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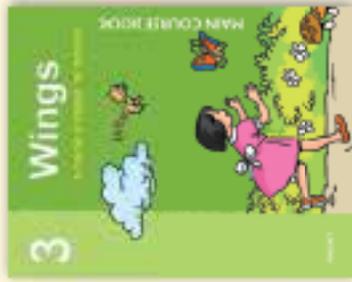
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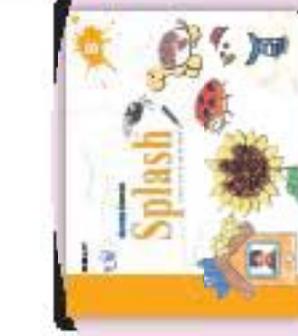
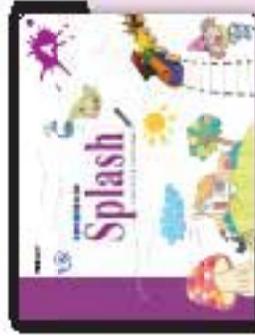
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Today's technology-driven era has brought in exciting opportunities as well as numerous concerns. The ever-expanding WWW offers mind-boggling choices, not just in terms of genres, but also in the number and variety of writings and authors across the world. Social media and the interactive possibilities of the web provide great scope for teachers to engage learners. But, from hieroglyphics and visual narratives on cave walls to writing on e-walls—blogs, social media posts, e-novels and hyper-texts, each replete with hyperlinks, images, graphics, and photos—have we marched a long way forward, or just turned full circle? From wordy, exhaustive trilogies to Twiction and Terribly Tiny Tales, how does a critical reader negotiate the range? Moreover, how does the teacher deal with all of this? Have our teaching methodologies and materials adapted to the simultaneous occurrence of texts and texting in our classrooms? Our call for papers for this special issue of FORTELL sought to bring forth deliberations on the burgeoning new genres of e-literature and their implications for ELT. And were we rewarded!

The opening article by C. Savitha explores both the pedagogical possibilities and the emerging concerns of integrating social media communication in the curriculum at the undergraduate level. Presenting an example of effective adaptation, Rajinder Singh Ahluwalia shares his experiences of “blended learning” i.e., integrating online resources in the traditional classroom. Utilizing the humungous databases available online, Vandana Lunyal explicates how high-speed searching tools such as Concordance can be used to enhance lexical competence at various levels. Taking an evolutionary perspective towards creative writing, Sumati explores hybrid genres of fiction in the digital environment and foregrounds Electronic Literature as “the natural outgrowth of the developmental process of literary communication”.

Change is trending these days, and as digital technology ushers in newer modes of writing, it also arouses nostalgia about loss; of the printed word on paper, of single authorship, and perhaps more pertinently for teachers of English Language, concern about neglect of norms, especially punctuation. Observing this language change, two young scholars, Maria Teresa Cox and Riya Pundir offer an exploratory study in an interesting paper titled, “The Mysterious Disappearance of the Punctuation Dot”.

Though the Internet is largely seen as an enabling and empowering medium, one cannot lose sight of the fact that

despite its availability in numerous languages, it is arguably Anglo-centric. Subhashini Rajasekaran and Rajesh Kumar interrogate the hegemony of “monolingual and monoglossic language ideologies” and bring to the fore challenges and strategies to leverage heteroglossic multilingualism in the Indian Education System. Ravindra B. Tasilidar's paper offers a thoughtful commentary on the curricula being offered by various universities in the name of ELT and emphasizes the need for a functional orientation. Jaipal and M. R. Vishwanathan analyse the gap between the market-driven demand for excellence in spoken English and the lack of proficiency in communication.

If the virtual space has its own power dynamics, so does physical space. Through her discerning article, Rachna Sethi tours the architectural landscape of Delhi and explores the power of space and spaces of power in Krishan Pratap Singh's *Delhi Durbār*: Scripting another perspective on power, Manjari Chaturvedi takes a post-colonial stance to analyse Mutiny novels through her study of Nana Saheb in *Gadar* (1930).

Knitting together various threads of discussions around hyperfiction, creative writing and the challenges and opportunities for teachers today, we have an insightful interview with Professor Pushpinder Syal. Also, do check out the very doable language games and activities and book reviews; aptly, one is of an e-book and the other on developing speaking skills of young Indian learners.

It has been our endeavour to offer, as always, a judicious selection of articles focused on the core areas of this special issue as well as articles of general interest. We hope you will savour them and continue to support FORTELL both as contributors and readers.

*Iqbal Judge and Gitanjali Chawla*



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content and posting “targeted status updates” to well-defined groups of followers; in other words, putting relevant content in front of relevant audiences. These two studies are indicative of the shift towards targeted content creation for effective social media communication.

In the Pearson report titled *Social Media for Teaching and Learning* (2013), there was an attempt to analyse the use of social media by faculty in higher education institutions. According to the report, “a smaller proportion of faculty believes that social media sites have a place within their courses” (p.12). This was more evident in the fields of Humanities and Arts, Social Sciences, Professions and Applied Sciences, where social media was used to a greater degree than in Natural Sciences or Mathematics or Computer Science. The report however acknowledged that this difference is narrowing considerably. The report clearly illustrated that social media sites had acquired a major presence in institutes of higher learning and were being used both for pedagogical and information dissemination purposes.

Finally, with reference to the specific impact of social media on the writing behaviour of students, Purcell, Buchanan and Friedrich’s study (2013) published by the Pew Research Centre, offers pertinent insights. Teachers who were part of the survey felt that digital tools shaped student writing in a “myriad ways”. They felt that the technologies of social networking sites, cellphones and texting facilitated students’ personal expression and creativity, and broadened the audience for their written materials (p. 24). They also encouraged students to write in more varied formats as compared to the earlier modes of writing. As a result, the increasingly ambiguous line between “formal” and “informal” necessitated the need to educate students about writing for different audiences using different voices and registers (p. 1). This was cited as one of the challenges in using digital technologies for writing (p. 35).

Two key observations emerge from these studies. First, despite the technical jargon and the website specific register, all of these studies agree that social media networks have impacted written communication in many ways. Secondly, to address this issue, while some reports suggest that content be customized according to the modalities of the social media networks, others recommend policy measures to control social media communication. These observations have significant implications for the pedagogy of communicative English, especially in the context of ELT in higher education.

According to a white paper by the New Media Consortium (2007), technology has not only mediated communication in “countless ways”, but has also impacted the very manner in which we talk and think about communication (p. 1). It goes on to assert that given this context, the patterns of communication that are evolving are very different from traditional writing. While traditional communication methods focus on conveying a lot of information / ideas at relatively infrequent intervals, mostly in the form of physical documents, technologically-mediated communication on social media platforms is defined by “short bursts of communication” within a participatory framework. As observed by Sean Carton, there is also a perception that communication on social media channels is similar to oral culture in many ways, creating an illusion of a “real-time conversation” which fosters a sense of “presence” (as cited in Tenore, 2013).

Hence, there is a perceptible impact on the format of the message in terms of its length, content and structure depending on the platform on which the message appears. There may be differences in the tone and narrative strategies of the message as well. For instance, there is a lot of variation in the manner in which content is written for Twitter, Facebook or for a LinkedIn post. While the 140-character limit for Twitter places considerable restriction on grammar, spelling and other traditional modalities of writing, a Facebook post necessarily integrates an element of informality into the message. LinkedIn, on the other hand, is perceived more as a professional network and this perception impacts the tone of the posts.

The pedagogical implications of these variations emerge when “Writing for Social Media” becomes a part of the curriculum. It would enable strategic thinking regarding social media by:

- Helping learners recognize that social media actively engages in “knowledge construction” within a socially mediated space,
- Sensitizing learners about the various social media platforms and the different ways in which they operate,
- Situating learners within such contexts to achieve strategic communication objectives.

While social media communication may be different from traditional methods of writing, it may be possible to integrate the principles of effective business / technical communication such as brevity, specificity, consistency and awareness with the tools of social media communication such as personalization

Sensitizing learners to social media communication presents—the broader contexts. For instance, according to networking by New Media Consortium an interaction occurs has a profound message (p. 3). Hence, decoding message sometimes becomes quite a difficult of context. Further, when online simultaneously with many people on Twitter, there is a possibility of especially when there are long re-tweets.

