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Aesthetics of Reception: Shakespeare Criticism down the Ages – One-on-One: Interview with Scott Thornbury – Teaching Etiquette to Graduate Students in the English Classroom to Accelerate the Onboarding Process at their Future Workplace – English as Global Language and Its Pedagogical Implications for India – English for Specific Purposes (ESP) in India: Present Status – Challenges in implementing the Composition Curriculum at TVTC College of Technology Adham, Saudi Arabia: A Study – Network-based English Language Teaching: Software Applications – Mobile Assisted Language Learning (MALL)

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

Periodicity

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

Contributions

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

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

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

The JELT carries a brief note on professional details about each contributor. Please send a short note about yourself. You may give your name as you want it to appear in the Journal.

Articles should be sent only as an email attachment – **AS A WORD DOCUMENT** to

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CDs and hard copies will not be accepted.

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

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

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

Objectives of the Association

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

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

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

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



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Dear Reader,

Welcome to the January-February 2017 issue of the *Journal of English Language Teaching (India)*.

“Innovation distinguishes between a leader and a follower,” said Steve Jobs. True. Can we say research distinguishes between a professional teacher and an ordinary teacher? The National Council of Teachers of English (NCTE), a professional association of educators in English studies, literacy and language arts in the United States, believes that teachers are “decision-making professionals whose complex, context-sensitive work is informed by their reading, critique, and conduct of research”. The English Language Teachers’ Association of India (ELTAI) encourages teachers to become researchers and thus professional teachers. The journal of English Language Teaching (India), published by ELTAI, attracts quality submissions from ELT professionals, practicing teachers and researchers.

The current issue of the journal has a special paper by Professor M.S.Nagarajan. In his paper ‘Aesthetics of Reception: Shakespeare Criticism down the Ages’ Nagarajan explains why the Bard-of-Avon has elicited the widest response to his works and how everyone – lay leaders, students, scholars, critics, theatre-goers, translators – marveled at the ‘human invention’.

Parvathi & C.Indira in the article ‘Teaching Etiquette to Graduate Students in the English Classroom to Accelerate the Onboarding Process at their Future Workplace’ discuss the importance of teaching etiquette to students at the tertiary level.

In the paper titled ‘English as Global Language and Its Pedagogical Implications for India’, Amenla Changkija highlights the impact and role of the English language in modern India and discusses the need for considering pedagogical issues while planning.

T. Sridevi in her article ‘English for Specific Purposes (ESP) in India: Present Status’ states that many teachers of English in India are not aware of the existence of ESP as a discipline though English is the language of higher studies such as medicine, law and engineering and stresses the need for introducing ESP courses at the tertiary level in order to prepare students for the workplace.

In his article ‘Challenges in implementing the Composition Curriculum at TVTC College of Technology Adham, Saudi Arabia: A Study’, Sreekanth Reddy, who teaches at TVTC Branch College of Technology Adham, Saudi Arabia, states that the prevailing curriculum at the institute is grammar based and inadequate and discusses how the students’ writing problems can be best addressed by the adoption of the genre approach to writing.

Chinta Praveen and K.Jayaraj in their paper ‘Network-based English Language Teaching: Software Applications’ analyze the advantages of teaching ESP to students of Computer Science and Engineering at Vardhaman College of Engineering, Hyderabad by means of the network-based computer teaching package.

Besides these articles, there are regular features in this issue of JELT. The column ‘One-on-One’ by Albert P’Rayan features Scott Thornbury, a globally acclaimed academic and teacher trainer known for his ‘Dogme ELT’ approach to teaching. Thornbury answers a wide range of questions about Dogme method, Teaching Unplugged, and post-method pedagogy.

Enjoy reading the articles in the issue and send in your feedback to the editor at editorjeltindia@gmail.com.

Dr Albert P’Rayan

Aesthetics of Reception: Shakespeare Criticism down the Ages

M.S. Nagarajan

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

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

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

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

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

Samuel Johnson's edition of Shakespeare (1765) was the sixth edition of the great poet in terms of history of editions (after the folio). The earlier ones were by Nicholas Rowe, Alexander Pope, Lewis Theobald and William Warburton. All of these textual details connected with the definitive, authoritative editions were updated and published by the great bibliographer W.W. Greg as *Editorial Problems in Shakespeare*. On his own method of textual editing and emendation, Johnson was of the view that that reading is right which requires many words to prove it wrong, and that emendation is wrong which cannot without much labour appear to be right. In form and spirit, he follows the earlier prefaces. The *Preface* which was intended as the introduction to his edition of Shakespeare is Johnson's first work in extended criticism. There are seven units in this long essay: Shakespeare as a poet of nature, a defence of his tragicomedy, his style, his defects, and attack on the dramatic unities in general, the historical background to drama, and finally, his editorial practice. There are some inconsistencies in his views on tragicomedy, in his praise of Shakespeare and the later attack on him, and on his style—"A quibble to Shakespeare, what luminous vapours are to the traveller; he follows it at all adventures; it is sure to lead him out of the way, and sure to engulf him in the mire..... A quibble was to him the fatal Cleopatra for which he lost the world, and was content to lose it—but these were the characteristic defects—not taken seriously—of his age." In his own Johnsonian language, his estimate of immortal Shakespeare, who it was said

knew little Greek and less Latin, runs thus:

The work of a correct and regular writer is a garden accurately formed and diligently planted varied with shades and scented with flowers; the composition of Shakespeare is a forest in which oaks extend their branches, and pines tower in the air, interspersed sometimes with weeds and brambles, and sometimes giving shelter to myrtles and to roses; filling the eye with awful pomp, and gratifying the mind with endless diversity. Other poets display cabinets of precious rarities, minutely finished, wrought into shape, and polished into brightness. Shakespeare opens a mine which contains gold and diamonds in inexhaustible plenty, though clouded by incrustations, debased by impurities, and mingled with a mass of meaner minerals.

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

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

these heads all or any of the writers in prose and verse that have ever lived! Who, that is competent to judge doubts the result?

Charles and his sister Mary Lamb were avid readers of Elizabethan drama. It is said they read together all the plays of Shakespeare twice over every year. As a regular theatre-goer Lamb felt that the depth of Shakespeare's plays cannot be seen through ocular aids; they have to be felt on the pulse through an imaginative response that can be aided only by reading. Stage presentation cannot do justice to the play. His work *On the Tragedies of Shakespeare* came out in 1811. The tragic experience of a play will always remain 'unplumbed and unplummable by the best actors and producers.

Appreciation of a play by Shakespeare through his character portrayal begins with William Hazlitt, one of the most notable critics of the Romantic age. In his trend-setting book *Characters of Shakespeare's Plays* (1817), he evaluates the playwright on the basis of the real, life-like portrayal of his characters. "*Macbeth* and *Lear*, *Othello* and *Hamlet* are usually reckoned Shakespeare's four principal tragedies. *Lear* stands first for the profound intensity of passion; *Macbeth* for the wilderness of the imagination and the rapidity of action; *Othello* for the progressive interest and powerful alternations of feeling; *Hamlet* for the refined development of thought and sentiment." With him began what has now come to be called the character school of Shakespearean criticism, later on to be taken up for more serious study and

interpretation by Dr A.C. Bradley. Charles De Quincey's famous essay "On the knocking at the Gate in *Macbeth*" is a penetrating and philosophic piece of criticism. The Porter scene (II, 3) in which Macduff and Lennox knock at the gates of Duncan's castle Inverness is usually taken to mean a comic interlude to relieve the mental tension the after effect of the most foul murder. "We must be made sensible that the world of ordinary life is suddenly arrested—laid asleep—tranced—racked into a dead armistice; time must be annihilated; relation to things without abolished; and all must be self-withdrawn into a deep syncope and suspension of earthly passion. Hence it is that when the deed is done, when the work of darkness is perfect ... the knocking at the gate is heard; and it makes known audibly that the reaction has commenced...." The Scottish philosopher and historian Thomas Carlyle in his famous work *On Heroes and Hero-worship* remarks that history is nothing but the biography of the Great Man. In the light of this remark he puts to test Shakespeare's work and concludes that he is a hero poet. Likewise Carlyle's contemporary, the American philosopher, essayist and transcendentalist Emerson in his *Representative Men* eulogises and extols the virtues in Shakespeare's works. The two of them opine that it was Shakespeare who had created the European imaginative empire.

Criticism came to occupy its place in the universities only in the beginning of the twentieth century. Until then men of letters combined criticism and scholarship and

articulated their views in journals. The situation now is different: criticism does not—indeed cannot exist outside the academia. Coleridge, Hazlitt, Carlyle and De Quincey did not belong to the university fold. George Saintsbury was the first to effect some reforms. Edward Dowden published his biographical criticism *Shakespeare: His Mind and Art*. Dr AC. Bradley and W.R. Ker were the critics of prominence—the first among the academic critics—entering the university for the spread of their critical enterprise. At a time when Walter Raleigh and Sir Arthur Quiller-Couch were occupying positions of prominence in the two citadels of learning, criticism came into its own in the beginning of the twentieth century. The most distinguished of them all was the redoubtable Dr A. C. Bradley. His *Shakespearean Tragedy* (1904) was so much of a bible for Indian students. It used to be a wisecrack that Shakespeare failed in the ‘Shakespeare’ paper because he had failed to read Bradley. A critic Guy Boas composed this limerick: I dreamed last night that Shakespeare’s ghost/Sat for a civil service post,/The English paper of the year/Contained a question on *King Lear*,/

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

Middleton Murry thought that it was the greatest single work of criticism in English, while Leavis and the *Scrutiny* scholars forcibly pushed Bradley off the pedestal. Bradley was a committed student of Hegel. No wonder then that his ahead aesthetic theory was based on Hegel’s philosophy of tragedy. He was most at home in German

metaphysics. The English had known the meaning of tragedy from the Aristotelian tradition, and its effect on the audience by arousing the twin emotions of pity and fear. For Bradley reality is one and the same. All things which exist are only imperfect manifestations of the real one, the infinite. Evil is that which alienates the part from the whole. Finite is imperfect while the infinite is perfect. Finally moral order is restored and harmony prevails. Tragedy as an art is the very image of this human drama. Tragedy defends and confirms this order of the world. The tragic hero goes against this order succumbs and submits. “We feel that this spirit, even in the error and defeat, rises by its greatness into ideal union with the power that overwhelms it.” Passive suffering cannot lead to the tragic. A tragic hero is one who is responsible for his actions. There is no element of chance in tragedy. The concept of poetic justice that virtue is rewarded and evil punished is alien to the tragic spirit. To understand tragedy Bradley has to look at the characters because actions issue through the characters. It is this insistence on character that has come in for much criticism.

