Kohinoor Publications is a renowned publishing house in India. It was founded in 1992 in New Delhi. Since its inception it has been bringing out books that are used exclusively in schools at the pre-primary, primary and post-primary levels. However, it specializes in books connected with English Language Teaching (ELT). The books are geared towards shaping the young minds in keeping with the latest research in the educational pedagogy.

For the past 22 years Kohinoor has been viewed as a symbol of high-quality school books. The market response across the country has been excellent.
“Literacy is not the end of education nor even the beginning.”

Mahatma Gandhi
In this issue of FORTELL we focus on the theme of interdisciplinarity in the English classroom. Though not a new area, interdisciplinarity has been gaining popularity in recent years in policy formation, syllabi designing, teaching methodologies, research and publications. In seeking to combine skills and methods from more than two disciplines, metaphors of crossing over, creating bridges and having dialogues are often associated with the area. There is no doubt that bringing in perspectives from different disciplines widens the horizon for novel possibilities of research; fields like biotechnology, biochemistry and women’s studies engage both theoreticians and practitioners from multiple disciplines. In interdisciplinary pedagogical practices, the role of the teacher is even more significant as Prof. GJV Prasad points out in the interview; the teacher should equip the students with a tool kit drawn from different disciplines and teach them the various uses of these tools. In this area, as disciplines attempt to converse with each other and have a meaningful dialogue by pooling in skills and methodologies, they aim to move towards a synthesis of perspectives in approaching a particular problem, research question or project. Although the existence of interdisciplinarity on interstices of disciplines is liberating yet we need to be cautious about superficial interventions considering its position of liminality.

In the specific context of English Studies, one perspective on interdisciplinarity is that it is ‘old hat’, this is the position that Nidhi Verma explores in her paper. History, sociology and psychology have never been too far from teaching a literary text in class. Perhaps now that the concept is gaining currency, we need to create more opportunities for formal exchanges that would allow various disciplines to exchange ideas. Teacher’s orientation and training can make a sea of difference in such approaches in the classroom. Santosh Kumar Mahapatra discusses his experiments of teaching academic language skills to B.Tech students by drawing on their knowledge and understanding of science. Deepi Bhadrwaj discusses her research which explores the lacunae that exists in depiction of families of Chandni Chowk from 1911 to 1947. While different disciplines like history, sociology and literature have dealt with it, gaps need to be filled with archival studies, family histories and life stories.

Even as our three feature articles concern themselves with issues of interdisciplinarity in higher education, the basic problems related to English Language acquisition form the core of the other articles in this issue. We hope that by bringing these concerns related to English language learning and teaching at different levels to the fore, we will be able to actively engage with them and find ways that will ensure better and more meaningful interactions in language classrooms!

Wish you all a happy new year!
Ruchi and Rachna, Guest Editors

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Introduction

As the current study concerns teaching of academic speaking skills, I find it important to define what they are and how they differ from speaking skills in general. Academic speaking skills have the following characteristics:

- They are used in academic contexts.
- They can be general as well as context-specific.
- They can vary from one discipline to another.

Though it is necessary to teach academic speaking skills to students specializing in disciplines other than the ones mentioned above, many researchers have reported that academic language skills in general are often neglected in technical institutes in India. Furthermore, speaking has been known to be one of the most ignored areas in teaching (Prasad, 2003; Neelaveni, 2005; Venkataraman, 2007; Pradhan, 2010). This is precisely why I have chosen to experiment with speaking in this issue. Then, there is very little research on the effectiveness of transfer of language skills from the classroom to the subject classroom. More than anything, the transfer of language skills is a matter of great worry. It has been reported that engineering students and engineers in general lack EL skills required to function effectively in respective fields (24 September, 2012, Monday; 27 Aug., 2013, The Times of India).
Participants
A group of sixty B. Tech. (first year) students studying in a women’s college in Hyderabad participated in the study. The age group of students was between 18 to 22 years and almost all of them belonged to lower middle class social backgrounds. They were randomly divided into two groups with students with even and odd roll numbers forming the experimental group and those with odd roll numbers comprising the control group.

Data Collection Methods
- Pre- and post-tests
- Interview schedule

Procedure of Data Collection
The process of data collection started with the pre-test. The kind of questions asked in the pre- and post-tests were very similar in nature. Also, one set of assessment criteria was used during both the stages of data collection. It is presented below:

<table>
<thead>
<tr>
<th>Content (C) (30%)</th>
<th>Excellent 5</th>
<th>Very good 4</th>
<th>Good 3</th>
<th>Average 2</th>
<th>Less than average 1</th>
<th>Needs a lot of improvement 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization (O) (20%)</td>
<td></td>
<td></td>
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<tr>
<td>Fluency (F) (20%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary (V) (20%)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

\[
[(C \times 5) + (O \times 2) + (F \times 2) + (V \times 2) + (G \times 1)] \times 10 = \text{Score in percentage}
\]

A content-teacher (engineering) was trained to evaluate ‘content’ and the rest was evaluated by the researcher. The topics which were used for assessment and teaching purposes were related to students’ core course areas and included AEROPLANE, DYNAMO, TELEVISION, RADIO, NEWTON’S LAWS, COMPUTER, MOBILE PHONE, GRAVITY, SUN, DESERT, BLACK HOLE, SOAPS, MOTOR, etc.

Pre-test
The students had been familiar with the teacher before the test. The pre-test contained multiple choice questions from the areas mentioned above.

Intervention
During the intervention, which lasted for twelve hours spread over 45 days, the researcher used science related topics known to and often suggested by students to teach different linguistic aspects of academic presentation skills to the experimental group students. Video-clips containing good academic presentations were also used for providing sample to students. The researcher invited some of the engineering faculty to the class and took their help in preparing students. Apart from providing individual feedback to students, he encouraged peer-feedback during all the sessions.

In the control group, the prescribed textbook was used for teaching presentation skills. The suggested topics were mostly very general in nature. Though video-clips and peer-feedback were part of the teaching, science-related topics were never part of the discussion during the sessions.