It is in this context that social media significance. Many organizations their employees in the use of social media as signposts while communicating companies such as Procter and policies to govern social media as to avoid any potential context on such channels. At a pedagogical policies and documents, suitable on social media etiquette can be framework. It is necessary to not business communication textbooks already address topics such as e Integrating “social media etiquette the circle on “etiquette for compact media”. For instance, a reading around a sufficiently adapted social would serve the twin objectives social media etiquette as well as minor case studies, projects and built into the curriculum to promote

## Conclusion

As of July 2015, about 134 million to social media, out of which 93 using their mobile devices. In building population accessing social media of 20–29 years (We Are Social, are illustrative of the degree of individuals, an Ernst and Young Marketing: India Trends Study” to which social media usage has in many major organizations in



learning, but their excitement and motivation grew as they got involved in doing the WebQuests. While they were working on the WebQuests, I was there with them and helped them if they needed some clarification. To complete the assigned tasks, they discussed, explored and asked me questions; they were completely focused on completing the assigned tasks in the WebQuests. I found my class had suddenly come alive. Although finally, the learners' average success rate was around 60 per cent, I was happy to find learners taking an interest in online learning and enjoying it. I had found a good way of reaching out to each one of my learners and engaging them in meaningful language practice not only in the class but also beyond my class, on the Web.

### Conclusion

My learners are adults and adults mostly like to do things their own way. However, in my examination-oriented academic context, my adult learners depend heavily on teachers and 'bazaar notes' i.e. standard 'guide books' to pass examinations. However, there is a growing awareness among learners to learn English to get and retain employment in communication-centric sectors such as the BPO, KPO, hospitality and management and so on. I have increasingly felt that learners are usually put off by the outdated syllabus and Grammar-Translation method of teaching English. In my experiment with web-based learning, learners showed an inclination and motivation to learn the prescribed syllabus in a new and exciting way. Gradually, I intend to introduce them to a more elaborate integration of web-based learning, where they can learn more flexibly and autonomously. I have developed a website to provide supplementary online tasks to my learners and to keep in touch with them. My experiments and experiences with blended teaching and learning have enthused both my students and me, and I would recommend this to the entire teaching-learning community.

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Wordbank and COCA for teachers focuses on informing the reader of corpora, how it can be used to develop vocabulary activities using

### Corpora

“Corpora” is the plural term for the electronic databases that language, and that are available or as software that may be installed (2001). Language corpora are collections. These collections draw their data as newspapers, books, magazines published or unpublished official such as industries, education, politics that are recorded from radio / TV conversations, chat shows, movies. Corpora therefore illustrate authentic situations that teachers and learners therefore practice. Many online Internet through a software called

### Concordance as a Search Instrument

Concordance is a high-speed search the usage of an unfamiliar word. Traditionally, learners needed to look up a word and its usage in this time-consuming process. It is quicker and throws up a page of examples of the item searched. concordance is generally considered authentic language contexts and corpora. This feature provides a and comprehensive examples of an unfamiliar word.

### Some Available Corpora

1. Harper Collins' WordBank  
*WordBank* published by is among the best corpora is a result of pioneering University in the field of
2. BNC (British National Corpus). Another useful corpus is Corpus. It has a collection of written and spoken language

# Enhancing Linguistic Competence Using Concordance



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# Hyper / Cyber Media and the Evolution of the art of Creative Writing



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*I consider this mutability of language a wise precaution of Providence for the benefit of the world at large, and of authors in particular. To reason from analogy, we daily behold the varied and beautiful tribes of vegetables springing up, flourishing, adorning the fields for a short time, and then fading into dust, to make way for their successors. Were not this the case, the fecundity of nature would be a grievance instead of a blessing. The earth would groan with rank and excessive vegetation, and its surface become a tangled wilderness.*

— Washington Irving, *The Oxford Book of American Essays*, 1914

With the onset of New Media, the art of writing seems to have reached full circle; from writing on the walls, to parchments, to text (word), to hypertext, and to cyber text (writing on the “wall”). In the present Information Age, creative writing seems to be, most aptly, environmentally contextualized. The horizons of the usually explicitly static, linear and unalterable mode of traditional writing have been expanded and newer, transformative technologies accommodated. The hitherto well-demarked literary and communication genres encounter blurred boundaries and intersect with other modes of creative art composition such as textual, pictorial, sonic, visual, graphic, animation, etc. Consequently, “literature” finds itself defined in different ways in different contexts. Traditional paper-based print literature is markedly different from the screen-based “digital / electronic literature” created by digital natives. It employs integrative and interactive tools and variables of the hypermedia domain to produce a multi-modelled literary work, which is “a first generation digital object created on a computer and (usually) meant to be read on a computer” (Hayles, 2007). Like any other product of digital technology, “e-lit can be understood as a mediator between humans and

Various online platforms offer writing tools / software such as Storyspace, HyperCard, Guide, Tinderbox and Twine, which incorporate all the trans-media tools into a unique media artefact.

Cyber text germinated in the form of interactive video games in the 1980s such as *Adventure*, in which the user / player could participate in the game and could actively engage himself / herself in the unfolding story. The imaginary world has thus populated cyberspace in various modes—fictitious, poetic, etc. Although still facing scepticism and resistance in terms of its inclusion in mainstream literary communication, cyber text now occupies a strong niche in the field. According to Espen J. Aarseth (1997), “The concept of cybertext focuses on the mechanical organization of the text by positing the intricacies of the medium as an integral part of the literary exchange” (p.1).

Genre theorists are quite vocal about the malleability and interrelationship of genres: “Genre study itself has undergone changes from Plato’s and Aristotle’s view of poetry and tragedy to genre as essential classifications to speech genres of everyday life” (Cohen, 2003). The genre of fiction, quite a late entry on the literary scene, necessitated by the changing environment, has been subjected to various experiments. It has gone from being a linear narrative story with all the features properly in place, to being a flashback, to using a stream of consciousness technique; and from being a purely fictitious story, to the reproduction of real experiences and events, and still further, from being purely textual to being graphical.

However, that was all in print. We are currently witnessing a hybrid genre of fiction with blurred boundary lines. These are: Hypertext, Fan / Collaborative / Serial, Generative, Locative, Interactive, Call phone / SMS, Kinetic, Flash fiction, and

fiction, by the fans of that work fiction based on the *Twilight* series. Text Fiction is written in text / 1 disseminated through the cell phone *Love Story* by Mika, a Japanese (Twiction / Twovel) are written *Blackbox* (2012). Collaborative writers contributing in the development of an online platform. Kinetic fiction visual novels which do not give the player. Flash fiction / Nano narrative stories on digital platform. As an outcome of this, the work required to render characters, structures appealing, has transformed conceptual and theoretical questions pure radicals who opine that the “democratise literature” (Bell, 2004) “inherent but implicit” traits of “explicit” ones, to the core critic authorship, readership and the text declare an apocalypse for literature. However, a comprehensive analysis scene as being naturally in line Mitchell clarifies:

Any popular text engages issues that become less personal generation, a genre’s pressures, even scenic variations with earlier versions of the genres, all serving to reshape anxieties (as cited in Col

E-creative writing engages with change. Wend rightly asserts in For literature to continue world, it must be seen the literature ... texts that are primarily intended for today they are part of a literary media ecology.”

This transition is the result of alterations in literary writing and principles of evolutionary biology defined as:

to constantly feature in human discourses and thereby, in the Humanities. Therefore, the purists have to accommodate the experimental new age writers. However, this necessitates finding a middle path so that the integrity and essence of “literature” as a representation of human experiences, with all its in-built, implicit linguistic, structural, technical and aesthetic / perceptual beauty that naturally engrosses human senses is retained, instead of making them purely, mechanically attuned to a multi-modelled programmed production of reality with completely changed properties. Otherwise, continuous information overload / lap will render quality diluted and lead to loss in the race of survival. Or, like “induced mutation”, the imbalance and miscalculation may prove carcinogenic for the health of a genre.

