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# The English Classroom

A Peer Reviewed Bi-Annual Journal



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Titles of the Articles and Names of the Author (s)	Page No.
About 'The English Classroom'	
1. Digital Tools in Language Learning: A Case Study of WhatsApp's Effectiveness <b>Dr. Kottacheruvu Nagendra</b>	1 – 9
2. Learners' Intrinsic motivation in the English Class: A Study Conducted in Vernacular Medium Schools of Guwahati (Assam) <b>Manisha Das</b>	10 – 20
3. The Effect of Flipped Classroom on English Reading Comprehension of the Students of Zilha Parishad Primary School <b>Nileshkumar Munjaji Panchal and Dr Rohidas S Nitonde</b>	21 -26
4. Education for Sustainable Development: A Social Cognitive Career Theoretical Approach in the Indian Higher Education Context <b>Dr. Shoba KN</b>	27 – 35
5. Effectiveness of Creative Drama based instruction for enhancing English Vocabulary of students at Primary Level <b>Dr. Sreevidya Nair N</b>	36 – 44
6. Forensic Linguistics: Latitude and Limitations <b>Dr. Chinmayee Nanda</b>	45 – 55
7. 'Coming Home': An Immersive Reading Experience <b>Vidhya Nagaraj, Nivedita Bedadur, Smitha Nair, Jayshree Murali, Dipika Lakhera.</b>	56 – 63

<b>8.</b> Using Morphology as the Natural Content for Teaching Vocabulary- A Classroom Practice <b>Dr. Muhammedali C P</b>	<b>64 – 77</b>
<b>9.</b> The Significance of Communication Skills in Task-Based Language Teaching <b>Dr. Ujjwala Kakarla</b>	<b>78 – 90</b>
<b>10.</b> Impact of NEP on Higher Education and Language Policy <b>Dr. Padmanabha C H</b>	<b>91 - 98</b>
<b>11.</b> Technology Integration in English Language Teaching: A Systematic Review <b>Dr. Resmi C. B.</b>	<b>99 – 112</b>
<b>12.</b> Technology: Enhancing Teaching Identities of English Teachers <b>V. Praveen Raj and Dr. M. Sudhadevi</b>	<b>113 -120</b>

## About “The English Classroom”

The English Classroom Journal is a peer reviewed bi- annual journal published in the month of June and December. The main objective of the journal is to publish articles pertaining to English Language Teaching. We hope that the research findings, strategies, techniques, methodology and assessment discussed in the journal would enable the ELT community to imbibe better understanding and insights for further research ideas and for classroom practices. In this combined issue there are 12 articles contributed by researchers from India and abroad. The brief highlights of each article are given below.

**Dr. Kottacheruvu Nagendra** in the article, **Digital Tools in Language Learning: A Case Study of WhatsApp's Effectiveness**, investigates the educational implications and the pedagogical impacts of using WhatsApp as an informal tool in improving the English language skills of the postgraduate students at Maulana Azad National Urdu University (MANUU).

**Manisha Das** in the article, **Learners' Intrinsic motivation in the English Class: A Study Conducted in Vernacular Medium Schools of Guwahati (Assam)**, tries to understand if the students in the vernacular medium schools are intrinsically motivated in their English class or not by using the Self-Determination Theory (SDT).

**Nileshkumar Munjaji Panchal** and **Dr Rohidas S Nitonde** in the article, **The Effect of Flipped Classroom on English Reading Comprehension of the Students of Zilha Parishad Primary School**, present a study of experimenting the Flipped Classroom among 40 students of Zilha Parishad Primary School.

**Dr. Shoba KN** in the article, **Education for Sustainable Development: A Social Cognitive Career Theoretical Approach in the Indian Higher Education Context**, attempts to bridge the gap of incorporating Sustainable Development Goals (SDGs) framed by the United Nations in the higher education context by documenting a case study conducted with a few select language teachers.

**Dr. Sreevidya Nair N** in the article, **Effectiveness of Creative Drama based instruction for enhancing English Vocabulary of students at Primary Level**, presents the findings of using Creative Drama to enhance the vocabulary of students at the primary level.

**Dr. Chinmayee Nanda** in the article, **Forensic Linguistics: Latitude and Limitations**, discusses various aspects of forensic linguistics like forensic phonetics, interpreting police-

suspect interaction, verifying police reports, etc. which could be considered for legal proceedings.