Post-test
The post-test was very similar to the pre-test and followed a similar course. The content-related difficulty-level was kept similar for questions used during both the tests.

Interviews
A semi-structured interview schedule comprising open-ended questions was used to elicit information from students about their response to the content-based approach to teaching academic presentation skills. Five randomly chosen students from the experimental group were interviewed in a group. Most of them reported that they had fun making presentations on their ‘own topics’. They found it easy and interesting. However, they were not sure whether their spoken language could actually improve if such an approach was continued.

Data Analysis
The pre-test data were analyzed statistically and intergroup comparison was made. The mean scores of the students in the control and experimental groups were compared using the two-sample t-test. The results revealed that the mean scores of the experimental group were significantly higher than those of the control group. The difference was statistically significant.

For the control group, the development was around 5%. In contrast, the experimental group recorded an average increase of around 20%.

Findings and Discussions
Although the content-based approach was found to be more effective than the traditional approach in the ESP setting, it was found that students who had better language entry level liked this approach more. The students with low proficiency had some difficulty in handling the dual content and language in a single class. The researcher followed the students into their classrooms, the effectiveness of this approach could have been found out even more strongly under conditions of complete immersion. It was also realized that the language teachers needed to be ready to accept the challenge of taking up this approach. Some amount of understanding of scientific concepts in the field of science can certainly help in using this approach successfully in English classes.

Interdisciplinary
As comparative literature once was ‘fashionable’ to delve into interdisciplinary approaches to teaching and research but is quite difficult to do justice without the expertise of different disciplines, many people are getting attracted to such cross-disciplinary research. This essay is an attempt at self-exploration of the interdisciplinary aspects of teaching and learning.
real world. It is not a realist depiction, nor a
discussion on reality but a real time engagement that
inspires and demands interdisciplinary
approaches. For without literature there is no
reflection, but without statistics there is no need
for reflection. Literature enhances, replays, and
immortalizes reality but it arises from archives.

**Bridges the gap between criticism and activism:**
Interdisciplinary studies bridge the gap between
criticism and activism. By giving a different
definition to productivity and job satisfaction,
such approaches tend to touch concrete issues and
problems. Since many literary and critical works
result from activism, it is interesting to see the
two working in tandem with each other.

**My Research**
I am currently researching on Chandni Chowk
in Delhi in the transition period between 1912
and 1947. The time period and the area covered
in my research provides me scope to explore the
following: communities and families, old and
new Delhi, spaces that transformed over these
years and the collectives I will try to gather from
people and places.

As I looked up literature produced about Delhi
I noticed that the city has been studied from
different disciplines like history, geography,
sociology and literature. Historical works like
*Historic Delhi: An Anthology* (Kaul, 2004) and
*Delhi Between Two Empires 1803-1931: Society,
Government and Urban Growth* (Gupta, 1981)
are devoted to historical narration of Delhi as
a place of power creation and the narratives
use the standard resources for historic retelling.
Kaul anthologizes essays from the ancient to
the Mughal Delhi. Narayan Gupta charts out the
growth of Delhi from just another city conquered
by the British to the inauguration of their vision
of it. Her historical purview allows a panoramic
understanding of the city's evolution.

However I wish to problematize and explore
the areas of 'historical deficit', by exploring
family histories and life writings. Let me
briefly talk about the works of Chatterjee and
Burton as my research problem is located at

*Writing, House, Home and History in Late
Colonial India* (2003) can be taken
together to Chatterjee's problem to exact a solution for
it. While interrogating the very definition of an
archive Burton suggests life writing from the
private sphere. She picks up three women writers
as a crucial medium to determine an alternate
historical viewpoint. Her book suggests that 'in
addition to serving as evidence of individual
lives, the memories of home that each of these
women enshrined in narrative acts—for us—as an
archive from which a variety of counter histories
of colonial modernity can be discerned. I want
to emphasize, in other words, the importance of
home as both a material archive for history and a
very real political figure in an extended moment
of historical crisis' (Burton, 2003, p.5). Her study
suggests that the archive, like the home, is always
in the process of vanishing.

The historical deficit pertaining to family history
as Chatterjee points out can hence be filled in
by life writing. Family archives can explore
certain not so explored contexts better. Some of
the more gripping works like Malvika Singh and
Rudrangshu Mukherjee's *New Delhi: Making of
a Capital* (2009) bring to the readers a view of
Delhi as it took its present form over the years.
Backed by a serious documentation research
and pictorial representation it is a study in the
architectural and archeological treasures of Delhi.
Singh and Mukherjee's 'splendid volume enables
the reader not just to understand but to witness
almost the transition of a hot, dusty plain, through
the vicissitudes of concepts, drawings, timetables,
clearances and construction embellished into a
majestic living reality' (Vergheese, 2012). Similar
studies that depend on visual representations
are Narayan Gupta and Dilip Bobb's *Delhi Then
and Now* (2007) and Vijay Goel's *The
Emperor's City: Rediscovering Chandni Chowk
and Its Environ* (2003). In these works Delhi
is captured in various photographic moods and
frames to drive home the essence of these Delhi.
While the former performs a study in temporal
shift, the latter brings together the grandeur of
the city. Serving more like coffee table books
they also add life to the city surveys.

*1965* is a small study focused on
trade and the caste Khatri. These rare studies
are very close to what my project might aim to
in a book that deals with family at its core, it
recoverts a historical period is *Diaspora
Sex and The Family in Colonial Indian
Empire* (2006). Ghosh focuses on the
relationship between the white men and native
women by examining the familial dynamics and
contacts. It helps me understand the research
that has to be set in a particular period, is about familial relations and
resources of various types.

Some of the recent works like *Harem
Harem: Domestic Narratives in India*
(Rajkumar, 2009), *The Family and
Indian Family* (Prasad, 2006) again
points to different disciplinary zones and are
necessarily focused on Delhi but it
is to break through the strict categories of
disciplinary divide that inspires my
direction. Prasad uses surveys, interviews, and
published articles to elaborate on how
charts one and a half centuries of the
women endured. She places her unit of
the evolving Indian family within
the feminist movement. At the cusp of
literary, part journalistic and opinion,
it successfully challenges set per
notions about writing. Above instills
my sense of contemporaneity of the
consideration.