L.C. Knights made a scathing attack on him in his famous essay, “How many children had Lady Lady Macbeth?” The rejection of Bradley came from different quarters: from those who maintained that Shakespeare’s plays should be discussed as effective stage dramas; Granville Barker took up Shakespeare’s dramaturgy and the practical matters and problems of staging Shakespeare in *Prefaces to Shakespeare*

that appeared in 12 volumes over a period of 20 years; from those who thought that he was unhistorical in his concept of tragedy, from those, the *Scrutiny* group of critics who wanted to interpret Shakespeare's plays as poems in terms of imagery and themes. Bradley relied upon his personal emotional reactions to Shakespeare. He succeeded in inculcating in us something about the profundities of Shakespeare's plays and laid the foundations for a philosophic criticism of Shakespeare practised later by such well-known critics as Middleton Murry and Wilson Knight. L.C. Knights, the co-editor of *Scrutiny*, however, wanted to reject this character approach that dominated Shakespeare criticism and so mockingly wrote the essay "How many children?" a classic of modern criticism. His position is that "the only profitable approach to Shakespeare is a consideration of his plays as dramatic poems, of his use of language to obtain a total complex emotional response." He demonstrates this method by exploring the twin themes of reversal of values and unnatural disorder in the play *Macbeth* by a close examination treating it as a poem and not as a play. This attention to the organic poetic unity that expresses the intention of the playwright was the next step in Shakespeare criticism, followed by a great many New critics like Derek Traversi (*Approach to Shakespeare*), Robert Heilman (*This Great Stage*) among others. This lopsided insistence on the words alone to the exclusion of other elements such as the plot and constructive features of the play came in for rejection at the hands of a group Neo-

Aristotelians. They argued in favour of treating the play as play taking into consideration all constitutive elements: plot, character, dialogue, music and spectacle all of which together built up a play. Ronald Crane, Elder Olson and others formed this group which came to be known as the Chicago Neo-Aristotelians.

After the advent of Structuralism and Deconstruction, Shakespeare criticism took a different turn, veering away from the interpretative methodology, spearheaded by the New Historicists Stephen Greenblatt and his followers. New Historicism is based on a parallel reading of literary and non-literary texts (chosen from the archive) both of which belong roughly to the same historical period. It does not privilege the literary text. It does not attempt to 'foreground' the literary text and treat history as its background as was done by Tillyard in his *Elizabethan World Picture* (1943). Literary and all other discourses are given equal importance: the one is used to read and interpret the other. The two are seen to mutually interrogate, contradict, modify and inform each other. In other words it textualises history and historicises the text. Social structures are determined by 'discursive practices.' Their high powered journal *Representations* became its organ, promoting essays that gave a historicist reading of literature of the Renaissance and Elizabethan age. It is more of a practice than an interpretation or a theory. To quote Greenblatt, "the work of art is the product of a negotiation between a creator or class of creators, equipped with a complex, communally shared repertoire

of conventions, and the institutions and practices of society.” Most of the plays of Shakespeare have been subjected to this new historicist reading and this has marked a new wave in Shakespeare criticism.

The British version Cultural materialism, a critical method of enquiry gained currency in the mid-1980s. Jonathan Dollimore and Catherine Sinfield in their book of essays (*Political Shakespeare*) on religion, ideology and power in the drama of Shakespeare and his contemporaries provided a reading based on political commitment. This served as an alternative to the conventional Christian framework of Shakespeare criticism which had run its course for more than four hundred years. By way of an example, let us juxtapose the readings of Greenblatt and Dollimore of *King Lear*. In his essay “Shakespeare and the Exorcists” Greenblatt makes a comparative study of the play in relation to an unnoticed social document, *A Declaration of Egregious Popish Imposture* written by one Harsnett in 1603 two years before Shakespeare’s play made its first appearance. Harsnett exposes exorcists as frauds and persuades the State to punish them. Greenblatt proves with textual evidence that Shakespeare uses the theatre for a similar purpose of ritual demystification of the supernatural. There is a deeper and unexpressed institutional exchange of the two texts. Dollimore employing a similar method of engaging with the historical, social and political realities concludes that the materialist conception challenges all forms of literary criticism premised on essentialist humanism and

idealist culture. Such a radical reading of Shakespeare throws overboard the idea of a timeless, humane and civilising Shakespeare replacing it with the one anchored in social, political and ideological concepts of his historical moment.

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

‘Negative Capability’ and ‘Objective Correlative’ are two among the best known critical vocabulary used in relation to Shakespeare’s works. Keats, defining Negative capability says, “At once it struck

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

There have been poetic tributes to the Bard-

of Avon pouring in from all quarters all the ages. It was Ben Jonson, who firsts composed “To the memory of my beloved author William Shakespeare.” It is most appropriate to conclude with the best well-known of them by Matthew Arnold:

Others abide our question. Thou art free.
We ask and ask Thou smilest and art still
Out-topping knowledge. For the loftiest
hill,

Who to the stars uncrowns his majesty,
Planting his steadfast footsteps in the sea,
Making the heaven of heavens his
dwelling-place,

Spares but the cloudy border of his space
To the foiled searching of mortality;
And thou who didst the stars and
sunbeams did know,

Self-schooled, self-scanned, self-
honoured, self-secured,
Didst tread on earth unguessed at. Better
so!

All pains the immortal spirit must endure,
All weakness which impairs, all griefs
which bow,

Find their sole speech in that victorious
brow.

One-on-One: Interview with Scott Thornbury

Albert P'Rayan

Professor of English, KCG College of Technology, Chennai

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

Scott Thornbury and his work and some even have carried out research on the Dogme ELT approach to language teaching.

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

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

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

I had “grown up” as a language teacher in the mid to late seventies and experienced the transition from a very form-focused, regimented kind of teaching (the tail end of the audiolingual method) to the (at the time) totally liberating communicative revolution, with its emphasis on authenticity, meaning, interaction, and so on. As the director of studies in a large school in Cairo, in the

late 1970s, I tried to implement these principles. This, combined with my reading of Earl Stevick, and the influence of Stephen Krashen (particularly the notion of “comprehensible input”) impelled me in the direction of a view of teaching that sought to provide optimal conditions for “acquisition”, that is a language-rich, meaning-driven, learning environment – not one driven purely by a grammar syllabus and a “focus on forms”.

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

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

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After ten years of experimentation with alternative ways of organizing syllabuses – e.g. tasks, functions/notions, topics – that followed from the recommendations of the Council of Europe in the mid-seventies, the Headway series effectively revived the grammatical syllabus and basically ‘re-set’ language teaching back in the 1960s. Because, when you have a syllabus of grammatical forms, the tendency is to teach those forms for their own sake, rather than teaching them when they are needed for communicative effectiveness. Whereas the communicative approach had prioritized the meaning-making potential of language (‘Say what you want and I will help you say it better’), the rehabilitated ‘Headway’ approach, while claiming to be communicative, prioritized grammatical structure: ‘You can say what you want but you have to use the present perfect continuous’. And, as N.S. Prabhu (1987) nicely puts it “If the meaning is not one’s own, it seems to follow that the language is not one’s own either”.

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

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

Kumaravadivelu in his article titled “Toward a postmethod pedagogy” (*TESOL Quarterly*, 35, 2001) says: “Language pedagogy, to be relevant, must be sensitive to a particular group of teachers teaching a particular

group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu.” Is this reflected in the philosophy of Dogme ELT?

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

Dogme is more than simply a new set of techniques and procedures. It is more an attitude shift, a state of mind, a different way of being a teacher. In fact, because it prioritises the local over the global, and the particular over the general, the individual over the crowd, a Dogme approach will vary according to its context. For some teachers and in some situations, it may be enough to intersperse their teaching with ‘Dogme moments’, such as when a student’s utterance offers a learning opportunity and the lesson takes a brief detour in pursuit of it. Other teachers may be motivated to – or in a position where they are allowed to – design their whole course according to Dogme principles.

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

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

have an opinion on and even, in the case of publishers and coursebook authors, adapt to.

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

An unplugged teacher is more likely to go into class with a framework for activity than a lesson plan as such. For example, they might have it in mind to recycle some of yesterday’s emergent language; to spend some time on homework; then to work on a short text they have selected overnight. But all of this might be delayed by a conversation which develops at the start of the class. And even these notional phases can be unpredictable in terms of timings: if the homework involved the learners generating some stimulus of their own, this will take more or less time depending on how far they have engaged with the task.

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

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

parents. Or you can involve the learners in reporting what happened in the class in ways that make sense to everyone involved.