**Ms. Vidhya Nagaraj, Nivedita Bedadur, Smitha Nair, Jayshree Murali and Dipika Lakhera** in the article, **'Coming Home': An Immersive Reading Experience**, share the glimpse of multidisciplinary approach tried by the educators by creating immersive reading journey with children during the Covid 19.

**Dr. Muhammedali C P**, in the article, **Using Morphology as the Natural Content for Teaching Vocabulary- A Classroom Practice**, explores the idea of using morphology to teach vocabulary; and provides a sample lesson to illustrate the process.

**Dr. Ujjwala Kakarla**, in the article, **The Significance of Communication Skills in Task-Based Language Teaching**, discusses the four skills- Listening, Speaking, Reading and Writing and states that application of these four language skills through task-based activities enables the learners to overcome their difficulties during the process of acquisition.

**Dr. Padmanabha C H** in the article, **Impact of NEP on Higher Education and Language Policy**, focuses on NEP 2020 and its impact on Higher Education with special reference to language policy.

**Dr. Resmi C. B.** in the article, **Technology Integration in English Language Teaching: A Systematic Review**, presents an analysis of the research studies done on the impact of integrating technology in English language teaching. The review includes the benefits, challenges and best practices.

**V. Praveen Raj and Dr. M. Sudhadevi** in the theoretical research article, **Technology: Enhancing Teaching Identities of English Teachers**, discuss the benefits and challenges of introducing technology through digital teaching aids, e-learning and online teaching and also point out the teaching identities- reporter, expert, mentor and role model that educators might have to take up as a result of modern educational technologies.



# Digital Tools in Language Learning: A Case Study of WhatsApp's Effectiveness

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## Abstract

The main aim of this study is to examine the WhatsApp's role in English language teaching, particularly among postgraduate students at Maulana Azad National Urdu University (MANUU). It examines how technology, notably WhatsApp, has revolutionized traditional teaching methods. All students at MANUU use smartphones and actively engage with social platforms like WhatsApp and Facebook. While initially used for personal communication, students gradually utilize these platforms for language learning. The study investigates the educational implications of integrating WhatsApp into learning, exploring its pedagogical impacts and its potential as an informal tool for improving English skills. It also proposes that WhatsApp could enhance student engagement in online discussions, promoting active participation.

## Keywords

WhatsApp, Technology, Integration, Mobile Application, Chatting

## Introduction

The increasing popularity of mobile applications is a direct result of advancing technology and the widespread adoption of mobile phones. This trend has given rise to a variety of app distribution platforms, introducing innovative methods for creating, downloading, and updating software applications on contemporary mobile devices. A mobile application, often referred to as an "app," is a form of software designed to operate on smartphones, tablets, and similar portable devices. These apps are commonly accessible through platforms that facilitate app distribution, such as the Apple App Store, Google Play, Windows Phone store, and Blackberry app world. Typically, these platforms are managed by the companies responsible for the corresponding mobile operating systems. While some apps are available free of charge, others may require a monetary payment.

Apps are typically obtained from the platform that corresponds to the specific device, such as iPhones, Blackberries, Android devices, or Windows phones. The range of available mobile apps on platforms like the Play Store is extensive, with numerous options to choose from. Among the most prominent and widely used apps are WhatsApp, Facebook, Instagram, Telegram, WeChat, Twitter, BlackBerry Messenger, Skype, Line, Viber, Snapchat, and Tango. WhatsApp, in particular, stands out as a mobile instant messaging service compatible with various phone models. Users of this application have the capability to share more than just text messages, including photos, videos, and other multimedia content. Once integrated into one's communication routine, WhatsApp proves to be indispensable for connecting with friends and family, leading one to question how they managed without it.

In the modern era, it is a rarity to encounter students, especially those in higher education institutions, who do not possess a smartphone. WhatsApp has emerged as a pivotal and widely utilized app on the phones of students. Its significance is underscored by its essential role in facilitating communication and interaction in the 21st century.

### **WhatsApp: A Historical Overview:**

WhatsApp, originating from the casual query "What's up?", serves as an instant messaging app enabling online communication, allowing exchange of text, images, videos, and audio files among Internet users. It offers a cost-effective alternative to SMS, especially for international interactions, and promotes mobile learning integration. This platform empowers students to share information, obtain answers, acquire knowledge, and engage in education. Its features encompass instant messaging, multimedia sharing, and internet connectivity.