From the field of literature, novels
*Chowk and Connought Place* by Lal
Lal are interesting; the titular location
to juxtapose tradition and modernity.
*Chowk* is the story of a marriage where
family traditions have to be upheld,
only ray of hope, however bleak, e
oldest woman of the family out of the
hence. *Connought Place* is the next gen
shift to the novelty of modern times,
brothers become professional adv
value system is a constant subject


In my PhD research I am seeking to explore the lacunae that exists in the study of Chandni Chowk in the late colonial period. Most existing studies are from ‘strict’ disciplinary perspectives of history, sociology or literature. I attempt to draw from skills and findings of different disciplines and also bring in the crucial missing area of family histories. In trying to uncover micro narratives of family documents, my study not only helps me to widen the scope of my discipline but also connect research with the real world.

References


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Interdisciplinary Teaching in English Literature

Old Hat or New Perspectives?

Nidhi Verma

In recent times, there has been a lot of academic brouhaha about interdisciplinarity. Interdisciplinary pedagogical practice allows the teacher to cross boundaries of disciplines, especially social sciences to heighten the understanding of the text. So even before the English classroom was transformed into an interdisciplinary learning space, it was done in isolation and relies heavily on other disciplines, especially social sciences to heighten the understanding of the text. So even before the

dance, music and art are closely as the Humanities, different branches upon each other for inspiration. Field another area that cannot be ignored are texts which have been adapted into. In that sense, an interdisciplinary space for English teachers. They have to approach to the text—which means been using this method of teaching became popular as a new method of reading.

The commonest example of interdisciplinary in English literature can be seen in the intertextual and interrelated relationship between literature. Understanding of history to the analysis of literary texts. Little history, and history shapes literary texts. Literary texts can be interpreted in light of their historical context and the implicit ideological concerns better understood, only when placed in the backdrop of a particular historical context. Teaching of one of the most popular works of Charles Dickens, A Tale of Two Cities, the teacher must bring the French Revolution context before the students. The novel is set between 1757 and 1794, and no understanding of the novel would be complete without the comprehensive knowledge of the trials and the fall of the Bastille. Dickens researched the revolution before writing his novel, and this shows remarkable historical accuracy of work in the novel. The Fall of the Bastille in 1789 is depicted with a chilling verve. Dickens’ Hard Times is best understood equipped with the reading of Industrial Revolution and the social changes it brought about.

Closer home the teaching of Partition in an English classroom necessarily an interdisciplinary approach. The partition had a huge impact on an entire generation of Indians, and it would be difficult to contextualise the text during the period without being obvious references to history, geography, sociology and even psychology. Sardar Patel Manto’s story, ‘Toba Tek Singh’, period.

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Nidhi Verma is Assistant Professor at Mata Sundri College, University of Delhi. She is a member of the Programme for Women in Science and Technology in India. Her research is in the area of women’s studies, colonial and postcolonial literature and women’s writing. She has published articles in national and international journals. She is also the author of a book, Partition, Partition. Additionally, she has a PhD in English Literature from Jawaharlal Nehru University, Delhi.
Like ‘Toba Tek Singh’, *Train to Pakistan* raises issues of displacement and migration. The Partition is the hugest and saddest episode of mass migration in the history of the Indian subcontinent, and interesting debates stirred in class. Most Muslim students, several of whom come from the walled city, still have relatives in Pakistan. They shared experiences of meeting relatives from across the border and the problems faced by families due to political differences among the two countries. Sikh and Hindu students too had stories of their grandparents’ experiences to narrate. Multiple and contrasting histories emerged in class from students due to their differing religious sensibilities. A student interestingly compared Jugga’s selfless sacrifice to Meenakshi Iyer’s decision to save Raja Choudhary in the movie *Mr. and Mrs. Iyer* by claiming that he was her husband, and therefore a Hindu.

Thus the oral telling of personal histories became an integral part of the classroom experience for this text. Oral narratives recalled through memory complimented the historical and literary texts reiterating a complex relationship between culture and memory. The memory of the dislocation caused by the Partition continues to shape the psyche of the people. The drawing from different disciplines and recounting of life histories gave the students a greater insight into the text as well as the historical period it is set in.

Although hackneyed, it is true that all literature is a product of its age. With this in mind, it is of utmost importance that teachers of English literature contextualise the literary text within its historical, social and political milieu. Most teachers at University of Delhi employ interdisciplinary pedagogical practices in their classrooms, however this does not happen in a structured fashion and the onus seems to lie solely in the hands of the individual teacher. Perhaps it would be useful to have workshops or seminars at intra-college level to begin with to allow students and teachers from different disciplines to exchange ideas and readings to help them synthesise insights from across disciplines. Such platforms would provide opportunities to discuss and analyse areas from beyond narrow disciplinary boundaries and perspectives to a wider holistic approach that will help dissolve boundaries between different academic streams of study.

**References**


Perspective shift from ‘method’ to ‘process’

It is reasonable to suppose that the tension between theory and application exists because the ‘methods’ perspective overlooks the role of materials along with methodological skills (Fig. 1). A three-page scheme in *Building Professional Education Curricular Areas* (NCFTE, 2009, pp. 43-45), for instance, mentions the importance of ‘alternative learning materials’ only.

![Fig. 1](Method overhauls materials because it is seen as an outcome of the formal education and related materials by competent scholars in the disciplines concerned (NCFTE, 2009, p.91).)
to understand how this process can structure their
teaching method and enhance their teaching skills.
Innovation in method or TBLT is thus expected as
an outcome of task-framing.

Case study on MI-RBT-TBLT
The basic guidelines for framing learner-centric
language tasks are provided by three major
theoretical sources:
1. TBLT (Ellis & Ellis, 2007)
   Intelligences (MI)
3. Revised Bloom’s Taxonomy (RBT) (Anderson
   & Krathwohl, 2001)

In the present study, a group of seven primary
level English teachers of a CBSE school
were oriented in the application aspect of
MI, RBT and TBLT. MI inputs stimulate
various learner intelligences, thus catering to
individual differences (Armstrong, 1994). The
cognitive levels of RBT: Knowledge,
Comprehension, Application, Analysis, Evaluation
and Creativity, set the learning objectives in
language tasks (Armstrong, 1994). These teachers
framed language tasks with MI-RBT inputs
complementing the NCERT textual units.

