A Course in English for Schools (FOR CLASSES 1-8)

It has been written strictly according to the objectives and guidelines of the National Curriculum Framework (NCF) for School Education 2005. The course consists of 22 books (8 Main Course Books, 8 Workbooks and 6 Supplementary Readers).

The course
- Has a wide range of reading materials relating to neighbourhood, science, technology, environment, sports etc.
- Has a variety of exercises that will engage the learner in pair work, group work and individual work.
- Promotes all language skills, including the skills of listening and speaking.
- Makes teaching and learning of English an exciting task.
- Relates learning of English to real-life situations.
- Provides a rich variety of supplementary reading materials (for classes 3-8) to generate interest in reading beyond the textbook.

Is accompanied by a Teacher's Book for each class that provides the key to most of the exercises and suggests activities that could be done in class.
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-books 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 Twintion 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 humongous databases available online, Vandan Lunyal explicates why 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 pertinent 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. Talsidar’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 Durbar. Scripting another perspective on power, Manjari Chaturvedi takes a post-colonial stance to analyse Mutiny novels through her study of Nana Sahib 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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Introduction

On 22 January 2004, Orkut was launched, the simple aim of helping users connect and sustain existing relationships. Platforms such as Facebook, Twitter, etc. have evolved into major channels of information dissemination for individuals and organizations.

The increasing accessibility of internet has facilitated a paradigm shift in the way we think about networks and the original impetus for these networks was the need to facilitate discussions on a wide range of topics. Social network sites have a social utility that connects people who live near and far.

The increasing use of social media has led to the recognition that there is a need to rethink the modality of communication in the context; face-to-face interactions become less frequent in communication. For instance, we have dedicated social media channels and other agencies consider social networking as a way of disseminating information. In this context, the role of print media becomes more relevant

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

Gitanjali Chawla is Associate Professor, Department of English, Maharaja Agrasen College, University of Delhi. Her research areas include folklore and popular culture and she is keenly interested in innovative pedagogies in the virtual mode.

igbaljudge_1@yahoo.co.in

igbaljudge_1@yahoo.co.in

C. Savitha
saviha25@...
According to a white paper by the New Media Consortium (2007), technology has not only mediated communication in the past but has also impacted the very manner in which we communicate today. In the case of social media, communication is often characterized by a "real-time" conversation, which is a departure from traditional communication methods. While traditional communication methods focus on conveying a message in terms of its length, content, and the context in which it is delivered, social media communication is defined by 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 written content on Twitter, Facebook, etc., which is often shorter and more immediate than in traditional communication methods.

In the Pearson report titled "Social Media for Teaching and Learning" (2014), there was an attempt to analyze the use of social media in education and its impact on teaching and learning. The report found that social media sites had a major presence in the fields of Humanities and Social Sciences, among others. Social media tools were used to create a "learning space" within which students could communicate and share their ideas. The report also highlighted the potential of social media in teaching and learning, with examples of successful integration of social media in the classroom.

According to the report, the social media sites had a major presence in the fields of Humanities and Social Sciences, among others. Social media tools were used to create a "learning space" within which students could communicate and share their ideas. The report also highlighted the potential of social media in teaching and learning, with examples of successful integration of social media in the classroom.

Finally, with reference to the specific impact of social media on teaching and learning, teachers who were part of the survey found it to be a "great tool" for their teaching and learning. They felt that digital tools shaped student writing in a "real-time" manner. They also felt that the internet and social networking sites, especially Facebook, were a "flavor" or the modern social media landscape. They felt that digital tools shaped student writing in a "real-time" manner. They also felt that the internet and social networking sites, especially Facebook, were a "flavor" or the modern social media landscape. They felt that digital tools shaped student writing in a "real-time" manner. They also felt that the internet and social networking sites, especially Facebook, were a "flavor" or the modern social media landscape.
Blended ELT in Action

Rajinder Singh Ahluwalia
rajinderahluwalia26@gmail.com
Rajinder Singh Ahluwalia is Senior Associate Professor in the Department of English, Guru Nanak Khalsa College, Yamuna Nagar (Haryana). His areas of interest include discourse analysis, ESP, language testing and multi-media assisted teaching and learning of English.

