equity and inclusiveness?
★ English haves and have-nots
★ English for empowerment

Indian English:
★ Indian English in the global community
★ Development of Indian English through the ages
★ Global acceptance of Indian English
★ Indianness of Indian English: Ethnography; Morphology & Syntax; Phonetics & Phonology
★ Indian writing in English#
★ National corpus and national lexicon
★ The role of mass media
★ Language policy, planning and delivery

English as a global language:
★ Language wars around the world
★ Global language but local perspectives
★ Death of languages – sad stories
★ Is there an epicenter?
★ A growing monopoly?
★ Colonizing minds?
★ Native and non-native varieties and speakers

The teaching of English:
★ Precept to practice in ELT
★ ELT and critical pedagogy
★ Addressing heterogeneity in the language classroom
★ Addressing varied learning styles
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★ Language teaching: Materials; Methods; Assessment; Evaluation
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For more sub-themes under 'Indian writing in English', see the conference website - eltaigoldenjubilee.com.

Dates to remember:

Submission of Abstracts   : 31 July 2019
Submission of Full Papers : 15 August 2019
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★ Selected full papers will be brought out in the Conference Proceedings published by an International Publisher and a nominal additional charge will be levied for copies requested.

For further details, visit: www.eltaigoldenjubilee.com

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- The subject line of the email should read: **Accommodation for Golden Jubilee Conference**
- The confirmation of accommodation will be sent after the payment and email.
- Please feel free to contact, for any clarification or assistance, Mr. Munish (Mobile Number: +918287289983; Email: eltailiving@gmail.com)

The Journal of English Language Teaching (JELT) – ISSN-0973-5208
[A publication of the English Language Teachers' Association of India (ELTAI)]
Manuscript Submission Guidelines

SUBMISSIONS

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

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

CRITERIA FOR EVALUATING SUBMISSIONS

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

The article should:

● Reflect current theories and practices in English language teaching.

● Be relevant and appeal to the wide readership of the journal.

● Be well written and organized, with sufficient explanation and examples to enable readers to apply the ideas and insights in their own classes.

● Discuss the topic in the context of other work related to the topic.

● Be written in clear and concise language, making it easy to read.

● Be edited for language and style.

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

GUIDELINES FOR SUBMISSIONS

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

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

1. The article should not have been published previously in any form (print or online). A short declaration to this effect should be given on a separate page at the beginning of the article submitted.

2. The maximum length of the article including figures and tables should be 2000 words (excluding the abstract). The manuscript should contain an abstract in 100-150 words).

3. All pages should be double-spaced with a clear margin of 1 inch on all sides.

4. The title should be brief and focused, not broad or vague.

5. The article should carry only the title, abstract and the main paper.

6. The title, author(s)' name(s) [the last name first], affiliation [i.e., the name of institution(s) the author(s) belong(s) to; city, country] and email address should be provided on a separate cover sheet for the article.

7. Only sources cited in the article should be listed as references at the end of the article.

8. The article should use the author-date format for citations and references (e.g., Anderson 1997; Anderson 1997, p.17). *See the Chicago Manual of Style (15th edn.) for more details and examples.*

9. The tables and figures used in the manuscript should have numbers in sequence and clear, descriptive titles. The titles should appear above the tables and below the figures. The tables should NOT be sent as images; the contents of the tables should be typed and included in the manuscript. Reference to the relevant table or figure should be made in the text.

10. If authentic samples of students' written output are included, they should be typed. The scanned copies of such material should be sent separately as attachments for verification.

11. A list of all the references cited in the text should be given at the end of the article.

In each reference:

● Only the author's last name and initials are to be provided.

● The year is placed after the author's name.

● Only the first word of the title and the sub-title (after a colon) are capitalized along with proper nouns.

● Titles of books and journals should be in *italics*.

● Quotation marks are not to be used in the title.

● For electronic sources such as websites, the date of accessing the source should be given in brackets after the URL.

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

CHECKLIST FOR MANUSCRIPT REVIEW

1. Does this article present and/or discuss *issues that are important and relevant* to the teaching and learning of English in an ESL/EFL context?

2. Is the *title* clear, short and appropriate for the content of the article?

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

Critical Reading* (Facts Vs Opinions)

Dr. K. Elango

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

Objective	:	Enabling readers to distinguish facts from opinions to understand an author's aim, tone and bias, and not to be misled by regarding opinions as facts. (The basic aspect of critical thinking is the ability to sift facts from opinions. Opinions often masquerade as facts and facts are also twisted to offer certain kinds of opinion.)
Participation	:	Individual.
Material	:	Any text – Example: 'The Sporting Spirit', an essay by George Orwell
Preparation	:	Reading consciously to identify facts and to segregate them from opinions and attempting to understand the writer's viewpoint

Procedure:

• Read the title of the essay (**The Sporting Spirit**) and gather your own views on national and international sports events and the feelings they trigger among the players and spectators of different nationalities.

• As you read along, look for factual details and the way Orwell analyses and offers his opinions. Interestingly, this essay has only one fact – a brief visit of the Dynamo football team – a leading Moscow football team in 1920's – to England and the four matches it played against the 'all-England team'. This fact is stated in the first line of the essay itself.

• Identify Orwell's opinions on the football game, for example, when he states, "… the result of the Dynamos' tour, in so far as it has had any result, will have been to create fresh animosity on both sides." This expresses explicitly his negative attitude towards the game. The entire essay is about his opinion not merely on football but also on different games and sports, such as cricket and boxing conducted all over the world. His point of view emerges distinctly when he states, "Serious sport has nothing to do with fair play. It is bound up with hatred, jealousy, boastfulness, disregard of all rules and sadistic pleasure in witnessing violence; in other words, it is war minus the shooting", besides several other expressions, such as "mimic warfare", "orgies of hatred", "savage combative instincts" and "feelings of rivalry" – he thus establishes his dislike for competitive sports.

• Find out how his opinions are substantiated with evidences which may convince a non-critical reader to believe them as truths but a critical reader would know that they are Orwell's personal views. There are many sports enthusiasts who would turn his arguments upside down to establish that sporting events are vital for international relationships and to promote sportsmanship. So, as a discerning reader, one has to read a text cautiously to separate facts from opinions.

Learning outcomes:

1) Learners realize that every printed version does not contain the ultimate truth, so they need to discern the facts from opinions using their critical thinking ability.

2) Learners recognize that they need to infer from any given text some of the unstated aspects, such as the author's attitude, tone and bias, and that critical reading is required to be able to do this.

Further reading:

Any material to separate facts and opinions for critical understanding – newspapers and magazines deftly mix these two aspects, and readers have to be cautious not to be misled; they have to form their own opinions. Editorials are classic examples of opinions offered based on certain facts.

*Critical reading:

A non-critical reader reads a text as statements of facts and accepts them unquestioningly as truths. Such readers are often unable to distinguish opinions from facts, so they treat them as facts.

A critical reader, on the other hand, does not take anything at face value but questions a text, analyses and infers meaning. To a critical reader, a text is a creation of an author with a particular perspective, substantiating it with a selection of certain facts. "… a story has as many versions as it has readers. Everyone takes what he wants, or can, from it and thus changes it to his measure. Some pick out parts and reject the rest; some strain the story through their mesh of prejudice; some paint it with their own delight." – John Steinbeck, *The Winter of Our Discontent.*