One such task, framed by a participant teacher
during the study, is analysed here vis-à-vis
the teaching method and skills and learner
strategies observed in its implementation. The
implementation of TBLT in the first version of
the task (Fig. 2) is compared with that in the final
version of the same task (Fig. 3), focussing on
learning strategies observed and fulfilment of the
learning objective by the task outcome.

Tasty Tiffins for Class 5 (Version 1)
1. What’s your favourite snack for tiffin at
   school? Does it balance nourishment with
taste and calories? Try to prepare this snack
   at home with help from an adult.
2. Write out a fair copy of the recipe under
   the headings of Ingredients (in correct
   quantity) and Method.
3. The improved version of the task (Fig. 3)
   included MI-RBT inputs for note-making,
   revision, editing and peer-feedback.

5. Rubric:
   • ★★★ (Three Stars): The Ingredients are complete and in correct
     order. The Method is complete, with steps written in correct order. The
     Garnishing only adds to the taste. The Hot Tips are interesting, amusing and
     useful. There are no spelling or grammatical errors.
   • ★★ (Two Stars and a Half): The Ingredients are complete and in correct
     order. The Method is complete, with some steps being not in correct order. The
     Garnishing only adds to the taste. The Hot Tips are interesting, amusing and
     useful. There are one or two spelling and grammatical errors.
   • ★ (One Star and Two Wishes): The Ingredients are complete and in correct
     order. The Method is not complete, with steps not in correct order. The
     Garnishing does not add to the taste. The Hot Tips are interesting, amusing and
     useful. There are more than five spelling and grammatical errors.

6. Collect the 3-star recipes into your
   own Tasty Tiffins Book.

[MI: Logical, Verbal, Kinesthetic, Interpersonal; RBT: Application, Evaluation]
such a move brings to the individual families. Most of these migrants have young people who are holding degrees or are pursuing graduation. But among them, there are also a sizable number of young people who are also pursuing degrees in the Humanities, Science, and Social Sciences. Some of them are technical and vocational qualifications, accountants, engineers, IT professionals, and medical professionals. These are the people who are using their knowledge and skills to improve their future and the society.

Migration sometimes poses hardship in their workplace and country. They become a part of the workforce and contribute to the economy of the host country. Migration also helps in filling the gaps in the workforce and brings in diversity.

Despite the benefits of migration, there are also challenges. The language barrier is one of the major obstacles. Language proficiency in the native language is a prerequisite for immigration and the lack of proficiency in the English language is now required. The English language is also a barrier for the rural population. Moreover, the cost of living, education, and health care is higher in developed countries.

In conclusion, migration brings both benefits and challenges. It is important to address the challenges to ensure that migration is a positive experience for the migrants and their families.
English is a difficult language for many students, particularly those who are not native speakers. In many countries, such as India, English is taught as a second language, and students often struggle to understand and speak it fluently. One of the challenges is that English is a universal language, yet it is not spoken natively by most people. This makes it difficult for students to learn and use it effectively.

One of the main reasons for this struggle is the lack of exposure to English. In many rural areas, students do not have access to quality education, and they may not have opportunities to practice their English skills outside of the classroom. This can lead to a lack of confidence and fluency in the language.

Another challenge is the lack of resources. Many schools in rural areas do not have access to the latest materials and technologies, which can make it difficult for students to learn English effectively.

Despite these challenges, there are ways to improve students' proficiency in English. One approach is to provide more opportunities for practice and exposure to the language. This can be done through partnerships with local organizations and businesses, which can provide opportunities for students to interact with English speakers and use the language in real-life situations.

Another approach is to provide additional resources and support for students who need extra help. This can include tutoring, language camps, and other programs that provide extra support and practice opportunities.

In conclusion, improving proficiency in English is a complex issue that requires a multifaceted approach. By providing more opportunities for practice and exposure to the language, and by providing additional resources and support for students who need extra help, we can help students overcome the challenges they face and gain the skills they need to succeed in the global economy.
of our Indian education system. We are so concerned with telling students about their errors that many a times we do not let our students experiment with the language. Unless and until students themselves try to frame hypothesis about language structure, it is difficult for them to understand the basics of language. Students must be allowed to commit errors in the process of learning. Errors must be seen as an attempt towards language learning. Excessive focus on errors can destroy students’ desire to write and share (Calkins, 1986).

- **Freedom of expression**
  Language is a medium of expressing one’s thoughts, views and ideas. However, it is also true that our classrooms offer extremely limited space to students to use language in a functional way. We hardly provide any real opportunities of engaging with the language and whatever opportunities we provide are distorted by our exclusive focus on errors. If we want our students to become fluent users of the English language, then we need to take-off the pressures, fears and anxieties related with language use and encourage students to interact freely with the language in writing or speaking.

- **Communication in class**
  If we want our students to learn the language, then it is essential that English must become the medium of communication in the class. The teacher must talk to students in English and students must also be encouraged to speak in English. Acceptance must be given to attempts of the students, even if, those are not grammatically perfect. The problem is whenever students attempt to communicate in English, we tend to focus more on the structure of the language, than the message he/she wishes to convey. These repeated mistakes by teachers finally force students to avoid interaction in the class. Students do not correction never tells students what their strengths are and how they should overcome their weaknesses. We only communicate to students ‘this is wrong’ or ‘that is wrong’ but not ‘what is their strength’. Nancie Atwell (1987) considers ‘meaningful response’ as one of the important factors for developing students as writers. Kumar (1996) has also advocated use of meaningful feedback for students. He remarks, ‘Apart from correcting the child’s mistakes or putting an approval sign, the teacher must write something expressing her response to the child’s writing’. (p.62). Such kind of meaningful response by the teacher will undoubtedly encourage the students to read and write more.