Literary-Humanistic Syllabi and Text Books
According to policy documents with regard to study groups (1967), syllabus reforms workshops (1971) and University Grants Commission’s Curriculum Development Centre Report on English (1989) on English Language Teaching in India, English should be taught for purely pragmatic considerations of meeting the communicative needs of users in academic or business domains. However, paradoxically, most colleges and universities in the north-western parts of India prescribe syllabi which include essays, poems, short stories, plays and novels for English Language Teaching. Presumably, (most of the university syllabus documents do not state the course goals explicitly), the goal of these literature-based courses is to help learners master English language through the study of literary texts. However, it is very difficult to understand how by studying dated poems and plays, learners will be able to use English effectively to communicate in real life. By studying English located in such literary contexts, learners can at best get exposed to the literary use of language, which does not help them attain proficiency in using English in their day-to-day life.

Major Issues with the Traditional Methodology of Teaching
The traditional methodology of teaching does not help either. A typical English class in north India has around 70-80 students and the teacher is expected to explain the prescribed text in an interesting manner so as to engage the learners. So, most “good” teachers think of themselves as good “performers”. However while “performing” to explain the text, teachers get so carried away that they forget to focus on language practice by the students. Performance for them is an easy way out to avoid the hard work and drudgery involved in language practice. After the textual explication, teachers typically single out those topics for discussion that are important from an examination point of view. Some teachers dictate notes on these topics so that learners can memorize them and reproduce life communicative needs. Even the exam-related exercises that they do in the class rarely contribute to their language acquisition.

Teachers however cannot deviate much from the given syllabus because the term-end achievement test is strictly based on the syllabus. Moreover, the time allotted for the class is also insufficient. A teacher who has a large class of learners daily for a 40 minute period and spends nearly 10 minutes on activities such as roll-call and disciplining. The rest of the time is spent on “covering” the prescribed syllabus for the term, i.e., lecturing on poems, short stories, essays, novels or plays. In such a large class, it is indeed a big challenge for the teacher to interact with learners, address their individual learning problems and give prompt and appropriate feedback to them. Learners who remain “unattended”, and who do not get corrective feedback from the teacher resort to acts of mischief, thereby disturbing the classroom discipline. So the real issue is to engage learners in meaningful language practice within and beyond the face-to-face class and to motivate them to develop their general communicative ability.

Is Blended Teaching and Learning the Answer?
I think that if I blend my class-based teaching with web-based learning, I may be able to resolve many of the problems mentioned above. I would like my learners to shift their focus from examination-oriented learning to meaningful, multimedia-assisted, individualized language learning. I am hopeful that controlled exposure to course-related online learning tasks will motivate learners to make an effort to improve their language skills. I believe blending my classroom teaching with online teaching will:

- Raise learners’ motivation levels by making instructional inputs interesting and by exploiting web resources, which contain a lot of audio-visual and illustrative materials.
- Help the teacher reach out to individual learning problems and provide corrective feedback.

Methodological Intervention to Blending
As discussed earlier, I cannot neither syllabus nor design my own teaching methodology and I do it as much makes my teaching “different” from that of teachers in my area who teach in the traditional way.

Ways of Blending Class and Online
I teach my large classes by appointing assistants (having 70-80 learners) and as assistant teachers (20-25 students). For the large class, I make presentations. The idea is to use “comprehensible inputs” on the LCD screen (poems, plays, paragraphs, short stories) and make presentations. The idea is to introduce learners to the target language by means of comprehending it, by providing the meaning of words and word-meanings. I also make use of “read and talk” method to resolve any queries that arise in the class, and to provide corrective feedback. I try to make them understand the language through the fly. To check their understanding, I use comprehension-check questions on the LCD screen (text, graphics, video and audio). I believe that blending my teaching as the learners to take notes and to respond individually or in pairs.

