

NEWSLETTER



FORUM FOR TEACHERS OF ENGLISH LANGUAGE AND LITERATURE

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Sandra J. Briggs, TESOL President, Felicitates FORTELL as TESOL Affiliate

Sandra J. Briggs, President TESOL, is visiting Delhi on 13 & 14 February to give talks and hold workshops on English Language Teaching. She will meet FORTELL members to congratulate FORTELL on becoming the first Indian affiliate of TESOL. All FORTELL members are invited to the following events:

February 13

How to polish your writing : Tips to improve your style.

Time : 1530-1700 hrs

Venue: American Centre, 24 Kasturba Gandhi Marg, New Delhi.

(Please bring your photo id for entry.)

February 14

Developing as ELT professionals: teaching and learning strategies in ELT.

Time : 1500-1630 hrs

Venue: Ram Lal Anand College (University of Delhi)
Benito Juarez Marg, New Delhi



Sandy Briggs has been active in TESOL for many years. During her career she has been a language instructor, materials developer, and teacher trainer. She is the co-author and author of a number of ESL/ELF texts. She has won many teaching awards, and she has made numerous presentations in various parts of the world.

Her visit has been funded by the Regional English language Office, U.S. Embassy, New Delhi.

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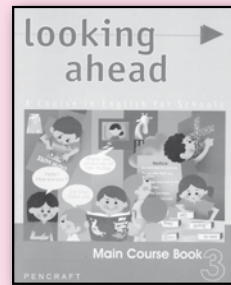
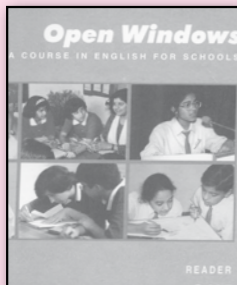
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From the Editors

FORTELL has been organizing ever since its birth in 1989 seminars, workshops and other activities for the professional growth of its members in and outside Delhi. Many organizations, including the British Council, New Delhi helped FORTELL to grow in a number of ways. For example, The British Council, New Delhi sponsored the candidature of one member to participate in the First South Asia meeting for Teachers Associations held in Colombo, Sri Lanka (Feb 10-13,2004) and another member to attend the next meeting of Teachers Associations held at Bournemouth, UK (June 20-25,2004). These participations were designed to increase an awareness of good practices and exchange of ideas and information that may help in fostering net working with associations in South Asia.

Vidya Bhawan Society, Udaipur which is engaged in quality education and assists the government and non-government agencies to develop curriculum and elementary level textbooks and implement alternative school programmes, offered to sponsor FORTELL newsletter during the time when we were looking for financial support. It sponsored several issues of the Newsletter thereby reducing our tension of raising money for bringing out each issue. This help made us concentrate more on academic issues and increased participation of its members in issues relating to the teaching of English language and literature, enhanced the visibility of FORTELL in the English teaching community and raised its level to an extent

that some members have begun to feel that we should convert one issue of the newsletter in a year into a journal. In one of its meetings the Executive decided that since FORTELL members had shown their academic potential, and also because FORTELL has resources, it should launch a journal. But unfortunately, Vidya Bhawan Society, on account of some financial constraints, has expressed its inability to continue to provide funding for issues of FORTELL newsletter beyond January 2008.

FORTELL once again is looking for sponsors who would help FORTELL move forward with its agenda of becoming a conduit for professional growth of its members and participating in projects directed towards reducing the gap between the rural and urban children's opportunities to learn English. We believe that such activities of FORTELL will also provide a forum for interaction and collaboration among ELT practitioners, teacher-trainers, material writers, researchers, policy makers, NGOs and publishers. We through this editorial wish to approach all those who are concerned with promoting quality education among the deprived children of Indian community. It is sad that those who are responsible for reaching English to the remotest parts of the country and who promised to provide the necessary infrastructure facilities for teaching/ learning of English, including provision of trained teachers and suitable textbooks, have abandoned their responsibilities and therefore the desired goal looks unattainable. We know that

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a lot needs to be done. This may become possible when teachers organizations like FORTELL stop worrying about raising funds for the next issues of FORTELL and work towards fulfilling its mission of sensitizing ELT community towards better teaching strategies and a saner view of the learner and his learning context. It is for this goal that we are approaching the publishing houses and schools and funding agencies to assist us in fulfilling our goals detailed in this editorial.



A.L. Khanna



Madhu Gurtu

** The views expressed in the articles by the authors in this issue do not reflect the views of the editors.*

READERS' RESPONSE

Response to 'Motivational Orientation towards English Language'

I was glad to read 'Motivational Orientation towards English Language' (Fortell No.12, Sept., 2007). It is encouraging to find our teachers engaged in research in the field of ELT. However, I feel uncomfortable when we find them using tools and concepts developed abroad in L1 contexts. It is not clear when this study was done but if this is a recent one then I feel the researcher could have made a better original contribution to ELT.

This piece of research, although a commendable effort, suffers from some serious drawbacks. The subjects (50 students of Heritage School in Delhi) could hardly be representatives of the learners of English in India to study their motivation and its nature and impact. The researcher uses the instruments based on 'adult ESOL learners in Britain' and uses the definitions of motivation - instrumental and integrative - as used by Gardner and Lambert while studying the role of motivation on immigrants in the U.K. Moreover, now we have better techniques to measure language proficiency - and this term itself has undergone much change - than cloze test. Again, some of the "reasons" listed could be interpreted 'instrumental' rather than 'integrative' worded as they are e.g. 'To understand better the English speaking people and their way of life; To gain good friends; To meet and interact with English speaking people; To study English literature. I wonder if the students realized that the researcher meant 'English speaking people' in Britain

and not in India or elsewhere in the world! We also need to redefine these terms 'instrumental' and 'integrative' motivations in L2 learning contexts such as we find in India. It is better to take them as two ends on motivation cline rather than two distinct categories. Most of the learners of English in India, particularly those from lower strata of society, begin learning English with instrumental motivation to get better higher education and then land up with good jobs. This gives them a higher social status, which then is used to 'integrate' with high-class English-speaking society even if it is within their own community and/or country. The 'host society' in this case is not the white British society but the English speaking society in their own country. Dulay, Burt and Krashen (1982) divide integrative motivation into two: 'social integrative' and 'social group identification'. Such a distinction helps us understand the findings of this researcher as also those of Agnihotri (1979) that why the sikh children in Britain pick up the 'street English language' so well. These children are motivated by what is called 'social integrative' which falls short of complete assimilation in the host society. They wish to participate in the social and cultural life of the children in the British society while retaining their identification with their own native language group. When they grow up, do we not see them and their families rushing back to India hunting for suitable brides and grooms? Learners with social group identification motive, on the other hand, would want social and cultural participation,

but they would also want to become members of that group to assimilate fully into the host society.



S.C. SOOD, formerly Reader in English, Dayal Singh College (eve), Delhi University

Notes for Contributors

FORTELL Newsletter appears three times a year i.e. January, May and September. Contributors should note the following.

FORTELL Newsletter caters primarily to the practising teachers at all levels. It accepts contributions from its members only.

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The deadline for May 2008 issue is March 31, 2008.

ARTICLES

Teaching English to Young learners:

Need for Introspection

“English has been part of our education system for more than a century. Yet, English is beyond the reach of most of our young people, which makes for highly unequal access....school-leavers who are not adequately trained in English as a language are always at a handicap in the world of higher education” (National Knowledge Commission, 2006).

This is the context that necessitates this introspection.

English has been introduced from Class 1 in Government schools in many States in order to make it accessible to the underprivileged children. Equal access in this case means that learners in these schools should have equal opportunities as their counterparts in other (private) schools to develop English language proficiency. While we have had this provision even when English was introduced in a higher class, for example, in Class 5, 6 or sometimes earlier, they didn't learn it well, because of well known reasons, of which the most important, in my view, and as research indicates are the following:

1. Teachers' poor language proficiency
2. English is tested and therefore taught as a content subject: a large part of the test/exam tests the memorized understanding /knowledge of the texts in the prescribed

Rama Mathew

text books and not the skills of language, i.e. what the learner can actually do in terms of reading, writing, speaking and listening in new situations.

With the course introduced at lower levels, the question we need to ask is whether these two issues have been addressed. Do teachers have adequate proficiency so that they can provide the learners with exposure to the English language? In other words, can teachers create opportunities for using language in natural, meaningful situations? It seems that there is a basic minimum that teachers ought to have which they can deploy with the help of child-friendly books, without which English teaching cannot happen in the classroom. There are numerous instances where the English class looks and sounds like a mother tongue class.

Secondly, have we moved away from treating English as a content subject, i.e. looking at the text-book and the 'lessons' as an end rather than as a means to provide practice in the use of the language? We don't as yet know what kind of tests these children will be expected to take at lower levels and we could probably presume that there wouldn't be any serious 'testing', given that the Class X exam is several years away from primary classes. However, we know from experience that Class

X Board exam is a high stakes test and its washback percolates down to primary classes. The CBSE's Interact in English Course A is a good example: schools and teachers have successfully managed to bring the tasks that they have to do in the Board exam to exams even in primary classes by way of preparing them well for the Board exam. Therefore until the Board exam changes to a completely skill-based, unseen one, there is no way in which we can get teachers to teach English as a means rather than an end. Interestingly, even the Knowledge Commission emphasizes this point: “Moreover, assessment should be based on proficiency rather than specifying achievement targets that reward mastery of single texts acquired through rote learning”.

These two issues then seem to me to be the two most important and urgent areas that need to be attended to. Other equally important but not so urgent issues are, for example, teacher attitude. Since these children come from poor backgrounds, are first generation learners and have no support or exposure to English outside school, teachers believe that these children's language learning ability is poor. This clearly is a widely held misconception. Their negative attitude to these children (reflected in comments such as they are the children of vegetable sellers, and therefore they have nothing in their head) vitiates the situation further. In a study conducted on the kind of evaluation teachers did of children's writing, it was found that the teacher always gave a low score to such children without

reading their scripts. That the children thought that they were anyway no good is another serious matter although not relevant for the present discussion.