Making provisions of the above mentioned conditions can make a classroom environment appropriate for language learning in a functional way. Language becomes meaningful when students use it for communication and expression. We must understand that one cannot learn anything if one’s mind is loaded with tension, fear and anxiety of being ‘wrong’. It is only students’ engagement with the language in active form which can enable them to learn and master English language. So, as teachers, we need to create such a classroom environment for our students that it offers opportunities, encourages risk-taking, provides scope for errors and accepts hypothesis.

**References**


1. **Introduction**

There is a requirement for qualified business professionals who can sustain economic growth. This is perhaps why the number of students seeking admission to MBA (Masters in Business Administration) has escalated over the years. According to Mbauniverse.com, the number of MBA students in India has grown four fold, from 94,257 in 2006-07 to 35,257 in 2011-12. With no dearth in the number of management seats in the market, employers claim that the percentage is actually employable. In 2012, 2,264 MBA graduates carried out by the Indian Assessment and Testing Company showed that only 21% were employable. It observes that ‘a part of the unemployment problem emanates from the mismatch between the skill requirements of the market and the qualifications of the job seekers’ (Graddol, 2009).

In a multi-lingual country like India, it is expected that the language of instruction and communication in schools is English. It is granted that they are fluent in English, the MBA selection criteria include proficiency in their linguistic skills in English. English is the medium of instruction in Indian schools and management institutes, and it is employed to contribute to the development of these language skills.

2. **Participants**

Fifty (50) MBA graduates from various business schools/management institute
Several respondents used ‘very much’ instead of ‘really’ and ‘much’ in sentences like ‘I am very much interested...’ and ‘We felt very much disappointed after getting a response like that’. It was also seen that some respondents introduced themselves in a manner which showed strong mother-tongue influence, for example ‘Myself’.

4.2 Pronunciation

The respondents displayed many errors in their pronunciation. This again reflects a strong influence of their mother tongue. Some of the errors are listed below in Table 2.

<table>
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<tr>
<th>Word</th>
<th>Respondent’s pronunciation</th>
<th>Received Pronunciation</th>
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</tr>
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<td>/prədʒekt/</td>
<td>/prədʒekt/</td>
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<td>Here</td>
<td>/hɛr/</td>
<td>/hɛr/</td>
</tr>
<tr>
<td>Decisions</td>
<td>/dɪˈzɪʒən/</td>
<td>/dɪˈzɪʒən/</td>
</tr>
<tr>
<td>Skills</td>
<td>/ˈskɪlz/</td>
<td>/ˈskɪlz/</td>
</tr>
<tr>
<td>Specially</td>
<td>/ˈspɛʃəli/</td>
<td>/ˈspɛʃəli/</td>
</tr>
<tr>
<td>Reason</td>
<td>/ˈriːdʒən/</td>
<td>/ˈriːdʒən/</td>
</tr>
<tr>
<td>Friends</td>
<td>/frendz/</td>
<td>/frendz/</td>
</tr>
<tr>
<td>Realized</td>
<td>/rɛˈlaɪzd/</td>
<td>/rɛˈlaɪzd/</td>
</tr>
<tr>
<td>Career</td>
<td>/ˈkeərər/</td>
<td>/ˈkeərər/</td>
</tr>
</tbody>
</table>

A common tendency to pronounce ‘Opportunity’ as /ˈɔpərtuːnəti/ was noted. Several participants produced /ɑː/ instead of /æ/ in words like ‘an opportunity’.

4.3 Articles

In their Spoken English the participants also showed omission of articles as well as addition of unnecessary articles in their sentences. Examples of omission of articles are shown in Table 6 below. Table 7 shows the right addition of articles while Table 8 demonstrates wrong use of articles in speech.

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘I done my primary education...’</td>
<td>I did my primary education...</td>
</tr>
<tr>
<td>‘At our time we didn’t had that.’</td>
<td>At our time we didn’t have that.</td>
</tr>
</tbody>
</table>

4.5 Articles

In their Spoken English the participants showed omission of articles as well as addition of unnecessary articles in their sentences. Examples of omission of articles are shown in Table 6 below. Table 7 shows the right addition of articles while Table 8 demonstrates wrong use of articles in speech.

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘I directly joined into my MBA program’</td>
<td>I directly joined the MBA program</td>
</tr>
<tr>
<td>‘confiding over things’</td>
<td>confiding things</td>
</tr>
<tr>
<td>‘Even after joining for the job...’</td>
<td>...even after joining the job</td>
</tr>
<tr>
<td>‘...mingling up with people’</td>
<td>...mingling with people</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘My parents were not very keen in my following that.’</td>
<td>My parents were not very keen about my following that.</td>
</tr>
<tr>
<td>‘I was not very much keen with software jobs.’</td>
<td>I was not very keen about software jobs.</td>
</tr>
<tr>
<td>‘I want to become Head of the Department to one of the organizations.’</td>
<td>I want to become the Head of the Department in one of the organizations.</td>
</tr>
<tr>
<td>‘...makes me get involved into various’</td>
<td>...makes me get involved in various</td>
</tr>
<tr>
<td>‘...from other parts of the’</td>
<td>...from other parts of the</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘...meet the top guys at the job.’</td>
<td>...meet the top guys at the job.</td>
</tr>
<tr>
<td>‘As professional’</td>
<td>As a professional</td>
</tr>
<tr>
<td>‘...you get worried all the time.’</td>
<td>...you get worried all the time.</td>
</tr>
<tr>
<td>‘After that I didn’t get a job.’</td>
<td>After that I didn’t get a job.</td>
</tr>
<tr>
<td>‘Here I got job.’</td>
<td>Here I got a job.</td>
</tr>
<tr>
<td>‘My father got job here...’</td>
<td>My father got a job here...</td>
</tr>
<tr>
<td>‘...from other parts of the’</td>
<td>...from other parts of the</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
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<td>‘I report to the group manager.’</td>
<td>I report to the group manager.</td>
</tr>
<tr>
<td>‘confiding on things’</td>
<td>confiding things</td>
</tr>
<tr>
<td>‘Even after joining the job...’</td>
<td>...even after joining the job</td>
</tr>
<tr>
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<table>
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<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘I don’t do...’</td>
<td>I did not do...</td>
</tr>
<tr>
<td>‘At our time we didn’t had that.’</td>
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</tr>
</tbody>
</table>
5. Conclusion

The purpose of this analysis was to find out how many people have some of the most important skills, and how many have all the required skills. It was found that there is much room for improvement in the spoken English skills of MBA graduates, as some of them have very limited vocabulary and grammatical errors. Business schools also need to focus on the students' ability to speak fluently and use appropriate vocabulary, as they expect students to have a good mastery of the MBA language. The purpose of this analysis is to build a strong foundation for the students to develop their language skills. This will help the students in their future jobs. Their inability to communicate effectively is a major concern, and this is something that needs to be addressed.

