

fortell

FORUM FOR TEACHERS OF ENGLISH LANGUAGE AND LITERATURE

From the Editor

This issue marks the beginning of an era of partnership with a leading organisation in the country which has been intervening in all sectors of education for a very long time. This organisation is no other than Vidya Bhawan Society, Udaipur. One of the aims of this partnership is to interact with teachers and experts engaged in the teaching and learning of English language at the grassroot levels and help the school system improve the quality of teaching English for the socially disadvantaged and underprivileged sections of our society. This noble cause could be translated into reality only through organising seminars, workshops, demonstration lectures, preparing language activities and games that may make teaching-learning an anxiety free and joyful experience.

I am hopeful that we may be able to enter into similar partnerships with some NGOs that are engaged in the teaching of English and have made significant innovations in the methodology of teaching and the learner centred activities/games.

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One of the issues that has been focussed in this issue is the use of multilingual resources of the learners in the English class. Today, the use of the mother tongue is no longer considered a tabooed item, though for a long time its use was considered highly stigmatised. Infact, researchers working in the field of second/foreign language have begun to have a second look at the use of the mother tongue in the learning of a second language. We would like our readers to write to us explaining their position with respect to the use of the mother tongue in the teaching of English at the primary level.

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FORTELL FAMILY UPDATE

1. Dr. Promodini Verma is now the Principal of Bharti College, University of Delhi.
2. Dr. Kusum Sharma has become the Principal of DIET (Keshavpuram), SCERT.
3. Dr. D.K. Pabby, is now the Principal of Ram Lal Anand College, University of Delhi.

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TEACHING ENGLISH IN A MULTILINGUAL CLASSROOM

—Prof. R.K. Agnihotri
(University of Delhi)

There is no doubt that for a greater part of the rural population of India, English is still a foreign language and a language that is persistently instrumental in discriminating against it associated as it is with socio-political power and upward social mobility. But in most urban and semi-urban centres, English is a second language, in fact an Indian language. We should also note that even in the remotest parts of rural India, English-medium schools are mushrooming, irrespective of the quantity and quality of English they end up teaching. Nor can we deny the importance of English as a source of knowledge and as our only window to the world. What we do need to work against is the appropriation of the advantages associated with English by a select few who in fact would make every possible effort, explicit or implicit, to keep the underprivileged far away from any significant exposure to English. In an extremely significant move in recent years, many states in the country have decided to introduce English as a subject from Class 1 even when they insist on mother tongues being the medium of instruction. It is a golden opportunity for teacher-trainers and teachers of English in this country to initiate innovative processes and experiments that would help the underprivileged learners to acquire high levels of proficiency in English and make a solid move towards bridging the gap between one of the most powerful divisive forces in our society, namely, English. Given the multilinguality that is constitutive of our society and classroom, these innovative experiments will have to emerge from our own local contexts; we need to stop blindly following what is either fashionable in the west or has been rejected there. We cannot afford to become a part of the English Language Teaching (ELT) industry; we must have larger goals in mind. We need to ensure that the teaching of English in a multilingual context contributes towards participatory democracy rather than encourage elitism.

The first thing that most ELT professionals refuse to recognize is that languages thrive in each other's company. English itself is a paradigm example of that perspective on the nature, structure and growth of languages. It is not just that it could legitimately be described as a *khichri*; it is that its richness resides in its openness to the vocabulary, expressions and structures of other languages. And when we teach English in our schools and colleges, we constantly insult languages of our children; in fact more often than not we punish them for using any other language than English in the school premises. It is indeed criminal. We do need to take note

of the fact that our classrooms are multilingual in every sense of the term; even where we think we have reasons to say that in a given class, all children speak Hindi or Panjabi, we should remember that 'Hindi' and 'Panjabi' are grammatical and social artifacts created either by linguists or groups with vested interests. Children actually speak different varieties of what we choose to call Hindi or Panjabi and there is substantial social and spatial variation in their languages, and these languages are constantly changing.

Let me give at least two examples of how a multilingual classroom can be used as a resource not only for effectively teaching English but also for enriching awareness about the nature and structure of language. At the moment I have the middle school in mind but comparable strategies can be used equally effectively from Class 1 to graduation. Let's imagine a class which has Hindi, Bangla and Tamil speakers in the class. Let the teacher start by writing a few English words on the board with their singular and plural forms in two columns. An intelligent teacher would quietly weave in not only words like 'chair, chalk, board, fan, bus, glass' etc (most of which can be seen in the immediate environment) but also words like 'foot, tooth, fish, sheep, child' etc. That takes about 10 minutes and the teacher's job is over. She should go to the back of the class and sit with students. A Bangla student gets up and provides the plurals of the same words writing them in a broad Roman script. Some Hindi and Tamil student repeat the same exercise on the board. All children and the teacher take down these words in all seriousness. The remaining work will perhaps take place the following day but everybody is asked to think about data from different languages and notice if there are any regular patterns. Next time, children split into groups of 5 or 6 and try to analyze the data. What are the rules for making plurals in English? The teacher gives a hint: Focus your attention on the last sound of the plural in English. Do the plurals of "cat, bag and bus" end with different sounds? What are they? Do we make the plural of 'ox' and 'child' in the same way? Is the word 'child' unique in some way in the case of making plurals? The quest is endless and you simply have to appreciate the joy children display as the wonders of grammatical structure unfold in front of them. Similar exercise is undertaken for Tamil and Bangla on another day. I leave it to the imagination of the reader to appreciate the quality and quantity of learning that has already taken place. If it is not clear, I take the responsibility of writing another piece next time.

Another example. The Bengali child is asked to come to the board. The teacher as usual is a learner like everybody else. This child recites a short four-line Bangla poem to the class. She then writes the poem on the board in broad Roman script. She explains the meaning of each word in Hindi and English as far as

possible. Other children and the teacher help. The class splits into groups. The poem is translated not only into English but also in Hindi and Tamil. The translations are read and compared. The accuracy of the translation is not at stake for the immediate moment. The process is important. Once again, the benefits should be obvious. I can certainly be accused of imagining a teacher who is free from the bondage of 'syllabus, textbooks, manuals, workbooks and literature readers etc.' If that's the case, thank you for saying so.

Early Introduction of English in State-Funded Schools

— Dr. A.L. Khanna

Reader, Deptt. of English,
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Despite bitter experiences of introducing English in standard-I in state-funded schools in some of the states of India (e.g. Punjab and Bihar a few years ago) English continues to be introduced in standard-I. At present roughly fifty per cent of the states and union territories of India (Andaman Nicobar, Arunachal Pradesh, Chattisgarh, Daman and Diu, Delhi, Haryana, Jammu and Kashmir, Jharkhand, Meghalaya, Mizoram, Nagaland, Orissa, Punjab, Sikkim, Pondicherry and Manipur) have introduced English as a subject in classes-I and II, and the remaining in classes 3 – 5.

Reasons for Early Introduction

English is increasingly viewed as the language of job opportunities, glamour, prestige and upward social mobility. More and more people – even in remote areas of the country – feel that it is only the knowledge of English that will liberate them from their present state of miseries and social disadvantages. So much so that there are thousands of Indians who would prefer even their initial education in English rather than the language of their homes, peers and region or neighbourhood. It is this aspiration of the people which politicians echo from various fora and persuade the state governments to revise the language policies in favour of introducing English in the earlier years of schooling.

Another reason for early introduction of English is that children are better language learners, and therefore more and more languages should be introduced when they are young. This belief is strongly supported by the researches of Lenneberg (1967), Penfield and Roberts (1959) and several others working in the field of first and second language acquisition.

Are we ready for earlier introduction of English?

The answer is 'no', because we don't have adequate infrastructure facilities available for the teaching of English even from class VI onwards. We

neither have trained teachers, nor teaching materials that children can relate to, nor well-ried out teaching methodology that works effectively with the first generation learners of English hailing from lower socio-economic backgrounds. We also lack suitable teaching strategies that can exploit the strengths of a multilingual classroom.