From 2016 to 2023, WhatsApp garnered over 2.24 billion users, becoming the most downloaded app in 127 countries. It accelerates information absorption, maintains teacher-student communication, and surpasses Facebook's active user count. Brian Acton's journey reflects determination and success, and "WhatsApp Web" expanded its reach to desktops, benefiting language learning and fostering diverse learning communities. WhatsApp calls enhance language skills, particularly video calls aiding pronunciation and expressions. In conclusion, WhatsApp's evolution from a messaging app to an educational tool underscores its impact on global communication and innovative learning approaches.

### **Utilizing WhatsApp to Enhance English Proficiency**

If learners of English happen to have a native English-speaking friends or friends who speak better English, leveraging WhatsApp for language improvement can prove quite effective. Engage your friend in a discussion about the possibility of aiding you in your

learning journey. This avenue grants you the opportunity to engage in natural English conversations spanning a wide spectrum of subjects. From movie discussions to the latest advancements in technology, you can delve into a variety of topics. This approach facilitates the refinement of your English conversational skills, a crucial asset throughout your educational progression.

In cases where you lack a WhatsApp contact for English practice, there are alternative avenues to explore. Seek out a conversation partner on your preferred English forum, create a post on Reddit, or even share a tweet expressing your interest. Engaging in one-on-one dialogues through WhatsApp serves as an excellent supplement to your English studies. Challenge yourself during these conversations by utilizing complete sentences and focusing on specific vocabulary or grammatical concepts you wish to improve. Above all, embrace the process and do not shy away from making errors. A receptive WhatsApp chat partner will understand that making mistakes is a natural and integral aspect of the learning process.

### **Constraints and Considerations Associated with WhatsApp Usage**

While WhatsApp presents an array of advantages, it is not without its limitations and potential drawbacks. One notable concern is the potential difficulty in curbing usage, which is a shared challenge among various social networking platforms. For individuals lacking robust self-control, the allure of constant communication on WhatsApp could lead to addiction. Such a scenario can result in the mismanagement of valuable time, encroaching upon essential tasks and daily schedules. Consequently, a notable drawback of WhatsApp is its potential to foster dependency, warranting vigilant awareness.

Similar to its counterparts in the messaging app realm, WhatsApp is not immune to spam-related issues. The platform's accessibility to potential stalkers who obtain phone numbers can lead to the unsolicited influx of spam messages. Moreover, numerous WhatsApp groups may disseminate unwanted spam links and commentary, disrupting user experiences. Spammers exploit acquired information to propagate messages, causing potential harm and device overload from excessive spam.

WhatsApp's functionality, being rooted in mobile technology, has implications for battery consumption. Persistent connectivity to mobile data or the internet, accompanied by notifications such as vibrations and ring tones for incoming messages, contributes to rapid battery depletion. Lengthy conversations, voice calls, and video calls further accelerate battery drain.

An aspect of concern within WhatsApp's ecosystem pertains to privacy and data visibility. Profile information, including Display Pictures, is accessible to any user possessing

the contact's phone number, regardless of personal familiarity. This could lead to compromised privacy and unwarranted access to personal details. The automatic saving of files during chats and the app's read receipts system can inadvertently infringe on user discretion and control.

Moreover, seamless WhatsApp operation necessitates a continuous Wi-Fi or mobile data connection, rendering the app inaccessible without these resources. Financial constraints relating to phone ownership and mobile internet subscription could potentially exclude certain users from utilizing WhatsApp.

In light of these potential challenges, students are advised to exercise caution and discretion while engaging with WhatsApp. Remaining mindful of these limitations and employing prudent practices can contribute to a more secure and balanced experience within the platform.

## **Review of Existing Literature: WhatsApp as an Innovative Educational Tool**

WhatsApp has emerged as a transformative tool in education, thanks to its affordability, user-friendly interface, accessibility, efficiency, and natural language capabilities. It has become a preferred electronic platform for educators and students alike, revolutionizing the educational landscape.

Recent technological advancements have introduced various tools for education. Among them, WhatsApp stands out for its balance of user-friendliness and practicality, making it accessible to learners of all ages. This accessibility fosters efficient information exchange between students and teachers, creating a dynamic and engaging learning environment. In a comprehensive study, students described WhatsApp as a "transnational platform for communication," encouraging meaningful discourse beyond traditional lectures. Survey results revealed that 82% of students eagerly shared videos, audio clips, and text to both address challenges and learn from peers.