4.7 Word Order

A few respondents used words in a confusing and sometimes meaningless manner. Table 10 shows some examples of wrong word order.

Table 10: Wrong word order used in speech

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>...so PR activity also differs from industry to industry...</td>
<td>As far as studies are related...</td>
</tr>
<tr>
<td>...there are a few changes...</td>
<td>As far as studies are related...</td>
</tr>
<tr>
<td>I don’t think emotions help anywhere in the organization...</td>
<td>‘Projects and all max done...</td>
</tr>
<tr>
<td>‘As far as studies are related...</td>
<td>‘Projects and all max done...</td>
</tr>
<tr>
<td>‘As far as studies are related...</td>
<td>‘As far as studies are related...</td>
</tr>
</tbody>
</table>

48 Collocation

The participants used some deviant collocations such as the following:

1. ‘on top of’ instead of ‘on the top of’
2. ‘by the way’ instead of ‘by the way’
3. ‘in the middle of’ instead of ‘in the middle of’

4.10 Use of ‘to’

I can explain to you...

I know how to communicate...

I need to listen to you...

I need to listen to you...
Call for papers
for FORTELL, ISSN no. 2229-6557, July 2014, issue no. 29

Special issue on
‘Disability and Pedagogy’

The need for pedagogical alternatives and innovations in relation with disabled students in Indian classrooms is a long standing one. When it comes to language teaching, the current models of pedagogy fall drastically short in coping with the challenges that students with varying disabilities face. Also, with the trend of mixed classrooms to integrate the disabled with the other students, the task of a teacher is two-fold- addressing shortcomings in the system for a disabled pupil and integrating the latter with the rest of the class. This issue of FORTELL seeks to identify and raise crucial challenges in language teaching to the disabled suffering from hearing impairment, visually challenged to dyslexics and intellectually challenged.

The papers could address themes including but not limited to the following areas:

- Challenges in ESL teaching to the disabled
- Assessing curriculum on sensitivity towards disability and the disabled
- Innovations and alternative pedagogical methods to address lacunae viz a viz disabilities in present teaching models
- Pedagogy and the discourse of inclusion and human rights of the disabled
- Role of tools and technology
- Problems regarding infrastructure
- Research issues

The Guest Editors for the issue will be Nisha Singh and Manjari Chaturvedi.
The last date for receiving contributions for this issue is April 30, 2013.

Along with articles on the above mentioned theme, general articles are invited as well.

Note for the Contributors:
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Guidelines for submission
Soft copies of articles/research papers (not exceeding 2000 words), reports,
we need networks to encourage interdisciplinarity. Apart from research projects, certain programmes on campus like the North East India Studies programme and sector for education require expertise from different departments.

Also one notices an interdisciplinary and transdisciplinary push not just in JNU but across the country by policy makers. The ministry has picked up these terms and there may be more funding and opportunities for younger colleagues in interdisciplinary areas. Today there is no funding in universities for humanities but some for social sciences and that is also the reason for more collaborative seminars and research projects.

RS: Interdisciplinarity is often viewed as being central to reading and understanding of literature. What is the direction that English Studies has taken in India in view of changing academic needs of crossing disciplinary boundaries?

GJV: English departments, along with perhaps history and sociology to some extent, are unique in understanding the fuzziness of boundaries. English departments in India could have gone in two possible directions. One way would have been to specialise in language teaching, to teach English as a language that will be useful to participate in the wider affairs of the world and as a link language across India. However this has not been very successful as language teaching is often looked down upon in universities. A hierarchy prioritising literature over language exists in university spaces.

The second direction that English departments could have taken was to explore the ‘Englishness’, to see our departments as simply literary studies departments but again this did not happen. For a very long time we remained very ‘English’ and never became literature departments, and then we moved away from being English departments to becoming cultural studies departments. This is the manner in which most literature departments have reinvented themselves. We seem to have skipped the literary studies phase and fast forwarded to cultural studies phase and boundaries automatically became fuzzy.

into English departments because of the need to re-present Indian culture, to analyse India and to create a critical discourse on India.

RS: So cultural studies has not only dismantled the study of British literary canon but also blurred disciplinary boundaries in English departments.

GJV: The fuzziness of borders between disciplines is now part of the turf of English departments. Interdisciplinarity earlier meant that you should be totally conversant with methodologies of other disciplines but that is no longer demanded. It has its own pros and cons. It is good in the sense that it has made English departments exciting places to be in and bad because humility and admittance of lack of knowledge about other disciplines has been replaced by brashness. One needs to question the training of students in other disciplines when we don’t even train people any longer in close reading of texts.

RS: Teaching of literature has always involved drawing from disciplines of history, philosophy, sociology and psychology even before we widely started using the term interdisciplinarity. Do you think there is a shift in thrust from traditional pedagogy to the current scenario?

GJV: The difference between then and now is being able to speak of other disciplines with a sense of ease, sometimes even contemptuously. We were actually trained by historians and history just didn’t come into the literature class. When we attended history and philosophy classes we had a sense that these were aligned disciplines but different disciplines nonetheless. Literary studies always had interdisciplinarity, now I think there is a feeling that you don’t need to learn history from historians, psychology from psychologists, philosophy from philosophers, as if the literary scholar is all in one.