How to salvage the situation ?

Despite the fact that introduction of English at the primary level is not the outcome of a well-considered language policy and that the state governments don't have the infrastructure available, teaching of English at the primary level appears to be a practical necessity, keeping in mind the public demand and the market forces. Educationists and linguists working in the field of first and second language acquisition should give a serious thought to the following issues :

1. How to introduce English along with the home/ peer language of the learners so that learners do not feel alienated from their environment and culture? One must teach English in relation to the local needs, ways of life, festivals and modes of entertainment. English should be taught as an alternative form of expression of the indigenous culture. At no time the cultural practices associated with English should be forced on the young learners. For instance, in a remote rural area one should avoid talking about celebrating a birthday and exchanging gifts on this occasion. Avoidance of this kind of activities may make the learner feel at home while learning English.
2. In the earlier years there should be overwhelming emphasis only on the listening and speaking skills. Since parents and the members of the community strongly associate schooling with the teaching and learning of the written form of the language, they would not be satisfied if children are taught only listening and speaking skills. They will have to be convinced that delaying of the writing and reading skills (as in the first language) would burden their children less and make learning faster and make them fluent users of English.
3. Children's use of their mother tongue / peer language in the English class should not be treated as an aberration. It should rather be viewed as a learning strategy, particularly in the initial years of learning English. This kind of encouragement would give him / her a lot of confidence in his / her own language and also help him achieve fluency in the use of English, which may be delayed or inhibited if he / she is forbidden to make use of the mother tongue / peer language. It is wrong to believe that if a learner uses mother tongue at one point of time in the learning of English he / she is going to use it always. We know from our own experience that most

of us did it in the early years of our learning English, but we are not at that stage any longer. We have no reason to believe that the present day learners would be unlike us.

4. We should prepare language teaching materials in collaboration with the subject teachers so that we follow a cross curricular approach and thereby lessen the burden of learning at the initial level of learning. A concept learnt in a subject class can be reinforced in the language class and vice-versa.
5. We should engage learners in activities that they normally are likely to perform in their lives at that stage of learning. Such activities would have some meaning for them and make language learning meaningful.
6. In the initial years learners should be assessed only on their fluency in English. As the learners move to higher classes, more and more weightage could be given to both accuracy and fluency.
7. Primary school teachers teaching English should be at least bilinguals. They should know the most widely used mother tongue of the learners. This would make the learners less inhibited, and also help the teacher establish rapport with the class, and use other mother tongues as resources in the teaching of English.

Blissful Teaching : Teaching Katharine Mansfield's *Bliss*

— Himadri Roy

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Writing a **Narrative** composition appeals to one of humankind's basic instincts, the impulse to share stories. Sometimes the aim of the story-teller is simply to entertain, to provide a moment of escape from the business of the day or the horrors of the night, but sometimes the aim of the story-teller is to instruct, to help others in their understanding of something. The best part of teaching in this way is that our listeners' resistance to listening the words of others is low and they are not always aware that they are being taught anything until it's too late – we've got them.

The skills needed to narrate a story well are not entirely the same as the skills needed to write a good narrative discourse. Some wonderful short fiction writers are not particularly good narrators and vice versa. Still, it is useful to look at those elements that make up a good narrative and know how to apply what we learn toward making our stories as dramatic as possible whenever that is appropriate.

The ability to describe something convincingly will serve a writer well in any kind of situation. Usually, it has been seen that most of the **writer's job is to show, not**

tell. For example, if you say that the tree is beautiful, your readers are put on the defensive: "Wait a minute," they think. "We'll be the judge of that! Show us a beautiful tree and we'll believe." Do not rely, then, on adjectives that attempt to characterize a thing's attributes. *Lovely, exciting, interesting* – these are all useful adjectives in casual speech or when we're pointing to something that is lovely, etc., but in careful writing they don't do much for us; in fact, they sound hollow. But in case of Katharine Mansfield in this short story, she not only shows but also tells.

UNDERSTANDING A SHORT-STORY

A short story can be studied in six different modes.

A sense of immediacy: Although Mansfield's narrative is couched in the past tense, we sense that whatever is going on is happening in the very recent past or even now, as we speak. This is especially true as Bertha goes from one room to the other space in her own house to feel the freedom and in this case a blissful freedom. The vivid movement of her makes us feel that the house is real and as if one of us is moving from one room to the other in his/her own home. Mansfield's story is not couched entirely in the past tense, therefore the past tense does not feel past to us in fiction. In fact, short story writers and novelists call the simple past tense the "fictive present" or "fictional present" because when you're reading it, you feel as if you're reading something that is going on – now at this moment.

The sense of reality: Although we might sense that Mansfield exaggerates the erratic movements of her protagonist, Bertha, and her imagination is often fantastic we also sense the reality of her condition. There's the shock of familiarity for all of us. We see Bertha very meticulously decorates her dining table with colours of life because that evening friends are invited for dinner:

"...tangerines and apples stained with strawberry pink. Some yellow pears, smooth as silk, some white grapes covered with a silver bloom and a cluster of purple ones."

What Mansfield tries to make us realise is the reality of portrayal of the scene, especially when she says:

"These last she had bought to tone in with the new dining-room carpet."

We all feel the need of decorating our own home with the motive of impressing others more than we try to impress ourselves. Though it might sound very *"far-fetched and absurd"* but that is one of the natural and innate realities that we all seem to follow as dictums. Mansfield's portrayal of each scene convinces us that we do make lots of efforts when we invite guests at our place and try to impress them through our materialistic snobbism. Details, details, details are seen throughout the story it seems more of *Showing* than of *telling*.

Movement: Action is indispensable in all forms of narrative discourses. The sense of people and things moving through time and space occupies our minds when we read the story. Close study of short story writers will pay off in the long run here. The non-intuitive device most of them use is a knowledge that when they want to describe something that happens very fast, the text and selection of details and descriptions of action must slow down. It would be instructive to reproduce here the dining scene in the short story where people representative of class have been invited. The writer Eddie Warren enters the story in a very crucial and emphatic way. His portrayal provokes the reader to generalise statements like *poets are hyper-emotional*. The way Eddie emphasises the adjectives and comparatives show nothing but a configuration of his *hyper-emotionality*. We do notice such parameters of emotions when Harry becomes too close to Miss Fulton. Bertha at that point could not control her possessive jealousy - runs away to see the pear tree. Miss Fulton follows her and catches the glance of this pear tree. Mansfield seems to draw the picture of semblance of this blooming tree with the age that these female characters are —**thirty**, the right age to bloom the most, the right time to re-advocate life. From the beginning of the story we notice a tremendous pressure in Bertha's bosom, which at the end remains unsolved. It has been portrayed as enigmatic passion and a disintegrated mysticism. Mansfield lets the reader detect what the pressure was about. In fact, Mansfield adopts this device to hold the readers engrossed into the story. The movements of these devices let both the characters and the readers interact in a pedestal of reality.

In media res: Mansfield's narrative jumps right into the telling. A Latin phrase, *in media res*, means just that, in the middle of things, and describes the technique by which story writers begin their tale in the middle of the action. Here, Mansfield picks up the story about Bertha's situation after something has already happened to get her to this place and time. Then she will harken back to the beginning, the necessary background. It's an age-old trick to get the reader involved immediately in the action of the story.

Quoted language: There is not much by way of quoted language in Mansfield's narrative. We notice, how the little bits of conversation at the dining-table, in the drawing room with the various characters seem to leap off the page — especially towards the end. It is as if another sense has been called into play, as if you suddenly hear as well as see and read. Using quoted language is something that short-story writers and novelists must master before they get very far in their craft. It can be difficult to create this illusion of the spoken voice, but it's worth the effort, as nothing can make an essay feel more alive, faster, than to give your reader a bit of voice. It lends texture, dimension, to the short story.