Teachers are also largely unaware of ESL pedagogy. How is a language learnt, especially a second language? What are some of the necessary conditions that need to be created in a formal instructed-language situation as opposed to informal learning of a second/third language or even the learning of literacy skills of a first language? Another important dimension in the new context is the teaching of English to young learners (TEYL) in the age group of 6-8 years unlike in the earlier situation where we dealt with 10-11 + year children. It is not only that they were older learners but also that they had been in school for 4-5 years and had more advanced competence in literacy skills in L1 when English was introduced. The issue of TEYL has assumed greater significance the world over in the last few years and has emerged as an area of expertise. The closest to this kind of expertise is evident in the graduates of the B.El.Ed. programme offered by Delhi University. My own work with them through classroom observation, interviews with a number of these teachers teaching in different government schools and dissertation guidance at the M.Ed. /M.Phil level shows that they are not only sensitive to the issues of teaching/learning to children from the disadvantaged sections of the society, but are also quite critical about the existing conditions and are able to reflect on alternative ways of dealing with the situation. However, even their understanding about issues in ESL pedagogy is minimal and

needs to be strengthened if we would like TEYL to succeed.

How do we address these two main concerns? The second one of making English a skill subject is largely an academic one and therefore straightforward. We need to move from the traditional achievement /memory test to a proficiency test. A serious problem that has held CBSE from implementing such a scheme for its English Course A is probably not so academic: we would like a substantial pass percentage at the Class X level for well known reasons which is only possible when we have a big part of the question paper memory based. We would have to examine the harmful effects of letting our school leavers go with a disadvantage that only gets further accentuated in their later lives in comparison to letting them know that they are not proficient in the language early in their lives so that alternative ways could be thought of for such 'underachievers'. In fact, once such a proficiency test is in place, provided the other important issue of teachers' own proficiency is taken care of, it is unlikely that this situation would arise. The observation of Kiran Karnik, the CEO of NASSCOM, at one of the British Council's Policy Dialogue meetings held recently, that only 15-17 % of our graduates including engineers are employable because they lack soft skills, English language proficiency being one of the major ones should be of utmost concern. Ironically, it is this and other similar concerns that have made us make this important move of introducing English to young(er) learners.

The situation in Universities is no different: Delhi University is trying to launch proficiency courses outside of its regular programmes

for the benefit of those who would like to improve their language proficiency. While substantial resources in terms of teacher time for designing and implementing such a course, emoluments and student time are needed for getting students to acquire language competence, one has to ask why the regular English language courses on the B.A., B.Sc and B.Com programmes of the University can't be geared to fulfilling this goal. This is a problem that is easy to solve; the answers stare us in the face.

As for teachers' proficiency in schools, we can think of some possible ways forward:

1. Recruit (hereafter) only those who have the required level of proficiency. This can be tested through a test that has to be designed specifically for the purpose. It is not difficult to develop one. The British council's TKT is an example; while we may not find that test entirely suitable for our context, adapting such a test or developing one exclusively for our context is easily accomplished.
2. The existing teachers should be asked to undergo a proficiency course (to be made available face to face and online) and then pass the proficiency test. Increments, promoting them to the cadre of mentors for those who qualify the test might be attractive incentives to teachers. The course should not be mandatory but voluntary. It stands to reason that if students want to learn English to enhance upward mobility or social prestige, so will teachers. The course should also be such that they enjoy doing the course and find it a fun activity.

Since there is no short cut to improving one's language competence and needs time, it should be an ongoing activity for teachers. The course at lower levels could be such that the teacher, while engaging the students in language-rich tasks in the classroom, can also learn from them. The materials being used in Karnataka are a very good example of this. Apart from this, in-service pedagogy courses should have a built-in mechanism to improve teachers' proficiency. When teachers learn how they can get learners to read,

speak, listen or write better, they would also be exposed to various effective strategies in those skill areas.

If we have to overcome this state of impasse, we need to act now. As National Curriculum Framework (2005) observes, since we didn't do a good job of teaching English from classes 5/6, people wanted it from lower classes because they didn't want their children left behind; now if we don't do this job well, people will next ask for English medium education. We already have quite a good proportion of our population in (good) English medium schools who are 'illiterates' in their mother

tongue. The ones in bad English medium schools wouldn't be good either in L1 or L2. We will need to be clear about our goals; is it bilingual competence, more of one and less of the other (L1 or L2) or neither. While the answer to this question might seem obvious in theory, addressing it in practical terms requires us to be less hypocritical and non-academic than we have hitherto been.

Reference

<http://knowledgecommission.gov.in/downloads/recommendations/LanguageLetterPM.pdf>

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Neuro – Linguistic Programming – the New Kid on the Block!

Anju S Gupta

Actually, Neuro-linguistic Programming (NLP) has been around since the 1970's when an American Professor of Linguistics John Grinder and a psychology student Richard Bandler wanted to find out that "special something" that separated people who excelled from those who did not. They studied the amazing successes of three therapists and found that they all related to their patients in similar ways, held similar belief about themselves and even their language followed similar patterns. Their research into what made certain people excel revolved around an analysis of the language they used and their resulting behaviour.

NLP has continued to develop far beyond the field of psychotherapy where it originated, and has influenced approaches to communication,

personal development and teaching- learning which has led to new insights in education, management, sales and marketing and more recently ELT.

Neuro-linguistic Programming is, however, relatively new to language teaching. ELT materials using NLP are not common. Jane Revell's and Susan Norman's two books *In Your Hands* (1997) and *Handing Over* (1999) are among the well-known and perhaps pioneering books in this area. In 2005 Baker and Rinvolucri published a book *Untouching Self-Expression Through NLP* which is aimed at intermediate to advanced learners.

What is NLP?

No simple or clear definition of NLP exists. NLP is more about an "attitude to life" which is based on a series of underlying assumptions about how the mind works and

how people act and react (Revell and Norman, 1997).

- 'Neuro' refers to the nervous system where our experiences are received and processed through our five senses.
- 'Linguistic' represents the language that we use – both verbal and non-verbal, that shapes and reflects our experience of the world.
- 'Programming' describes training ourselves to think, speak and act in new ways. (Winch, S. 2005)

According to Jane Revell and Susan Norman, the fundamental concept of NLP rests on four main pillars, i.e. Outcomes, Rapport, Sensory Acuity and Flexibility.

Outcomes: NLP is extremely goal-oriented and is based on the belief that if you are clear about what you want, you are more likely to achieve it.

Rapport: This is the fundamental concept in NLP where successful communication implies maximizing similarities and minimizing differences at a conscious as well as sub-conscious level. Communication would therefore be positive and harmonious and everybody concerned was more likely to achieve his or her outcomes.

Sensory Acuity: This suggests being aware of and sensitive to other people often at a non-conscious and non-verbal level.

Flexibility: If we are prepared to change our behaviour to suit our desired outcome, we are more likely to be successful.

NLP in the Classroom

While many teachers may have heard of NLP, they may not know how to integrate and apply it in a classroom scenario. *Handing Over* by Revell and Norman is specifically concerned with applying the concepts of NLP to the language classroom in very practical terms. In this paper I have tried to describe NLP using some of the activity types illustrated in their book.

One of the most important concepts is Setting Goals. "The more clearly you know what you want and the more clearly you express the goal to yourself and represent it in your mind, the more likely you are to be successful" (Revell and Norman). This often (though not always) gets students to think about their language learning goals — why are they learning English, what level they wish to achieve and how would they use English in their lives.

According to NLP, each person has a representational system whereby s/he processes and

stores information differently. These representational systems also reveal how people experience the world through their five senses: Visual, Auditory, Kinaesthetic, Olfactory and Gustatory (VAKOG). Most people have a 'preference' for one of the senses which becomes their preferred learning style. It becomes important for teachers to prepare and use materials which appeal to the different learning styles of the students. At the same time it is necessary for students to be aware of their preferred representational system because this is the system they rely on for experiencing the external world and for remembering and imagining — when it is called the lead system (Revell and Norman, 1997).

Of course, one would say that, while teachers can influence the use of their material, they cannot influence the storage of it by their students (Rinvulucru 2005). Winch (2005) asserts that this can be rectified by developing student awareness of their lead system in order that they use expressions which match the way they process and store information and thus maximize their learning potential. Teaching and learning inevitably will improve with greater diversity. In fact, most English teachers are already taking into account the three main systems (V, A and K) when they present their material. Knowing about VAK impels the teacher to consciously vary her classroom activities a little more to take into account all kinds of learners, leading to greater choice and effectiveness.

Although we all have a preferred learning style, however, in order to achieve our goals we often have to change our behaviour. Revell and Norman (1997) suggest

that we use "new" metaphors to change the way we think and behave. Since metaphors shape the way we think about the world and the way we behave in relation to it, exploring new metaphors enables us to understand and appreciate things in new ways, and if we change our metaphors, we change the way we think and behave (Revell and Norman, 1997). They very cleverly make use of story-telling, a common device used by all teachers to help students "extend" their metaphors. For example

Activity 1

- Students read a story which contains a few descriptive passages.
- Students work in small groups to write in as much description as possible, initially by simply adding adjectives and adverbs, and later adding whole descriptive paragraphs.
- Different groups of students add descriptions from a different sense, taking care to add each sense (VAKOG).

This activity of multi-sensory story telling not only encourages students to use their lead system, but also helps them be aware of and sensitive to others' preferred choices; it could also enable them to therefore change their way of thinking through changing their language.

To achieve our goals, not only is flexibility in changing our worldview through language important, but also Belief — to believe that it is possible to achieve our goal is a major step in achieving it.

Activity 2

- Students think of a key story from their childhood.

- In pairs, they tell their partner the story and then say what they particularly liked about it, e.g. the circumstances in which it was read, the story itself, the telling or reading of it, and so on.
- Students then discuss the effects – large or small, positive or negative – that this story has had on their life.
- Ask students to think about the following question: 'If you could change any parts of the story to make it an even better story and to enhance its positive effects on you (and minimize any negative ones), what bits would you change? Partners can suggest ideas too.'
- Students write a synopsis of their enhanced story.

Finally, one of the key concepts of NLP, on which the whole edifice really stands is 'Relating with Rapport.' It has been observed that when we are in rapport with people we do certain "things" unconsciously. NLP suggests that we can help our students become aware of these things so that they consciously improve their ability to communicate.

An interesting and fun activity to improve rapport is given below:

Activity 3

- Students prepare to tell their partner a short anecdote (maximum of two minutes) – preferably something which happened to them.
- Students work in pairs. A tells B their short anecdote. B concentrates on noticing very precisely what is said, and how it is said.
- B sits in A's chair and pretends to be A. B retells A's story

back to A, matching A's voice in terms of speed, tone and pitch.