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

Actually, I haven't written a coursebook for twenty years or more. I think, though, that it was the process of writing coursebooks that confirmed my suspicion as to how unsuited they are for the kinds of learning experiences that I was trying to set up in my classrooms. The obsessive concern for teaching 'grammar MacNuggets', and the somewhat anodyne texts used to reinforce these, turned teaching into a joyless activity, whereas Dogme ELT was an attempt to 'rescue' the teaching-learning experience from these artificial constraints. I do write books on methodology though, because that's one way I can get my message across.

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

It is not realistic if you don't try it – but it is more likely to work when there is a classroom dynamic in which the learners' contributions are welcomed, validated and not judged solely in terms of their accuracy. This, in turn, requires the teacher to be an

equal partner in the classroom 'sub-culture'. But, in any case, you cannot – and should not – force learners to talk freely and openly about the things that interest them if they don't want to. You can, however, provide structured activities that invite them to do so in ways which are 'safe' and non-threatening – the activities in *Teaching Unplugged* are designed towards that end.

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

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

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

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

Prabhu in his article titled "There is no best method – why?" (TESOL Quarterly,

24, 1990) explores the concept “teachers’ sense of plausibility”. Are you also convinced that there is no good or bad method?

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

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

First of all, there is no contradiction between corpus-based grammar and pedagogic grammar: if we are going to teach pedagogic grammar then it should be corpus-based, in the sense that the selection and sequencing of syllabus items should be informed by findings in corpus linguistics, particularly with regard to the typical register in which particular items are found, and their relative frequency. But Dogme ELT rejects the idea of a pre-selected syllabus of items, whether corpus-based or not, and instead recognizes the pedagogic value of the *learner’s* syllabus – that is the syllabus that emerges naturally through

engagement with real language tasks. As David Willis memorably said,

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

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

I am probably asleep. ;-)

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

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

Teaching Etiquette to Graduate Students in the English Classroom to Accelerate the Onboarding Process at their Future Workplace

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ABSTRACT

A study was conducted to determine if teaching etiquette to graduate students in the English classroom would accelerate the onboarding process at their future workplace. The methodology adopted included aggregation of common ten etiquette requirements across three divergent work places, setting up of a questionnaire that identified if a particular etiquette in a work place was a pre-requisite to joining the work place, was taught from basics as part of onboarding process and if it was mandatory for continuance of the fresher at the workplace. The study revealed that etiquette is considered important by 62.91% of the participants and communicating with verbal, non-verbal, written and listening etiquette with a score of 66.44% is the most sought after etiquette proving that etiquette need to be taught in the English classroom.

Keywords: *Etiquette, Onboarding acceleration, Future workplace*

Introduction

Etiquette is a code or rules of social behavior that is expected of an individual within a society. Etiquette comes from French that literally means tag or label or ticket. This word was later used to denote politeness and good behavior and taught from a young age. Etiquette is both verbal (linguistic) and non-verbal (social). While the word itself is recent dating back to a few hundred years, the codes of behavior have been in use for

thousands of years, right from the time of the early man when people started settling in communities, having food together and for rituals.

Why teach etiquette to graduate students?

The first role change in life happens to a student on graduation wherein the student is scrutinized not only for educational capabilities but also on professional behavior and is

deemed to be mature in interacting with the society. It is therefore imperative that a graduate student formally learns about etiquette so as to act with confidence and civility. Teaching etiquette to graduate students would not only enhance their behavior but also help them to become compassionate and loyal individuals and can greatly reduce future problems they may develop or encounter in life or at the workplace.

Why teach etiquette in the English Classroom?

In a world where English has emerged as the global language and, therefore, the language of opportunities, it is the responsibility of teachers to teach their students not only to become fluent in English but also to be elegant and becoming experts in etiquette so that students can interact confidently worldwide and also appreciate the etiquette of other cultures.

What is a future workplace?

Graduation is one of the most important phases in life for an individual during which the student takes the first, independent and major decision on what to do next. The paths generally taken are

- i. Pursuing Higher Education: Options include Master degrees, Research and Business schools and can be within the country or abroad. A student of higher education is considered to be matured and well versed not only in knowledge and skills but also in personal attributes and should know on how to interact with professors and others.

- ii. Earning a Living: Many students opt for this path as it provides for financial stability and independence almost immediately. The path can still be difficult to follow since companies have a stringent screening process that not only tests the knowledge and skills but also the personal attributes of the student.
- iii. Following a Passion: Some students are more willing to follow their passion and this could lead them to a vocation of their own and could include public services and individual interests. Students pursuing this path also need to diligently follow the systems and conventions of the profession.

What is an onboarding process?

A fresher to an organization is required to go through a process called onboarding. It can also be called orientation or training and can range from a couple of hours to months depending on the expectations of the organization on the individual.

Research Objective and Hypothesis

The objective of this study was to determine if teaching etiquette to graduate students in the English classroom would indeed accelerate the onboarding process at their future workplace.

Research Questions

- i. Is etiquette common across all workplaces?
- ii. Is etiquette a pre-requisite to join a workplace?

- iii. Should etiquette be taught before a graduate student joins a work place?
- iv. Does a fresher with knowledge of etiquette enjoy an advantage?
- v. Is the English classroom the best place to learn etiquette?

Research Methodology

The study was divided into four phases namely Identification, Formulation, Test and Analysis. The identification phase categorized the etiquette in each identified work environment and the top ten etiquettes common in the identified work environments. The formulation phase drew up the study parameters, quantitative measures and the form design with questionnaire for use in the survey. The test phase defined the sample universe and the data collection process. In the analysis phase, the collected data was compiled and analyzed using statistical and visualization tools.

To ensure practicability and limit the scope of this study, three work environments were identified for conducting the survey. They were Corporate work environment (software, banking, manufacturing, etc.), Armed Forces (military, police etc.) and Academic (higher education, research institutes etc.). The reasoning for identifying the above workplaces is due to the varying degree of etiquette requirements demanded and the consequence for not adhering to etiquette in each environment even though sourcing of new recruits in each environment is done from the same set of graduate students.

So as to gather information for creating the survey, the researcher identified the most common etiquette practiced in each work environment by previous studies, discussions with practitioners in the field and a review of the literature, consolidated them and identified the common ten etiquette across the work environments. They were:

1. E01 - Always wear Uniform / Formal Dress / Business Casuals
2. E02 - Communicate with verbal, non-verbal, written and listening etiquette
3. E03 - Avoid conflict / liaison with seniors / peers / juniors
4. E04 - Know how, when and what to eat during official dining
5. E05 - Respect people by greeting / saluting / addressing with the right title
6. E06 - Adhere to organization guidelines while using electronic equipment (own and official)
7. E07 - Ensure discipline and hygiene
8. E08 - Follow procedures / rules / traditions while attending meetings / gatherings / classes
9. E09 - Ensure positive impression through body language / gentlemanly behavior / honesty
10. E10 - Be polite and act professional even when socializing

The survey response instrument (questionnaire form) was divided into two

sections. Section-1 gathered information about the participant that could be used to define and profile the subject. Section-2 listed the survey items (the top ten etiquette common in the identified environments) and probed the subject on each item using quantifiable measure so that a scientific and statistical analysis could be done on the survey response.

Considering that there were an unequal number of responses from each environment, a non-weighted analysis would have posed the majority environment an unfair advantage and would have skewed the results heavily in its favor thereby not

providing a level playing field. However, once a measure was provided a weight, the analysis was performed evenly across measures, across etiquette and across environments. Also note that the numerical values were not randomly assigned but assigned with the objective that the more it is necessary for etiquette to be known before hand, the more its weightage. For example, the value of Yes for joining prerequisite is 30 but the value of Yes for onboarding training is only 10. This ensured that the more the total values for the etiquette, the more the need to learn etiquette before joining a work place.

Measure	Value for Yes	Value for No	Value for Partial	Value for Not Applicable
Joining Prerequisite	30	10	20	0
On-Boarding Training	10	30	20	0
Instructions Documented	10	30	20	0
Strict Enforcement	30	10	20	0

Measure	Value for 1-Warning	Value for 2-Punishment	Value for 3-Dismissal	Value for 4-Not Applicable
Non-Compliance Outcome	10	20	30	0

The analysis phase included examining the surveys for correctness and completeness, compiling the data, incorporating quantitative measures and creating the analytics and derivations. Each analysis consisted of a narration, an aggregated table, an analysis chart and an inference. The list of analysis done included environment distribution, etiquette distribution, environment weighted average,

etiquette weighted average, environment weighted average – consolidated, etiquette weighted average – consolidated, etiquette by environment weighted average – consolidated and etiquette weighted average - environment vs measure.

For the study, participants from across the identified work environments were randomly selected with the only criteria that they

needed to head or earlier headed or should be or should have been a part of the team that formulates, trains and monitors etiquette in their respective work environments. Of the seventy-five questionnaires sent (twenty-five for each work environment), responses were received from forty-two including twelve responses that were unusable (responses that were either blank or were only partially complete or the response being undefined such that the data could not be entered without serious interpretation and alteration) and therefore discarded. With thirty usable responses, the response rate was 71% with seventeen from Corporate, eight from Academic and five from Armed Forces.

Results and Discussion

The analysis had brought out the following observations:

- i. Joining Prerequisite with a score of 91.22% indicated that students need to be knowledgeable on etiquette before joining a work place.
- ii. Onboarding Training with a score of 49.11% indicated that etiquette may not be taught comprehensively during the on-boarding process
- iii. Strict Enforcement with a score of 76.11% indicated that the students not only need to be knowledgeable but also constantly practice it.
- iv. Non-Compliance Outcome with a score of 46.22% indicated that while the reaction to non-compliance may have a

score of less than 50%, it can still be noted as an observation and could impact one's career.