As for the medium, the verbal language has always been “rather a mere confluence of various tongues, perpetually subject to changes and intermixtures. It is this which has made English literature so extremely mutable” (Irving, 1914). This confluence is now laced with new media languages, and mutated by the new computational gene as an adaptation mechanism. As for the corresponding critical theories, they will also have to evolve in line with the literary evolution and can incorporate theories corresponding with Internet studies, Media studies, Game studies, etc., combined through the cross fertilization or hybridization of various media arts.

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# The Mysterious Disappearance of the Punctuation Dot: An Exploratory Study



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electronic communication”. He dot was being replaced with ex line breaks and emoticons, as it sometimes even lacking in since a survey of American students were using the “full stop” or period. A team led by Celia Klim (Gunn Upadhyay, Klim, 2015) in the State University of New York completed a study titled “Texting Period in Text Messaging”. The users believe that using a full stop heartfelt emotions. The article the full stop seems to convey and replies seem more casual and joyful research project was undertaken similar situation prevails in our messages and to investigate the full stop, and why, how and with attempt has been made to assess frequency of messaging, language punctuation marks, and reasons dot in current trends of electronic substitutes for the period dot has

### Review of Literature

In punctuation, the full stop or period chiefly used to mark the end of a statement. The full stop symbol punctuation introduced by Alexander the 3rd century B.C., to indicate in the spoken form of the text. A breath after a short phrase, a mid-breath after a longer passage, a stop at the end of a completed thought was regularized with the ad books in Western Europe from mid-fifteenth century as movable Caxton bringing it to England in Nicolas, 2005).

Full stops are one of the most common marks; analysis of standard text half of all punctuation marks used short text messages, particularly the Internet, seem to tell an entire which the full stop is making or

chosen at random, studying in government and public schools of Chandigarh. Further, we took snapshots of the messaging conversations of these subjects and analysed them to verify and substantiate the answers given by them in the questionnaire.

### Responses, Data Collection and Findings

The six questions and their responses are discussed as follows:

Q. 1 Which messaging application do you use?

The answers revealed that WhatsApp was the most frequently used application. Other applications such as Facebook and Hike were less frequently used in comparison.

Q. 2 How often do you message on a daily basis?

- 10 times
- 20 times
- 30 times
- More than 30 times

The responses indicated that people communicated very often and used phone apps more than thirty times a day. Out of the 20 subjects, 12 said that they used messaging apps more than 30 times a day, 3 said they used them about 30 times a day, while 5 said that they used them between 10–20 times a day.

Q.3 Which language do you prefer while communicating via social media?

- English language, English script
- Hindi language, English script
- Hindi language, Hindi script
- Punjabi language, Punjabi script

The responses to this question supported our hypothesis that Hindi written in English script was the most preferred mode of text messaging. Out of the 20 respondents, 17 said that they used this mode of messaging, while 2 said they used English language and English script, and only 1 used Punjabi language and Punjabi script. Interestingly, none of the respondents stated that they used Hindi language and Hindi script.

Q.4 While using the messaging application, which punctuation mark do you use from the following? Label them as:-

- 1 for “most frequently”, 2 for “sometimes” and 3 for “least”
- Ellipses (...)

Table 1

Frequency of Punctuation Marks Used by Respondents

	Various punctuation marks used			
	Ellipses	Exclamation	Comma	Full Stop
Most Frequently	3	3	8	4
Sometimes	8	5	1	4
Least Used	9	12	11	12

Q. 5 What impression do you get when a person uses a punctuation dot (.) in a message? The person is:

- Rude
- Demanding
- Formal
- No particular impression

Out of 20 respondents, 9 said that when people use a punctuation dot or a full stop, people either consider them to be formal or have no particular impression. Only 2 respondents answered that the impression created is that the person is rude and demanding.

Q.6 What do you prefer instead of a full stop: an emoticon, a sticker, ellipses or any other attribute. Give your reasons in not more than 30 words.

The most preferred attributes used while messaging are emoticons, followed by stickers, ellipses and line break. These attributes are used instead of the punctuation dot. While as many as 10 respondents listed emoticons as their first choice while messaging, 8 preferred stickers, 6 chose ellipses, and 2 chose line breaks.

Most of the respondents stated that they preferred emoticons as they “look attractive and interesting”. They “have fun” using the different cute, funny and nice looking emoticons at their disposal. Also, they find it “easy to express” their feelings through the emoticons; some respondents felt that these emoticons conveyed a “personal signature style” which also saved time as they did not have to write a whole explanation; moreover, they were easily understood by the receiver.

The respondents added that they use ellipses because it was “very comfortable” and provided a positive response to an ongoing conversation. Some people stated that it was a kind of a style which showed that you were a straight-forward person.

### Conclusion

The study of current trends clearly dot is indeed disappearing from written informal conversations attributes such as emoticons, ellipses. This study also reveals that most are typically informal conversational application for messaging being minimum frequency of use of 30 times on a daily basis. Further conversational language is Hindi stop. Though people use the English their sentences hanging as they

Our study applies only to one communication, i.e. electronic is that a replication of our exploration would yield similar results. However adolescent age group of 13 to 18 to find out if similar trends prevail especially the 50+ age group.

We would like to conclude that heading for extinction from the is being increasingly replaced by “friendly” emoticons, which suit a range of emotions. However, *The Washington Post* did, in equation “an act of psychological warfare” that informal text messaging is

## Challenge Education

Subhashini Rajasekaran



shubha2111  
Subhashini completed Education Sciences, interest in domain of

dynamic process. Thus, no language can be “pure”. In fact, the pursuit of purity in a language is like marking it for certain death. However, the State, the market and the schools impose monolingual and monoglossic language ideologies, policies and practices in the name of multilingualism.

To recognize multilingualism is to recognize translanguaging—a natural way for multi-linguals to access different linguistic features of so-called autonomous languages in order to maximize communicative potential. In this paper, key challenges and possible strategies are identified for leveraging the inherent heteroglossic multilingualism in education in India and for promoting its understanding and value among the masses.

### **Challenges for Leveraging Multilingualism in India**

Transforming the existing monoglossic school culture presents an enormous but not insurmountable challenge. The situation could be analyzed at four interdependent levels.

#### **1. Market Demands and the Politics of Power**

A language wields tremendous power due to its ability to contain within itself the identity, attitudes, culture and aspirations of its people. Thus, these sociopolitical factors make some languages more prestigious than others, which then become accepted as “standard”. The demand for languages of power then drives State policies and the market, even though linguistically, all languages are equal. Today, English is definitely the language of power globally. It is a symbol of people’s aspirations, a gateway to opportunities. Similarly, at the State level, numerous languages are spoken but only the standard form of select languages gain favour as the instructional medium in schools. The hierarchy of languages therefore comes to signify the hegemony of power amongst its speakers.

In such a scenario, parents naturally choose to educate their children in the languages of power in their most “standard” forms. There is a huge gap in public awareness of the empirically proven correlations between multilingualism and higher scholastic achievement. Since the educational system as a whole does not offer feasible options that consider multilingualism a resource, the parents have no choice but to succumb to the one-medium, one-school policy.

#### **2. Systemic Drivers for Language Decisions are not Educational**

modified by the Kothari Commission to accommodate the interests of group identity (mother tongues and regional languages), national pride and unity (Hindi), and administrative efficiency and technological progress (English). The Commission described these changes as “impelling considerations that were more political and social, than educational”. Three, the higher education system blocks multilingualism, thereby triggering a high demand for English, Hindi and a few select languages at lower levels too.

As per the 7th All India School Education Survey, Hindi, English and Sanskrit were adopted as first, second and third languages respectively in the largest number of schools. Approximately 80-90 per cent of the schools had only one medium of instruction. Out of this, approximately 60 per cent used Hindi or English, with the former having a higher proportion. Hence, multilingual education policies such as the three-language formula are just additive monolingualism that end up denying the complex translanguaging practices of much of the world.