In my composition class, my aim is to ensure individualized learning experiences through self-directed learning. For this I have a laboratory of my college “double-up” laboratory has 30 computers that are connected to a single computer through a LAN. I give students some of the concepts they were taught in class and some additional exercises like paragraph-writing, short essay, letter, précis-writing etc. In addition, I conduct grammar and vocabulary exercises for students. Hot pot is an Internet-based program that is used by the learner for vocabulary exercises.
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 substandard ‘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.

References


Enhancing Linguistic Competence Using Concordance

Vandana Lunyal

Vandana Lunyal, Associate Professor, Regional Institute of English, Chandigarh has 26 years of experience in the field of Teacher Education. She is actively involved in Teacher Training, English Language Teaching, and Research.

Wordbank and COCA for teaching

Wordbank focuses on informing the reader of the available corpora, how it can be used to develop vocabulary activities using corpora. COCA and COCA can be found as tools for teaching language.

Corpora

“Corpora” is the plural term for a written or spoken text to the electronic databases that store language, and that are available as software that may be installed on a computer. Language corpora are corpora.

These collections draw their data from many sources, such as newspapers, books, magazines, published or unpublished official documents, such as industries, education, politics, and are used for research. Corpora therefore illustrate authentic situations that teachers and learners can therefore practice. Many online corpora allow Internet through a software called Word Bank.

Concordanza Search Index

Concordance is a high-speed search index of the usage of an unfamiliar word in context. Traditionally, learners needed to look up the word and use context clues in this time-consuming process. Incorporating a concordance is quicker and throws up a page of examples of the item searched. A concordance is generally consulted for authentic language contexts and corpora. This feature provides useful and comprehensive examples of context for any word.

Some Available Corpora

1. Harper Collins’ WordBank

WordBank published by Harper Collins is among the best corpora and is a result of pioneering work at the University in the field of English.

2. BNC (British National Corpus)

Another useful corpus is the British National Corpus. It has a collection of written and spoken language across a wide range of genres and disciplines.
arduous task and may demotivate them. Hadley (2001) posited that learners may become frustrated on account of having to deal with the enormous data produced by the concordance. Nevertheless, concordances can still be usefully employed in teaching-learning situations at the beginners’ level. For the convenience of the learners, a concordance sheet can be created, using a suitable corpus so that students do not have to struggle with the massive information all by themselves. Teachers can distribute this sheet to the students. They can read it and then choose examples from the sheet that are relevant to their needs and appropriate in a variety of contexts and note them in their vocabulary notebooks or diaries. Such an activity will engage them in exploring the language, observing the language contexts of the words and enhancing their understanding of words and contexts. This task will also take the learners through a process of learning that will result in increased concentration. While writing the examples, learners will understand the language inputs and assimilate them to incorporate them in their speech or writing when required. Hadley pointed out that by using concordances, his students not only developed lexical knowledge but also improved their writing skills.

In an English classroom in a government model school of Chandigarh, we observed that an English teacher was taking up “common errors in English language” with class VI students. One of the examples that she did take up in the class was “I take tea in the morning”. She pointed out that it was incorrect to say “take tea” and the correct way of saying the sentence was “I have tea in the morning”. It was clear that the teacher had designed the exercise based on her prior knowledge. However, since language is all about current usage, she should have consulted a dictionary that gives current usage of words or she should have used the corpora.

**Using Concordance for Understanding Usage**

To check the acceptability of “take” with “tea” and “have” with “tea” or “take” with an item of “food”, young learners can be given the task of collecting information from two different concordances to check acceptable usage. However, this may not be possible for them as they may have limited access to these resources. In such a scenario, a concordance list can be given to them and they can be asked to read and note down some relevant sentences in their notebooks. Through the concordance lists, it becomes easier for learners to understand the usage of words. The list given below (Figure 1) illustrates that it is possible to use “take” and “tea” together. Figure 1 illustrates that the verb “take” can be used in all its forms with the noun “tea”—“take”, “took”, “taking”, “had taken”. Such a list can be printed and given to the learners to understand how the two words come together meaningfully.