- v. Communicating with verbal, non-verbal, written and listening etiquette with the highest score of 65.89% amongst all etiquette across environments emphasized the teaching of etiquette in the English Classroom.

The study also ensured that the research questions were answered as below:

- i. Is etiquette common across all work places? Yes. While there had been variations in certain etiquette scores, etiquette was considered essential in all work environments.
- ii. Is etiquette a pre-requisite to join a workplace? Yes. Due to an overwhelming "Yes" by all participants across work environments.
- iii. Should etiquette be taught before a graduate student joins a work place? Yes. Since it was considered as a prerequisite and also due to non-comprehensive teaching during onboarding
- iv. Does a fresher with knowledge of etiquette enjoy an advantage? Yes. Due to strict enforcement at all work environments
- v. Is English classroom the best place to learn etiquette? Yes. Due to the etiquette E02 - communicating with verbal, non-verbal, written and listening etiquette being the top scorer and also since this

etiquette could only be taught in the English classroom.

Conclusion

Communicating with verbal, non-verbal, written and listening etiquette being the top most etiquette required and every environment voting for an overwhelming “Yes” to the joining prerequisite measure has helped in proving that teaching etiquette to graduate students in the English classroom accelerates the onboarding process at their future workplace. The research hypothesis had been positively and successfully proved.

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This white paper is an essence of the thesis titled “Teaching Etiquette to Graduate Students in the English Classroom to Accelerate the Onboarding Process at their Future Workplace” submitted by the author and study researcher for M.Phil. degree at Hindustan University, Chennai, India during the academic year 2014-2015 under the guidance of Dr. C. Indira, Professor, Dept. of Languages, Hindustan University.

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English as Global Language and its Pedagogical Implications for India

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ABSTRACT

The paper aims to highlight the impact, place and role of English in modern India. Its significance is phenomenal that we can afford to neglect it only at the cost of missing the bus to being a part of globalization, and reaping its benefits. Moreover, it has rooted itself deeply as 'our very own language' and so its pedagogical issues are of utmost importance to planning decisions.

Introduction

English, without an iota of doubt, is the global language today. Teaching-learning of English as a second or foreign language has been redefined in the milieu of globalisation and the digitised world we live in today. It has consolidated a solid position as one of the world's top ten languages among the 7000 languages used throughout the world. It is estimated that more than 51 million people speak it worldwide. The affluence and vivacity of the English language as noted by Frederick T Wood has "been enriched by foreign languages of all kinds" that its beauty comes from "an essential unity underlying them all" (1969:258). What began as an obscure language "is the most important of all living languages. Partly because of the commercial advantages...and partly, again, because it opens up one of the world's greatest literatures, it is not only the native speech of large communities scattered over various parts of the earth's surface, but it is a second language to

numbers of people in many different lands" (ibid:275). Today, "At its best, English is a beautiful language. It is a flexible and expressive vehicle for the transmission of thought, whether the simplest and plainest of thought or the highest and most profound" (Mehta 1950: 11).

Global Impact of English

It is amazing that the English language today is a global one and has an enormous impact on thousands of other languages of the world. It is more so because it is the language that binds our heterogeneous world. It is the common language of communication, trade and commerce that networks the world into one. It is a language that places us at ease in any corner of the world, for it is the lingua franca of the international business, media, scientific and academic communication. As such, the phenomenal expansion of English in the growth of trade, empire building, immigration and the recent boom in technology has ensured the teaching of

English as sometimes primary and sometimes secondary in the educational history of virtually majority of the countries on earth. The position of English as a world language is accentuated in its inimitable place in the teaching programmes of the developing countries. Its study has outstanding educational significance as it contributes to shaping learners in the liberal humanist mode of learning. Properly planned and taught, English contributes to the critical, intellectual, emotional, cognitive, imaginative and creative faculties concurrently. Its learning has excellent disciplinary value, helping to produce balanced and liberal minds.

Position of English in India

English is no more stigmatized as a colonial language in India. It is instead considered as a global language thereby becoming the language of economic empowerment, modernization and emancipation. In his work *English as a Global Language*, (1998) David Crystal asserts its significance that English deserves to be and is the global language. In support of its global status, he accepts “the value of multilingualism” and recommends that “everyone would (should) be at least bi-lingual”, as being so benefits a person in experiencing an enriching “part of two cultures” (1998: x). Furthermore, in the Indian context, Baral states that English language should not be perceived only as part of two linguistic cultures (mother tongue vis-à-vis the second language in traditional binary classification), but also as part of more than two literary cultures (following not only the

logic of comparing the vernacular literatures with the English literature but in the larger context of English studies that includes works by English men and women, historically produced in Great Britain, as well as writings in English by others both from countries that were never colonies as from the postcolonial countries of Africa and Asia, including Indian Writing in English) (2005:40). . Crystal idealizes experiences of the Welsh and English languages and cultures as the benefits of being a bilingual. Likewise a learner of English literature in an Indian university lives in and experiences not only two but many languages and cultures both inside and outside the classroom.

In the global context, English has provided a competitive advantage to countries where it is being taught as a second language. India not only has the English advantage but also is a partner in global English. It is because of the English language advantage that it has been successful in producing a huge number of skilled workers who could take up jobs across the world. Very pertinently, David Graddol observes: “India has been triumphantly playing the English card in establishing its global leadership of outsourcing and BPO” (2006:20). He further maintains that English in the context of the global economy has transcended the Hindi/ regional languages conflict in establishing itself firmly without any ideological or political challenge. Such a situation directly brings to attention teaching of English in the country as it divides people having access to good and effective language

education and not having it. With the passing of the Right to Education Bill in the Parliament (2009), and the Knowledge Commission (2006) insisting on effective English Language Education, the scenario has changed drastically. The Knowledge Commission has maintained that “the quality of English language teaching is simply not good enough. The support systems, such as the number of teachers or materials for teaching, are neither adequate nor appropriate. We are recommending a fundamental change that seeks to introduce nationwide, the teaching of English as a language starting in Class I. This is not meant to be a stand-alone, add-on subject. It is meant to be integrated into the school curriculum” ([http://www.knowledgecommission.gov.in / consultations/wg.language.asp](http://www.knowledgecommission.gov.in/consultations/wg.language.asp)). In view of the global English and the scenario of teaching of English as a second language, it is necessary to explore the terrain of English Language Education in order to address some of its limitations if the country has to continue with the English advantage for economic growth.

Graddol argues that, “...the argument about the language of education is also an argument about national identity, as much as developing the intellectual skills of children” (2006:116). In India, there is no confusion about the status of English language vis-à-vis national identity. English is no more considered as a language of hegemony, instead it is considered as one of the Indian languages. But what is problematic in the Indian context is the right

pedagogy that could address to multiculturalism and diverse student groups with different learning abilities and aspirations.

Pedagogical Implications

English language pedagogy in recent years has assumed significance. When it comes to pedagogy, decisions concerning what to teach are equally important as how to teach. All teachers need to remember that exposing learners to a well-thought-out curriculum is not the same thing as educating them if it means helping them to learn how to integrate the contents of the curriculum into their minds, hearts, and everyday lives. Education is a continuous interface between learners and the objective world they live in. Teaching imparts knowledge of a particular subject to the learners. This knowledge includes in education, but education cannot be limited to teaching only. Teachers should be prepared to go beyond imparting knowledge of a subject and contribute to the all round development of the learners’ personality. In India, English plays an important role in education and its teaching with a well-formulated pedagogic mechanism has an enormous value in the field of ELT research in the country.

Learning as such could be self-directed, group-directed or, in most cases institution-directed. Our focus in this study is institutional learning of English language in the context of India. As has already been said earlier, learning of English as a second language is mostly skill-directed. Thus the

emphasize should be on skill development that would take into consideration classroom situation, the teaching method, mother tongue influence, the learning material and the training for producing efficient English teachers. What is at the heart of such an endeavour is to explore the concept of “learning to learn” in the institutional mode (Grima 2004:351) that also includes a positive motivation towards learning while examining the conditions of learning. The development of self-knowledge is directly linked to the procedures of “learning to learn” or, in other words, how to learn a language to master it. In short, productive learning can take place through the system of well thought out programmes in the context of language teaching, i.e. mastery over the language being the basic objective of being successful.

In India, English has established firmly as a language of communication across language barriers. In the absence of a common link language in India, English has helped and is still helping to bring together people from different parts of the country. Although English is a colonial language, it has been useful to a large extent as a unifying force. It has become the language of many upper middle class Indian families in which children are mostly bilingual from the beginning. Its influence is phenomenal that it is today a national language in every sense. It plays an important role in administration, education, trade and mass media. It is not only the official language

with constitutional status but also a lingua franca within the country. On the whole, the teaching/learning of English in our country, for various reasons, is an area of immense importance unlike many countries of the world where English is being taught as a foreign language.

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English for Specific Purposes (ESP) in India: Present Status

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1.0 Introduction

English has acquired the global language status as it is spoken as a second language in more than fifty five countries of the world.¹ English is the key to the storehouse of ever-growing knowledge of scientific, technological, commercial, literary, medical fields etc., to the different parts of the world. On account of this, it is made part of the Indian education system to keep pace with the knowledge explosion and contribute to it. English is taught for two different purposes: English General Purposes (EGP), and English for Specific Purposes (ESP). The former is taught for laying a basic foundation in English and the latter intends to develop proficiency in the specific area of study. EGP should be taught till intermediate level, and ESP should be introduced from Undergraduate Level. In contrast, English is taught for general purposes at all levels of education immaterial of the stage it is taught in India without any clear identification of specific objectives, teaching material and methodology of teaching and evaluation. In many foreign countries, there are specific ESP courses which emphasize on the development of professional skills as per the specialization chosen.