Knowing when to quit: Mansfield could undoubtedly have gone on and on with this kind of thing, but she was wise to quit when she did. Knowing when to quit is indispensable, but hard to learn. A good rule to live by: if you think your readers would like a little more, write the little bit more and then delete it before you hand over your text to anyone.

TEACHING OF THIS UNDERSTANDING

The Short story is written by Katharine Mansfield and is about 8 to 10 pages in length. This is an opportunity for the reader/teacher or an individual to reflect on her/his teaching and to share key beliefs, behaviors, and outcomes related to his/her teaching. Most of the narrative discourses contain a teaching philosophy statement, a summary of recent teaching responsibilities, and commentary on various teaching materials (for a particular course or examples across a range of courses). This short story also encompasses all these factors. The reader/teacher tries to bring the philosophical component regarding this story. Definitely as it is in the women's literature of the 20th century of an optional paper of the undergraduate level, the philosophical parameters have to be built up, according to the demands of the paper. A teacher might understand a Showalter reading of the text, or might have deep knowledge of Judith Kearns —the student might not be capable of taking the names of the feminist critics as easily as the teacher. So the philosophy has to be framed according to the demands of a particular syllabus; in this case the background consists of different prose-readings.

The second major part of a teaching pedagogy is the appendix. Items in the appendix are matched to the document and to what is discussed and claimed in the narrative. These items could include, for example, syllabi, tests, handouts, course web page URL, evidence of student outcomes, evidence of involvement with students out-of-class, copies of articles written with students, videotape of a teaching demonstration, summaries of student evaluations, evidence of faculty development activities related to teaching, examples of honors and awards related to teaching, thank you letters from students or colleagues related to teaching activities, published articles on teaching, etc. Note, to include any student work in a teaching portfolio, the instructor should obtain permission from the student and should remove any identifying information.

In spite of this traditional background, most of the narrative discourses are very contemporary in details of plot, style, characters and events. Even those narratives, which I deem "traditional" in terms of characters, plot, point of view, and types of imagery are of relatively recent origin and circulation. 1. **Characters:** Students can identify kinds of characters: dynamic (*Bertha*) vs. static (*Little B*); flat (*Nanny*) or stereotypical (*Harry*) vs.

well-rounded (*Miss Fulton*) or original (*Bertha*). 2. **Plot:** Students can separate the play into "parts" such as introduction, rising and falling action (*especially around the dining table*), complication (*interrelations among the characters*), crisis (*intrarelations among Fulton, Bertha and Harry*), resolution (*the husband, Harry, comes back to the wife, Bertha*). 3. **Point of View:** Point of view answers the question: whose voice tells the story or gives us the crucial information we need to understand what is happening? Does one character control our understanding of events, or do we have an "omniscient" narrator who gives us facts and insights that the characters themselves do not have? How does the voice or consciousness that acts as the point of view shape our interpretations? What might happen if another point of view took charge? 4. **Types of Imagery:** Are there patterns of colours or light and dark that develop as the story progresses? Are there archetypal motifs such as birth, awakening, sacrifice? How are elements of space and time used— for instance, afternoon to evening, seasons, closed vs. open areas?

Short stories as a narrative discourse in education have been the focus of increasing attention in recent years. The idea of narrative is fertile ground for adult educators who know intuitively the value of stories in teaching and learning. Narrative is deeply appealing and richly satisfying to the human soul, with an allure that transcends cultures, centuries, ideologies, and academic disciplines. In connection with adult education, narrative can be understood as an orientation that carries with it implications for both method and content.

POST-LISTENING ACTIVITY

One of the most useful ways to encourage students to respond to these short stories is through comparisons, including comparisons of literary devices. Students learn by relating, and each of the short stories responds to the others through a variety of contexts. However, the short story also offers students a chance to identify with other people and situations in some original ways as well. While the short story offers rich opportunities for traditional literary analysis, they also, through their use of voice and sound, can turn students' imaginations in new directions.

A pivotal point for a discussion of narrative and short story in adult education is "an understanding of narrative as a broad orientation grounded in the premise that narrative is a fundamental structure of human meaning making". (Bruner, *Making Stories*, 1986, 2002; Polkinghorne 1988, 1996). The events and actions of one's life are understood and experienced as fitting into narrative episodes or stories. Accordingly, identity formation and development can be understood in terms of narrative structure and processes. In this view, "the self is given content, is delineated and embodied, primarily in narrative constructions or stories". (Kerby, A. P., *Narrative and the Self*, 1991).

Given the centrality of narrative in the human experience, we can begin to appreciate the power of short stories in teaching and learning. We can also see that the application of a narrative perspective to education involves much more than storytelling in the classroom. Therefore, the most effective way to reach learners with educational messages is in and through these narrative constructions. Learners connect new knowledge with lived experience and weave it into existing narratives of meaning.



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REPORTS

A Report on SAARC Writers Conference - XI.

7-9 October, 2004, New Delhi

— by Himadri Roy



The day began with a note of gaiety and mirth for it brought innumerable number of creative writers together. Although the registration process at the information desk seemed to be handled by insufficient, as well as inefficient employers of The Foundation of SAARC Writers and Literature (a recognised body of the SAARC to organise this event), but an angelic smiling face from the madding crowd came up with a helping hand. Asha Sharma got enough *asha* with her experienced, skillful hand. After the identities were handed over to the respective participants of the SAARC countries, the writers were requested to sign on a white blackboard with any colour they felt like. Really multicultural interactions!

The first day began with a welcome speech from Ajeet Caur, the founder of the SAARC literary wing of Academy of Fine Arts and Literature. The vivacity of her voice, the congeniality of her tone, and the zeal of her spirit touched everyone. Each delegate from the SAARC countries presented special brief addresses — Ali Shareef of Mauritius, Anisuzzaman of Bangladesh, Prem Namgyal of Bhutan, Intizar Hussain of Pakistan, Tulasi Diwas of Nepal, Kaplia Goonasekara of Sri Lanka and from India U. R. Ananthamurthy delivered the inaugural speech.

The first session began around noon of the day. The topic was Sharing

Civilisational Heritage: Cultural Connectivity in the SAARC region. The Session was conducted by Ajeet Caur. M. A. M. Nuhman from Sri Lanka, Sonchit Pullarp from Thailand, and Ashok Vajpeyi from India were on the presidium. Kaplia Goonasekara and Gunadasa Amarsekara of Sri Lanka talked about the concepts of plurality and survival in a multicultural context. Ganeshwar Mishra from Orissa discussed how religion becomes the path to connectivity.

The topic of the second session of the day was Creative Dialogue—Role of Literature in Unlearning Hatred. Ashok Vajpeyi from India conducted the session and Minoo Bhandara from Pakistan and Padma Devkota from Nepal were on the presidium. The participants were Asif Farroukhi from Pakistan, Jatindra Nayak and Reoti Sharan Sharma from India and Sonchit Pullarp from Thailand.

The third session of the day was on Readings. Nirupama Dutt conducted the session, and Intizar Hussain of Pakistan, J. P. Das, Keki Daruwala and Anamika from India were on the presidium. Gunadasa Amarsekara of Sri Lanka, Kaiser Haq from Bangladesh, Javed Shaheen and Neelofar Iqbal from Pakistan, and Alok Dhanwar, Anamika, Bishnu Mohapatra, and S. S. Noor from India made their presentation on the readings on creative writings. The last session of the day was an open one where authors around the world presented their creative skills. This open session was presided over by Nabaneeta Deb Sen from India.

The second day had a very pleasant atmosphere. The first session was conducted by Renuka Singh. The theme was Plurality and Survival — Understanding the Otherness of Others. Manzurul Islam of Bangladesh, Anwar Ahmed of Pakistan, Narmadeswar Pradhan of Nepal, U. R. Ananthamurthy of India presided over the session. The speakers were Asgar Nadeem Syed and Enver Sajjad from Pakistan, Selina Hossain from Bangladesh,

India were represented by Swapan Chakrovarty and Suryakanthi Tripathi who also presented papers.