This activity could later, if extended, lead to another key concept of NLP: "modeling excellent behaviour leads to excellence and that the "meaning of any communication is the response one gets".

In conclusion, in this paper I have tried to delineate some of the key presuppositions of NLP and illustrated them with activity types suggested by Revell and Norman. The argument, as can be seen, has now gone beyond the fluency – accuracy debate to issues which involve being sensitive to differences, to being aware of our goals and tools to achieve them, to both verbal and non-verbal communication at the conscious and non-conscious level, and above all having the right communicative intent so that the response that we get helps us achieve our and others' goals.

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Anju S Gupta is Professor in English, IGNOU, New Delhi

Contributions Invited!!!

Contributions are invited from the FORTELL community for a monograph on Issues in Evaluation of English Language and Literature which we are planning to bring out by May 2008. We are concerned with evaluation at all levels ranging from secondary to tertiary to postgraduate.

The areas of focus are:

- Match/mismatch between evaluation and curriculum objectives
- Assessment of existing practices in language and literature testing
- Designing innovative learner friendly tests (at different levels)
- Marking answer scripts: problems of standardisation
- Evaluation and wash-back effect on pedagogy
- Evaluation in distance education
- Classroom evaluation: an ongoing process for teacher-learner feedback

We are already in possession of a selection of papers which were presented at the National Seminar on Evaluation held at SPM College for Women, Delhi in March 2001. We would welcome some more papers dealing with theoretical/practical aspects of evaluation. The papers should follow the MLA style sheet format and should be sent as e-mail attachments along with a hard copy latest by March 31, 2008. They should carry an abstract of about 100 words and a brief bio-note of 50 words. The papers should be sent to the following:

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Speech Sounds in Second/Foreign Language Learning

Pramod Pandey

What are the main aspects of sounds that are found in human language such that the teacher of a second/ foreign language may profit from knowing about them?

The main aspects of sounds of a language are the following:

- I. Inventories of phonological units (inventories of vowels, consonants, their allophones, syllables and tones (in tonal languages)).
- II. Phonotactic constraints (i.e. constraints on the occurrence of speech segments).
- III. Alternation (i.e. alternation between segments in related forms).
- IV. Prosodic organization (i.e. the organization of speech forms from lower to higher levels, segments → syllables → words → phonological phrases → intonational phrases).
- V. Relation of phonology with syntactic, semantic and pragmatic structures.

The knowledge to produce and understand the utterances of a language involves all these aspects of sounds. It is difficult to find a pedagogical grammar of a language that includes all the important phonological facts of language for use in the classroom. This is largely because some of the aspects have come to be understood better in recent times, especially since the advent of generative linguistics. The main aim of generative linguistics is to account for all the aspects

of the knowledge of a linguistic structure.

The teaching of a language, however, cannot depend entirely on linguistic descriptions. It is important to relate the knowledge of structures to their use in different contexts.

In the present article, we shall look at structures I-II.

Inventories of phonological units. Phonological units, as is generally known, are of two types: Segmental and Supra-segmental. The segmental units are vowels and consonants, and the suprasegmental units are stress, tone, and intonation, in the main.

The segmental units are the following:

- a) Consonant and vowel phonemes
- b) Consonant and vowel allophones

There is a difference between (a) the phonemic inventories and (b) the allophonic inventories. The phonemic inventories are expected to be acquired by all learners, the allophonic inventories may be acquired for more advanced competence. In the speech production of a learner both phonemic and allophonic inventories contain segments that are divergent from those of the target language. And the main objective in second language learning is to reduce the degree of divergence according to the desired level of competence in the target language.

The best way to acquire the phonemic inventories is through

Minimal Pairs, that is pairs of words that differ only in one respect, e.g. sip versus zip. The two words differ only in the initial sound. For complete lists of minimal pairs for the consonantal and vocalic phonemes of a language, it is common practice to show the contrasts between the phonemes in three different contexts in the word: initial, medial, and final, as shown for the fricatives /s/ and /z/ in English:

Initial Medial Final

/s/ vs. /z/: sip zip racer razor rice rise

What we need is a large number of pairs of words for all the three positions.

The minimal pairs are especially important in entrenching the pronunciations of the phonemes in question. The following words of caution are important, however:

- a. The listing of pairs must discriminate between those pronunciations of contrasting sounds that are the same in all contexts, and those that differ in contexts. The latter will give us pairs for allophones. We need to order the sounds here. For instance, the phoneme /l/ has two allophones in native English, known as 'clear l' and 'dark l' transcribed as [l] and [ɫ], respectively. The dark l pronunciation is found, for example, word-finally. If we do not aim at the learning of the dark l pronunciation by our learners at a certain stage, then the word-final context

should not be given to them at that stage. The teacher must thus show caution in presenting the minimal pair material to the class.

- b. The minimal pairs must be graded for the specific learners. For example, in teaching English to learners of Yemeni Arabic, it was observed that the consonant and vowel phonemes could be graded according to the difficulty experienced by the learners:

/p/ < /tʃ/ < /dʒ/ < /f/ < /t/.

Yemeni Arabic learners of English have difficulty in pronouncing /p/. They tend to pronounce it as /b/ except following /s/. This habit lasts a long time in most cases. The learners have difficulty in pronouncing the sounds /tʃ/ and /t/, for example, but the pronunciation of /p/ has been found to statistically rank highest among the consonants of English. The contrast between /p/ and /b/, thus must be taught first and longest for Yemeni Arabic learners of English.

Allophonic contrasts may be acquired according to the level of competence aimed at. The allophones are the sounds that are actually produced. It is at this level that we find variations of style, region, educational competence, etc. amongst speakers.

There are two aspects of the knowledge of allophones in second language learning. One is the allophones of the target language.

The most important allophonic variants in native English are the following:

Consonants:

Plosives: Aspiration of voiceless stops: e.g. [p] and [p^h] as variants of /p/. Voiceless stops are aspirated at the beginning of stressed syllables, except when preceded by /s/.

Velarization of Lateral: [ɭ] is velarized as [ɭ̠] before consonants or at the end of words.

Flapping of /t/, /d/ (in American English): /t d/ are flapped between two unstressed vowels: e.g. potato, at it, added, etc.

Vowels:

Shortening: Long vowels are shortened before voiceless stops, heat vs heed, rice vs. rise, write vs ride, etc.

Nasalization: Vowels are nasalized between a nasal consonant and voiceless consonant or between a voiceless consonant and a nasal consonant., not otherwise. (Native English pronunciation differs from Indian English pronunciation here.)

These and various other allophonic features of English may be acquired by advanced learners.

What is of interest in second language phonologies is that the learners bring their own allophones in their speech productions of the target language. If the learner is going to communicate amongst his peer group, he may happily keep them.. But if he wishes to acquire a neutral or an international variety, then he needs to suppress them. Some of the allophonic features commonly found amongst our students are the following:

Consonants:

Alveolar consonants are pronounced as retroflex consonants. (very difficult to change)

The fricatives are pronounced differently, / θ ð f/ as the stops [t^h d p^h], /v/ as [b^h] or [v], /ʒ/ as [ʒ] or [dʒ], etc.

/ŋ/ is always pronounced as /ŋg/

Vowels:

Long/short vowel distinction is often not well maintained.

Diphthongs are often pronounced as two full vowels, e.g. India.

Heavy nasalization occurs whenever a nasal consonant is present, e.g. in no, nod, etc.

Vowels are often pronounced fully in places where they are reduced in native English, e.g. probably, accommodate

Most of these allophonic variants have to be unlearned in acquiring a neutral or standard variety of a second or foreign language.

Phonotactic constraints. Phonotactic constraints are the constraints on the occurrence of sounds in words. Learners are expected to not only know the pronunciations of consonants and vowels in isolation and in different contexts, but they should also know as to what sequences are permitted to co-occur.

When a student produces a word like school as ischool or as sachool, he is violating the phonotactic structure of the English word, because his own language has different phonotactic constraints in it. Let us look at some of the phonotactic features of English that may change in the pronunciation of a second language learner.

Two-consonant clusters at the beginning of words: all of them have one of the following /r l w j/ as the second member. This can get broken with the insertion of a vowel between the two consonants.

Three consonant clusters at the beginning of words: all of them have a s as the first member. This can get broken with the insertion of a vowel either after the s or at the beginning, both with the same result: the three consonant phonotactics is not being kept.

One type of constraint that is word internal has to do with the division of syllables in words: word-medially a sequence of a consonant followed by a /r l w j/ is never broken in native English. Thus, be.tray, be.tween, etc. However, in Indian English, there is a break accompanied by the doubling of consonants: bet.ray, bet.ween (pronounced as bet.tray and bet.tween).

In conclusion, it can be said that the teaching and learning of the sound system of a language should be based on a sound understanding of all the crucial aspects of the sound structure of a human language. This has to be buttressed by a thorough grasp of the phonology of the second/ foreign language in terms of the complexities in learning the various aspects. And finally, an understanding of the phonological structure of the first language of the learner is needed to suppress the features that are a carry over of past speech habits. It may be noted that the suppression of the features of sounds is not unique to second language learning but to all language learning. All good teachers like all mothers know that.



Pramod Pandey, Professor in Linguistics, Jawaharlal Nehru University, New Delhi

Classrooms for Today

Renu Gupta

With globalization, English has taken centre stage. The increasing use of English in the business sector and higher education has led to a demand for English proficiency courses all over the world. In India too, proficiency in English provides access to jobs as well as promotions within business organizations. Where earlier English was viewed merely as a subject in the school and university curriculum, it now serves as linguistic capital (Bourdieu and Wacquant, 1992) with concomitant economic and social benefits. As English proficiency courses proliferate across the country, how are we positioned to cope with the demand for courses that provide proficiency in the language?

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Dr A. L. Khanna,
a_l_khanna@yahoo.co.in

The current English curriculum in schools and universities is still driven by the English Studies approach designed in the 19th century to impart values to Indians through the study of English literature (Viswanathan, 1989).

With the burgeoning demand for English language proficiency, the English Studies approach is being replaced by curricula and teaching techniques that focus on language. The notion of a general course spread over several years where students imbibe the language and values through the example of the teacher has been replaced by more efficient and effective ways of teaching. Below, I describe five characteristics of these new classrooms.