#### **3. School Organizational Constraints**

The overall structure of “school” is such that there is age-wise grouping of 25 to 45 students in a classroom, with clearly demarcated boundaries between subjects slotted into periods of 30 to 45 minutes in a fixed schedule. Children are officially expected to use the school’s single medium of instruction in all periods / subjects, except in second / third language time-slots, where “other” languages are “allowed”. Typically, strict policy measures control the language children speak inside and outside the classes, with consequences for non-adherence. Teacher recruitment and training is based on the ability to use the medium of instruction. Thus, the school positions a single medium of instruction as central to its overall working, in keeping with the market demands and policy measures discussed earlier.

Without doubt, operationally, this is an easier proposition due to a uniform medium of communication; but the implicit message is: this is the “preferred” language in its “correct” form. Usually, schools fail to clarify that the languages students personally identify with are not unworthy of recognition, are not inferior and do hold educational value. Overall, the school

very great. They think then translate ... if it from Kutchi, Gujarati But it is fine only when language and get back it’s a big no-no as it (the weak) language. If speaking Hindi, or that a child is good in

The above comment represents learning, while also expected within which teachers are facilitate and assess their The practitioners’ view provides a “crutch” seen the teachers work under to demanding parents and unaware of the possibilities pedagogic methods. Queer non-recognition of home significant. Thus, the richness of the classroom does not process of language acquisition

**Key Changes Required in Systems**  
Leveraging the strengths of multilingualism would not only give voice and life to children, but has also been shown to have a positive correlation with scholastic thinking, cognitive flexibility and immense advantages, it is only necessary to increase the demand for multilingualism to bring it into school actually functions in response to government policy measures, a government bound to fail and needs to have a more holistic approach. **Top Down: Building Mass Mindsets for a Mind-set Shift**

What is required is a consensus that a significant shift from a principled approach (multilingualism) to a strict implementation and flouting it. This is definitely an issue for a State subject, language is a resource, and besides providing high-quality training, interests are involved, besides providing high-quality training,



Figure 2. Multilingual ecology values student identities.



Figure 3. Curriculum that recognizes and connects to students' identities.

### Conclusion

In an increasingly globalized and technologically advancing world, language boundaries are fuzzy and fluid. There is a multiplicity of language practices and neo-cultural identity formations. However education leadership in India needs to move beyond the definition of multilingualism as additive / subtractive monolingualism and take a hard look at the socioeconomic political drivers, state controls and schools that are its implementing agents. Multilingual heteroglossic<sup>1</sup> education programs must be developed to support multiple languages and literacies, allowing for their functional interrelationships and complementarities to thrive.

### Notes

1st: mother tongue or regional language

2nd: In Hindi speaking States, another modern Indian language or English; In non-Hindi speaking States, Hindi or English

3rd: English or a modern Indian language not studied as second language

4 From the Western scholarly lens, monolingualism was accepted as the norm and bilingualism as double monolingualism. (García, O., 2009) However, this additive / subtractive approach oversimplifies the complex area of linguistic cognition.

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# Do MA (ELT) Prepare Teachers



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### Introduction

The demand for English language courses has increased with the introduction of English in primary schools. Moreover, English has become a compulsory subject in the State and Central Boards. The demand for English language courses has mushroomed in rural and semi-urban areas. Taking note of this job market trend, various institutions in India have introduced English language courses to train English language teachers.

Table 1

### Teacher Training Courses in India

Title of the programme	Acronym
Certificate in Teaching of English as a second language	CTE
Post Graduate Certificate in Teaching English	PGCTE
Post Graduate Diploma in Teaching English	PGDTE
Post Graduate Diploma in English Language Teaching	PGDELT
Bachelor of Education in English Language Teaching	B.Ed.

Hereafter, the universities will be referred to by their acronyms. The components of the courses or papers offered in these programmes can be broadly classified under the following categories.

- A. Aspects of Linguistics:
  - i) Phonetics and phonology
  - ii) Morphology and syntax
  - iii) Developing language skills
- B. Applied Linguistics:
  - i) Stylistics and
  - ii) Translation studies
- C. Components of ELT:
  - i) Introduction to ELT: Principles and concepts
  - ii) ELT: Approaches and methods
  - iii) Teaching of Skills: Oral, written and grammar
  - iv) ESP and teaching of functional English
  - v) Course design and materials production
  - vi) Teaching of literature
  - vii) Testing and evaluation
  - viii) Teaching practice and projects in ELT
- D. Literature & Criticism:
  - i) Introduction to English literature
  - ii) Literary criticism and theory
- E. Allied Components:
  - i) Research methodology and
  - ii) Academic writing

It appears that these universities mainly aim to develop the linguistic competence of prospective teachers and acquaint them with ELT methodology. For instance, AMU and PSTU focus on English Linguistics and Phonetics in the first year of MA (ELT). Furthermore, these programmes seem to emphasize only on theoretical orientation, though AMU and GU have included “teaching practice” and only SPU includes a “Comprehensive Viva”.

The MA (ELT) being a specialized programme, Linguistics and ELT naturally get the prime focus and Literature gets less weightage. However, SPU offers elective papers in Literature and GU offers a paper entitled “Specimens of English Literature.” In addition to “Critical Trends in Theories” and

### Needs of the Prospective Teachers and the MA (ELT) Programmes

The Curriculum Development Committee of the UGC (1989) noted that, “It is common knowledge that a large number of those who successfully complete MA in English become teachers of English at the undergraduate level” (p. 32). However, to qualify for teaching in the colleges and university departments across India, the English postgraduate students have to appear for the University Grants Commission’s National Eligibility Test (UGC-NET) or State (Level) Eligibility Test [S(L)ET] in English. Since an MA (ELT) programme is not equivalent to B.Ed., but is equivalent to an MA (English) programme (see Frequently Asked Questions on the HMPiETR home page), it would be worthwhile here to consider the syllabi of MA (ELT) vis-a-vis the syllabus of UGC-NET/S(L)ET (2012) in English. The focus of the present study is to know whether the MA (ELT) programmes prepare students for tertiary level teaching.

### The UGC-NET / S(L)E T in English and the MA (ELT) Programmes

The UGC-NET/S(L)ET in English has two subject-specific papers. The syllabus of paper II is comprised of ten core units, with eight on British Literature, one on American and other Non-British Literatures and one on Prosody. Paper III also consists of ten core units—seven on British Literature, two on Contemporary Literary Theory and Criticism and one on literary comprehension. In addition, there are five elective units—History of English Language and English Language Teaching, European Literature, Indian Writing in English (IWE), American and other Non-British Literatures and Literary Theory and Criticism.

Let us first consider the electives in the UGC-NET/S(L)ET syllabus.

Table 3

*Elective Units in the UGC-NET Paper III and Select Universities*

UGC-NET Paper III – Elective Units		AMU	GU	NSOU	PSTU	SPU (Electives)
History of English	History of English	--	--	--	--	--

Indian writing in English and Indian literature in English translation	--
American and other non-British literatures	--
Literary theory and criticism	--

UGC-NET/S(L)ET is especially college and university teachers no separate teacher training. Need for Linguistics and ELT in the c this test. “History of English Language Teaching” is one of the five elect The programmes considered he of English Language” paper in electives, papers in “Literary Theory found in NSTU, PSTU and SPU university to offer an elective in There is no core or elective paper non-British Literatures in these that in the new format (only obj effective from June 2012, postg expected to be thoroughly acqu the UGC-NET/S(L)ET paper II NET syllabus fail to find a place considered here.

Table 4

*Core units in the UGC NET papers in the MA (ELT) Programmes*

Core units in the UGC-NET syllabus	NSOU
Up to the Renaissance / Chaucer to Shakespeare	--
Jacobean to Restoration Periods	--
Augustan Age: 18th Century Literature	--
Romantic Period	--

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## Factors Affecting the Acquisition of Spoken English by Undergraduate Students of Engineering: A Study

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had their hands full bringing in needs of the employers. One of the introduction of a laboratory theory component. Thus state colleges affiliated to the universities saw the introduction of English Skills Laboratory (ELCS) and Communication Skills Laboratory first year and third year engineering was to drill the learners in the make them fluent users of this (2004), observed:

The liberalization of the Indian of many international brands in Call centres, shopping malls and personnel fluent in English. The institutes and academies offering range of proficiency in English, speaking English fluently (p. 26)

While Communicative Language the value of spoken language as an acquisition of fluency in spoken of spoken English was already learners themselves who “... are for proficiency, both linguistic (Gupta, 2004, p. 268). In fact, a Discussions or Debates or introduction goes by the name of selection recruiting process and some MNC to decide who is in and who is students who aspire for a plum / industries.