The second session of the day was conducted by Ajeet Caur and the topic was The Voice of Literature in the Strife-Torn World. Munnoo Bhai from Pakistan, Kaiser Haq from Bangladesh, Toya Gurung from Nepal presided over this session and B. P. Singh questioned civilization through globalisation in his paper.

The last session of the day was an open session. It was conducted by Ashok Vajpeyi.

The topic of discussion on the last day was Dreams and Responsibilities. conducted by Ajeet Caur and on the presidium were Tasmima Hossain of Bangladesh, Prem Namgyal of Bhutan, and Kamleshwar of India. The speakers were Intizar Hussain of Pakistan, and Ghulam Sheikh and Pratibha Ray of India. The last open session was on readings, and was conducted by Nirupama Dutt.

The valedictory session was conducted by Ajeet Caur, the Declaration was given by Ashok Vajpeyi. While delivering the Vote of Thanks, Ajeet Caur said: "We have learn a bit of it not too much of it —so we can never know in numbers how many people speak English".

TALK ON BUSINESS COMMUNICATION AT SATYAWATI COLLEGE, UNIVERSITY OF DELHI

— by Tulika Prasad

Success in any endeavour requires effective communication. Companies and people who communicate effectively are more successful. And although, technological advances may have improved and simplified business communication, effectiveness of communication is still based on human behaviour, knowledge and understanding. With this in view, a seminar was organised by the English Literary Society of Satyawati College (Eve) on Business Communication. The speaker was Ms. Jyotsna from

Rajdhani College, University of Delhi. The purpose of the talk was to educate the young students, who would soon be stepping into the work environment, about the power of good communication so that they may accomplish their professional goals. The speaker focussed primarily on how to make oral business presentations that would set one (and therefore, one's company) apart from competition. The speaker, very succinctly, outlined the basic strategies that should be employed in order to give persuasive presentations such as analysing the audience as well as the situation, focusing on the audience's needs, choosing and shaping the content, laying out problems and providing solutions, organizing and conducting the presentations in a clear and convincing manner and finally, answering questions from the audience and following through to the conclusion. Tips were also given on how a presentation could be enhanced through effective use of visual aids with useful pointers about slide structure, font, colour, background, graphs etc. The speaker dealt with realistic situations that an individual might face in a work environment while delineating desirable personal traits, attitudes and work habits that are necessary for making a favourable impression. The students also got acquainted with concepts of e-communication through this talk. Why e-communication is important, software and hardware choices, different means of e-communication such as Intranet, Internet and last but not the least, general etiquette that must be observed while sending emails, recording messages on answering machines or even faxing messages were all dealt with.

In this interactive session the speaker engaged the students by asking them questions, encouraging discussion and quoting examples from the contemporary business world. The students got a lot of information from this talk about the tools that they need for succeeding in their

professional lives. It gave them necessary skills that are needed in personal careers. It was not surprising to see that the seminar was well attended. Although, it would seem that only students of commerce would be interested in such a seminar, it was heartening to see students of literature participating in the discussion and eagerly lapping up all the information being given.

BOOK RELEASE OF R. W. DESAI'S *Of War and War's Alarms and 21 Short Stories* AND SEMINAR ON "THE NARRATIVE: TEACHING AND TECHNIQUES". Hindu College, University of Delhi, March 2005.

— by Himadri Roy, Manpreet Kaur

FORTELL and Emerald Publishers, Chennai, organized a function in which Prof. Desai's book was released. This ceremony was followed by a seminar. The welcome speech was given by Dr. Kavita Sharma, the Principal of Hindu College, followed by an inaugural speech of G. Olivannan, the proprietor of the Emerald Publishers. The program was divided in three sessions.

The programme began with a welcome address by Dr. Kavita Sharma, Principal, Hindu College who extended thanks to Emerald Publishers, Chennai, Prof. Desai, an alumnus of the college, FORTELL, and all those present for making the event happen. Thereafter, G. Olivannan, Proprietor, Emerald Publishers, Chennai, inaugurated the function. He acknowledged the contribution of academicians to the publishing industry and also iterated the commitment of his publishing house to the cause of education.

Next, Prof. N. K. Jain, President of FORTELL gave an overview of the seminar. He explained that the topic of the seminar was chosen with an intention to provide a build up to the release of Prof. Desai's book, which embodies a remarkable variety and multiplicity of narratives. The seminar

sought to address some of the theoretical issues concerned with narratology.

The focus of the first session, which was chaired by Dr. Kavita Sharma, was the pedagogical challenges encountered by teachers of English fiction at undergraduate and post-graduate levels. The speakers namely Dr. S. S. Sharma, Dr. Lalitha Subbu, and Mr. Himadri Roy read papers on the teaching of specific texts, which highlighted their different approaches to the structural or formal aspects of a literary texts.

The title of Dr. S. S. Sharma's paper was *Teaching Heart Of Darkness*. He observed that while teaching *Heart Of Darkness* to the undergraduates he often encountered stiff resistance on the part of the students to the linguistic and narratological approaches to the text. He contended that in the context by the rapidly shifting pedagogic paradigms it was imperative that a balance be effected between cultural materialist/new historicist approaches and formalist/structuralist ones. His own reading of *Heart Of Darkness* was an example of such an holistic approach which was based on Edward Said's *Culture and Imperialism*, and theoretical apparatus of Todorov, Gerard Genett and Paul de Mann.

Dr. Lalitha Subbu developed this strand of structural narratology by looking at how different narrative discourses generate contending meanings and how these meanings are deeply embedded in the cultural matrix of both the time of their production as well as that of their reception. She addressed some of the recurrent concerns of structural narratologists. Dr. Subbu noted that while students look for simple, totalitarian and homogenous interpretations of texts it was necessary to highlight the way in which narrative discourse fashions a story.

Whereas the first two presentations were primarily with

novel as fictional narrative, Mr. Himadri Roy undertook a structural analysis of Katherine Mansfield's short story *Bliss*. The presentation was titled *Blissful Teaching: Katherine Mansfield's Bliss*. Along the lines of Vladimir Propp's *The morphology of the Folk Tale* wherein he had identified several functions which in different combinations form the basic building blocks of all, Mr. Himadri Roy proposed a structural pattern based on which the short story can be studied. He argued that while short stories as narrative discourse in education for adult educators transcends cultures, ideologies and academic disciplines, the teacher should always incorporate the philosophical understanding of any narrative discourse.

The second session was a panel discussion on "The Narrative: Form and Techniques". The moderator for the discussion was Aruna Sitiesh, Principal of Indraprastha College, Delhi University. Sunita Jain of IIT (New Delhi) Shefali Ray, and Anamika, from Satyawati College spoke about how one should understand and interpret the forms of narrative to everyone.

The last session was the book release of R. W. Desai's *Of War and War's Alarms and 21 Short Stories*. The chief guest of the program, V. B. L. Mathur, former Chief Secretary of the Government of Rajasthan, delivered a speech focussing on his personal affinity with the writer and his inklings for literature. Bhim S. Dahiya, former Vice-chancellor and Head of the English Department of Kurukshetra University, spoke of his attachment with the writer and how he enjoyed reading him. The book was then released by Dr. Kavita Sharma, the Principal of Hindu College. Comments on the book were given by N. P. Singh former Reader in the English Department, Rajdhani College, University of Delhi and Shalini Sikka from Jesus and Mary College, University of Delhi. This was followed by readings from the book. Jyoti Bajaj, from Khalsa College

(Evening), University of Delhi, Tara Chadha, Treasurer, FORTELL, and the writer himself read sections from the book.

The program came to an end with the vote of thanks both from both Dr. Kavita Sharma, Principal, Hindu College, University of Delhi and from Madhu Gurtu, Vice President, FORTELL.