1.1 Origin of ESP:

There is profuse information about the origin of ESP, most prominently there are three reasons stated by Hutchinson and Waters in 1987.

- to meet the demands of the new world;
- the revolution in linguistics; and
- finally, to lay focus on the needs of the learners.²

According to Hutchinson and Waters, there are two historical periods responsible for the growth of importance of ESP; first, the end of Second World War which brought considerable and unprecedented expansion in scientific, technical and economic activity at the international level, second; the oil crises in western money and knowledge flowing into the oil-rich countries. The language of this knowledge became English.³

1.2 Definition of ESP

According to Hutchinson and Waters, ESP is an approach to language teaching in which all decisions related to content and method are based on the learner's reason for learning.⁴ Therefore, according to Strevens [1988], ESP is English Language

Teaching (ELT) designed to meet specific needs of the learner.⁵ ESP is also specified as the one studied for academic and vocational or professional purposes. Michael Byram stated ESP to be a branch of ELT which refers to the teaching and learning of English for an instrumental purpose.⁶

ESP is a learner-centered and need-based approach which emerged during 1960s. This branch has emerged to widen the focus on the development of communicative competence in specific disciplines like medicine, aviation, academics, accounting, engineering etc...

Dudley-Evans offered a definition of ESP in a Japan Conference on ESP in 1997. It consists of absolute and variable characteristics. The definition is as follows:

I. Absolute Characteristics

- ESP is defined to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the discipline it serves;
- ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

II. Variable Characteristics

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;

- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students;
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (1998, pp. 4-5).⁷

According to Knight, Lomperis, Van Naerssen and Westerfield the language learners are categorized into two types:

1. Language learners who are in the process of developing expertise in their fields need English communication skills as tools in their training.
2. Language learners who are already experts in their fields need English communication skills as tools in their work.⁸

The undergraduate level students come under the first category; who are in the process of developing expertise which will enable them to succeed in their future internships and jobs. The employed people come under the second category; who need some kind of coaching for carrying on their specific duties at professional level.

1.3 Importance of ESP

Owing to globalization, English has become very strong as it is a common language for communication and provides access to the

advancements in various developing fields. Importance of ESP is increasing more rapidly to make everyone aware of the advancements taking place in different fields. Introduction of ESP would resolve most of the problems by making available domain specific knowledge for effective communication in the academic and professional life. In order to meet the professional challenges, the students should learn English which is specific in nature and suitable to their domain.

1.4 ESP in India

In this era of knowledge explosion in communication technology and globalization, the industry is in search of the candidates with greater caliber and excellent communication skills embedded with soft skills. This can be achieved if ESP courses are introduced from undergraduate level. A student at undergraduate level is expected to possess advanced skills which qualify him in procuring a job and sustaining it. This can become a reality if ESP courses are given importance. The real picture in India is very different as there is no demarcation in teaching English at different levels. In foreign countries there are specific courses as per the specialization chosen by the students to make them more proficient in their specific area of study.

The students of the 21st century are expected to be highly proficient in comprehending the ever-growing knowledge and be part of it. The knowledge-based global society is one in which;

- The world's knowledge base doubles every 2-5 years;
- 7000 scientific and technical articles are published every day;
- Data sent from satellites orbiting the earth enough to fill 19,000,000 volumes every two weeks;
- Graduates of high school are exposed to more information than their grandparents were in their lifetime; and,
- There will be as much change in the next three decades as there was in the last three centuries.⁹

For being part of this ever-growing stream of knowledge, proficiency in English is pertinent.

1.5 Need of ESP courses in India

The students at the undergraduate level are expected to possess functional fluency and competency in employability skills as the major prerequisites to be a part of the global workforce. There are various other streams that open up after graduation; either further education or settle in a job. For either of the things competency in English is significant. The faculty is expected to hone the required skills in the students to succeed in the competitive world. This can be achieved if emphasis is laid on the introduction of ESP at the University Level. ESP courses are designed to meet the utilitarian needs of the students and they are best suitable to sharpen the skills specific to every field.

Through personal experience it can be clearly stated that the study material formulated does not meet the professional requirements of the students. Due to lack of adequate language skills, most of the students are not able to write a simple letter, technical report, curriculum vitae or Statement of Purpose (SOP).

To rectify these problems ESP should be introduced from University Level as through ESP the student is oriented to specific domains of study consisting of specific jargon/register. Under such circumstances the teachers also should be made competent to teach English to the students of specialized fields so that they are made competent in the specific area of study. This expertise can be gained by the faculty with the theoretical and application knowledge of ESP.

At undergraduate level ESP should be offered as it has a practical approach to handle the professional needs in this globalised world, but it is still in an infant stage in India. It is implicit that a student's academic and professional success at tertiary level can be achieved by ESP courses which are tailor made to meet the professional needs of the students.

1.6 Role of the English Teacher:

The English teacher plays a vital role in improving the proficiency in the students at higher level of education. This can turn into reality if the teacher is trained in teaching the students at graduation level. They should be highly competent, dynamic

as teaching ESP courses is challenging. The teacher is expected to meet the needs of the learners by designing the material required to assist the students in improving the language proficiency which paves the way towards understanding all other core subjects of study. This can be done by adopting learning-centered, project-based and activity-oriented approach in the classroom. The teacher is expected to be a facilitator encouraging students' participation in the teaching-learning process than dominating the whole scene.

According to Heil, the teachers should be prepared for the global world with international experience and competency in English language for a successful teaching-learning environment. This can be understood in the words of Heil:

A key role for higher education institutions must be to graduate future teachers who think globally, have international experience, demonstrate foreign language competence, and are able to incorporate a global dimension into their teaching.¹⁰

1.7 Conclusion

General (language for no purpose) courses at any proficiency level almost always teach too much, e.g., vocabulary, skills, registers or styles some learners do not need, and too little, e.g., omitting lexis and genres that they do. Instead of a one-size-fits-all approach, it is more defensible to view every course as involving specific purposes... (Long, 2005, p. 19)¹¹

It is disheartening that even today,

awareness of ESP as a specific sub-discipline of ELT is not widespread in India. Although English is the language of higher studies like, medicine, law, engineering, etc., it is not geared up to meet the occupational needs of the students. Even to this day, the students, the administrators, the policy makers and even experts consider general English proficiency to be sufficient for communication across the occupational and professional fields. As Long said, the *one size fit all* approach should be replaced with educating the students with specific lexis, genres, skills etc.

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Challenges in implementing the Composition Curriculum at TVTC College of Technology Adham, Saudi Arabia: A Study

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ABSTRACT

This paper discusses the EFL writing challenges in the TVTC college of Technology Adham, Saudi Arabia. The prescribed academic writing curriculum does not incorporate the recent developments in the linguistic theory. In that connection, this article tries to convey the view that learners' writing problems can best be addressed by the adoption of the genre approach to writing rather than following the prevailing curriculum which is grammar-based. At this institute, the students consider writing activity as an exercise in English grammar rather than practice it for communicative purpose. After teaching the writing courses for the 3rd level students in TVTC Adham, I have come to an understanding that most of these courses focus only on drilling and not on real communication. This issue is presently taken up to study the need to revamp the existing writing practices of the students at the higher level at this institute.

Keywords: Curriculum, Lexico-grammatical structure

In view of the prestigious **Vision 2030**, the young Saudi learners have to put in a keen interest in recognizing the English language as a language of existence in business and in education. Many educational institutes in Saudi Arabia have now introduced diverse courses in English language such as English for Academic Purposes, English for Technical Students, English for Specific Purposes, etc. The government and educational institutions are working hard to project the wide popularity and demand of the English language. But, it was observed that students at the grass-roots level are yet to show great interest in acquiring and mastering the basics of English language. As part of my observation,

several challenges and obstacles were identified. Some of the challenges were lack of motivation, spelling mistakes, difficulty in pronunciation and inappropriate curricula. Finally, a written exam at the end of the semester was the testing tool. So, much focus is given to make the students ready to appear for a written exam.

Writing is a most important skill to be practiced by both professional writers and students. Thus, in academic and technical institutions, this basic skill in English is considered to be a matter of great importance and includes a good deal of writing courses in their curriculum, they also introduce writing courses to prepare

learners for academic and non-academic purpose. So, unfortunately communication skills involving listening and speaking skills are totally neglected by a majority of educational institutions in Saudi Arabia and the focus is on the writing component. They mainly concentrate on content-based knowledge rather than emphasizing the oral communication skills. Many of the writing courses in Saudi universities prefer to advocate writing practices characteristic of guided and controlled composition, where the lexico-grammatical concept dominates the composition skills. But it is commonly observed that most of the students' scripts are of 'errors', 'unsemantic', 'absence of concord', 'no proper paragraphing' and have a number of spelling mistakes. These observations are the most commonly prevailing drawbacks.

At this juncture an action research was carried out by the researcher. This action research mainly focuses on the issue of the writing skills of the students at TVTC College of Technology Adham. The researcher has carried out this research considering the various pedagogical as well as cultural issues. The Saudi's mother tongue has a great influence on the speaking of the English Language. They do not have the sound of 'P' but instead they pronounce 'P' as 'B'. So initially it was assumed that in academic scenario writing skills should be taught more extensively rather than speaking and listening skills. In this context we have to know the relevance of Lexico-Grammatical concept. This concept advocates the extensive use of grammatical

usage of sentences. A basic knowledge of grammar is essential in framing sentences. A basic drilling in grammar rules is a must for better construction of meaningful sentences. So, grammar was judiciously incorporated in the prescribed syllabus. Every unit has a definite grammar to be practiced. It is to say that only this aspect of language was given importance – that is being able to learn and reproduce the grammatical structures based on the given context.