Learner-Centred. There is an old joke about the surgeon who exclaimed, "The operation was a success, though the patient died." Likewise, in the classroom the issue is not how well the teacher taught, but whether the students learned. English teachers often assume that a general English course with a few modifications can be used with all learners. However, learners come in all shapes and sizes, and one size does not fit all learners. Rather than selecting tasks, such as a reading passage that interests them, teachers need to view activities from the perspective of the learners – "Is it culturally unfamiliar to the students? Is it related to their current or future situations?" Hence, the syllabus has to be designed keeping in mind the entry level of the students, their interests, and the end-point that they wish to reach. Within these constraints, the teacher decides on a reasonable goal and designs activities to realize that goal.

Learning Objectives. Teachers have long-term objectives for a course or program; for example, a writing course may specify that "the learner will be able to write a research paper on an academic topic that is two double-spaced pages and includes a figure and two references". At the same time, there are objectives for a set of lessons, such as "the learner will be able to write a half-page essay describing a 4-step procedure in computer science using transition signals such as first, next, and finally." By listing objectives in this specific manner, the teacher can keep track of student progress and address problems when they arise. If these objectives are made transparent to the students, they can also evaluate their own progress and recognize their gains.

Explicit instruction. Many teachers avoid explicit instruction, preferring to let the students learn through exposure to teacher talk; explicit instruction, if any, takes the form of grammar lessons or letter formats. However, there is more to teaching than relying on osmosis. For example, from Conversation Analysis (CA), we know that spoken discourse includes components such as turn-taking and repairs; spontaneous speech contains disfluencies, such as hesitations, pauses, and fillers like "umm" (Clark and Fox Tree, 2002; Levitt, 1983). When these features are made transparent, students can practice using them so that their conversation sounds more natural. In the area of writing, academic discourse has a distinct structure; for example, the introduction to research articles follows four moves (Swales, 1990). When this structure is made explicit, students can use

it as a template. However, in most cases these conventions remain "masked" and unavailable to students (Lillis, 1999), so that producing written text ends up as 'writing games' (Casanave, 2002).

Communication. One of the main functions of language is communication and this is especially critical in the oral skills. One cannot discuss speaking without taking into account the listener (or audience) but often students are taught to produce grammatically correct sentences without considering what to say as a response. Language has multiple functions beyond declarative statements such as "The world is flat"; one disagrees, asks for clarification, supports the assertion, etc. Such a natural interaction can be achieved through scenarios where the participants have different goals. In a sample scenario, a student has bought a CD from a store but finds the incorrect CD in the case. The student wants a refund but the Store Manager prefers an exchange. The interaction between the two parties involves negotiation and real-time responses to what the other party says.

Technology-enabled. At present, technology is viewed as a luxury in Indian classrooms. However, many students and teachers have access to the Internet, which has a wealth of resources for teaching and learning. In addition to grammar and pronunciation exercises, students can obtain information for writing tasks from sites such as Wikipedia and use concordance programs to examine the contexts in which specific words occur.

These features define the classrooms of today, enabling them to help learners acquire proficiency in English. If we do not incorporate them into our classrooms, we risk losing our students to institutions who do.

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INTERVIEW

Textbooks for first generation learners from the marginalised sections of society

(Barun Mishra talked to Prof Janaki Rajan, a Former Director, SCERT, New Delhi about the principles that guided writing of English textbooks for Delhi.)

The creation of the English Elementary Education Series was one of the most challenging tasks we faced at SCERT, Delhi. Until 2004, English was not taught as a subject in the primary schools of the MCD and the Directorate of Education. We had to prepare the first set of English textbooks as a series for classes I to VIII. Although a policy decision of the government, the decision to introduce English from class I was in itself a controversial one. Many teachers and educationists were of the view that as most of the children in these schools were first generation learners from the marginalised sections of society, emphasis should be on Hindi language teaching. Yet, it was well known that even the poorest of parents preferred to pay fees and send their children to an unrecognised 'teaching shop' rather than to the MCD schools because English was not being taught there.

The English textbook team had additional challenges to face. Many of the ELT series available in India were written for children from the



middle class. Writing textbooks for children of the marginalised sections would require understanding of children, especially first generation learners with little or no supporting home environment for learning English.

Some teachers felt that English in MCD schools must be gradually introduced in a limited and simplified form. This would, however, mean that children from these schools would not be able to acquire English language skills that would help them break the language barrier.

The greatest challenge was to introduce English textbooks in schools where most of the teachers themselves have had no formal training in English language teaching and their own grasp of the language was weak.

While we were mulling over the approach, some fundamental ideas began to take shape:

- Irrespective of the socio-economic background, children did know several English words. A study of vocabulary of 4 year olds in a re-settlement colony in Delhi

revealed that children knew as many as 200 English words, e.g. car, bus, jail, police, signal, road, and so on.

- Languages thrive in the company of each other. There is no reason to believe that as children were learning written Hindi, they would have difficulty in learning spoken and simple written English.
- There is no reason to believe that the principles based on the best of research in learning of language are not applicable to children from marginalised sections of society.
- Children do understand regular and often complex usage of language. Often, language is rendered simplistic for fear of non-comprehension and this introduces an element of artificiality.
- To the best possible extent, children need to be introduced to authentic writings rather than 'lessons' written specifically for a textbook.
- Classes I and II would be viewed as a unit with plenty of scope for questioning, articulations. The conventional approach of introducing the alphabet need not be viewed as the only appropriate approach. Simpler letters of alphabet would be introduced first, such as 'c' or 't' rather than a,b,c,d.
- Illustrations would be integral part of the text, serving to extend the text, strengthen observational and articulation skills.
- Children would be introduced to several genres of English. Apart from the conventional prose and poetry, there would also be newspaper articles, advertisements, jokes, limmeriks, non-sense rhymes;

puzzles, diaries etc. English as it is spoken in different parts of the world-in the Caribbean, for instance.

With these ideas in place, the books began to take shape. Several hundred writings from a large variety of sources were collected and graded according to their appropriateness to the age and class of children. Then came the rigorous process of selection of texts. The discussions that took place during these processes merit documentation by themselves.

When the English textbooks reached the schools, the response was mixed. Most teachers did not welcome the class I and II textbooks and preferred to teach just the alphabet. However, those teachers who had some level of proficiency in English were able to use these textbooks very effectively in the classrooms. The children's work based on the primary English textbooks taught by these teachers is proof of the extent to which children learnt effectively based on these approaches, even when the lessons were not 'dumbed' down simply because the children were first generation learners. Policy makers need to ensure that teachers teaching English must have the requisite language proficiency and training if children are to be taught effectively.

One enduring personal memory of the reception of the English textbook relates to a small trial we conducted at Wazirpur. Children here were largely child labourers, engaged in pasting labels for chemicals, among others. When we conducted a class on the lesson Mr. Rabbit from class I textbook for these children aged between 5-7 years, after 30 minutes, the children spontaneously started to say to each other, first, "Hello, Mr. Rabbit" and then, "Hello Mr. Sunil"

(or whatever the child's name was) and shook each other's hands. I asked a child if he had thought that "Hello Mr. Rabbit" was a form of greeting for animals. He responded "Ham buddhu nahi hai", "We are not stupid". This experience has renewed my deep respect for the work of people who have dedicated themselves to writing seriously for children, and the intellectual capabilities of children even from the most deprived of backgrounds.

Within the schools, there had been rich discussions on the pedagogy and content of the textbooks. This has primarily been due to a small, but active and concerned group of teachers with the B. Ed. qualifications and other teachers who are associated with the network of English language teachers in FORTELL, many of whom had been members of the textbook writing team. Their patient engagement with teachers in clarifying the assumptions leading to the fresher research-based approaches to the textbooks have played a valuable role in opinion building of the English series. The teachers, children in MCD and government schools and the SCERT owe them a huge debt of gratitude.

The feedback study on the textbooks conducted by SCERT involving around 15,000 children and 8000 teachers from 200 schools shows that contrary to expectations, the English textbooks have not been rejected by the children or the teachers. Overwhelmingly, teachers have demanded orientation to all the textbooks, and especially, the English textbooks.



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REPORTS

Fortell Kolkata in the National ELT Seminar in Kolkata

(27 & 28 August 2007)

Sampa Chatterjee

A two-day National Level Seminar on Materials Production for Developing Aural-Oral Skills at the Primary & Secondary Levels was organized by the Institute of English Calcutta, supported by the GOI Scheme of CIEFL Hyderabad.

The seminar was held at the Ramakrishna Mission Institute of Culture, South Kolkata. Resource persons, Directors of different ELTIs in India and active participants – along with the Institute of English Faculty and students were deeply involved in making the seminar hectic and comprehensive.

Dr. Sampa Chatterjee presented a project experience of working with

Socially Disadvantaged Learners in teaching aural-oral skills. This was a presentation of real life experience of the Fortell Kolkata Chapter; familiar and authentic materials production revealed a thought provoking endeavour of the Kolkata Chapter. Dr.Chatterjee focused on story-telling through a poem and Ms.Manasi Pal Choudhury of a District School concentrated on listening to sounds aloud in developing speaking skills.

Other members of the Fortell Kolkata Chapter were also present and Ms. Susmita Bhattacharya was brilliant in coming up with innovative ideas during the feedback session.



On the whole, the session left an impressive mark and opened up a lot of discussion within the audience. The idea of a 'parallel syllabi' for Socially Disadvantaged Learners in rural areas however did not receive much attention by the Board of Secondary Level Education members present in the seminar.

The forum in Kolkata will hopefully continue to go through similar enterprises in future. It has plans of preparing a parallel syllabus as mentioned above.