RS: So instead of improving on skills one is drawing from multiple disciplines without being trained in them. Don’t you feel that the biggest drawback of interdisciplinarity is lack of grounding in any discipline while trying to be ‘a jack of all trades’?

RS: Interdisciplinarity then shouldn’t be superficial research that lacks substance?

GJV: Absolutely, also since our whole literature department, our reading or research should be central to what we do, otherwise it’s just a peg to hang other things. Otherwise the same kind of work can possibly be done in history or a sociology department.

RS: So we make literature central in English department and then use these tools in other disciplines. But how do we ensure these tools are used for synthesis of knowledge or advancement of knowledge? What should the teacher employ to equip students for interdisciplinary work?

GJV: Let me put it further, today in the tool kit rather than methodologies it is the tool kit that I teach my students with. The tools may come from different disciplines, drawing from different streams, learning from these streams over the years. It is in my responsibility as a teacher to give my students in understanding the full implications of tools and how they are used in analysis of texts. They should be able to identify the appropriate tool for the unpacking and understanding of the text. Research methodology is just like a tool kit. As I said earlier, it means you lose humility and pretension you know all, but instead you learn to respect what you know and have respect for different tools and different gains. In that sense it doesn’t matter whether you are not trained in different disciplines.

Language Game

Here is a stand-alone language learning activity related to the theme of Healthy Life Styles. This activity is designed for students at F2 level indicated. Some variations of the activity are provided later so that teachers may modify it and pitch it at a different level.
specify whether they find the article convincing. What reasons do they think attribute to their popular opinion.

4. Finally ask students to write a letter to a friend advising her to join a slimming centre in her locality citing reasons to support their view.

**Variation 2**

If the skill focus is on enhancing critical thinking and creative-writing skills of students, the following variation of the activity may be attempted.

**Level:** Upper intermediate, advanced

**Time required:** 30 minutes

**Objective:** To develop students’ critical thinking and creative writing skills

**Material:** Any anecdote/short article on stress/anger related health problem, or another on the benefits of meditation

**Procedure:**

1. Let the students read the anecdote/article on stress or anger. Break them into pairs to discuss how a changed lifestyle causes stress/anger and what ways can it be overcome?

2. Share some responses in class.

3. Now make students read the short piece on meditation. Again, ask students how they would define meditation (is it prayer, deep breathing, self-introspection, etc.) and do they perceive it as an effective stress-buster/anger management technique but this time round encourage them to share their viewpoints in the form of a debate/discussion by giving them topics such as Meditation is or is not a temporary state of happiness and satisfaction or Meditation practices have no scientific backing.

---

### Language Games

**My Healthy Living Manual**

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Adjectives</th>
<th>Verbs</th>
<th>Phrases/idioms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fitness</td>
<td>strong</td>
<td>jogging</td>
<td>Health is wealth</td>
</tr>
<tr>
<td>2. Alertness</td>
<td>energetic</td>
<td>exercising</td>
<td>An apple a day keeps the doctor away</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Now ask students to role play a situation where one student becomes a patient and the other a nutritionist. Each pair carries out a short conversation where the patient mentions a health problem and the nutritionist advises healthy eating habits and lifestyle. Let it be a lot of fun as the nutritionist prescribes a healthy plan to the patient. Students may be allowed to use words from the healthy living manual they designed. A sample conversation along with a prescribed diet is provided below:

**Conversation**

Patient: Hello Ms. Sethi! I am 20 years old and have recently gained a lot of weight. I feel week and lazy all the time.

Nutritionist: Hello Namita! Let us get your weight and blood pressure checked first.

Do you recall when you gained weight? How much was your weight before that?

Patient: Yes, I put on weight about a year back. I used to be 50 kilos earlier.

Nutritionist: You are 63 kilos now. Have you consulted a doctor before?

Patient: No.

Nutritionist: Well, do not worry. I am prescribing some tests. Please get them done this week.

Meanwhile, you will have to lose weight if you wish to be healthy.

---

### Prescribed Health Plan to be followed for a week

<table>
<thead>
<tr>
<th>Food</th>
<th>Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eat small meals at short intervals; eat green leafy vegetables and a lot of fruits; avoid heavy and oily food. Say no to sweets and cold drinks.</td>
<td>Walk briskly for half an hour twice a day; climb stairs instead of using a lift; do mild physical activity throughout the day</td>
</tr>
</tbody>
</table>

There can be several versions of this activity based on slightly different variations of the same theme depending on which particular skill needs to be enhanced and at which level.

**Variation 1**

If the skill focus is on developing analytical, critical thinking and writing skills of the students, the following activity may work.

**Level:** intermediate

**Time required:** 40 minutes

**Objective:** To develop students’ critical thinking and writing skills

**Material:**

a. Different pictures depicting health and fitness of body and mind. For e.g. a sportsman, a dancer, a farmer etc.

b. Advertisements in newspapers and magazines of weight reduction and management clinics, products etc. and pictures of slim people

**Procedure:**

1. Show students different pictures of healthy fit people and ask them to give one word/phrase they associate with each of these persons. For instance, if the picture is of a sportsman, ask them to give one word/phrase they associate with him. Then ask them to write a description about the picture and their thoughts

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Basics of Academic English
Reviewed by A.L. Khanna

Basics of Academic English, 1 and 2
By Deepthi Achar, Rajan Barret, Santosh Dash, Charul Jain, Sachin Ketkar and Aarati Mujumdar
Orient BlackSwan, New Delhi 2012, 2013
Price: Rs 70, Rs 85, pages: 96, 120

The aim of this set of books is to develop the communication skills required in academic situations through practice exercises and activities done by students from diverse backgrounds. The interesting examples cover wide ranging topics like CD cover of Beatles' Abbey Road, Che Guevara in popular culture and criticism of elitism in fine arts.

Visual Culture would be a useful book for students with interdisciplinarity interests as it transgresses the boundaries of disciplines in dealing with politics of visuals from different streams like literature, linguistics, cultural studies, history, sociology, gender studies, religious studies, anthropology, philosophy and psychology.