Literature Review

Hymes' theory of communicative competence mainly stresses on writing. This theory mainly advocates about the role of "context" in writing. In principle, the term "context" is conceived to be the aggregate of linguistic, situational, social and cultural variables that surround linguistic units such as the text, discourse, utterances, etc. Context is also similar to what Halliday calls the social aspects of language use which comprises the establishment of familiarity and distance, boundary maintenance, personal interaction and settings of language use. The well-known 'context theory' gives impetus to the concept of 'writing genres'. Since this paper strongly proposes that the 'genre' concept provides a solution to the challenges of 'writing' at advanced levels in TVTC College of Technology, Now let us recall some of its defining features.

Generally speaking, the term "genre" is defined as a social, dynamic and interactive process that emphasizes the nature of

Table (1): Writing Genres Mauranen (1998).	Massi (2001)
Press reportage	A letter to the English teacher
Editorials	Sending a letter abroad
Reviews	Writing a letter to the author of a story
Religion	Email writing
Skills and hobbies	Film
Biographies	Providing an alternative ending
Official documents	An introduction to the anthology of short stories
Academic prose	Journal writing
Fiction	Personal anthology
Humor	The writing portfolio
Personal letters	
Professional letters	

language as “a social action” (Mauranen, 1998). Berkenkotter (1995), as cited in Mauranen, 1998, associates “genre” with five defining features. First, it is conceived to be dynamic in that it changes over time in line with its ‘users’ socio cognitive needs’. Second, “genre” is situational; viz. its driving force is embedded in the language users’ “participation in the communicative activities of daily professional life”. Third, it is dually-structured in the sense that as language users get involved in “professional activities”, they constitute and at the same time reproduce “social structures in professional, institutional and organizational contexts”. Fourth, “genre” is community-specific, i.e. it establishes disciplinary conventions employed by a given discourse community. Finally, “genre” is both form- and content-sensitive. In other words, genre knowledge includes “a sense of what content is appropriate to a particular

purpose in a particular situation at a particular point in time”.

Where writing is concerned, there does not seem to be consensus among theorists concerning the number and types of writing genres. Table (1) below illustrates writing genres as prescribed by two different inventories:

Regardless of the differences between these two models, so to speak, they have the potential to provide a solid basis for successful writing programs. Such genres as academic prose, fiction, letter writing, email writing, review writing, journal writing in both columns can be incorporated into the EFL writing syllabus. The rationale for so doing emanates from the fact that they empower the students to write with a purpose. Other things being equal, the students will be made to realize that they are acquiring the disciplinary discourse

associated with their subject fields. This type of language awareness is proposed to inform of who the language users are "... and whom they want to be identified with and, importantly, who they don't want to be identified with" (Hewings et al, 2007: 243). Thus, the students will eventually realize that academic writing does not always function as a tool that teachers employ to assess their performance (cf. Curry and Hewings, 2003).

Conclusion

It was quite noticeable in TVTC College of Technology - Adham that in spite of adopting the above mentioned pedagogy, the students' level in writing didn't improve drastically. Their poor basics of English language were a big hurdle to learn the advanced skills in Language. So, it was suggested to keep aside the academic books and start from the scratch. Neither the teacher trainers nor the superior academic authorities have addressed the relevance of the curriculum to the immediate academic and future career needs of the students. They just wanted the English trainers to complete the book and conduct the exams. They have taken the English language for granted. Most of the local staff and students just ignored this issue.

The present Action Research into the writing skills of Saudi EFL learners indicates that it suffers from a variety of lexico-grammatical and rhetorical problems. The findings reveal the following challenging facts about composition skills in most of the Saudi educational institutes.

First, it assumes a bottom-up approach to writing by focusing more on the manipulation of linguistic information as a necessary component of effective writing.

Second, the existing writing curriculum does not treat writing as a communicative skill, i.e. it considers writing as a mere exercise in the English vocabulary and grammar.

Both aspects of writing curriculum can jeopardize the acquisition of composing competence in students.

Third, such linguistic information as vocabulary and grammar are open-ended phenomenon. So it is unlikely that learners who reach the end of the course are able to compose satisfactorily, and even when they succeed in acquiring enough vocabulary and grammar, they cannot be expected to excel in writing because the writing skills exceed learners' linguistic competence..

Fourth, by focusing more on paragraph writing, the English departments ignore the need for writing as a communicative skill. Instead, they are neglecting the use of various genres in which the paragraph is simply a component.

In conclusion, unless these challenges are resolved effectively and the reforms be incorporated into the writing curriculum, writing will continue to be a challenging skill for Saudi EFL learners. It is unfortunate that English language teachers are more concerned about following British and American universities regarding what to appear in the curriculum rather than incorporating new developments into the

linguistic theory, i.e. genre theory, in their writing curriculum.

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Network-based English Language Teaching: Software Applications

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ABSTRACT

This paper is an attempt to bring effective ways of learning through computer-aided leaning of English by means of network software in a digital language laboratory which would help learners hone the various types of skills like listening, speaking, reading, and writing. The article analyses the advantages of English for specific purposes teaching of the third year students majoring in “Computer Science and Engineering” at Vardhaman College of Engineering, Hyderabad by means of the network-based computer teaching package. This paper analyzes the content and framework of the network-based computer teaching package to yield one of the key approaches used to develop this tool and focuses on the implementation. The conclusions made are based on the results obtained over a two-year period (2013-2015) of the network-based computer teaching package use.

Key words: Communication Skills, ELT, LMS, Network-based Computer

Introduction

Today, English is a symbol of people's professional growth for quality in life and education which pave the way to participate in national and international scope. Its colonial origins now forgotten or irrelevant, its initial role in independence India, tailored to high education now felt to be insufficiently inclusive socially and linguistically, the current state of English stem from its overwhelming presence on the world stage and the reflection of this in the national arena. The use of electronic educational resources is one of the dominant trends in

the development of modern educational practice in universities and hence, is directly referred to second language learning. The pedagogical experience being gained currently brings out clearly the didactic potential of modern technology in the intensification of second language teaching.

Skills Development Software

Sonic Visualize Graph (See Figure 1) and digital dual track audio recorder allow learners to analyze their voice as well as graph for accurate pronunciation. In Laboratory activities, it is possible to teach

the difference between every pronunciation using language software. The words are listed according to similar or different sounds where learners can repeat to practice of similar and dissimilar sounds makes the listening clear. It is also important to learn word stress for vivid pronunciation because one word is pronounced differently to mean differently for example, the word **conduct** as a noun the stress is on the first syllable whereas the same word mean different if the stress is on the second syllable as a verb **conduct**. This can be learnt on the digital machines using multimedia software.



Fig. 1 Syllables breakup practice with Sonic Visualiser Graph

In English, pronunciation plays a significant part. If a learner can find incorrect

pronunciation then one also can observe recorded pronunciation and improve it. At this stage learner is given sentence practice exercise as such.

For example, say or listen from your friend the following sentence and find the sentence incorrectly spoken.

'Bob is on the phone'

After listening to the sentence learner find that it was pronounced as /'Bɒbizəndə 'fəʊn / and is able to learn correct intonation.

Today technology allows, enables and manages the learning. So it's the time thinking about redesigning, bringing a paradigm shift and redefining the English language laboratories to mark instrumental approach in learning effectively. Roles of teachers, students and technology need to be redefined and readjusted. Most importantly, the teachers must be at least able to match technology with their teaching philosophy, methodology, pedagogical objectives and learners. *Flinnt* is an example of MOOC¹ of the English mobile application. It's an Android app used by teachers and students. It can put massive learning content in one application.

¹ A massive open online course (MOOC) is a free online learning course, to which an unlimited number of students can sign up. Starting in the US, MOOCs have emerged as a major new phenomenon over recent years, and their popularity has spread across the world. Ref. britishcouncil.org



It is an app runs through web based platform to help teachers and learners to communicate and share all kinds of resources among teachers and learners. These files can be links to internet based resources, Documents like PDF, PPT, doc file, excel, audio, video files. Prensky (2001a, 2001b; 2003) differentiates between digital natives and digital immigrants.

“Digital immigrants are those who did not grow up in the digital era (i.e., born prior to 1980), while digital natives are those who have grown up using technologies such as the internet, computers, and smart phones”.

The learners and the teachers are part of learning by educational technology. It is worth noticing that wide varieties of resource are available for effective learning process. Traditional ways of presenting lesson can be complemented by using online tools such as digital voice recorders, digital cameras where teacher can also assess the

learners’ fluency and accuracy of English language during learner’s presentation skills. Online exercises, quizzes, activities can be sent to individual or group of learners synchronously and can be retrieved files once exercise is done to evaluate the work. As an English teacher I have often wondered how technology accelerate leaning but the way students’ enthusiasm for experiencing electronic media as massive impact on leaning. They are highly motivated by tasks connected with internet. It is found that internet has the potential to redefine the scope of the language teaching and learning. It is without doubt that internet promotes and facilitates highly effective and motivating new learning experiences with abundant content. It provides the best tools to catch students’ interest, and it is easier to develop language skills when students are active. They have an opportunity to interact with the people and simulations virtually through internet-enabled mass communication which is a ruling trend in today’s youth.

Survey and Discussion

A survey is made on use and implementing technology enabled learning and teaching English.