### The Study

As mentioned earlier, the ELCS idea of providing a platform for in English and hone their spoken gives students inputs on how to in a GD / debate or an interview tries his / her best to put student feelings of inadequacy they may to communicate fluently in a laboratory educated elite in India.

Unfortunately, despite the best students to speak and get rid of

### Analysis

After the recordings had been done and when the researcher felt it was time to engage students in a chat about language lab activities and the importance of English in their studies and career, the students opened up and explained why they were eager to learn English but very reluctant to use it so freely or “openly”, as one student put it. Their reasons were collated and put under the following six categories.

**Culture:** As with most Asian cultures, Indian culture too believes in, nurtures and sustains several cultural values in education and other spheres, one of which is the belief that the teacher is the sole authority in the classroom, and must be listened to with deference. While the Confucian ideology which prizes obedience to authority is seen as the reason for the silence of Chinese learners, in the Indian context, it is the age-old concept of obedience to the *Guru*—the dispeller of darkness—that is the reason. In a typical Indian classroom, learners are brought to believe that silence typifies an obedient and modest student, while someone who asks questions or demands participation through interaction is seen as a disruptive influence and a challenge to authority.

**Proficiency Levels:** Though many students (approximately 67 per cent of the participants) claimed to have studied in English medium schools and were therefore expected to have command over English, data revealed that their proficiency levels were rather low. They were unable to maintain the flow of speech because of poor grammar and inadequate grasp of the language. In fact, the students confessed that right through school, they had studied English as a subject and not as a language. They were given notes to commit to memory and taught English for the purpose of testing. There was little by way of meaningful activities to help them improve their skills, particularly in spoken English.

**Student Personality:** A much neglected but highly relevant factor in considering learner unwillingness or reticence is the personality traits of the learners. More than 50 per cent of the students confessed to being shy and diffident, because of which their participation was minimal and forced. Many of them felt that public speaking or speaking activity of any kind was not their cup of tea. Several participants were introverts, who needed to be cajoled into opening up in a language they believed was reserved for writing assignments, taking exams and listening to lectures.

**School Experience:** It was apparent that there was no speaking

the inclination to participate, but which exercised no impact on the general population, it emerged. School experience for most students translated to rote learning, with little incentive to acquire the language. Students also admitted that their preferred language of communication outside and often within the class also was their mother tongue / Hindi, and that obviated the necessity to master English.

**Fear of Losing Face:** For almost all learners, the fear of being criticized, mocked or made fun of by the teacher or classmates was a real and terrible fear that inhibited all attempts to speak or engage in any speaking activity. Out of the 120 students, 100 revealed that this was their inmost fear and that it precluded any meaningful attempts to speak a language they knew was important for them. They were greatly anxious about post-speaking, feedback which they believed would be harsh, and that pushed them off the speaking curve. It was evident that the students’ “lack of confidence” stemmed from “the presence of other students or the classroom atmosphere” (Harumi, 2011, p. 264). This dampened their capacity for free flowing use of English—a language that was paradoxically both necessary for them yet beyond their reach.

**Limited Vocabulary and Grammar:** Though several students expressed their intent to participate, it was apparent to the researcher that poor grammar, weak vocabulary and uncertainty about usage put students off from speaking. The idioms, verbs, phrasal verbs and tenses requisite for holding a conversation or taking part in any speaking assignment were missing and that showed in the way they struggled to reach across to the audience. The recordings of the students, for example, revealed a lot of repetition, incoherent sentence constructions and badly framed phrases, testifying to their weak grasp of English.

The students’ reading habits were also very poor, there being no enthusiasm or intellectual curiosity on their part to read newspapers or novels outside college hours and the meagre collection of books on in the library did nothing to ameliorate the situation for those who may have wanted to improve their command of English through reading but were unable to do so.

### Conclusion

The above-mentioned factors are only some among the numerous unexplored or as yet unexplained causes that led to reluctant, limited or unwilling participation of students in speaking activities.

Given the numerous situational and circumstantial constraints

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## Exploring Power in Krishna



**Rachna rachnasethi**  
 Rachna Sethi  
 been working

The spaces of Delhi city, by virtue of the country, are vested with power. The seat of authority since 1931, first of independent India since 1947, the “eternal capital” and has witnessed several empires and cities including Indraprastha built by the Pandas by the Khiljis, Ferozabad and T Shahjahanabad by the Mughals. The construction of these cities and citadels was an attempt by strength and to leave permanent the desolate ruins of these cities fallibility.

This paper argues for a dialectic and power in the capital city of structures are embedded in the political dynamics in turn set over these spaces. Political fiction Sahgal, Vishwajyoti Ghosh and the tussle for power in the city of fiction. White Sahgal’s works around the Emergency, and Sinha liberalization era.

design was used in the service of democracy. New Delhi was designed to showcase imperial superiority. King George V, at the Delhi Durbar of 1911, announced that the British capital would be shifted from Calcutta to Delhi, where a new city would be built. The chosen site—Raisina Hills—provided a sweeping panorama; Lutyens and Baker conceived it as their Acropolis, where elevation was used for visual dominance and to physically and symbolically impose above the lives of Indians. King (1976) discusses that rigid zoning for social stratification and hierarchical order of residential space were the underlying principles of design, where the powerful were located at the centre, with those lower down the order moving away in concentric circles. The core was primarily occupied by elite Europeans, and was disassociated from the commercial and industrial activities of the city and its larger population.

On gaining independence, a section of nationalists suggested shifting the capital to make a clean break from the imperial rule, but the idea was not taken up seriously as it involved huge political and financial resources. Tan and Kudaisya argue:

Moreover, the temptation to use and expropriate the opulent colonial edifices of power proved too strong. The capitol complex at New Delhi provided the terra firma in which the new regime, inaugurated amidst anarchy and disorder, found itself firmly anchored. Lutyen's monumental architecture provided the stage upon which the midnight rituals of independence were enacted, imparting dignity to the ceremonies and enhancing their historic importance. (p. 196)

On attaining Independence, the Indian leaders “inherited” the opulent spaces that had been vacated by the white colonizers along with all its paraphernalia of pomp and ceremony. While the imperialist agenda was to spatially inscribe meanings of order onto the chaotic colonial landscape; the independent nation sought redressal by reclaiming those spaces. This entailed the renaming of all the major buildings. The Viceroy House, Council House and Flagstaff House (residence of the Commander-in-Chief of the British Army) were renamed The Rashtrapati Bhawan (President's House), Sansad Bhawan and Teen Murti Bhawan respectively. The process of re-appropriation of these colonial buildings went hand-in-hand with the creation of new architectural signatures—Krishi Bhawan, Udyog Bhawan, Shastri Bhawan, Supreme Court, Hotel Ashok and the Diplomat Enclave (named Chanakyapuri in the early years of Independence). Even as the city witnessed a population and construction explosion, the core of Lutyens' Delhi remains unchanged, with its huge bungalows with low density occupancy for its political elite.

and architectonic transformations that Delhi has undergone are narrated by Jasjit, who as a former banker in the Dubai branch of a Swiss bank handled the accounts of the ultra-rich Indian politicians, where “in a hard-to-miss historical irony, the money increasingly found its way back into India disguised as welcome foreign investment” (p. viii). The circuitous routing of money parallels the serpentine functioning of politics, with middlemen forming a crucial link.