*Sampa Chatterjee,
Co-ordinator, FORTELL
Kolkata*

CAPACITY BUILDING WORKSHOP FOR NFE CENTRE INSTRUCTORS

VENUE:

KAYA TRAINING CENTRE,
UDAIPUR

RESOURCE PERSONS:

Dr A L Khanna & Mrs Falguni Chakravarty of the Centre for Language Analysis and Pedagogy (CLAP), New Delhi

DATE:

Oct 23rd to Oct 28th, 2007

Background

Seva Mandir is an NGO working in remote tribal villages of Udaipur and Rajsamand district since 1968. Seva Mandir's work area is characterised by extreme deprivation and poverty. While public facilities of health and education are present in the villages, they are characterised

Priyanka Singh and Megha Jain

by derelict service providers and low quality. It is in this context that Seva Mandir helps village communities run Non Formal Education Centres (NFEs). These centres are often single teacher schools offering education to children up to class 3. All teachers are local and none of them have had any formal training in teaching

children. The average academic qualification of the teacher is from class 8th to 12th. Capacity building through various trainings, certification course, monthly meetings has been a critical area of engagement for Seva Mandir.

It was in keeping with this tradition of deepening the teacher's capabilities that training in English language teaching (ELT) for the NFE teachers was conceived. We were also lucky then to find two very able and experienced resource persons for ELT training. Prof Khanna and Ms Falguni Chakravarty, the resource persons are members of the Centre for Language Analysis and Pedagogy, (CLAP), New Delhi, a unit of Vidya Bhavan Society, Udaipur, which in turn is an old partner of Seva Mandir.

The Training

The workshop on ELT was conducted from 23rd to 28th October 2007.

51 NFE teachers from the five blocks of Seva Mandir participated in the training. In addition to the teachers, 7 staff members from Seva Mandir and 4 staff members from Vidya Bhavan Education Resource Centre (VBERC) also participated.

The participants were divided into six groups with a maximum of 10 participants in each group. There were intensive practice sessions of all the activities within and across the groups followed by presentations thereafter, giving every participant a chance to speak. The group work was supported by handouts.

The main topics dealt with in the training are given below-

A Developing Speaking Skills

- (i) Focus on pronunciation through intensive drill
- (ii) Practice in action songs, rhymes and similar sounding words.
- (iii) Reading aloud activities on a wide variety of short texts were given to the participants. While reading the texts, the teacher-participants were made familiar with new words, sentence construction, pronunciation and comprehension.

B Listening, understanding and carrying out commands

1. Short commands using action words like jump, clap, skip, hop etc, were introduced on the first day, followed by more complex commands in the forthcoming days.
2. Some awareness on instructions and signs used in public places like 'don't spit here', 'use me' were transacted using tag boards.

C Reading and writing text

1. Bi-lingual stories, matching pictures to words,

translating encircled words into English, reading aloud short stories using English words, and role play were some of the activities done along with reading and writing of texts

2. A very interesting and useful activity needs to be mentioned here – comprehension of texts that one comes across in wrappers, medicine strips, food cartons, and other such articles. It is often noticed that people generally ignore important instructions and directions that are mentioned on such articles, simply because they find it difficult to comprehend the texts. Adequate awareness was generated by this exercise, which proved to be tremendously beneficial to all the participants.

D Enriching vocabulary

1. Work on vocabulary was done using categories like Fruits, Vegetables, Seasons, Colours, Shapes, Days of the week and Months of the year.





Within each category, the teachers generated names.

2. Games were developed and played –the teachers developed and created dice and Chinese checkers using pictures for vocabulary development.
3. Hopscotch game was demonstrated by the resource persons, which could be used effectively for recollection of vocabulary.

E Elementary Grammar

Concept of 'this' and 'that', prepositions like, 'on, into, in, between, amongst, over, above, under, below' were taught using actual objects. Some discussion on elementary grammar—verbs, adjectives, and nouns—was also done.

Feedback

The Feedback at the end of the workshop was very encouraging. All the participants

enjoyed the training tremendously. Some of the comments are given below:

"The resource persons had new and interesting activities every day; this way, the participants looked forward eagerly to the activities and participated wholeheartedly".

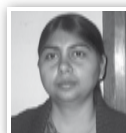
"Initially, the handful of teachers who had attended the exploratory

workshop in August seemed to tower over the rest of the group, but by the second day, all the participants were brought on an equal platform. This was very encouraging".

"The tremendous energy level of both the resource persons at the end of the sixth day was remarkable and needs special mention".

Conclusion

This training in English language teaching is a beginning. The training has helped break the inhibition of the teachers with respect to English. The follow-up of the current training will be ensured through the monthly meetings of the teachers.



Priyanka Singh



Megha Jain

Sewa Mandir, Udaipur

LANGUAGE ACTIVITIES

THEME ACTIVITIES

MY BODY: WHAT MY TWO FEET CAN DO

Level : Pre-Primary

Time : 30 minutes

Size of class : 25 – 30

Objective : Vocabulary development

PREPARATION

1. Prepare a chart as shown below with two feet drawn in the centre.
2. Stick the chart on the blackboard before the class starts.
3. Keep marker pens ready.

In Class

1. Ask each child individually to say one action that she can do with her feet.
2. Write the action on the chart.
3. Against each action word, write the name of the child who said it.
4. Allow children to use their mother tongue and then give the English name for the action word.

Falguni Chakravarty



'Mmmmmm' DICTATION

Level : Primary
Time : 30 minutes
Size of class : 25 – 30
Objective : 1. Grammar-
Pronouns
2. Developing
Listening skills

PREPARATION

1. This dictation exercise is for filling in the gaps with the correct pronouns –'He, She, him, her, '
2. Prepare a list of sentences as given in the sample.

In Class

1. Dictate each sentence slowly and clearly.
2. Students will write each sentence in their notebooks.
3. Wherever a blank has to be filled in, say 'Mmmmmm...'
4. Students will fill in the blanks with the correct pronoun.

SAMPLE

1. _____ is a good singer.
2. _____ is learning to play the guitar.
3. _____ teachers made _____ work hard .
4. _____ went to visit _____ in the hospital.
5. _____ friends gave her a pen but _____ didn't like it.

JIGSAW PASSAGE

Level : Primary and
Middle Level
Time : 30 minutes
Size of class : 25 – 30
Objective : Developing
Writing skills
– order of
sentences.

PREPARATION

1. Identify a few short and interesting passages from newspapers and magazines.
2. Cut blank paper into strips.
3. Write one sentence of a passage in each strip of paper.
4. Prepare similar strips with the other passages.
5. Put the sentences of each passage into individual envelopes.

In Class

1. Divide the class into groups.
2. Give each group one envelope of passage strips.
3. Stipulate the time for the activity.
4. Each group will rearrange the strips to make a meaningful passage.
5. Compare the passages created with the original ones at the end of the activity.

SAMPLE PASSAGE

Four Highway Robbers Held:

The Sonapat police have arrested four members of a gang of highway robbers, which has been operating in Haryana and neighbouring states, for the past few years. Acting on a tip-off, the police raided a house at Silana village in the district, and arrested

four persons. Two country-made pistols, live cartridges and two iron rods were recovered from them, as reported by the Superintendent of police, Rajinder Singh.



Falguni Chakravarty is a freelance ELT practitioner

Language Development Activities and Techniques

Inder Mani Jain

Communication is the primary function of language, and its underlying principle is to understand and to be understood by all means. Introduction of English language to first generation learners living in an environment where there is absolutely no English is an uphill task. It is stated in the NCERT Document that the purpose of introducing English at initial levels is to build familiarity with language through spoken and written inputs in various situations so that the child builds up a working knowledge of the language. Teaching of a single text book over a year is inadequate. English language programme must have activities related to the child's immediate environment, self and family to ensure the effective and appropriate use of the acquired language in day-to-day life. The rule of thumb is that the teacher has to create in children an interest for language learning by devising and designing the techniques and

LANGUAGE ACTIVITIES

activities to inculcate the habits of life-long-learning. Below are two such activities related to 'self'.

1) Activity: 'What is in My Name?'

Purpose of the activity is to develop all the four language skills. Specific objectives are to develop vocabulary and curiosity in the learners. .

Material Required: A sheet of paper, pen/pencil.

Procedure: Tell each child to write his/her name on the sheet of paper and make as many meaningful words from it using the letters as they can make. Tell them not to repeat any letter in a word, if it occurs only once. Let's take one name 'Pradeep'. The words could be made are: deep, deer, dear, peep, peer, pear, pea, pad, pep, drape, rap, red, dare, read, reap, are, par, ear. Now pair off the children and tell them to read out words to each other and then see the common words in both the lists. Then tell children to see the meanings of words in dictionary and make meaningful sentences. Finally, display the worksheet in the class for everyone to read, compare and reinforce language learning.

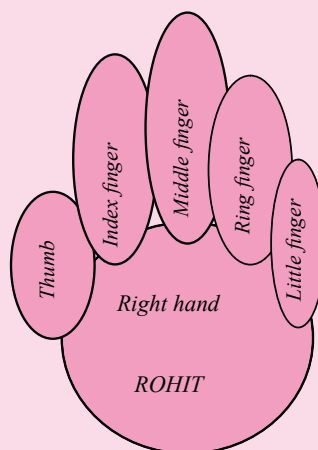
Other Techniques: At a higher level, children can work in pairs or groups of four children to make words from many names together. As per age level, tell children to write an interesting story using these words.

2) Activity: My Handprint!

Objective: To develop speaking and writing skills.

Material required: Drawing sheets, water paint colours, a shallow dish/ bowl, a bottle of water, towels/napkins, a big table/an open area to work.

Procedure: Give drawing sheets to each child to write his/her name anywhere except in the middle and place them one by one on the table. Pour water in bowl/dish and mix any bright colour in it. Invite children one by one by name and tell him/her to dip right hand in the bowl and print it on the sheet and then leave it under the fan or in the open to dry. Then ask children to label it as shown below:



Make pairs of children and tell them to describe their hand to each other. For instance Rohit, pointing to his handprint may say, 'this is my right hand'. It has four fingers. This is my thumb. This is my index finger. This is my middle finger. This is my ring finger. This is my little finger etc. Then to develop the conversation further, ask children how many fingers/thumbs do you have? Which is the tallest/thinnest/thickest finger? Display the

sheets after conversation and tell the children to compare the different sizes of handprints and tabulate the biggest, smallest and the same size hands. The teacher should also display her/his handprint to add curiosity and increase the scope of further conversation.