**Using Concordances with Intermediate/Advanced Level Learners**

At a higher level, teachers can give more challenging vocabulary tasks to learners such as finding collocates from the given databases. For example:

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**Text Box**

**Suggestions for Class Projects**

**Compiling Class Corpus**

Learners can also be involved in class projects. Some suggestions for these projects include:

- **Learners may be divided into different groups and given different tasks. Teachers can provide passages, stories or newspaper articles and ask learners (Team A) to list all the past tense verbs and their context.**
- **The other team (Team B) should use examples of the different past tense verbs and their contexts to compile a mini-corpus of their own.**

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Figure 2. Textbox with list of past tense verbs.
I consider this mutability of language a diverse preoccupation of the world, particularly as it resonates with the understanding of the nature of language as a process of meaning-making. The earth would seem a living organism, a complex system of processes and relationships, and it's surface becomes a tangled wilderness.

With the advent of New Media, the art of writing seems to have reached a full circle, from writing on the walls of parthenons, to text (word), to hypertext (writing on the 'wall'), to writing on the web, and finally to cyber text (writing on the web). In the present information age, creative writing seems to be most aptly defined as a linear and unilinear writing that takes into account the various layers of traditional writing, and in particular, the electronic text. The hypertextual writing style is characterized by its ability to engage multiple forms of communication, including text, images, and sounds, and to provide an interactive and engaging experience for the reader.

The evolution of creative writing in the digital age has been marked by the development of new technologies and new modes of writing. The rise of digital media has enabled writers to create and share their work in new and innovative ways. The use of digital tools and platforms has allowed writers to experiment with new forms of narrative, and to explore new ways of telling stories.

The art of creative writing is not just about creating stories, but also about creating new forms of communication. The rise of digital media has allowed writers to create new forms of narrative, and to explore new ways of telling stories. The use of digital tools and platforms has allowed writers to experimenting with new forms of narrative, and to explore new ways of telling stories. The rise of digital media has allowed writers to create new forms of narrative, and to explore new ways of telling stories. The use of digital tools and platforms has allowed writers to experiment with new forms of narrative, and to explore new ways of telling stories.
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/lat 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 intermixture. 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.

References


Retrieved March 29, 2016 from http://creationwiki.org/Biological_evolution


electronic communication”. He did note that the full stop was being replaced with exclamation breaks and emoticons, as it was “sometimes even lacking in sincerity”.

A team led by Celia Klíma (Gunnar & Upadhya, Klin, 2015) in the Department of Media and Communication at the University of New York completed a study titled “Texting the Past, Texting the Present: Review of Literature.”

The users believe that a full stop “is a heartfelt emotion. The article at the end of the full stop seems to convey an emotional reaction, and responses seem more casual and just as a result, the research project was undertaken to investigate why the full stop, and why, how and with what frequency of messaging, language, punctuation marks, and reasons the full stop is not used in current trends of electronic communication. Let us examine why the full stop substitutes for the period dot here.

**Review of Literature**

In punctuation, the full stop or period was chiefly used to mark the end of a statement. The full stop symbolized the end of a sentence introduced by Aesop in the 3rd century B.C., to indicate a break in the spoken form of the text. A full stop was regularized with the advent of books in Western Europe from the mid-fifteenth century as movable type, and Caxton bringing it to England in 1476 (Nicolas, 2005).

Full stops are one of the most controversial marks; analysis of standard texts reveals that half of all punctuation marks used in short text messages, particularly those on the Internet, seem to tell an emotive story. They are, in fact, the full stop which is making a comeback in the 21st century.

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

Maria Teresa Cox and Riya Pundir
mariateresacox24@gmail.com
rpundir_93@yahoo.com
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?
   a. 10 times
   b. 20 times
   c. 30 times
   d. 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?
   a. English language, English script
   b. Hindi language, English script
   c. Hindi language, Hindi script
   d. 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”
   a. Ellipses (…)
   b. Exclamation mark (!)
   c. Comma (,)
   d. Full stop (.)