INAUGURAL SESSION OF FORTELL, KOLKATA

— **Susmita Bhattacharya**
(Newsletter Coordinator)

In collaboration with Mahua Chatterjee
(Member of FORTELL)

The inaugural session of FORTELL, in Kolkata, held on the 15th of January 2005, at the conference hall of British Council, Kolkata, was an astounding success tale. There was a huge response from teachers of various reputed institutions of different education boards, who graced the occasion not only by their presence but by participating actively in the interactive sessions.

After a formal registration of the enthusiastic participant teachers, the day opened with a welcome speech by Dr. Sampa Chatterjee, the programme coordinator of the Kolkata wing, who enlightened us regarding the very inception of FORTELL to its propagation in Kolkata, stressing on its aims at revitalizing the teaching of ELT and providing a forum for collaboration.

This was followed by the highly encouraging speech by Ms. Sujata Sen, Director, British Council, Eastern Region, whose support for the forum indeed added new tinges to the beautifully emerging portrayal of the Kolkata Chapter of FORTELL.

The first presentation was a joint effort by Mr. Subhro Roy Chowdhury, a teacher of Jadavpur Vidhyapith, and Ms. Susmita Bhattacharya, teacher of Sri Shikshayatan School, which raised the serious topic of English Syllabus at the Higher Secondary Level. Mr. Roy Chowdhury reflected the ever-changing approach of HS

Syllabus. The course that was introduced as the bridge course between Madhyamik and Degree course, was never a student friendly one. In spite of repeated changes made, this failed to prove its worth. The very recent transformation of the syllabus, emphasizing more on the ESP- English for specific purposes and 'Functional Approach' also are far from convincing. Though, the current syllabus, aims at incorporating more Indianized English, by including works of R. K. Narayan, Amartya Sen, Manikuntala Sen, etc., it unintentionally loses out on the culture of English Literature. Even the teachers pointed out that the inclusion of non-fictional pieces stressing on society has made the syllabus less attractive. Another participant teacher rightly commented that teaching Bertrand Russell to students, who have completed Madhyamik Standard English, would be indeed difficult. Even the poems are a deviation from absorbing literature. Ms. Bhattacharya pointed out the problems that the students face and further would face with the newly introduced changes in the syllabus. Eventually, the session focussed on the topic of Evaluation. The dropping of objective type questions from recent question papers has indeed been quite an unwelcome change for the students, this was pointed out by a senior teacher (of a Bengali Medium School). Students scored marks with such questions, she said.

In the open house session, several positive suggestions as well as negative reactions came up. Stressing on Listening and Speaking skills, sticking to the traditional methods of evaluation, introduction of practice lessons based on dialogues etc., reflected positive reactions, whereas, negative responses were innumerable since majority of the participants felt that the current syllabus is more anti-student than being student friendly.

Respected Sri Muktinath Chatterjee, Principal of Charu

Chandra College, suggested that teaching should bridge the cultural gaps. Hence, he stressed on the gradual up-gradation of the syllabus of earlier classes (may be VI/VII onwards), to endow the students with the capacity to internalize the knowledge and learn the use of English.

After a warm interactive session, Dr. Sampa Chatterjee, presented a unique approach to teaching poetry. Stressing on an entirely different methodology of training the learners in the process of a very meaningful reading, she, very dexterously introduced the theories, which should be followed by a teacher while teaching a poem in class. This session was quite an absorbing one, since it touched upon the strategies, which should be applied to move from 'comprehension to appreciation'. It revealed that lecture is not the sole method but a newer technique should be incorporated to encourage the interest in the learners to go back to the text, making the teaching process more learner centric.

The main charm of the entire day was the unique arrangement of the diversified aspects that were presented. The next presentation on 'Testing and Evaluation' was made by Dr. Jayasree Mukherjee Sarkar, Reader in Applied Linguistics, who very artistically emphasized on the essentiality of the statement 'I teach, we learn', since, it is a two-way process. Discussing about the very different aspects, which should be kept in consideration while evaluating students on the basis of skill, comprehensive testing ability, etc. Even the essentiality of both the formal testing and the informal testing patterns were also focused on.

Finally the entire seminar came to a grand finale with a thanks-giving speech by Ms. Nandini Mukherjee, a member of FORTELL.

The astounding success of this vibrant event undoubtedly proved that the Kolkata Chapter of FORTELL indeed has a sterling future ahead.

KOLKATA CHAPTER OF FORTELL

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Dr. Sampa Chatterjee

Finance Co-ordinator :

Ms. Nandini Mukherjee

(Teacher, International School)

Newsletter Co-ordinator :

Ms. Susmita Bhattacharjya

(Teacher, Sri Sikshayatan High School)

▲ VIDEO CONFERENCE
SESSION WITH TESSA
WOODWARD ON THE
PROFESSIONAL LIFECYCLES
OF TEACHERS, Feb, 25th
2005

— By Madhu Gurtu

British Council, India and Cambridge University Press jointly organized a video conference on 25 February linking the British Council Delhi, Kolkata, Mumbai in India with Tessa Woodward in Cambridge.

Speaking on the professional life cycles of teachers, Tessa Woodward, an internationally renowned expert on teacher training and development, compared different stages/ phases in the teachers' careers to the changing seasons of the year. Using the schematic model of teacher career cycle by Michael Huberman (1989), she discussed the various stages at length, providing an insight into the problems and challenges teachers face at different times in their careers.

The first 1-3 years in a teacher's life characterized as "survival" were a great challenge for the beginning teacher who has a kind of reality shock when they find the classroom reality to be much more complex than what they had expected it to be and what they had been prepared for in their theory sessions. However, this could be resolved by 'discovery', which helped the teacher find their own solutions to their specific problems, thus refining/modifying the pedagogical models they had been trained in. The next stage of 4-6 years is one of stabilization. Initially, teachers go through periods of anxiety

and uncertainty but if they are able to 'stick it out' they start enjoying the challenge and acquire skills to cope with their uncertainties.

This is followed by a period of confidence when teachers become activists in the 7-18 years of their teaching career, experimenting with new techniques. They try different activity types, groupings and begin 'pedagogical tinkering'. They are ready for reforms and often work beyond the institutions, thinking out of the box as it were. This could be a stage of self-doubt, reassessment which Tessa terms as the 'mid life crisis'. It is at this stage that a kind of restlessness grips the teachers and some may even leave their profession or may want to take on the role of a mentor.

19-30 years is a stage of serenity and relational distance. Most teachers are relaxed though a little bored with their profession, self accepting though less enthusiastic about their work.

The 31-40 years phase is the 'Hanging On' stage where the teacher faces some physiological changes. Some teachers become reflective and helpful and some end up cynical, angry, and bitter.

Tessa Wood was presenting a descriptive model, not a prescriptive one. A very significant finding that she reported from Huberman's work was: "Teachers who steered clear of reforms or multiple- classroom innovations but who invested consistently in classroom-level experiments- what they called 'tinkering' with new materials, different pupil groupings, small changes in grading systems were more likely to be satisfied later on in their careers than most others and far more likely than their peers who had been heavily involved in school wide or district wide projects..." This in a way seemed to highlight the role of teacher as researcher, enhancing the prestige of a classroom practitioner who keeps experimenting in the classroom to make the teaching learning process more enriching and fruitful.

The talk evoked many responses, most of them coming from younger teachers who could identify some of their experiences in the talk. Tessa's advice to them was that they should use their classroom experience to theorize from rather than the other way round and reflect on different aspects of learning and teaching. After the video conference the audience then moved on to the Charbagh in the British Council, Delhi where they continued the debate over a cup of tea, sharing ideas and experiences, reflecting on Huberman's counsel that 'tending one's own private garden, pedagogically speaking, seems to have more pay-off in the long haul than land reform, although the latter is perceived as stimulating and enriching while it's happening' (Huberman 1989).

ABOUT TESSA WOODWARD

Tessa Woodward is a teacher and teacher trainer and the professional development co-coordinator at Hilderstone College in Kent, UK. She is, with the support of OISE, the incoming Vice President of IATEFL. Her last book with CUP was 'Planning lessons and courses'. She has recently brought out 'Ways of working with teachers' a book for mentors and teacher trainers/educators. She also edits the Teacher Trainer journal for Pilgrims, Canterbury UK.