Now brainstorm the class and ask, Rohit, what do you with your right hand? There will be a number of answers such as: I write/eat with my right hand. I comb my hair with my right hand. I brush my teeth with the right hand. I throw ball with my right hand. I hold my glass of water/milk etc. with my right hand. I switch on/off light with my right hand. I say goodbye to friends with my right hand. I shake hands with my right hand. I turn a page with my right hand etc. Encourage each child to say a new word every time and say it in a complete sentence. The likely words to be used are: lift, open, press, punch, turn, clean, wipe, switch on/off, wave, pour, broom, mop, pull, push, fly (kite) etc. (exception is in the case of left-handers). The teacher's task is to make charts of these sentences and put them in the classroom and corridors.

Suggested activities:

Repeat the same with the left handprint. Later, hold a conversation about the different kind of work done using both hands. Similarly, organize an activity for right and left footprints to develop vocabulary and spoken language.



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Communicative activities in Grammar Teaching

Shefali Ray

Much of the tedium can be taken out of grammar teaching with the help of activities that are interesting or funny. In case of problem solving activities the focus no longer remains on the language being learnt but on the outcome thus leading to greater learning.

1. Looking for survival and rescue

This is an interesting activity that helps learners to speak about the future or voice future plans using the forms: 'I will...' and 'I am going to....'

Activity

You are in one of the following situations:

- i. Locked up on the terrace of a thirty –five storeyed building.
- ii. Lost in the hills of Kumaon
- iii. Marooned on an island
- iv. Stuck in squelchy mud

You have the following objects:

1. a matchbox
2. the top of a tin can you had cut out to eat some preserved fruit
3. a nail
4. a spoon
5. a steel plate
6. a white dupatta
7. a knife
8. a piece of rope
9. an old newspaper

Say sentences like these:

I am going to bang the spoon upon the plate to attract attention.

I will bang the spoon on the plate to attract attention.

2. Seems, appears, looks...but...

This is an activity where the adjective is used as a complement to verbs 'look, appear and seem'.

Activity

Look at the following things in the box. They are not what they seem. You are advising your friend who is from Mars how to be careful and watchful.

You may use sentences like:

It looks tasty but in fact it is very sour.

He doesn't look very friendly but in fact he is quite mild.

It appears broken down but in fact it works very well.

1. a bull dog with a chain round its neck
2. a red berry
3. a sweet looking old lady
4. a colourful poisonous caterpillar
5. a flimsy looking rope bridge
6. a helpful looking boy on the railway platform
7. an old kerosene stove
8. a snake which looks like the coral snake but is not
9. a rough blanket
10. a cuddly koala

You may talk about its appearance, smell, taste, how it feels, how it growls, how it looks.



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CREATIVE WRITING

“HAIKU”

N.P. Singh

- (1) Flowers bloom across
barbed wires – splitting
people
in Jerusalem.

- (2) Most of the people
live in one country – some in
another country.
- (3) Earth has been soaked
in the blood of the innocents
a new race would spring.
- (4) Bullets can kill or
maim but the dream and
hope will never die.

- (5) A rainbow balloon
soars deeply in the blue sky
generating hope.
- (6) Jerusalem would
one day become the hyphen
between Jews and Arabs.



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RED- THE POLITICS OF LIFE

Himadri Roy

There are many colors
Red, Blue, Yellow Green.
Each color has
A meaning in life, with life.
But for women
No color exists.
Only red has been imposed on
them
By society, by Nature.

Look at the young girl –
She does not understand red
Beyond the parameters of
months.
The adolescent has red –
To entice her lover
Dresses in red, in a very
sensuous way.
But the married Hindu woman –
Respects her counterpart.
Every moment she adorns herself
With a red bindi,
And applies red vermillion
To show the society.
To acquire a sense of protection.
Her identity is in that red mark.
She becomes a member of the
society
Only after she has a husband.
But what about the old woman –
Why red has been snatched away
from her

As soon as her husband expires?
Why colors are no more a part of
her life?

From birth to womanhood –
Every moment she has red,
Given by Nature,
Who wants her to feel helpless
every month on the same period.
Every moment she has red,
Imposed by society, by man,
She is made to realize
She survives only because
He, the man, is a part of her –as
father, as lover, as husband.

Is this red a color of life?
Or is it a politics of survival?
Is red only a banal part of her
life?
Or is it Nature makes her feel
She is insignificant, she is
untouchable,
She is irrelevant, she is impotent
Without her counterpart being
there?
Why can't she live a life alone?
Without red?
Is this a politics of life?



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Department of English,
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of Delhi.

Once there was

Jagjeet Ahluwalia

No, no the world is changed,
time is the ever changing force.
Intrinsic values an' goals
are replaced now
by material cravings an' transitory
hues.

Once there was,
when we would greet others,
and pour our love and heart.
But now they meet
with hollow eyes and cold
embraces
and act too smart.

Once there was a sunny smile,
genial and enlivening joy on our
faces,
but now it is replaced by a grin
replete with mockery and fun.

Once there was a deep bond
between father and son,
the former taught him
to talk and communicate,
but now the latter talks
and snubs his dad into silence,
and shows him the door.

Once Mother Nature
was his inspiration and mentor,
he played in sand and streams
learnt in her lap,
but now he has enslaved
and tortured her for trifles.

The world was once fresh and
bright
but now smog dense has
enveloped her.



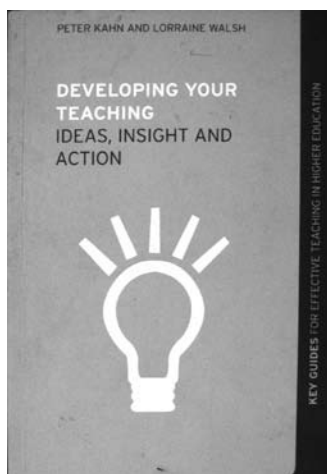
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BOOK REVIEWS

‘Developing Your Teaching: Ideas, Insight and Action’

Iqbal Judge

Tagore said of teachers, ‘a lamp cannot light another lamp unless it is burning itself’; to kindle the flame of knowledge and to inspire their students, they need to continuously develop their skills and knowledge base. In this little gem from a series of Key Guides for Effective Teaching in Higher Education, Kahn and Walsh provide an easily navigable map to guide both new and experienced teachers of any discipline in choosing effective teaching practices, learning from feedback, taking on mentoring roles and carrying out development projects. As the title suggests, the book adopts a three-pronged process-based approach of garnering Ideas, developing Insights and executing Action plans. Significantly, the tone is friendly rather than didactic or pontifical, and is laced with numerous ‘case-studies’—actually a misnomer, because they are first person narratives from teachers, on issues ranging from experiences of ‘fumbling in the dark’, ‘a real eye-opener’, forays in research and team teaching, to ‘claiming success at teaching’. The objective is ‘emergent learning’—drawing from one’s own and others’ experiences,



Peter Kahn and Lorraine Walsh:
Routledge, New York, 2006.

164 pages. Price not given.

reviewing and deliberating over what we do everyday, and co-relating these with established theories of learning to culminate in best practices. The format of the contents is extremely reader-friendly too, with signposts for review points, references, etc., illustrative tables and bulleted key points.

The introductory chapter provides an overview of the book’s contents, engaging in a stimulating dialogue with the reader at the outset. Chapter 2 focuses on analytical self-reflection about the rationale for one’s teaching

practice and dips into theories of learning. ‘Connecting’ with one’s subject, students, colleagues and with one’s inner world provides the ‘Inspiration for teaching’ in chapter 3. Writing a journal, penning notes of what went wrong-or right- in class, reading texts that provide fresh perspectives, and discussions with colleagues and students are important aids in introspection, leading to critical self-evaluation.

The quotation at the beginning of chapter 4 emphasises that evaluation entails valuing, not just counting and measuring things. An important section is on ‘Assumption hunting’ which involves consciously adopting a critically reflective stance towards the underpinnings of our own practice, much of which we often take for granted. The action-oriented tools feature off-beat yet do-able activities for obtaining student feedback. Students generally enjoy sending paper aeroplanes whizzing into the air; why not spice up some ‘missiles’ by scribbling anonymous feedback on a lesson, and pick a few for open discussion! Learning from, and using student feedback to improve one’s practice forms the basis of chapter 5; the three case-studies in this section contain valuable first-person accounts.

Chapters 6 and 7 move on to the domain of colleagues at the workplace; first, in networking and participating as a team member, and then moving on to

taking on the multi-faceted role of a mentor. Both are critically important in our Indian scenario, I think, for we are often resistant to working as a cohesive group, preferring to remain in our individual ivory towers. The writers visualise the mentor as a 'critical friend', with a strong focus on 'confrontation, questioning and review, deconstruction and reconstruction, and development of practice'. For those who may balk at the tensions that could result from personality clashes--as exemplified in three case studies in the chapter-- there is a checklist of ground rules and a frank discussion of the possible pitfalls as well as pointers to avoid them. There are also an equal number of examples of those who have been enriched enough by the experience, to spur us on to give it more than a try.

The last three chapters focus on development projects and research, with a detailed discussion of the forces that can hinder or support such ventures. Avenues for 'promotion' are seen as few in teaching, but here the authors encourage us to secure developmental roles for ourselves by viewing ourselves through a 'Johari window' and staking a clear claim to excellence. Though parts of the book seem repetitive at times, by the time you come to the last chapter you will definitely have gained not just a 'sense of direction', but a clear perspective of the road you have chosen...



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Teaching and Learning English: A source book for teachers and teacher-trainers

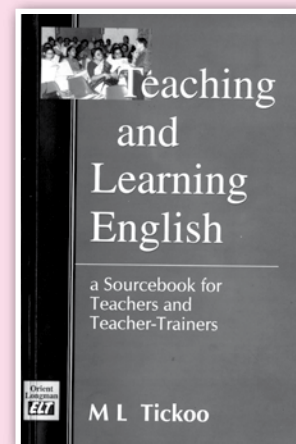
A.L. Khanna

As indicated by the subtitle of the book, the book in the real sense has been very carefully planned as an essential reading for any one who is interested in the teaching of English as a second language at any level and also as a ready reckoner for those who are engaged in teacher training. The book provides the insights that the author gained in working in diverse multicultural and multilingual contexts. Most of what the author says about ELT should hold good for teaching other languages as well.

After narrating how he matured into an ELT practitioner, the author talks about language classrooms in the west and in South Asia and makes very perceptive comments about the need for compatibility of a methodology to a teaching/ learning situation. The author adds that

a usable methodology must be continually connected to a reliable knowledge of the schooling system's differentness and its established behaviors, beliefs and expectations. (p9)

The author then mentions the major advances that had been made in the last quarter of twentieth century in different skills of language, the language curriculums and methodologies, the processes of language acquisition, the errors made by learners and the shortcomings of product approach to language learning.