An assessment comparing face-to-face instruction to WhatsApp-assisted mobile learning indicated significant achievement benefits for the latter. The flexibility of mobile learning, endorsed by 86.72% of students, allows convenient learning regardless of time or location, aligning with self-directed learning principles.

Perceptions of technology's role in education have evolved, with WhatsApp's interactive features facilitating real-time communication, peer collaboration, and comprehensive topic exploration. Its versatility encourages diverse learning styles, enriching interactions and communication skills.

Moreover, WhatsApp's engaging interface infuses excitement, comfort, and humor into learning, fostering an environment where mistakes drive growth. This approach aligns with the constructive process of error identification and rectification, ultimately enhancing learning. WhatsApp's unique attributes have revolutionized education, offering a versatile, engaging, and dynamic platform for both learners and educators. Its seamless integration of technology with pedagogy holds the promise of shaping the future of education.

## **Research Inquiries**

1. What is the comparative efficacy of English language learning through WhatsApp as opposed to conventional classroom methods?
2. How does the integration of WhatsApp impact the language learning experience of students studying English?

## **Research Aim**

Given the limited existing research on this specific area, and acknowledging that previous investigations have encompassed diverse subjects, the primary objective of this study is to assess the efficacy of employing WhatsApp as a tool for English language learning. The utilization of this approach has the potential to yield substantial enhancements in vocabulary acquisition, spelling proficiency, pronunciation accuracy, grammatical understanding, as well as listening and reading competencies. It is imperative for learners to engage in reading and grammar exercises to cultivate a comprehensive grasp of correct word usage and effective oral communication. The findings of this investigation underscore the value of receiving English texts containing phrases as an effective strategy for enriching one's English vocabulary.

## **Educational Implications of WhatsApp Integration for English Proficiency**

Utilizing the widely-used smartphone app WhatsApp has the potential to significantly boost English language proficiency. Its adaptability allows for comfortable language practice among familiar contacts, encouraging collaboration among students. Group chats on this platform go beyond geographical boundaries, enabling seamless global interactions. WhatsApp's accessibility ensures engagement at one's convenience, providing flexibility through asynchronous communication. Additionally, autocorrect features contribute to spelling improvement, while video calls serve as a tool to enhance speaking and listening skills in English.

## Methodology

This study is centered on bolstering English language proficiency through the use of WhatsApp, with the aim of advancing a range of pedagogical approaches tailored to improving students' writing skills. The research employs a formal cross-sectional framework, combining descriptive analysis, cross-sectional design, and conclusive inference. Unlike exploratory methods, this structured design provides insight into WhatsApp's impact on English learning dynamics. Within the cross-sectional approach, the study captures a specific moment to analyze the interplay between English language acquisition and WhatsApp, substantiating hypothesized assertions.

## Participants

The subjects of this study comprised postgraduate students enrolled at Maulana Azad National Urdu University, located in Hyderabad, Telangana, India.

## Tools

The research was conducted within the premises of MANUU campus, utilizing a sample of 70 students from the institution. A questionnaire comprising 10 questions was administered to the participants to explore their perspectives on utilizing WhatsApp for English learning and teaching purposes. The respondents provided their completed questionnaires, which played a crucial role in analyzing and comprehending the gathered data comprehensively.

## Procedure

Data Collection Approach

### Primary Data

- Conducted through Google docs surveys
- Employed personal interviews using a questionnaire

### Secondary Data

- Gathered from online sources
- Utilized information from the research area, specifically the MANUU Campus

## Data Analysis and Interpretation

The data collected from postgraduate students at MANUU underwent thorough analysis and interpretation. The research sample consisted of 70 participants selected from our university. The chosen research approach involved distributing a questionnaire containing 10 specific questions related to the utilization of WhatsApp for English language

learning. Subsequently, the participants completed and returned the questionnaires to the researcher. The responses obtained from the questionnaires were carefully examined to gain comprehensive insights into the potential applications of WhatsApp within English language education, particularly in enhancing language skills.