ACTIVITIES

LEARNING THROUGH ACTIVITIES

— By Sangeeta Wig

The author attempts to concretise abstract concepts through activities. These activities are for children upto 7 years of age, and can be easily integrated with the regular curriculum of English.

1. Memory Game (Concept : Use of A/An)

Learning Objectives

- 1) To judge the memorizing ability of the child.

- 2) To be able to use a/an appropriately.

Group Activity : 6 groups per class.

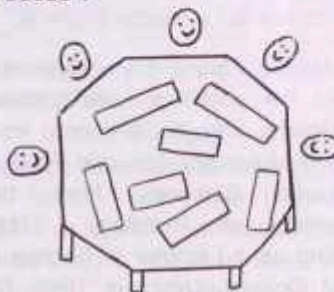
Material : Flash cards.

Pre-activity preparation : For each group twelve flash cards. Six cards with words beginning with a vowel and six with words beginning with a consonant.

Example :

Umbrella	Tree
Vowel	Consonant

Process :



- In one group of six children, twelve flash cards are spread in the centre of the table.
- Two minutes are given to read these words and learn their spellings.
- After two minutes, the flash cards are kept with face down.
- Five minutes are given to write as many words (out of 12) as they remember and add a/an before the words.



- The note books are exchanged with the partners for checking the answers from the flash cards.
- Child with maximum words with correct usage of a/an is the winner.

- Another set of twelve flash cards is done with the next group of six children.

2. Young Publishers

(Concept : Sentence formation)

Learning objective :

- 1) to frame grammatically correct sentences.
- 2) to develop imagination.

Group activity :

Process : The children build up a story where each child contributes one sentence to the story in continuity.

The first child starts with

Example - Once upon a time there was a little girl called Priya

- The second child thinks and adds his/her sentence in continuity. This way the story builds on till the last child who ends up the story.
- We now have an original story compiled by the students of the whole class.
- The children can draw and colour some of the characters of the story. These illustrations can be filled into the story which will be written by the teacher on a chart paper.



3. Where is it ?

(Concept : in, on, under, behind, next to etc..)

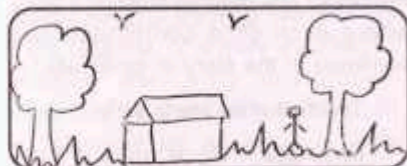
Learning Objective : to develop an understanding of position and related language.

Group Activity

Material required : Material needed to create a display. Eg chart papers, nest material for making a house, trees, car, bird, girl, dog, butterfly etc.

Process : The children work in groups to make the objects described below.

- House :** Cut out of a house shape. Use marker pens to draw windows, curtains and bricks.
- Trees :** Draw and cut.
- Bird :** Cut out of a bird.
- Nest :** Cut out of a nest. Add wool and straw.
- Girl :** Create a head and body for the girl. Use collage to add features and clothes.



Direct the children where to place the objects **Simple cards** may be given to the group leaders near the display directing them to display.

The children are asked to describe the position of specific objects. Eg where is the girl?

Answer : The girl is in front of the house.

The teacher can ask questions like

- Would you find a car in the sky?
- Would you find a girl on a roof?

Etc.

- The teacher may also name the position of an object and the children have to work out where the object is.
- Invite individual children to make up a story on the basis of display.

Activities relating to the teaching of English language are invited from Members for the next issue, and also for the **ACTIVITIES BANK** that we are in the process of building up.

ANNOUNCING

A Workshop on Language Games for young learners on August 21st, 2005 at 10 a.m. in New Delhi. The Venue will be notified on FORTELL website.

Interested participants should send their name and address on the following e-mail address. a_l_khanna@yahoo.co.in

PROFILE

PROF. N.S.PRABHU

by V. Saraswati, Chennai

"Please do not bother to pick me up. I shall find my way to the venue". This is what Dr. N.S.Prabhu said when we offered him transport to the ELTAI annual conference where he was to deliver the keynote address. That in essence is Dr. Prabhu, an epitome of simple living and high thinking. To know him is to admire him and love him. To have known him and interacted with him is an enviable privilege.

Hailing from a tiny village near Udupi, the abode of Lord Krishna, Dr. Prabhu took his BA(hons) from Madras University, MA and Ph.D in Linguistic Sciences from the University of Reading, U.K. Starting as a Lecturer in English in MGM College, Udupi in 1956, Dr. Prabhu moved to the Academy of General Education, Manipal as Reader in English in 1959. From 1967- 1986 the British Council had the honour of employing him as English Studies Officer. There his contributions included Teacher Training, Curriculum Design, developing methods and materials as well as guidance of research in ELT. In 1986 he joined the National University of Singapore as a Senior Fellow in the Department of English Language and Literature and was elevated to the position of Deputy Head of the Department in 1989. He returned to India in 1994. Currently he is Advisor, Dictionary Database Project, Orient Longman, Bangalore.

Dr Prabhu is a wonderful combination of a brilliant thinker and an erudite scholar. His **Second Language Pedagogy** published by the Oxford University Press, U.K. in 1987 is a seminal work, a masterpiece of the genre. It was shortlisted in the English Speaking Union Duke of Edinburg English Language Book Competition 1988 and was nominated for the BAAL

Book Prize. His **English Through Reading** co-authored with Bhaskar and published by Macmillan, U.K. ushered in a new era in Indian ELT. Along with Dr. M.L. Tickoo he was the series editor of the **Gulmohar Graded English Course** which has created a record in the history of textbook publishing in India by being a box office hit for 30 years.

Sharp insight, wide knowledge and clarity of presentation are the hallmarks of Dr. Prabhu's papers. The titles of his papers are proof of his innovative as well as practical approach to ELT issues. Just to mention a few: "Teaching is at most hoping for the best", "Materials as support, materials as constraint," Language education: equipping or enabling?" "Three paradoxes in ELT", "Misapplied Linguistics".

Numerous projects have been designed and directed by Dr. Prabhu of these the communicational Teaching Project, more popularly known as the Bangalore Project has won international acclaim. Excitingly innovative but absolutely practical, this project symbolized Prabhu's two major concerns: his sympathy for disadvantaged learners and his passionate commitment to ELT.

A scholar of global eminence Dr. Prabhu is much sought after in different parts of the world. He has served on the Editorial committees of **Language Teaching Research**, U.K. **Reflections on ELT**, Singapore, **TESOL Quarterly**, U.S.A, **Applied Linguistics**, UK, and **The English Classroom**, Bangalore. He has been a visiting faculty, Temple University, Japan, State University of Campinas, Brazil and the Baptist University Hong Kong.

A lover of good food and good music, Dr. Prabhu enjoys entertaining friends at home. At the dining table the conversation may shift from Chomsky to M S Subhalakshmi. And in between there will be a warm and kind

enquiry about your little son. Suddenly you find the great scholar Dr. Prabhu transformed into a warm, loving, lovable human being. And perhaps that is the secret of Dr. Prabhu's popularity. A meeting with him touches you to your innermost core and you are filled with an ineffable sense of joyous fulfillment. And long after the rendezvous you keep exclaiming to yourself "what greatness!" To describe him in a nutshell, Dr. Prabhu is simply great!

BOOK REVIEW

LANGUAGE DISADVANTAGE: THE LEARNING CHALLENGE IN PRIMARY EDUCATION



-Dhir Jhingran

APH Publishing
Corporation, New
Delhi, 05

At present when the NCERT is engaged in preparing a policy document for the teaching of Indian languages at the primary and post-primary levels, Jhingran's book **Language Disadvantage : The Learning Challenge in Primary Education** should provide an important input to the Focus Group on Indian Languages. The author has worked extensively in the area of elementary education at the state and national levels under the District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan. The book is based on his research in the problems faced by children learning through an unfamiliar language in the early years of primary school. The field work for this research was carried out in 2004 in four states of India with the financial support from Save the Children, U.K. (India office).