Orient Longman, New Delhi, 2003
pages 457, price Rs. 300.00

Chapters 1-8 deal with aspects that are of interest to the teacher as a practitioner. Ch 1, Teaching Reading besides listing the objectives of good reading describes the bottom up, top down and interactive models of reading. The author emphasizes that successful reading relies on both bottom up and top down processes, and results in comprehension at various levels: from a surface-level understanding of stated facts to a critical, judgmental and creative view of everything that shapes the text: from facts to opinions, preferences to prejudices, beliefs to biases (p53).

According to the author, teaching of reading should enable a reader to become an autonomous and critically aware reader of texts.

Ch2 Teaching Writing lists some of the features that distinguish writing from speaking, and qualities of

good writers. It also explains at length the process and product approaches to writing, different types of writing and finally various approaches to teaching writing.

Ch3 Teaching Pronunciation draws attention to poor correlation between the sounds and letters of English and the confusion it creates for those learners whose languages have a very close coordination between the sounds and letters. The author suggests solutions to salvage the confusion. Finally, this chapter describes what in the author's opinion should be a basic course in pronunciation. The chapter also provides in detail various aspects of teaching English speech sounds.

Ch4 Teaching Listening focuses on the need for developing this most neglected skill in language teaching. The author besides giving two models of listening comprehension, first gives a list of situations where listening skills play a very successful role and then highlights the micro skills that are needed for successful listening (see page 132-133), and finally offers an outline of a course in listening.

Ch5 Teaching Speaking stresses that a good course in spoken language should focus on both accuracy and fluency and reduce risk-taking when accuracy is being developed, and when correct habits and skills are being built, facilitate and encourage risk-taking to make communication natural and efficient.

Ch6 Teaching Grammar draws attention to the need for teaching and then suggests the methods and techniques that encourage the learner to discover the rules of English. He also suggests that in a bilingual language class where learners share one or two languages with the teacher, the

teacher can utilize this resource of the learner to some advantage. He emphasizes that a bulk of grammar teaching should make use of real life contexts and build on tasks that learners enjoy engaging in and also find useful.

Ch7 Teaching Vocabulary talks about several aspects of building a good vocabulary. In the opinion of the author words are learnt best in rich and varied contexts and one of the aims of vocabulary is to set learners on the path of total autonomy by gaining a mastery of a wide range of learning skills and strategies.

Ch8 Planning a Lesson first lists a few principles and fundamentals of a good lesson plan and then gives essentials of a lesson plan with an outline of one lesson plan. The author remarks that every lesson needs adequate pre-planning which contributes immensely to its nature and quality.

Chapters 9-12 deal with syllabuses, materials, dictionaries and evaluation. In Ch 9, the author first draws a distinction between syllabus and curriculum and after mentioning what goes into a language syllabus describes a few key syllabuses (eg The Structural Syllabus, The Notional-functional Syllabus, The Communicative Syllabus). The author comments that language syllabuses in use in the state run or public institutions have tried to incorporate only a fraction of new ideas on either language or learning. According to him, one of the reasons for the resistance to the changes may be that they are either unaffordable or impracticable. The author further adds that very often vested interests may defeat a very good curricular innovation.

Ch10 first describes the functions and roles of course books or textbooks perform and then

mentions some of the criteria to assess the print materials ie teaching materials and textbooks, including the supplementary reading materials. Next, the chapter discusses non-print materials (the audio cassettes, the video, the computer) and their usefulness in teaching languages. In the opinion of the author, the teacher should go beyond the prescribed materials and make use of other resources that are compatible with the topic he/she is teaching at a particular moment.

Ch11 Learners' Dictionaries as Teaching-Learning Aids underlines the importance of using dictionaries well for not only meaning but for other uses as well.

Ch12 Teacher as Tester and Evaluator describes various types of tests and the features of a good test. It then mentions how technological advancements have changed the nature and content of tests. One of the recent developments in testing is the use of computers which may soon be, in the opinion of the author, used in school-final tests and class tests.

The last section ie chapters 13-15 deal with theoretical issues that the teacher has to reflect on.

Ch13 Theory into Practice: Arguments and Agreements talks at length about theories of language learning, nature of variables that affect language learning at different stages and in different environments. The author also talks of several other issues including errors and their sources, how they should be treated, whether to choose a native or non-native speaker as the model in classroom teaching etc. The author concludes the chapter by pointing out that in language learning memory should

be treated as a valuable human resource.

Ch14 Approaches and Methods describes in chronological order various methods and approaches used in second/foreign language teaching. The chapter begins with the Grammar –translation Method, Michel West' New Method ,the Direct Method, Dodson's Bilingual Method, Humanistic methods(1.Community language learning,2.The Silent Way,3. Suggestopedia,4.Total Physical response) and then goes on to describe approaches to language teaching. These approaches are: Task-based language teaching, the natural approach, Cooperative Learning, Content-Based Language Teaching. The author in the end adds that these language teaching methods are 'embedded in the culture ,politics and value systems of their respective times, places and circumstances' (p393).

Ch15 Classroom interaction: Types, Tools,Techniques begins with the recognition of the fact that a language teacher has to face a heterogeneous class both in respect of socio-economic backgrounds and a variety of expectations from the teacher. Then the chapter lists different forms of classroom interactions, various kinds of teaching techniques the teacher uses everyday , the kind of explanations he/she offers to the students ,the instructions that he/she gives to the students to do some work ,and the sort of care that the teacher should take while doing pair/group work.

The most interesting thing about each chapter is that each of them begins with a few observations to which the reader has to react according to his/her individual experience .This format makes the reader analyze his/her

experiences more intimately and in a less intimidating manner. This sort of analysis may help the teacher to build his/her faith in what works in his/her class room. In each chapter the author presents significant information in a manner that the reader will never have a chance to miss it. For instance, in the chapter Teaching Reading the author simplifies 14 microskills discussed in *Teaching by Principles* (Brown 1994). The book also provides a very good historical perspective on most of the issues connected with ELT.

At the end of each chapter there are notes on the terms that have acquired special meanings, followed by references that have been used in the chapter. Both these features make the book reader friendly and save him/her the effort of turning to the end of the book for more information. An exhaustive Glossary of terms used in ELT at the end of the book is very useful, particularly for a beginner non ELT person.

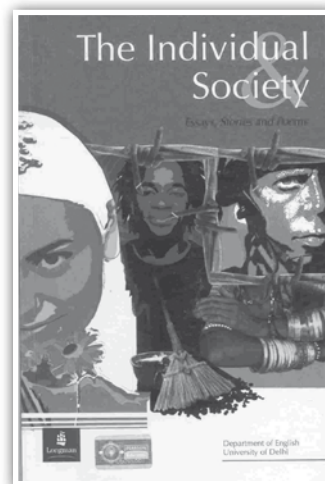
Besides being of great practical help to the prospective and the practicing teachers of English, this book will work as a starter for any one who wishes to undertake any serious research in language teaching. This book will help the teacher to think of a teaching strategy for difficult circumstances that he/she may not have visualized before. The author is not prescriptive at all. He offers multiple options to the teacher and grants him/her freedom to decide what will suit his/her situation the most.



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The Individual and Society

Divya Bajpai Jha



The Individual and Society: Essays, Stories and Poems, is edited for the Department of English, University of Delhi by Vinay Sood et al (pp. 251). It is an imprint of Pearson Education, pub. 2006. The book is designed as a textbook for the English Discipline Course of the B.A. (program) I Year as well as the Concurrent Course for several B.A. (Hons.) I Year courses like English (Hons.), History (Hons.), Economics (Hons.) etc. As such, it is meant to cater to students of a wide variety, having a varied exposure to such themes as Race, Gender and Globalization etc. The book is divided into five sections viz. Caste/ Class, Gender, Race, Violence and War and Living in a Globalized World. Each section has five to eight stories, essays and poems related to the theme. Each is preceded by a short description about the author and her/his times and political or literary leanings. Wherever required, the chapters are followed by some helpful notes explaining meanings of difficult words and phrases as well as relevant contexts. Questions quizzing the reader about her/his understanding of not only the

chapter concerned but also its relation to the other chapters in the section as well as the relevance of reading the chapter within the wide rubric of the section titled viz. Race, Gender etc.

On the whole, this format works quite well for the task at hand. It not only introduces the theme to be discussed but also gives ample opportunity for exploring the various facets of the issue at hand. As the chapters themselves look at the theme from various perspectives, they provide an opportunity for the reader to do the same. For instance, the section titled Caste/ Class, on the one hand, explores the theme of exploitation on their basis through the works of Premchand, OmPrakash Valmiki and Hira Vansode and on the other has a very interesting story by Ismat Chughtai. Chughtai's story 'Kallu' explores the varying fortunes of a Muslim family as their social class changes from that of an affluent, educated Zamindar family before partition to that of a struggling post-partition middle class household trying to come to terms with their new status devoid of the Zamindari trappings. That caste is not a unique Hindu phenomenon but a malaise endemic to most sections of our country's religious fiber, is also brought out in this story. Essays by JyotiRao Phule and Dr B.R.Ambedkar, also in the same section, explore this theme on a theoretical and ideological plane.

Chapters in the next section-Gender- similarly explore the theme from an Indian as well as a western perspective. Marge Piercy's 'Breaking Out' and Virginia Woolf's 'Shakespeare's Sister' explore the position of, or rather the lack of position of Women in the Western world. Rabindranath Tagore's 'The Exercise Book' and Eunice DeSouza's 'Marriages are Made' take a look at the woman's

space and the place of her aspirations in a male dominated Indian Society. Jamaica Kincaid's 'Girl', on the other hand, adds a further colonial dimension to this exploration of the woman's position in what is largely, and essentially, a man's world.

In principle, it is a good idea to expose students to a variety of writing styles, themes, social and cultural realities of people. Some caution however, one feels, must be exercised when planning a textbook meant for students coming from a varied social, cultural and economic background. Certain issues, like the sexual exploitation of women, must be brought out in the open and discussed in the classroom, not only to sensitize the male students but also to activate the largely inert female student body regarding their position and their own responsibility towards changing their lot. However, having said that, some more thought should have gone in while including a chapter like 'Highway Stripper' by A. K. Ramanujan. Though an excellent poem in itself, it is perhaps a difficult piece for the average B.A. (Program) student, not to mention the tricky nature of the ensuing classroom discussion.