Students (50)	Learning Interest				
	Mobile Apps	Software	Digital Class	Webinars	Online Exams
Computer Science & Engineering	42	38	45	32	40
Electrical and Electronics Engineering	38	29	37	28	25
Electrical Engineering	15	18	48	29	16
Information Technology	46	39	47	37	47
Master of Business Administration	45	35	36	39	36

This survey presents findings from the investigation into the effectiveness of practical ESL pedagogical implementation in graduate and post graduate college. The data researcher recollected first, from interviews with college students in Vardhaman College of Engineering, which aimed at identifying practical usage believed to be functional and practical implementation actually possible, and second, from questionnaires with ESL students, which focused on language improvement in the ESL curriculum. The data were analyzed to determine what specific preparation of module is necessary in teaching at undergraduate and post graduate level.

Scope of the Study

The study was geographically limited to Vardhaman College of Engineering, Hyderabad. However, the thoughts are being homogenous with many students of various educational institutes. The college for the

research was Undergraduates and Post Graduate students chosen through simple random sampling, drawn from five (5) Engineering disciplines randomly selected.

Discussion

Language learning software was first created around 1970s, and the artificial intelligence programme specifically designed for language learning appeared in 1980s. Computer games for language learning emerged in 1988 but it was not reachable to second language learners, e-mails were used by 1990. Thus the internet knowledge resources were first reported in 1990 onwards. It is found that learners' showed interest in learning through digital media as worth noticing their reasons at large. Language through digital networking is not new, however, affluent of various modes have come into alive as Mobile Apps, Software, Digital Class, Webinars and Online Exams per se.

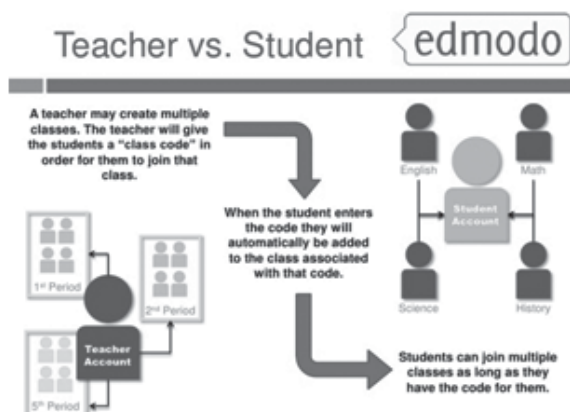
LMS



The simple, fast, and mobile
Learning Management System

Learning Management System promotes flexible learning access for all age group learners. We have been using Byndr as LMS in our institution for 2 years now, found to be worth using with on-campus students. Owing to supply beyond my classroom materials and assignments my original teaching plan sometimes does change, nevertheless, since I have been giving this course over a number of years I have tried suing LMS to focus upon the differences and innovative ideas to improve communication skills of my students. As I mentioned use of Byndr, at most, my experiences on the use of internet in the English classroom will be effective and imbedded by LMS paves the way for faster learning.

Moreover, Edmodo offers a wide array of possibilities for efficient learning. Edmodo is a tool which is used by the teachers to examine language skills should be developed. This knowledge of use of Edmodo allows planning homework assignments, model projects, virtual submission, graphical representation, and storing and retiring data for many days. Students use



the LMS when they need to share quickly and get feedback on their work is useful when it comes to understanding and revising lectures and getting ideas for assignments. There are not much awareness programs and activities to facilities students and teachers on the use of LMS.

With the advent of a new system, there will be some problems that ensue among the users. This study found that some colleges are using LMS for uploading materials and courses and instruction, but many teachers restrict themselves to uploading course materials to the course web site and never use the interactive features such as chat, discussion forum, email, and/or virtual interaction.

There is yet some difficulty while missing online presence in the difficult moment. Applying these learning resources many a time require reciprocation and feedback session, in which material found on the internet, is put forward to the group and the students browse and come up with some kind of review points which may be

occasionally debated or discussed in depth. In this research it is found that this missing connectivity is moot point for many teachers and students to use it constantly to scaffold a setting upon which the learners are invited into and to take part in learning virtually. Since the sources and references are multiple in this learning environment, an important part of the learning process is devoted to training the students in different kind of language skills, and also with regards to continuous assessment of learning. This is to emphasize upon one of several methods of possible ways of teaching and learning through the internet as a resource for the language classroom, within the framework of an LMS. In my research, many teachers' concern is to build how the virtual reinforcement might open up for activities that without internet because it might be more difficult to achieve desired results, in the regard, it would recommend to facilitate a cloud platform.

Conclusion

The discussion in the preceding leads us to the conclusion that teachers and learners of ESL may need to rethink critically that blending of the methods and at times divergent perceptions on certain method of language teacher has to be tailored made approach. It is also mandatory to see teaching materials should be more effective for learners. Accuracy and fluency of language learners should therefore be emphasized discovering what the interest of the many students need to be believed for favorable features of their career as well as what environment demands. As such, the

findings discussed above have far-reaching implications primarily for language teachers as well as for authorities in different educational settings, particularly in an Indian context.

Further, emphasis of the teachers on target language knowledge, teacher education programs should invest more on improving teachers' English proficiency if they would like to contribute to the process of training effective teachers. As learners are the main target of language available from the teachers, their richer knowledge of and better proficiency in the language can help learners to overcome their difficulties in communicative skills. Moreover, attending to students' needs will not only mean that teachers should seek to meet the learners' needs with regards to ability and level of learning however, it is evident that creative way of timely teaching with context and content suit the learners is more important than imitative way of textbooks and methods.

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Mobile Assisted Language Learning (MALL)

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This report is based on the 4-day National Symposium cum Workshop on Mobile Assisted Language Learning (MALL), organized by the Kanpur Chapter of ELTAI in association with the Department of English, VSSD College, Kanpur.

Objective:

The objective of the paper is to examine the theoretical underpinnings of a range of technologies and applications, contrasting them with the traditional classroom and imagining the future of mobile language teaching and learning.

Mobile Learning:

Mobile learning, popularly known as M Learning, is about disseminating information and learning through a mobile device. Mobile learning is the ability to obtain or provide educational content on personal pocket devices such as PDAs, smartphones and mobile phones. The use of multimedia is considered within the context of Second Language Acquisition (SLA) and Computer Assisted Language Learning (CALL) theories. In particular, we examine the Interaction Framework, Schemata Theory, SLA Universal Grammar related theories and Multimedia Learning Theory. Educational content refers to digital learning assets, which includes any form of

content or media made available on a personal device.

Mobile technologies have the power to promote and foster collaboration and communication. Mobile can be the best medium to inspire and invite otherwise busy student to learn meaningful matter. Most researchers and educators probably view mobile learning as the immediate descendant of e-learning. Pinkwart, et al. (2003) define e-learning as 'learning supported by digital "electronic" tools and media'.

Advantages:

1. Learning anywhere, anytime
2. Instantaneous messaging
3. Private location no geographic boundaries
4. No travel time with wireless Internet connectivity
5. No electricity or space is required

Disadvantages:

1. Potential for distraction or unethical behavior
2. Physical health concerns
3. Data privacy issues.

Physical aspects of mobile technologies that may prevent an optimal learning experience include restricted text entry, small screen size, and limited battery life.

Questions Discussed in the Symposium

1. What benefits do learners, teachers and school administrators derive from the use of mobile learning?
2. What are the challenges and pitfalls?
3. Can this technology be misapplied and waste precious resources?

With questions like these in mind, we tried to explore the current state of mobile-assisted language learning (MALL).

Outcome:

The digital age has allowed us to form characters to write text, create moving images (video), and still images using the same pixels on a screen; not forgetting audio. Learners and content creators can generate knowledge and represent it as video, audio, text, manipulated data or embedded files. Ubiquitous access to mobile phones and other movable devices means that language learning increasingly overlaps classroom-based learning and learning outside the classroom, in virtual spaces and out in the world. Mobile learning has extensive opportunities for making teaching and learning available beyond the traditional classroom. Associated technologies, software programs, and Internet access have enfranchised many students who previously had little access to quality teaching. However, a paradigm shift has occurred in

which learners are turning to new mobile learning opportunities to supersede traditional teaching as virtual extensions of earlier self-help books, phrase books, and audio-based language learning programs. Audio translation apps, augmented reality, and just-in-time learning approaches are providing alternatives to those with neither access nor time to learn a language. Language skills can be enhanced through mobile learning and learner-technology interaction supports that development, particularly opportunities for learners to extend or practice their communication with others.

Simulations (especially digital simulations) are becoming more and more common as learning tools, because after the initial investment, it is very cost-effective and can be used to train/teach people all over the world, using the same standard.

Its constant and explicit learning is important for us as educators. It is beneficial as whatever you do in that space is discoverable. Every search engine you look at, every information you look up, every artifact that you create in this space can be tagged, can be searched, and can be used for multiple purposes. So this is an extraordinary new environment, which has enormous potential for our students and us as well.

Two case studies serve to illuminate: the audio-based training of a system called MAC and the image-based training of another called PhotoStudy. We also suggest evaluation techniques that should be used

to test the application of these theories to Mobile Assisted Language Learning (MALL).

We can download following applications to learn English with fun:

WhatsApp: This application can be used for the development of listening, speaking, reading and writing skills. Anyone can create group of learners on WA and s/he can send a word with its phonetic transcriptions and instruct students to learn correct pronunciation and write a sentence by using that word. A teacher can upload a bite of any news on which a debate can be done. After uploading the video, students can be asked to comprehend the video and write a paragraph based on that video. Even, students can have a debate on that topic and I think these instructions can enhance the skills of listening and writing.

American English app: Students can listen to many audio clips from this app and they can read paragraphs as a reading comprehension.

Soundtrap: It provides a platform to create music online, quickly and easily. It helps in inculcate the habit of learning in an interesting manner.

Storyboard: It can be a good platform to inculcate the speaking skills. Students can create their stories with the help of Websites like Zooburst or Storybird.