Table 1
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<th>Frequency of Punctuation Marks Used by Respondents</th>
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<tr>
<td></td>
<td>Ellipses</td>
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<td>Most Frequently</td>
<td>3</td>
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<tr>
<td>Sometimes</td>
<td>8</td>
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<tr>
<td>Least Used</td>
<td>9</td>
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</tbody>
</table>
Q. 5 What impression do you get when a person uses a punctuation dot (.) in a message? The person is:
   a. Rude
   b. Demanding
   c. Formal
   d. 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 breaks. 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. The few who preferred line breaks said that it “saves the time” to write a whole explanation;

Conclusion
The study of current trends clearly shows that the punctuation dot is indeed disappearing from written informal conversations. Attributes such as emoticons, etc. are typically informal conversational language and a minimum frequency of use of such conversations is 30 times on a daily basis. Further, written informal conversational language is Hindi and full stop. Though people use the English language, their sentences hanging as they do not actually mark them off.
Our study applies only to one particular area of communication, i.e. electronic communication or SMS. It is the replication of our experiment and would yield similar results. However, the adolescent age group of 13 to 18 is the most interested in such work and also is an important age group.
We would like to conclude that the age group heading for extinction from the present age-group is being increasingly replaced by the use of “friendly” emoticons, which show the range of emotions. However, The Washington Post did, in their article “an act of psychological warfare”, and commented that informal text messaging is

Challenges in Education
Subhashini Rajasekaran
shubha2119
Subhashini Rajasekaran completed her degree in the field of Education in the Sciences, and is currently interested in the field of education in the domain of...
modified by the National Commission to accommodate the interests of group identity (mother tongue and regional and administrative efficiency and technological progress.

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 the total number of schools, 60 per cent used Hindi or English, while the remaining 40 per cent had a higher proportion of one medium of instruction. English language is the most widely used medium of instruction.

The overall structure of the curriculum is such that there is a progressive increase in the number of students in each class, with clearly demarcated boundaries between subjects. The demand for English, Hindi, and other languages is equally distributed among students, and their preferences are taken into account. However, the school positions a single medium of instruction as the central to its overall working, keeping in mind the market demand and policy decisions discussed earlier.

Without doubt, operationally, this is an easier proposition due to a uniform medium of communication, but explicitly, “correct” forms. Usually, the school accepts that the languages students are not only unworthy of recognition in its informed and do not hold educational value. Overall, the school actually functions by bringing in its own policy, and although the practice is not officially recognized, it is a common practice.

What is required is a conceptual shift in thinking. The shift should be from a pronounced approach to a balanced and integrated one. This is definitely more consistent with the goals of education and the interests involved. Providing quality education is not just about narrow-minded perspectives.
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

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

References


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 education programs must be developed to support multiple languages and literacies, allowing for their functional interrelationships and complementarities to thrive.

Notes
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 [SL]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 HPMIETR home page), it would be worthwhile here to consider the syllabi of MA (ELT) vis-a-vis the syllabus of UGC-NET/SL(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/SL(ET) in English and the MA (ELT) Programmes

The UGC-NET/SL(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/SL(ET) syllabus.

Table 3

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<thead>
<tr>
<th>Elective Units in the UGC-NET Paper III and Select Universities</th>
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<tr>
<td>UGC-NET Paper III – Elective Units</td>
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<tr>
<td>History of English</td>
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Table 4

Core units in the UGC-NET syllabus

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<th>Core units in the UGC-NET syllabus</th>
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<tr>
<td>Up to the Renaissance / Chaucer to Shakespeare</td>
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<td>Jacobean to Restoration Periods</td>
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<td>Augustan Age: 18th Century Literature</td>
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<td>Romantic Period</td>
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had his hands full bringing in the new technologies to cater to the needs of the employers. One of the key changes introduced was the introduction of a laboratory component to the curriculum. This was in line with the university’s efforts to integrate hands-on learning with theoretical knowledge.

skills laboratory (ELTS). In addition, there was a recognition of the learners’ strengths and weaknesses, which helped them make the right choices in the future.

the introduction of the Indian culture and its influence on the English language. The use of many international brands in the Indian market has increased the demand for English proficiency.