The sections on Race, Violence and War and Living in a Globalized World are also quite balanced and exploratory in their approach. These, through the writings of such great writers as Wole Soyinka, Nadine Gordimer, Siegfried Sassoon, Bertolt Brecht and Roland Barthes, provide valuable insight and ample food for thought on the themes discussed. A pan-Asian sensibility and experience, at the same time, is represented through the works of Sa'adat Hasan Manto, Intezar Husain, Amitav Ghosh, Bibhas Sen and Imtiaz Dharkar. Manto's story 'The Dog of Tetwal' is a

poignant, though humorous (albeit with a tinge of black) exposition of the human tragedy of a war between India and Pakistan. Ghosh's 'Ghosts of Mrs. Gandhi', on the other hand, talks about life after the assassination of Mrs. Indira Gandhi. These are issues to which every heart in the classroom returns an echo. Imtiaz Dharkar's poem 'At the Lahore Karhai' is a playful take on the situation of a citizen of the world, this newly emerging water hyacinth like entity, who, on the one hand, is at home anywhere in the world, and on the other, is forever searching for his roots.

It is in formulating the questions at the end of the chapters that the team of editors has sometimes overlooked their brief of catering to B.A. (Program) as well as B.A. (Hons.) students. For instance, questions like:

"How far would it be correct to say that Ambai's story concerns an experience specific to a woman's body? Compare it to Virginia Woolf's understanding of Judith Shakespeare's body and sexuality and how it shapes her experience."

-are comparative in nature and problematize the issues to a level far beyond the pail of an average B.A. (Program) student. Such problems are, however, likely to occur while dealing with such an extensive collection of writings and a student readership of such a varied capabilities and exposure. The book, barring these small inconsistencies, is a very good collection of writings and the editors are to be congratulated for meeting the challenge of providing a thought provoking, interesting and readable collection very convincingly and successfully.



Divya Bajpai Jha teaches English at Rajdhani College, University of Delhi

ANNOTATED BIBLIOGRAPHY +

Working with Words

A guide to teaching and learning vocabulary

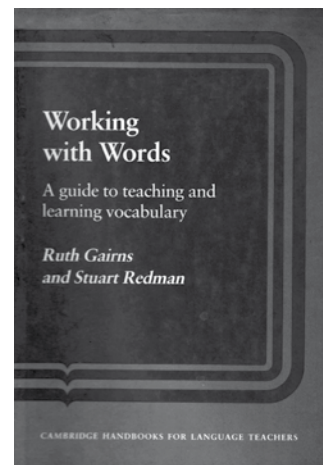
Madhu Gurtu

Working with Words by Ruth Gairns and Stuart Redman remains a mine of information and useful insights regarding teaching and learning vocabulary till date. First published in 1986, the book presents a detailed and comprehensive account of how vocabulary should be dealt with in actual classroom situation. At the time of its publication, vocabulary had just about started to emerge as an area of special interest in language pedagogy, though in an informal way vocabulary issues always surface during teaching and learning a language whether, first, second or foreign.

Divided in four parts, the book discusses different aspects about vocabulary teaching and learning. Part A, Words: Their Meanings and Forms begins with language awareness activities which, in turn, establish the context for looking at various problems related to word meanings and forms. These

activities can very well be adapted for classroom teaching or even for a teacher-training course. In Part B, Principles in Learning and Teaching Vocabulary, as the heading suggests, there is a discussion of several issues relating to vocabulary. Criteria of selection of vocabulary, traditional techniques and student-centred activities and theoretical matters regarding memory and storage along with their practical implications are dwelt upon. Part C deals with classroom activities, including visual aids, use of dictionary, speaking activities such as role play and games and other text-centred activities. Part D makes suggestions about vocabulary in course books with some samples from textbooks.

Meant for a discerning teacher, *Working with Words* offers a variety of practical tips and classroom activities at an intermediate level of language proficiency. The book



By
Ruth Gairns and Stuart Redman
Cambridge University Press 1986

is a valuable resource for teachers who are interested in enhancing their own awareness about the recent research into vocabulary learning as well as systematizing their classroom teaching by choosing in a principled manner what vocabulary to teach, and how to teach it effectively.



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Ashok R. Kelkar

A Profile

An inspiring teacher, a penetrating thinker, a brilliant scholar—these are multiple facets of Prof Ashok R. Kelkar, acknowledged by one and all; yet what impresses one most about him is the great humility and a childlike curiosity to discover and uncover the mystery of whatever surrounds him, be it language, art, literature, anthropology, semiotics, or theory of history. When one meets him, one is reminded of great teachers belonging to our Indian tradition, not bound within a narrowly specified framework of research but enriching and expanding many areas of thought.

Born at Pune, Maharashtra, India on 22 April 1929, he was educated in Pune (schooling; BA English honours with Philosophy, Fergusson College, 1950; MA English with French University, Ithaca NY, 1958; School of Letters, Indiana University, Bloomington, Summer 1958). His career spans three decades of teaching linguistics at Agra (Agra University, Asst. Professor, 1958-62) and Pune (University Reader 1962-67 and University Professor 1967-89 at Deccan College). Along with his own research, Prof Kelkar has guided many research scholars, not just from India but also from Nepal, Bangladesh, Thailand and Canada, pursuing doctoral and post-doctoral programmes. Numerous seminars, conferences and teaching programmes at state, national and international levels, have benefited from his insightful observations and original ideas.

Madhu Gurtu

Like the scholar-teacher of yore, Prof Kelkar has illumined various areas of linguistic research ranging from phonetics to linguistic analysis to language typology to lexicography to theory of translation to language teaching and testing to language planning and many others, working on specific languages such as Marathi, Hindi, English, French, Kashmiri, Urdu among others. He has traversed the boundaries of linguistics to touch related fields of enquiry such as art criticism, aesthetics, philosophy of meaning and cognition, semiotics and cultural anthropology, to name just a few. His is a mind, which does not only dissect but also synthesizes, seeing connections across disciplines, trying to uncover the truth at the heart of them all. His perspective on language and semiotics has been shaped by a sense of history and the awareness of social and cultural context moving in the direction of a unified theory.

As India's representative (1980-94) on the Permanent International Committee of Linguists, Prof Kelkar has been instrumental in securing UNESCO assistance to young Indians wishing to participate in the International Congresses of Linguists, thus continuing the Late Professor Suniti Kumar Chatterji's work of putting India on the world map of linguistics. In various positions throughout his career, he has been a source of inspiration and encouragement to aspiring linguists. He has acted as consultant to various institutions, academies, government agencies,



universities in India, Canada, USA, and Soviet Union and been an editorial adviser to *Journal of Child Language* (1972-80), *Yearbook of South Asian Languages and Linguistics* (1998-), *Paramarsh* (two philosophical journals from Pune in Hindi and Marathi), and *Anustubh* (1978-, Marathi journal of literature and the arts).

Recipient of various national and international fellowships throughout his career, he has enriched the world of scholarship with his writings including translations from Marathi to English, English to Marathi, French to Marathi, Marathi to Hindi, many of which have received national and international awards. 'Language and text: Studies in honour of Ashok R. Kelkar' was brought out by his dedicated students in 1992, with contributions from India and abroad, including a 20-page bibliography updated to June 1991, which is already outdated. A richly deserved tribute came to him in 2002 when the Government of India honoured him with a Padmashri.

Refusing to follow the beaten track, Prof Kelkar continues in his quest of knowledge, a committed scholar, a beloved teacher, an adorable human being.



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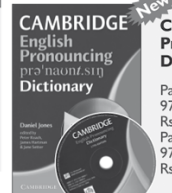
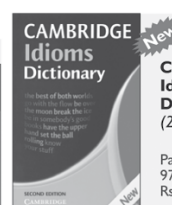
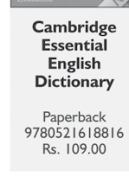
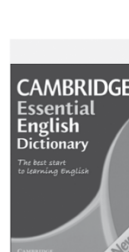
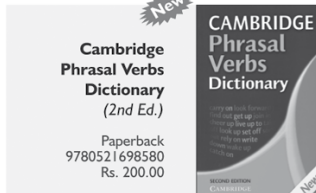
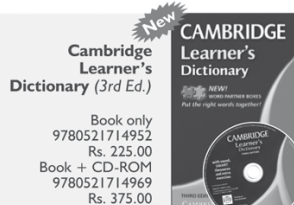
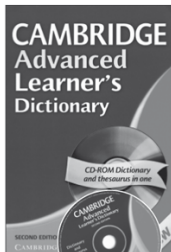
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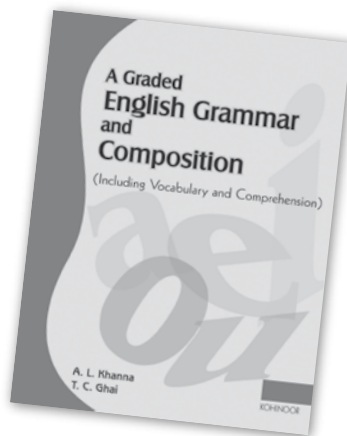


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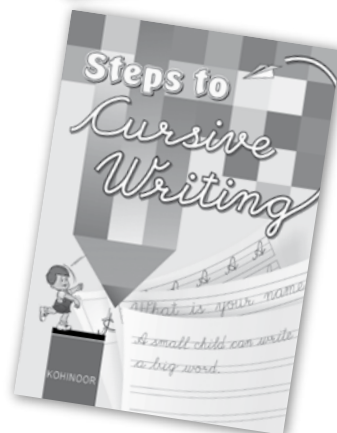
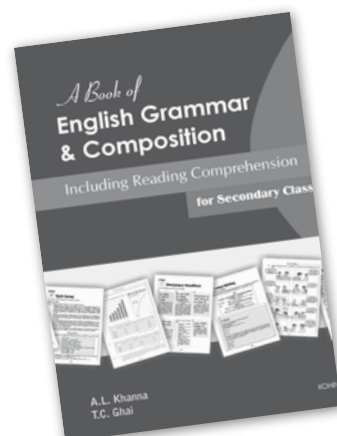


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