The other useful tools are:

- ☐ Plickers
- ☐ Free dictionary
- ☐ American English
- ☐ Englishleap
- ☐ Big Brain Bender
- ☐ Vocabulary Builder
- ☐ Speak English

We can use following web tools to learn English in an interesting manner:

- o **Penzu** Penzu.com Journal tool
- o **Voxopop** Voxopop.com Voice recorder
- o **Wordsift** Wordsift.com Visualizing frequently used vocabulary in any text
- o **Jing** Techsmith.com/jing Capturing what is on your screen with photo or video.

ELT@I TIRUPATI CHAPTER

5th Annual International Conference 2017 on 7 & 8 April 2017

THEME: BHAGAVAD-GITA: TO BECOME THE BEST TEACHER

SUB- THEMES

❖ The Bhagavad-Gita: An Excellent Guide to Humanity	❖ The Bhagavad-Gita: Elixir of Life
❖ The Bhagavad-Gita Turns a Teacher into the Best Teacher	❖ The Bhagavad-Gita: The Best Counselor
❖ The Bhagavad-Gita: An Anvil to Mould Personality	❖ The Bhagavad-Gita: A Success Mantra
❖ The Bhagavad Gita: A Remedy for all Challenges	❖ Life Skills from the Bhagavad Gita
❖ The Bhagavad Gita: An Example for Ideal Teacher and Disciple	❖ The Bhagavad-Gita: A Need of the Hour
❖ Lord Sri Krishna: The Teacher of the Universe	❖ The Bhagavad-Gita: A Teacher's Teacher
❖ Arjuna: An Ideal Student	❖ The Bhagavad-Gita for Better Life
❖ Professional Values from the Bhagavad Gita	❖ The Bhagavad-Gita for Harmonious Society
❖ Moral Values from the Bhagavad Gita	❖ The Bhagavad-Gita for Secularism
❖ Ethical Values from the Bhagavad Gita	❖ The Bhagavad-Gita for Mighty Youth
❖ Soft Skills from the Bhagavad Gita	❖ The Bhagavad-Gita: Meant for Whom?
❖ The Bhagavad Gita: A Source of Soft Skills	❖ The Bhagavad-Gita: A Comparative Study (The Bible/ The Quran)
❖ Lord Krishna: Father of Soft Skills	❖ The Bhagavad-Gita: A Comparative Study (Literature)
❖ Lord Krishna: Soft Skills Guru	❖ The Professional Values from the Bhagavad Gita
❖ Bhagavad-Gita: A Boon of India to the World	❖ The Bhagavad-Gita for Professional Development

Venue: Sree Rama Engineering Colleges, Tirupati

Call for Papers: Scholarly, genuine and unpublished research papers/articles on any of the sub-themes or on the topics related to the theme of the conference may be sent.

Guidelines for Paper Submission: Full papers not exceeding 2000 words, prepared according to MLA Hand Book 7th edition in the MS-Word format (1 inch margin on all sides, Font: Times New Roman with 12pt size, 1.5 spacing) have to be sent to the email ID: eltaitpt@gmail.com. Papers which are not according to the specifications will not be considered for publication.

Full papers and filled in Registration forms with fee paid details should be sent by 16 March 2017 as an e-mail attachment to Dr. G. ReddiSekhar Reddy at: eltaitpt@gmail.com. Proof of fee payment such as the details of payment after online transfer incase of net banking, counterfoil if online money transfer voucher is used (scanned copy) has to be sent with registration.

Last Date: Last date to send Full papers & Registration: 16-03-2017

Registration Fee:

- ❖ Rs.1500/- for ELT@I Members.
- ❖ Rs.1600/- for Non-ELT@I Members.
- ❖ RS.600/- for students (without paper publication)

(Fee includes kit, working lunch & book of papers published).

Registration fee can be paid into ELT@I Tirupati Chapter's A/C No: **33750318672** S. V. Nagar Branch, Tirupati – 517502 (**IFSC: SBIN0016990**) through electronic money transfer with net banking or it can also be paid by online money transfer using the online money transfer voucher in the bank, but not direct deposit (with pay in slip) because it will be charged for inter branch fee with Rs.50/-

Conference Email ID: eltaitpt@gmail.com

For Information: www.eltai.in / www.sreerama.ac.in / www.eltaitpt.blogspot.com

For further information call: Mobile: 09441335722/07981883002/09912431512/ 09959522612

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7-120/4, FLAT NO: 202, 2nd FLOOR, SHANTHINAGAR, M.R.PALLI, TIRUPATI – 517502.

All the qualitative and accepted papers will be published in book form With ISBN Copies will be given to the participants at the conference

12th International and 48th Annual ELT@I Conference

Jointly Organized by ELTAI and Department of English and Centre for Research

St. Teresa's College (Autonomous), Park Avenue Road, Ernakulam, Kerala 682011, India

Theme: English Language Acquisition: Western Theories and Eastern Practices

29th, 30th June and 01st July 2017

Sub-themes:

- Teaching-learning theories of other languages
- Indigenous theories of teaching-learning English
- Failed models of teaching-learning English
- Different approaches for different levels - primary, secondary, tertiary
- Insights from other disciplines for english language learning
- Teach for India: Teach in India
- Sravana - Manana - Nididhyasana in learning a foreign language
- The role of memorization in learning a foreign language learning
- Covergence approach for multicultural, multilingual students
- Where East meets West
- Teacher-Pupil role relationships - an Eastern perspective
- Use of technology militates against Indian ethos
- Indian concept of teacher competence
- NGO/CSR activities in spreading English literacy
- Mission 2030 - Reforming the English language curriculum
- Insights from other disciplines for teaching English
- Corporate training vs. classroom teaching

Paper submissions:

Each submission should include the following:

- ❖ An abstract about 150 words. Manuscripts must be prepared according to the format specified in the recent edition of MLA Handbook for Writers of Research Papers/APA Handbook for Writers of Research Papers.
- ❖ Submissions should be sent electronically in MS Word 97-03 at eltai_india@yahoo.co.in with copy to e-mail: lalca.ku@gmail.com

IMPORTANT DATES

Submission of abstracts : 15th May 2017
Submission of full-length paper : 30th May 2017

There will be separate sessions for school and tertiary level.

Registration:

It is compulsory for all the joint authors of each accepted paper to register for the conference in case they intend to be included in the programme and want their names in the conference proceedings.

Early Bird Registration : 30th April 2017 @ Rs. 1000/- (For all) From 1st May to 25th June:

Rs. 1200/- (ELTAI Members)
Rs. 1400/- (Non-ELTAI Members)
Rs. 1200/- School teachers (with a letter from Principal)
Rs. 1000/- Research Scholars and Students
USD 50 (Overseas Participants)
On the Spot Registration Fee for all Rs. 1500/-

Souvenir:

A souvenir will be released at the inaugural which will contain the conference details, message from dignitaries and abstracts of contributors.

REGISTRATION FORM

Name :

Designation :

Institution :

Address for Correspondence :

Contact Number :

e-mail:

Title of the Paper :
(Paper presenters only) (Enclose abstract in about 150 words)

Registration Fee:

Participants are expected to register themselves and pay the registration fee in advance as per the following details, by sending a **DD/Cheque in favour of "ELTAI Chennai", Or payment made through bank transfer.**

The account details:

SBI, Santhi Colony, Anna Nagar, Chennai-600 040. A/C No. 30870397943, IFSC Code : SBIN 0002196

Details to be sent to :

The Secretary, D-64, Third Floor, Anandam Apartments, 156, SIDCO Nagar Main Road, Villivakkam, Chennai - 600 049

Accommodation required : No of days _____ (If required)

Types of rooms : Three bedded/Four bedded

Accommodation charges: (Refer to the brochure/ELT@I Website) Accommodation and registration amounts can be sent by the same DD/Cheque/money transfer.

Date of arrival: _____ Date of departure _____

Accommodation details to be sent to: jmbwilson97@gmail.com

For any query or assistance call

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READING ACTIVITY

READING ALOUD * (Beginner's level)

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

- Objective** : To enable learners to read with proper phonological features such as stress, intonation, chunking and pauses while reading aloud for listeners to make sense of the reading
- Participation** : Individual
- Material** : Any material
- Preparation** : Reading aloud any text, modelling news readers on popular channels/ radio stations, as frequently as possible.

Procedure:

- One can take any text, including newspapers or magazines, to read aloud. To start with one has to read the text fluently without stammering, backtracking, unwanted pauses and hesitation.
- As the practice of reading continues one has to pay attention to aspects such as,
 - o Not leaving out words or sounds
 - o Not inserting words or sounds
 - o Intelligible pronunciation of the words
 - o Appropriate chunking/sense groups
 - o Meaningful pauses
 - o Stress at the word level and sentence level, and
 - o Proper intonation to convey precise meaning
- During the class students can be made to sit/stand in a circle and instructed to read one after the other and feedback be given after each one finishes reading, based on the criteria mentioned above. One of the most common problems in reading is either reading too fast or too slow. The normal reading speed is estimated to be 150 words per minute.
- A few proficient readers can be given a chance to read aloud and the whole class can offer them feedback.

Learning outcomes:

- 1) Learners at the initial stages realize that reading aloud is not an easy skill as it appears to be.
- 2) Learners recognize that the practice of reading aloud is mostly for the sake of listeners and not for oneself as it hinders one's reading speed.

Further activities: Listening to audio books and good newscasters can pay dividends. More importantly, one has to constantly practise with any type of material at least for a few minutes.

* **Reading Aloud:** Since it is time-consuming and the bright students have no problem with it, it is usually ignored in schools. The lack of reading aloud practice prevents many students from developing effective reading skills.
A good reader can explore the possibility of becoming a newscaster on a TV channel or a radio station.

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