The middlemen, the king makers, men in shadows occupy liminal spaces in the power corridors. They are puppeteers behind the curtain, managing things from the periphery for the smooth functioning of power at the Centre. They operate from the Foucauldian heterotopic sites that subvert, twist and bend rules, in this case to formulate a neo politics-economics nexus. Jasjit, as middleman, is a gatekeeper to the capital, a guardian entrusted with the keys to the power corridors. While the city's architectural design concentrates power in the official buildings at the centre, here it also resides in and operates from alternative addresses, such as the farmhouses on the periphery of the city's borders. The parallel and unofficial spaces of the sprawling farmhouses are the party's treasury:

There is no way I could begin to ascertain how much money the room held, and that was good because a number would have ruined the effect of endless, incalculable wealth that the vault exuded. There was enough moolah here to swim in. Even a diehard Marxist would forget his idealism at the sight of all that money. (Singh, 2010, p. 104)

The shrine to capitalism reiterates the transformed contemporary concerns, where the pretense of political ideals has been given up under coalition governments and redefined with neo-dynastic politics. In this aspiring world-class city, Jasjit is happy to be “a wheeler-dealer in the capital of sleaze, corruption and hypocrisy” (p. xii), where capital and politics have a stronger partnership than ever before.

In the unholy nexus of capitalism and power, all posts become saleable commodities, be it that of the President of the Indian Cricket Board or the President's post. The cover page of *Delhi Durbar* has a watermark of the iconic Rashtrapati Bhawan with a hand holding three thousand rupee notes, emphasizing the stronghold of liberal economy on spaces of power. Mohan Patel, head of Empire Oil, explains the game behind the resignation of the President that allows the Vice-President Dayal to take over: “So, the other day I went for a walk and on the way home I decided to buy myself a President” (p. 119). Power is the greatest aphrodisiac, and commodifying the offices of the republic is one of the ways in which business

above approach, by the young t coverage and exclusive pictures the Rashtrapati Bhawan was so (p. 243); it is delectable fodder young politicians' redefining of end of the spectrum from President with the ceremonial role entrusted spatial control. Right from making playing golf, to the three Chiefs him twice a week and surveillare at the Presidential estate, it is a power offices, so much so that impossibility. The fear of an im the Emergency: notionally and with absolute and complete own of dissent, and of the manipulat projecting it as a desirable situa discusses the possibility of a co will instill discipline and lead to the PM plans to counteract the strength—the army. The crisis p Bhawan, South Block and Parli mockery of democracy, but also of materialism and unquestione The unfolding drama of *Delhi L grandeur built by the imperialis of Lefebvre's idea that space sp meanings and messages of pow Monumentality, for instance, al a clearly intelligible message. It yet is hides a good deal more: b ultimately fascist in character, r will to power and the arbitrary surfaces which claim to express thought. (p. 143)*

## Re-Writing Study of N



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by the Government of India to celebrate the centenary indicate the recognition of the “historical significance of the event in the evolution of free India (p. 53)”. However, unlike natural expectations that “so potent and widespread an upheaval would have had a considerable impact on modern Indian literature, particularly as the dramatic events took place in the most formative period of its development”, there is barely any noteworthy oeuvre of fiction on the war of 1857.

In England, about seventy novels have been written with the events of 1857 as the background (Chakravarty, 2005, p. 3), thereby making up a distinct category known as “Mutiny Novel”. Initially, the subject of these novels was the Anglo-Indian way of life, with romance in the foreground and the War of 1857 as a backdrop, as in *The Wife and the Ward or a Life's Error* (1859) by Edward Money. By contrast, the adventure novels between the 1890's and the First World War such as *Rajjub The Juggler* (1893) by G. A. Henty, turned “the rebellion into a site of heroic imperial adventure and an occasion for demonstration of racial superiority” (Chakravarty, p. 3–4), thereby bringing central issues of race and empire to the popular readership of the novels. Implicitly, the mutiny novels functioned as a vehicle to promote British imperialism, as they became sites to justify and propagate the colonial agenda of expansionism. They also played a crucial role in what Nancy L. Paxton calls the “project of creating an idealized image of the British Empire” (1999, p. 116). This idealized image was constructed through binaries where Indians, at the opposite end of the axis, were heathen or barbarians.

“Rebellion novel”, interestingly, is a term given by Prem Singh, in his essay “1857 in the Hindi Novel: The Character and the Spirit of the Rebellion” to “Indian novels based on the upsurge of 1857 ... perhaps as a rejoinder to the colonial coinage ‘mutiny novels’” (2009, p. 111). Clearly, Singh is attempting to create a space for Indian voices from and about 1857, however dispersed and insignificant in quantity as compared to British writings. Further, Singh includes within the generic category of “Rebellion Novel”, all fictional writings based on 1857 and composed in all the modern Indian languages. The term stands not just in opposition to “Mutiny Novel” but also provides a means of understanding the evolution of the standpoint of Indian authors on the 1857 War. The War provided a national rhetoric on the superiority and invincibility of the British, created through coverage of the events in periodicals such as the *Illustrated London News* and *Tait's Edinburgh Magazine*,

superiority. In this context, this paper takes up the study of a novel, which responds to the representation of a key figure from the Indian side – Nana Saheb, who led the battles in Kanpur, a strategic center during the War.

To understand the significance of Nana Saheb in the narratives of 1857, a brief background is essential. Nana Saheb was the adopted heir of Peshwa Bajji Rao II, who was exiled in 1818 to Bithoor, an ancient holy place six miles from Kanpur on the bank of the Ganges, after he lost to the British and accepted tribute for a pension. Nana Saheb lived in isolation from his peers and was under constant surveillance of the British. Consequently, he established cordial relations with the British in Kanpur and frequently entertained British officers and ladies to parties at his Bithoor palace. Thus, when the mutiny happened in Meerut and Delhi in early May, General Hugh Wheeler, who was heading the Kanpur Cantonment at the time, turned to Nana Saheb for help. He asked him to provide a secure shelter for the British women and children at his palace in Bithoor and lend his personal guard, in case troops in Kanpur mutinied as well. However, when the mutiny broke out in early June, Wheeler shifted the entire European and Eurasian population to an entrenchment, while Nana Saheb assumed leadership of the mutinied soldiers and organized his army.

After twenty-two days of being besieged by the Indians, Wheeler accepted Nana Saheb's offer of a safe passage to Allahabad via the Ganges. On the morning of 27 June, the survivors of the siege reached Satti Chaura Ghat and boarded the boats. Meanwhile a huge hostile crowd gathered on the banks of the river. This crowd comprised of people from Kanpur as well as the surrounding villages. They had been driven into the city to escape the massacres carried out by a British column under General Henry Havelock and led by Major Renaud and Colonel Neill, who burnt villages and changed the villagers en-route from Allahabad to Kanpur.

What happened next at Satti Chaura is conjectural. English accounts vary, from the Indians guns firing at the occupants of the boats (Ball, 1858, p. 344) to a situation exploding out of control when some English officers kicked the boatmen (Thomson, 1859, p. 166) and indiscriminate firing began on both sides. Eventually, the men were shot on the spot while about two hundred surviving women and children were kept in confinement at Bibi Ghar in Kanpur. However, the issue of whether the Indians attacked the British first or vice versa became crucial in determining Nana Saheb's complicity, if it was indeed a planned massacre. The British women and

in Hindi had begun two decades earlier. *Gadar* is based in Kanpur and is written by a resident of Delhi, but was first published in 1930, but by the British government (Singh) noting that neither did Jain choose action nor were the chief players. Rather, Jain responded to the narrative of Nana Saheb woven in different etc., and reflected in the Mutiny narratives, as Patrick Brantlinger Saheb's treachery serves as a reason. The strong resentment of Indians up over almost a hundred years Indian racial traits—ungrateful deceit.