The author examines in detail the predicament of those children who right from their entry into school receive education in a language that is very much

different from the language they can speak well and use effectively to communicate with others. Jhingran observes :

'Such children face a double disadvantage of having to try and learn an unfamiliar language and to simultaneously attempt to understand new information and concepts being thrown at them in this unfamiliar language from the first day of school (page 1).

He opines that the use of an unfamiliar language and a completely alien setting in the textbooks can be very disturbing for young learners. He quotes Cummins, who has worked extensively on bilingual education, to support his position :

'..... rejecting a child's language in school is like rejecting the child. When the message, implicit or explicit, communicated to children in the school is, leave your language and culture at the schoolhouse door, children also leave a central part of who they are - their identities - at the schoolhouse door. When they feel this rejection, they are much less likely to participate actively and confidently in classroom instruction.

[from **Bilingual Children's Mother Tongue : Why is it Important for Education ?** (date of publication not given)]

The author points out the gravity of the problem when he remarks that almost 25 percent of all primary school going children face a moderate to severe learning disadvantage owing to their language problems. In his opinion, 'about 10-12 percent of all school going children face a severe learning disadvantage' (p3). Then he identifies the groups of children who face this disadvantage. According to him they are the following :-

i) Children belonging to Scheduled Tribe (ST) who speak the tribal language at home, especially those living in remote, tribal dominated areas.

ii) Children who speak a language that is considered a dialect of the regional language, and have a very low comprehension of the standard language used at school. ... For all practical purposes the school language is a second language for these children ...

iii) Children of migrants who are living in a state that has a different official language and those residing in inter-state border areas who have a different language as their mother tongue, also don't get the facility of studying in their own language ...

iv) Children whose first language, though a written and well developed language, is not used as a medium of instruction at school. This is of course a very diverse category including speakers of Sindhi, Urdu, Kashmiri, Dorgi, Konkani etc. The author slows a concern for the fate of the children belonging to the above mentioned categories because they are denied their fundamental 'right to quality basic education'. Also, the issue has not been addressed seriously even in the past one and half decades when primary education has received much greater attention and financial support. The author also refers to the special bilingual education programme for children belonging to linguistic minorities in USA as an example for intervention in the primary school education.

Next, the author lists the initiatives that have been taken for mother tongue instruction in the early grades of primary education and points out the opposition from the tribal socio-political organizations that argue that such a step would lead to greater isolation, marginalization, and continued backwardness of the tribal population. In fact, in the North-eastern

states, as also in other parts of the country, tribal groups have been demanding introduction of English as the medium of instruction at the primary stage of education (page 5).

The author expresses wonder that despite a large number of classroom observation studies none has highlighted language barrier as the cause for low achievement of students in many parts of the country. He is very critical of the research done in this area in the following comments :

'Had the teachers, field level academic personnel, programme managers, teacher educator and researchers focused on the learning processes, and undertaken systematic, disaggregate analysis of students' performance, the issue of serious learning disadvantage faced by children studying through a second language would have been thrown up much more strongly' (P8)

He further adds that a review of the content of teacher training modules across states shows that the issue of difficulties faced by children learning a second language has rarely been mentioned, leave alone addressed effectively.

The book is divided into seven chapters. Chapter 1 brings out the complexity of the sociolinguistic situation in the country in terms of the variations in dialects, language used at home and outside, contact languages, and implications for the medium of instruction at the primary level. Chapter 2 describes the diverse language situation in the primary schools. Chapter 3 discusses theoretical perspectives on first and second language learning and their appropriacy and compatibility in the Indian primary schools. Chapter 4 analyses the findings of the intensive field work done on language teaching methodology in some schools in four states of India, and brings out the disadvantages faced by children whose first language is very much different from the language used at school. Chapter

5 gives a review of educational programmes in various parts of the world for children whose first language is not the official language of the region. It also presents a suitable strategy for bridging the gap between the language of home and the language of school. Chapter 6 presents some of the initiatives that have been taken in the government sector to address the issue of learning disadvantage faced by children and also highlights their limitations. Chapter 7 suggests educational strategies for different sociolinguistic situations and enumerates the pre-requisites for successful implementation of intervention in teaching and learning a language.

The book will prove to be a very useful reading for researchers who propose to undertake research in the issues of language teaching and learning at the primary level. Although the author shows an awareness of some work done on bilingual education in USA and Canada, he needs to read a little more. The author comments :

'there has been very little research in India on the process of acquisition of language or even evaluation or documentation of the few initiatives that have been tried out for children who are studying through a second language. Research in linguistics has been presented in a specialized manner that is not comprehensible to educational planners and policy makers. Linguists and academicians in the area of primary education have rarely worked together on addressing the problem of such children' (p.10).

These observations of the author are not only unsympathetic towards the work done in the field and but show his ignorance of the nature of collaboration done by linguists and educationists in education across the country. One example of such work is the research done by **Eklavya's Prashika** group in Madhya Pradesh.

— by A.L. Khanna

**BOOK REVIEWS/
NOTICES OF BOOKS**
*relating to the teaching of
English Language/ Literature*
are invited from members.

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FORTHCOMING EVENTS

MAY

26-28 CANADA

TESL Canada's 18th Conference: 'Building a Profession, Building a Nation', Ottawa.
Contact: Carol May: admin@tesl.ca or visit: <http://www.tesl.ca>

JUNE

11 UK

ATEFL Pronunciation SIG oneday event: 'Pronunciation in Practice', Reading.
Submissions deadline: 11 March, 2005.
Contact: Jane Setter: j.e.setter@reading.ac.uk or visit: http://www.rdg.ac.uk/epuliatefl_event.htm

JULY

1-3 UK

NATECL Annual Conference, Telford.
Contact: co-ordinator@natecl.fsnet.co.uk or visit: <http://www.natecl.org.uk>

AUGUST

26-28 LATVIA

Latvia YLSIG and LATE Young Learner Event, Riga.
Contact: Gordon Lewis: gordon_lewis@kaplan.com

SEPTEMBER

2-4 ROMANIA

BETA-RATE Regional Joint Conference (Romanian, Turkish, Greek and Israeli TAs), Bucharest/Constanta.
Contact: Cristina Faur: betarom@yahoo.com or visit: <http://www.rate.org.ro>

9-11 CZECH REPUBLIC

7th National and International Conference of the Moravian Silesian Association of Teachers of

English: 'ELT Signposts 2005'.

Contact: Michaela Trnova: myska.t@email.cz or visit: <http://www.msalemssua.englishteachers.net>

28-30 RUSSIA

LATEUM Bi-annual Conference: 'ELT as Sustainable Development: Secondary and Tertiary Education', Moscow.
Submissions deadline: 15 July 2005.
Contact: Ekaterina Mikhaylovskaya: lateumnewsletter@mtu-net.ru or visit: <http://www.lateum.ru>

16-18 POLAND

14th IATEFL PL Conference, Torun.
Contact Anna Wrobel at anna.wrobel@uni.torun.pl

16-18 SINGAPORE

IATEFL BESIG / STETS joint conference.
'Business English in the 21st Century' Submission deadline: 15 May 2005.
Contact Phyllis Wachob at Aphyllis@ntu.edu.sg or visit <http://www.besig.org>

29-1 Oct AUSTRALIA

18th EA Education Conference Brisbane.
Visit http://www.englishaustralia.com.au/annual_conference.html.