While the acquisition of English fluency is a lifelong process, it is also a cumulative one. As mentioned earlier, the ELTS in India is designed to provide an integrated approach to teaching English. The idea of providing a platform for students to practice their English skills in an authentic environment is evident in the curriculum design. The students are encouraged to participate in debates, discussions, and other activities that require proficiency in English. The course structures and materials are designed to cater to the diverse needs of the learners, and the teachers are trained to use a variety of teaching methodologies.

The study has highlighted the role of language skills in the professional and personal development of students. It has also underscored the importance of education in India, which is rapidly growing in terms of its economic and social impact. The study suggests that the integration of English language skills into the curriculum can lead to better employment opportunities and increased productivity. It is hoped that the findings of this study will be useful in designing future teaching strategies and integrating language skills into the curriculum.
The spaces of Delhi city, by virtue of its historical and cultural dimensions, exemplify the cultural and political significance of the city as a metropolis. The city has been a hub of political and cultural activities since ancient times, with its rich history and diverse cultural heritage. The city has been a melting pot of different cultures and has been a center of political power for centuries. The construction of these buildings and landmarks was an attempt to leave permanent marks on the landscape, symbolizing the power and authority of the rulers who commissioned them.

Rachna Singh

This paper argues for a dialogue between the new and the old, highlighting the importance of preserving the cultural heritage of the city while also embracing modern developments. The political landscape of Delhi, with its diverse population and rich history, offers a unique opportunity for cultural engagement and understanding. The city's cultural and political significance is evident in its architectural and historical landmarks, which reflect the cultural and political power of the rulers who commissioned them. These buildings and landmarks serve as a testament to the city's rich cultural and political history, and continue to shape the city's identity and its role as a hub of political and cultural activities.
Re-Writing of Nehru’s Obituary

Mani I. Bhaskar

March 7, 1956

New Delhi, India

The life and legacy of Jawaharlal Nehru, the first Prime Minister of India, are multifaceted and complex. His contributions to the country's political, economic, and social development are significant. In this obituary, we will explore the various aspects of Nehru's life and his impact on India.

Nehru was born on November 14, 1889, in Allahabad, India. His father, Motilal Nehru, was a lawyer and a member of the Indian National Congress. Nehru completed his education in England, where he studied at Harrow School and Cambridge University.

In 1916, Nehru returned to India and worked as a defense lawyer. He was arrested for his involvement in the Indian independence movement and spent two years in jail. After his release, he continued his work for the Indian National Congress and was instrumental in the formation of the Indian National Congress Committee.

In 1924, Nehru was elected as the leader of the Indian National Congress, a position he held until 1946. During this period, he played a key role in the struggle for Indian independence and was involved in the negotiations with the British government.

Nehru was a member of the Constituent Assembly in 1949 and was elected as the first Prime Minister of India on August 15, 1947. Under his leadership, India became a democracy and he worked towards establishing peaceful relations with its neighbors.

Nehru's policies emphasized the importance of industrialization, education, and social welfare. He was a proponent of national integration and worked towards the development of a modern India.

In conclusion, Jawaharlal Nehru's contributions to India's development and independence are significant. His legacy continues to influence India's political, economic, and social policies.

[End of obituary]
in Hindustan had begun two decades earlier. It was first published in 1963 in Bangla and then translated into several other languages.

The novel is set in the early 17th century, during the reign of Emperor Shah Jahan. It tells the story of the love affair between Zulaikha, a lowly slave girl, and Kamaluddin, a wealthy nobleman. The novel explores themes of love, power, and the struggle for freedom.

Gaur is a short novel of 88 pages written by Premchand, a prominent writer of the Urdu and Hindi novels. The novel is set in the Indian state of Uttar Pradesh in the late 19th century. It is a tragic tale of a young woman named Geeta, who is forced to become a courtesan against her will.