*Gadar* is a short novel of 88 pages barely two months from 10 May dates in the chronology of the dramatic and fast-paced. In fact sketch is the mainstay of the text. Nana Saheb as being “not a villain was interpreted as either weak-pretend. So a “weak willed” Nana unawares like Bahadur Shah Zafar join the mutineers, while a Nana British friend and sympathizer against them, would have to be Nana Saheb is of the first kind. British people, their system of justice. The novel begins when the reaches Bithoor, where a despot how insignificant sepoy could

*Itne din atychari musalman  
toh Hindustan ko nyayshah  
saubhgy praaph hua hai,  
Tukadkhor sipahion ka ye  
Hindustan is privileged to  
Company after having both  
persecuting Muslims. What  
now? Where is daringness  
(Translation mine)*

Where Nana Saheb displays superiority, Khan, a smart, attractive man of

## Interview

### Notes

<sup>1</sup> The War of 1857 began with the Indian soldiers of the East India Company's army in India mutinying in Meerut, Delhi, Kanpur and Lucknow and at a number of military stations across northern India, leading to the subsequent events being referred to as the Indian mutiny in British sources. Post-independence studies by scholars like Eric Stokes and Ainslee T. Embree took into account the active role of the civilian population in supporting the rebel soldiers, thereby, coining the more inclusive term Rebellion. Nationalist studies call the event the First War of Independence, the term being attributed from Karl Marx to Veer Savarkar. During my studies, I found both the terms- Mutiny and Rebellion, to be inadequate in explaining the multiple battles that were fought over a course of a year between, clearly, two sides- Indian and British.

<sup>2</sup> Kanpur Commissioner

<sup>3</sup> The closing years of the 1920's was the period immediately preceding the publication of *Gadar*. This period witnessed the high point of armed revolutionary activity in India spearheaded by the Hindustani Republican Association and its members Chandrashekhar Azad, Bhagat Singh, Rajguru, Sukhdev and others.

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# Professor Iqbal Judge in conversation with Professor Pushpinder Syal



Iqbal Judge

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Iqbal Judge is Head, PG Department of English at PG Government College for Girls, Sector 11, Chandigarh. Her teaching and research interests span gender issues, IWE and ELT.

With over 35 years of experience in teaching, researching and guiding PhD scholars in Panjab University, Professor Pushpinder Syal is highly respected in the domains of Literature and Linguistics. She has an MA and a PhD in Linguistics from Lancaster University, and brings to her classroom and writings, a wealth of knowledge and critical insights, especially in the fields of

**IJ:** There is a mental conversation “what is this about”, and there is because you make a choice and

**PS:** Yes, re-reading, backtracking Geoffrey Leech in *Style and Fiction path phenomena*”, which makes is what the writer is saying”, but something else, in their very structure of such micro-decisions that the and I would guess that the people are probably stylisticians in this what readers do while engaging in that by offering the reader these advantage in this, that readers do But when it comes to more common is the preservation of memory common historical period, where the aim now THAT kind of activity, I do that extended, discursive writing personal, and evoking an entire that these two types of writing is

**IJ:** Do you think these writings fiction genre? Some of the texts the links as well, sometimes just

**PS:** Yes, I suppose so. It probably of mystery or whodunit kind of

**IJ:** Would they be useful in pedagogy? **PS:** Sure; because it's not just a train of thought, a lot of logical predictions. For example, “Do you Can it happen this way or that way the learner, and the learner can to their possible limits. My feeling potential, something that learner perhaps it would be better than exercise, a kind of heuristic system solving as you go along, in a very also be links in this system, which to your friend about a certain topic of outreach, it could become even to even more discussions with children that they are actually “doing” something different take-off point? Predict

**IJ:** Something like in our tradition

## Interview

much I might want to throw the thing open, even if they've read and come (first of all that itself is a tall order, because even if it is a poem to read online, it still is a reading task, so you are assuming a certain level of proficiency in English); you find yourself imposing a particular perspective, and the students get a cue from that, and they realize what direction to go in, so willy-nilly the teacher is giving a direction, giving some input.

**IJ:** And needs to, perhaps.

**PS:** And needs to, yes. So what kind of ability does it demand of the teacher? What kind of subjectivity does the teacher bring to the class? The teacher may be opinionated, or biased; a lot depends on how clever and successful she / he is in making the students produce a particular kind of response. So are we clear about what kind of input we need to give to the students? Or is it that in a technology-driven classroom, the teacher is just an instructor, directing the students—go to this link, find this and that, and the students keep busy, clicking links, downloading, etc., though that might be useful also, because for many people in societies that are new to technology, finding access to information through the jungle of information available can be very off-putting. So perhaps one of the roles of the teacher would be to navigate through the masses of information, point out places of interest, which could be tapped as you move along, but that means the teacher has to be very very updated in terms of both technology and knowledge.

**IJ:** For grammar, I think the exercises on the Net are much more interactive, and very self-motivating because you submit your answer, you immediately get to know what is the right answer, or where and why you were wrong. It also saves the teacher the bother of repetitively checking numerous such assignments.

**PS:** Sure, but that's not your physical classroom and that's like self-learning; there the teacher is the facilitator. There would also be a lot of teachers who make the program that is going to auto-correct the exercises, etc., someone working behind the scenes, and increasingly we find many of our linguistically proficient students getting placements in software companies as content writers for these programs.



that respect. I suspect that one of the reasons for resistance to the technology-enabled classroom is that it's going to be a challenge in terms of the technology itself, in understanding how the program works.

**IJ:** If they are going to make the program themselves.

**PS:** To a great extent they will have to, because no program

can ever fit all sizes. A lot of it will have to be localized; there is very little material that can be standardized to such an extent that everyone everywhere can use it. It's not just a question of culture-specific content or something like that, it's a question of more specific questions that some learners would be asking, and we can't always anticipate them. So the challenge is huge. The teacher needs to have quite a bit of computer literacy to use the web tools available; also collaboration with makers of programs, so that teachers can guide them to critically monitor the ideology that underlies the programs; not just being the end-receivers of that technology, but creating that kind of technology.

We also have to consider how equally tech becomes available to all, and not just available to the privileged. It becomes an extension of the print culture then, where it created an elite that could afford books.

**IJ:** What about mobile phone apps, online dictionaries, or learning apps, such as "Hello English"? Do you think they are empowering the learner?

**PS:** Sure, but look at what it presupposes—motivation; and that again remains one of the fundamental questions! Whether it is the flipped classroom or the mobile app, the fundamental human questions remain the same: "What am I as a teacher going to give?" And for the learner, "What motivates me to learn? Shall I open this app and learn those five words of the day or not?"

We say that the big motivation in English is jobs, but is everything job-oriented, or is it something the person wants to be, some quality of life that the learner is looking for? We have the experience of the call centres, where ultimately people were not happy, so these are broader human questions: Does the person simply operate language as a machine or use it as a

# Spoken for my v



## Reviewe

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Kalyanee R.  
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Bhagat Sing  
research are  
Teaching, S  
Studies, Ind  
translation,  
Dalit Litera

It is an established fact that LSI language learning. However, re taught and evaluated through listening and speaking receive r of a proper framework and a tru training in the field of spoken E in addressing this issue strategi at the ground level, teachers are deal with the challenge" of brid objectives and learning outcom on the part of policymakers to a meaningfully with this concern.

# Second language teaching and learning with technology: Views of emergent researchers



Thouseny, Sylvie & Bradley, Linda (2011). *Second language teaching and learning with technology: Views of emergent researchers*. Dublin: Research-publishing.net.

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Kamal Deep Kaur teaches at the Department of English, Post-Graduate Government College for Girls, Sector 11, Chandigarh. Her areas of interest are Post-Colonial Theory and Literature.



Technological advancement and cultural change have always gone hand in hand. As a corollary to this, technology has revolutionized the field of education and research, particularly the field of language learning. Ideally, innovation in technology

their PhD or are on the verge of completing it. They belong to diverse cultural groups spread across Canada, Finland, Singapore, Spain, Sweden and Ireland, with each culture throwing up new challenges in the process of language learning.

The introduction by Sylvie Thouseny and Linda Bradley defines the scope of the book. They draw an interesting distinction between learning with technology and learning from technology. While the former indicates active involvement of the learner, the latter signifies a passive learner. They posit that the use of technology should necessarily encourage more interaction between the teacher and the student where the learner is an active participant.

In the first chapter titled “Personal Learning Environments in Higher Education Language Courses: An Informal and Learner-Centred Approach”, Ilona Laakkonen focuses on conceptualizing, creating and implementing new personal learning environments. Her findings indicate that learners are not passive consumers of knowledge; they actively choose, deconstruct and also create new knowledge. According to her, in the 21st century, personal learning environments conducive to optimum learning need to be created with the assistance of technology.