October

7-10 JAPAN

31st Annual International JALT Conference, Shizuoka
Submission deadline: 28 February 2005. Contact Andrew Zitzmann at programs@jalt.org or visit <http://conferences.jalt.org/2005/>

November

4-6 GREECE

TESOL Macedonia Thrace event, Thessaloniki
'Neglected areas of ELT' Submission deadline: August 2005.
Contact Sara Hannam at sara@tesolmachthrace.org or visit <http://www.tesolmachthrace.org>

11-13 SINGAPORE

BESIG 18th Annual Conference
Contact Raul Marchena at raul.marchena@besig.org or visit <http://www.besig.org>

11-13 TAIWAN

International Symposium and Book Fair on English Teaching, Taipei.
'Bridging the gaps: teaching and learning' submissions deadline: 15 February 2005
Contact Andy Leung at etaroc2002@yahoo.com.tw

2006

March

24-26 SPAIN

TESOL-SPAIN 29th National Convention, Madrid.
'Voices in the classroom' Submission deadline: 30 October 2005. Contact Hilary Plass at madrid06@tesol.org or visit <http://www/tesol-spain.org>

TESOL, U.S.A. affiliation

We are in the process of getting affiliation from TESOL (Teaching of English to the Speakers of Other Languages), U.S.A.

Members are invited to send information about their recent academic activities to the Editorial Committee for inclusion in the column **FORTELL FAMILY UPDATE** in the website.

OPENING A CHAPTER OF FORTELL

A FORTELL chapter can be formed by 25 or more members in any state of India.

(i) RULES AND RESPONSIBILITIES OF A CHAPTER

A FORTELL chapter will:

- adopt FORTELL's name and constitution.
- nominate till such time that elections can take place (which should not exceed a period of two years), a Working Committee for the smooth functioning of that chapter.
- run its own independent programmes such as academic sessions and workshops and send reports of all its activities to the Extended Executive Council (EEC).
- hold free academic sessions (preferably two hours every month) which are open to both members and non-members on a regular basis at a specified date, time and venue.
- hold an annual seminar.
- be responsible for generating its own funds.
- will open and maintain an account of its funds and get them audited every year.
- elect its representative(s) for the Extended Executive Council (EEC) as per the constitution.
- hold regular minuted meetings of its working committee. The dates and minutes of these meetings should be sent to the Extended Executive Committee.
- hold an annual general body meeting of its members at which audited accounts will be presented. (A copy of this meeting and a copy of the audited accounts will be sent to the Extended Executive Council).
- hold elections of its office bearers as per the FORTELL constitution definitely by March 31 each year and send a copy of results of the elections to the Extended Executive Council.
- will contribute at least 10% of its membership money to the FORTELL.

ii) ENTITLEMENT

A FORTELL Chapter will be entitled to:

- host the FORTELL annual conference after the approval by the Extended Executive Council (EEC).
- maintain a detailed manual of its academic activities.
- approach local/foreign agencies for programme funding, after prior intimation to the EEC.

WITHDRAWAL OF STATUS AS CHAPTER

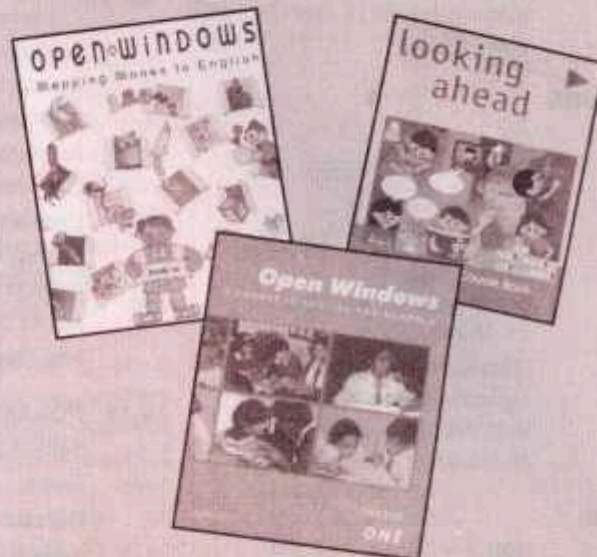
- EEC may withdraw the status of a chapter if it does not follow FORTELL objectives, basic working structure and traditions.
- In case of non-receipt of any report, EEC will serve a notice to the concerned Chapter and will keep it under observation for six months. After six months, the status of the Chapter will be withheld.

OFFICE BEARERS OF THE CHAPTER

Each Chapter shall have the following office bearers:

- Programme Coordinator.
- Finance Coordinator.
- Newsletter Coordinator.

Each Coordinator can form a sub-committee of volunteer members to help in the working of FORTELL.



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Linking, developing and supporting English Language Teaching professionals worldwide

IATEFL Research and Teacher Development SIGs

Teachers Develop Teachers Research 6th International Conference

Centro de Extensiones, Universidad Católica, Santiago de Chile
Thursday 22nd – Saturday 24th September 2005

Plenary Speakers confirmed to date
Dick Allwright, John Field

Since 1992, the biennial TDTR conferences have provided both practitioners and researchers with a forum in which to explore the ways in which teacher-led research in ELT can lead to personal and professional development. TDTR offers teachers the opportunity to present their own research findings, to discuss the role that classroom research plays in their professional life, to share ideas about methods and above all to reflect upon the impact that the discovery process has had upon their own thinking and practice. It offers researchers the opportunity to examine the potential impact of their findings upon teacher beliefs and upon our understanding of the teaching/learning process.

TDTR is an international event, which in 2005 goes to South America for the first time. Past conferences have attracted participants from many parts of the world, working in very different classroom contexts and with very different perceptions of the part that research plays in their professional lives. The exchange of views is lively and instructive; and the conference offers a unique opportunity to reflect on practice and to share insights with others. The event itself develops participants and reshapes their ideas.

All presenters will be asked to register for the conference. Full information and a downloadable registration form will be available from April 2005 from IATEFL head office (helen@iatefl).

Please return completed copies of this form to ONE of the following:

- * SIG Secretary, IATEFL Head Office, Darwin College, University of Kent, Canterbury, CT2 7NY, UK.
 - * Andrew Sheehan, TDTR6 Conference, Mineduc, Alameda 1146 Sector B Piso 2, SANTIAGO, Chile.
- Alternatively, you may submit an e-mail proposal to jcf1000@dircon.co.uk or to asheehan@mineduc.cl.

DEADLINE FOR PROPOSALS: 31st May 2005

MEMBERSHIP FORM OF ELTeCS

ELTeCS membership is free but you do need an e-mail address you use regularly. To join, just fill in this form below and send this information to: **ELTeCS, British Council, 17, Kasturba Gandhi Marg, New Delhi 110001**, or email the same information to: **ELTeCS@in.britishcouncil.org**

1. Family Name: _____
2. First Name: _____
3. Address (Residence): _____

4. Telephone No.: _____
5. E-mail: _____
6. Position: _____
7. Institution/Organisation: _____

8. Professional Interests.

- ☐ Applied Linguistics
- ☐ British Studies
- ☐ Curriculum Development
- ☐ ELT Management
- ☐ English for Academic Purposes
- ☐ English for Specific Purposes
- ☐ English for Young Learners
- ☐ Language Skills Development
- ☐ Materials Development
- ☐ Publishing/Broadcasting
- ☐ Testing

TO BE A MEMBER OF FORTELL

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STUDENTS

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PAYMENTS

Payment by cash or crossed cheques payable to **FORTELL, New Delhi** along with the membership form (duly completed) to be sent to

The Secretary

FORTELL

A1A/33 B, Janakpuri, New Delhi- 110058.

e-mail : a_l_khanna@yahoo.co.in

MEMBERSHIP FORM OF FORTELL

1. Surname: _____
2. First Name: _____
3. Address (Residence): _____

4. Telephone No.: _____
5. E-mail: _____
6. Qualifications: _____
7. Institution/Organisation: _____

8. Professional Interests. Indicate by putting tick/ticks.

- ☐ Curriculum Development
- ☐ English for Young Learners
- ☐ Materials Development
- ☐ Communications Skills Development
- ☐ Teacher Training
- ☐ Testing
- ☐ Technology in ELT
- ☐ Literature Teaching

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All those who became members before April 2004, are requested to fill this membership form in order to activate the facilities through e-correspondence.