The books aim at developing the following five abilities in the students in semesters 3-4: to read and understand a range of written texts, especially those central to academic studies; to use varied strategies for reading that are appropriate for given purposes and discourse types; to listen and understand spoken English as encountered in classrooms, seminars and public lectures, informal and formal social settings and TV or web-based programmes; to express one’s ideas clearly to specific audiences in class discussions, seminars, social interactions, etc.; to express ideas in writing in varied forms, especially in academic assignments and examination responses.

The books are carefully designed building on the prior knowledge of the students and the existing practices of teaching. Each unit is preceded by the unit outline, preview and objectives. The tasks are centred around situations that students are likely to encounter in their day to day life and gradually lead towards building the objectives of the course.

The volume has 18 chapters divided into sections, “Policy”, “Pedagogy” and “Specifics” with “South Asian English”, “Comparative Media Studies” and “First Year of Specialization”.

English Language Education in South Asia: From Policy to Pedagogy
Farrel, Lesly, Singh, Udaya Narayana and Ram Ashish (Eds., 2011)

English Language Education in South Asia: From Policy to Pedagogy
With a Foreword by Kachru, New Delhi: Oxford University Press/FOR, 2011
Pp. 291+xx, Price: Rs 650

Except sporadically India has never been a country ‘politically’. During various epochs of its history, India has indicated, various variations, different land masses called Jambudweep, Bharatavarsh, Hindustan. For some years now, this land mass to all countries from Afghanistan to Bangladesh to Sri Lanka, has been called South Asia. All of these countries have a shared problem.

One such shared problem is the issue of English language education (ELE). At times, it has been, to be the only significant option in the subcontinent. No other sector of education in recent years in this sub-continent has received greater investment. A volume on issues in ELE in South Asia, perhaps the first of its kind, is, therefore, most welcome. As Kachru, in his foreword, “the editors of this volume admirably taken yet another step by breaking the borders of divided South Asian scholars into the resource for a comparative understanding of South Asian English”, (p. x), and, facilitate “a serious exchange of ideas. The book is, therefore, a valuable contribution to scholarship on this region.

The volume has 18 chapters divided into sections, “Policy”, “Pedagogy” and “Specifics” with “South Asian English”, “Comparative Media Studies” and “First Year of Specialization”.

Film, television and new media. These chapters investigate the authenticity of art and its relation with reality.

The book widens the critical thinking of the reader as it draws on interventions of philosophers like Kant, Barthes, Bentham, Althusser, Baudrillard, Deluze, Benjamin and Foucault. It discusses the historical and contemporary debates in different areas of art forms using the arguments and perspectives of different scholars without giving conclusive summations. Moreover the
only in 24 hours”. Luckily, India was led by wiser people at a crucial point of time in its history.

Articles on ELE in Afghanistan (Thinsan, pp.103-122), Bangladesh (Chowdhury and Farooqui, pp. 147-159), Bhutan (Giri, pp.89-102), and Nepal (Awasthi, pp. 73-88) are informative and insightful. Some of these countries, such as Bhutan, for instance, has taken a progressive attitude to ELE in spite of its orthodox history and geographical isolation. In some places, such as in Afghanistan, fundamentalist forces have offered violent objection to ELE, but popular wisdom has found ways to get across and invest time and resources in ELE. A refreshingly different piece in the volume is one on the teachers associations’ role in and contribution to ELE in SA (Khanna, pp. 160-69).

Sailaja’s piece (pp.61-72) on education commissions in India is comprehensive and finds the common thread and theme through their reports, even when spread over a relatively long period of time. The subject certainly deserves a more detailed treatment.

Many other pieces are short on research and long on theory. Following the popular superstition, beginning of ELE in India is attributed to Macaulay (Giri, p. 2) whereas a number of recent works have shown that ELE in India began in spite of the British¹. But, on the whole, the book is a valuable contribution to the literature on ELE in South Asia.

¹ See, for instance, Chaudhry, Shreesh (2009) Foreigners & foreign languages in India : A sociolinguistic history, New Delhi: Cambridge University Press

² Op Cit

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ELT Workshop
Zahra Rana

An English language teaching workshop on new methodologies with a special focus on REET was organized on October 26, 2013. International School by FORTELL, Rainbows School, Janak Puri in collaboration with FORTELL conducted a workshop on “Developing Speaking Skills”. On December 14, FORTELL invited Ms. Chaudhry Shreesh as resource person for the workshop on “Developing Speaking Skills”.

Ms. Chaudhry Shreesh, a famous speaker and writer, conducted the workshop. She started the workshop with an icebreaker activity that set the pace for the day. She explained the basics of developing speaking skills for students and demonstrated a wide range of classroom activities. The workshop was well attended and participants left with a lot to think about and apply in their teaching practice.

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Developing Speaking Skills
Chaudhry Shreesh
and get back to the ‘writer’ to dictate it. Once the passage is over all students take their seats and
the teacher reads out the passage or displays it on
the smart board and students check their mistakes.

The workshop was a learning experience for the
teachers attending it. They were all of the view
that such activities should be taken up regularly to
be effective.

Talk on Literary Translation

Manjari Chaturvedi

A talk on ‘Literary Translation’ for the students
of the Applied Language Course, ‘Translation
and Interpreting’ was organized under the Lecture
Series of Maharaja Agrasen College, University
of Delhi, in collaboration with FORTELL on
September 26, 2013. Ms. Kalyanee Rajan, co-
author of *Foundational Concepts of Translation*

and Assistant Professor of English at SRCC,
University of Delhi, addressed various facets
involved in the act of translating a text.

Ms. Mona Sinha from the department of
English, MAC established the context for study
of translation theory and practice in the current
curriculum. The talk covered a wide range of
topics: multilingualism, types and theories of
translation, problems of equivalence, the role
of the translator and the different types of
translations. Emphasis was laid on understanding
cultural and literary barricades that translation
involves. The students experienced practical
hiccups while attempting translation of Bollywood
songs and Shakespeare’s sonnets, underscoring
the nuances of practicing translation. Teachers,
who are teaching the course in college, shared the
common errors made by students and their own
experience of attempting translation. The event
emphasized the need to sensitise the students
towards multilingualism as it exists today, both at

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