The novel has been translated into several languages and adapted into films and plays. It has been praised for its vivid portrayal of rural life and its depiction of the struggles of the common people.
Interview

Notes

1 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.

2 Kanpur Commissioner

3 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 Chandrashekar Azad, Bhagat Singh, Rajguru, Sukhdev and others.

References


LJ: There is a mental conversation that is going on in the mind, “what is this about”, and there is this struggle because you make a choice and..."

PS: Yes, re-reading, backtracking. Geoffrey Leech in Style and Function points to the phenomenon, which makes one wonder if the writer is saying something else, in their very structure of such micro-decisions that they make, and I would guess that the people who are probably stylisticians in this context, are aware that the readers do while engaging in this. And that by offering the reader these links as well, sometimes, just to have advantage in this, that readers do.

But when it comes to more contemporary fiction, for example, it is the preservation of memory, often a historical period, where the aim is not, to now THAT kind of activity, I do not think that extended, discursive writing is necessarily personal, and evoking an entire body of thoughts on these two types of writing is possible.

LJ: Do you think these writings in fiction genre? Some of the texts have links as well, sometimes, just to have the links as well, sometimes, just to have the links as well.

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

LJ: Would they be useful in pedagogical purposes?

PS: Sure, because it’s not just a train of thought, a lot of logical predictions. For example, “Do you think this can happen this way or that which will occur in the learner, and the learner cannot go beyond their limits. My feeling is, something that learners can try, perhaps it would be better than an exercise, a kind of heuristic system of solving as you go along, in a very simple way, there could also be links in this system, which can be given to your friend about a certain topic of outreach, it could become even better to even more discussions with others, that they are actually “doing” something different, a different take-off point? Predictions..."
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.

I: 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 updated in terms of both technology and knowledge.

I: 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.

I: 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.

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

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Reviewed by: Kamaldeep Kaur
kamaldeepkauroo@gmail.com
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 should enhance the learner’s capacity, as well as the student’s ability to engage in the learning process. In this sense, technological advancement has enabled learners to use technology to their advantage. However, 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 Thouesny 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 Laakonen 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 is not all benign. This project highlights how technology can be used to address the needs of diverse cultures.

Language Graphic Novel

Tulika Kakkar
Tulika Kakkar 2010. She says

Introduction

Graphic novels can be best described as a blend of text and images, where the impact of words. They can be used as a catalyst in the emerging scenario of ELT. *Understanding Comic* draws on graphic novels through a process known as “comics as a tool”. Readers’ ability to unify panels and convey a continuous unified reality, thus understanding messages using cognitive thinking. Further employed in forming a narrative and the text, which stimulates what is called a “storyboard”, a visual representation of the images and words, which creates a story.

Level: Lower/Upper Intermediate
Time: 20-30 Minutes
Skill focus: To develop spoken language
Materials: Graphic novel out of a cardboard

Instructions to the Students: This activity is about illustrating the story of the famous graphic novel. The first two sets of cards have images and will give you clues to start your story. Carefully and complete the story using the remaining three cards.

Methodology

Divide the class into groups of four. Give each group a set of cards and ask them to read the story and understand the action depicted in the cards.
Activities For The Language Classroom

**Nupur Samuel**

nupursamuel@gmail.com

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.  
   **She did not have a good trip.**
Pedagogy and Methodology for Teaching English Language Skills to Undergraduates in Colleges of India Under the CBCS System

Rishabh Chauhan and Dikshima Gupta
dikshimagupta@gmail.com
prorishabh@live.com
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 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 Kutcha 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!

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 Anand as Education and Peace, Transcultural years of the Discipline, etc.

As the Secretary of FORTELL, I was present in several interactive Affiliate Sessions of the convention, where affiliates of all world shared details of the profiles of their respective associations and offered tips to their colleagues, based on the local conditions. Several committees of an ELT organization with minimum member engagement plans; building deep collaborations, etc., were discussed (p.m.), we jointly hosted the Affiliate information about FORTELL and