Another insightful chapter by Peter Wood from Saskatchewan, Canada, titled, “Quick Assist: Reading and Learning Vocabulary Independently with the Help of CALL and NLP Technologies” asserts that technology can be used to facilitate higher student enrolment rate and can also help to minimize the cost of teachers. However both these positives come with a caveat each. Language learning software needs to be upgraded regularly for it to remain relevant. The licensing fee for the software has to be paid periodically, and it is always expensive. The second “objection” is that no matter how advanced the technology, human intervention becomes essential as the learner’s competence increases.

Out of all the papers, perhaps the most relevant in the Indian context is that of Agnieszka Palalas titled, “Mobile Assisted Language Learning (MALL): Designing for Your Students”. This paper is the outcome of a two-year project that was conducted at the George Brown College, Toronto. In India especially, mobile technology is accessible from the highest to the lowest strata of society. As per the findings of Agnieszka’s study, MALL is amenable to time as well as location. It is both flexible and convenient. However, it is not cost effective and

# Language Graphic N



**Tulika Kakkakka**  
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Tulika Kakkakka  
2010. She is s

## Introduction

Graphic novels can be best described as a combination of text and images, where the impact of words is enhanced by the visual elements. They can be used as a tool in the emerging scenario of ELL in *Understanding Comic* draws on novels through a process known as “reading panels” which allows readers’ ability to unify panels as a continuous unified reality, thus messages using cognitive thinking further employed in forming a concept and the text, which stimulates visual and offer opportunities for students images and words, which create

Level: Lower/ Upper Intermediate

Time: 20-30 Minutes

Skill focus: To develop spoken and written communication skills

Materials: Graphic novel cut-outs, cards, whiteboard.

Instructions to the Students: The teacher will illustrate the story of the famous novel by showing the first two sets of cards. The first two sets of cards have a picture and a sentence. The teacher will give you clues to start your story. You will complete the story carefully and complete the story by using the remaining three cards.

## Methodology

Divide the class into groups of 4-5. Give each group a set of cards. Ask them to read the cards and understand the action depicted in the cards. Each group will create a story based on the cards.

## Language Activity



Card Set 4



Card Set 5



# Activities For The Language Classroom



## Nupur Samuel

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Nupur Samuel is Assistant Professor at Ambedkar University Delhi. She is interested in English language teaching and assessment, teacher training, tests and materials development.

### Activity 1: An Awesome Trip!

Time: 35-40 minutes

Skill focus: Writing / Speaking

Materials: Pictures, Chart paper, Colour pens

### Methodology

Write as many adjectives as you can on a chart paper or on small pieces of paper.

Ask the students to get some pictures from their last trip or you could provide some coloured pictures of travel destinations.

Divide the students into groups of four to five each and ask each group to select one picture keeping their choice confidential.

Ask each group to create posters using adjectives to attract people to sign up for their destinations.

Ask the other groups to identify the destination on the basis of the descriptions in the poster. The focus should be on using the most appropriate words to describe places or activities, not just making the poster visually attractive.

Activity 2: "It's a Piece of Cake" - Fun with Idioms

Time: 30 minutes

Distribute handouts (sample given as follows) to the students, doing the example on the handout as a class activity. You could add more idioms to the ones given in the handout.

Inform the students that they should not speak the answers out aloud. Instead, tell them to write them down on a piece of paper. Once all group members have finished, they should discuss the answers among themselves.

Finally, ask each group to give the meaning of at least one idiom to check if they have got the answers right.

### Sample Handout

Ask one student to read out the part of the man, another one to read the part of the woman, and a third to read the question. All students must attempt to answer.

Example:

1. M: How was your trip? I heard the weather was quite bad.

W: Oh yes. It's raining cats and dogs there!

What does the woman imply?

a. She saw cats and dogs running in the rain.

b. It was raining very heavily.

3.

W: Are you ready for the

M: Almost, but I'd like

What does the man want

a. to tell him her ideas

b. to pick up something

c. to be quiet about so

4.

M: Did you hear that lo

W: Yes, I nearly jumped

What does the woman m

a. She heard a sound.

b. She was very frighte

c. The woman jumped

# International English as a Second Language

Birmingham, UK



Sabina F

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Sabina Pilla

It was the turn of Birmingham or "Brum" as it is called colloquially, to host the IATEFL 2016 conference in its Golden Jubilee year. Believed to have more numerous and longer canals than Venice, Brum boasts of a state-of-the-art International Convention Centre in Brindley Place, alongside what is probably the poshest public library in the world. The icing on the cake, the

## Reports

This enthusiasm was evident again at the Associates' stall at the conference, where our remaining copies disappeared in no time.

The main conference began with the customary fanfare. The opening plenary by Professor David Crystal was a master class on how to hold a three thousand strong crowd from a hundred countries in thrall! The other plenaries by Silvana Richardson, Diane Larsen-Freeman, Scott Thornbury and Jan Blake were riveting in their own distinctive ways too. More than five hundred presentations by delegates lined up during the conference kept us busy. Some of the well known speakers

such as Penny Ur, Jack C. Richards, Jeremy Harmer, Jim Scrivener and Nicky Hockly spoke to packed auditoriums. The British Council hosted a Signature event to commemorate Shakespeare's 400th birth anniversary. My presentation titled "Dictionary Matters" was well received by the audience.

It was certainly not all work and no play! The evenings were busy with the Mayor's reception, music, story-telling, Pecha Kutchia and networking sessions. I couldn't agree more with the IATEFL President when she said that IATEFL is a "gift" and we should all partake of it!

# Pedagogy and Methodology for Teaching in English Language Skills to Undergraduates in Colleges of India Under the CBCS System



Rishabh Chauhan



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Both Dikshima and Rishabh are students of BA (Hons) English at Motilal Nehru College (Evening), University of Delhi.

A UGC sponsored national seminar held at Motilal Nehru College (Evening), New Delhi on 15 March 2016, focused on the future of ELT in colleges and universities under the new CBCS system. English teachers and trainers from reputed universities across the country were invited to express their views on the new system and the difficulties faced by students and teachers in following it. Eminent speakers for the panel discussion included Professor Pushpinder Syal (Panjab University), Professor Rajneesh Arora (EFL, Lucknow), Professor Anju Sehgal Gupta (IGNOU), Professor Prema Kumari Dheram (EFL, Hyderabad) and Mr. Charles Keith (British Council).

In his Keynote address, Professor Rajneesh Arora shared interesting anecdotes to explain to the audience how Communicative Language Teaching works. He

pedagogy due to not being trained in teaching the new course. She addressed the problem of dealing with students who experienced difficulties in the basics of English and advised teachers not to suppress the mother tongue of such students and to let them learn the second language i.e., English at their own pace. In her valedictory speech, Professor Prema Dheram raised significant points while tracing the history of the pedagogy of English Language. She questioned why language often became a divisive factor, whereas fields such as Science and Mathematics did not.

Other participants from across the country spoke on various issues ranging from "Using Innovative Techniques to Teach Oral Communication", to "Studying Attention-Based Mechanisms Involved in L2 Speaking Fluency". The audience participated with enthusiasm, asking

## Reflec



Kirri Kapur



Ruchi Kaus

TESOL 2016 marked a historic occasion in the history of the association as it celebrated its 50 years of existence. Both of us represented *FORTELL*

at this prestigious international convention and English Language Expo, held from 5-8 April 2016 at Baltimore, Maryland, USA, where the ELT community participated in huge numbers. The convention included keynote presentations

by Curtis, Jeanette Altarriba and A as Education and Peace, Transc years of the Discipline, etc.

As the Secretary of *FORTELL*, in several interactive Affiliate S of the convention, where affiliated world shared details of the profi respective associations and offe to their colleagues, based on the local associations. Several com an ELT organization with minir member engagement plans; bui collaborations, etc., were discus p.m.), we jointly hosted the Affi information about *FORTELL* an



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