Sl. No	Questions	Yes	No
1	Does WhatsApp play a role in your daily smartphone routine?	70	0
2	Do you regularly spend time on WhatsApp?	70	0
3	Do you consider WhatsApp to be an excellent messaging application?	68	2
4	Have you joined any WhatsApp groups?	70	0
5	Have you ever used WhatsApp to share your location, images, or videos?	70	0
6	Do you engage in video calls using WhatsApp?	65	5
7	Have you attempted to learn English using WhatsApp?	60	10
8	Do you believe that WhatsApp's features are beneficial for learning English?	65	5
9	Do you think WhatsApp has an advantage over traditional learning methods?	68	2
10	Do you consider WhatsApp to be the most effective way to learn English?	68	2

*Table – 1: Number of Responses*

Sl. No	Questions	Percentage (%)
1	Does WhatsApp play a role in your daily smartphone routine?	100 %
2	Do you regularly spend time on WhatsApp?	100 %
3	Do you consider WhatsApp to be an excellent messaging application?	97 %
4	Have you joined any WhatsApp groups?	100 %
5	Have you ever used WhatsApp to share your location, images, or videos?	100 %
6	Do you engage in video calls using WhatsApp?	92 %
7	Have you attempted to learn English using WhatsApp?	85 %
8	Do you believe that WhatsApp's features are beneficial for learning English?	92 %
9	Do you think WhatsApp has an advantage over traditional learning methods?	97 %
10	Do you consider WhatsApp to be the most effective way to learn English?	97 %

*Table – 2: Percentage of Responses Related to the Questionnaire*

In recent times, a prevailing trend has emerged within the IT industry, commonly referred to as a "social network." This phenomenon has persisted and evolved over a considerable period. Within this context, a notable mobile application has emerged, offering novel avenues for interaction and collaboration between educators and learners. A growing number of individuals are now engaging in daily exchanges through various social networking platforms. Prominent among these are social networking applications such as WhatsApp, Facebook, Instagram, Telegram, Twitter, and LinkedIn, which have garnered widespread popularity as mediums for communication. Presently, WhatsApp stands out as a preeminent social networking tool. Functioning as both a mobile chat application and instant messaging platform, WhatsApp exhibits compatibility across diverse devices. Upon closer examination, it becomes evident that social networking platforms facilitate convenient and expeditious information retrieval. Furthermore, these platforms provide students with unfettered access to a diverse array of online courses, affording them the opportunity to select from an extensive pool of educational resources.

## **Findings**

In the 21st century, both youth and adults share a common urgency to accelerate various aspects of life, including skill acquisition, employment, and personal pursuits. Learning English embodies this urgency, necessitating proactive self-directed study, with even an hour per week leading to significant progress. However, time constraints prompt many students to opt for online learning. Research underscores this time scarcity for academic commitments like homework and projects.

Addressing this, the challenge is to inspire the upcoming generation. In a mobile technology-driven age, an intriguing solution emerges – empowering students to learn conveniently through platforms like WhatsApp, transcending temporal and spatial boundaries.

In the smartphone-dominated era, WhatsApp has emerged as a significant tool in education, enabling quick access to a wide array of online resources for educators and learners alike. Its accessibility transcends geographical barriers, promoting ongoing communication. While WhatsApp's effectiveness rivals that of traditional lectures, its advantages, such as multimedia sharing and constant accessibility, outweigh potential downsides. The integration of WhatsApp into pedagogy enriches learning, as evidenced by the superior performance of experimental groups compared to control groups. This contemporary approach through WhatsApp accelerates language acquisition, actively involving learners and surpassing conventional methodologies.



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# Learners' Intrinsic motivation in the English Class: A Study Conducted in Vernacular Medium Schools of Guwahati (Assam)

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## Abstract

Motivation seems to be an important aspect in the teaching-learning scenario .Whether the learner is attending the class online/offline , motivation plays a significant role in a student's learning and development .One of the most prominent motivational theories of our time is Self-Determination Theory (SDT; Deci and Ryan, 2000; Ryan and Deci, 2017).This study tries to understand the concept of motivation using SDT and explore if the students in the vernacular medium schools are intrinsically motivated in their English class , and the attitude they have towards English. Using classroom observation as a tool, the researcher gains an understanding of the classroom scenario of these (selected) schools and check if they inculcate autonomy - supportive approach in language learning and the impact it can create if the teaching learning scenario is autonomy- supportive.

## Keywords

Intrinsic motivation, SDT, Classroom observation, Autonomy-supportive, English class, Vernacular medium

## Introduction

It can be seen that today English has occupied an important place in the Indian educational system due to which it occupies an important place in the school curriculum and works as a powerful language of communication. However, in the educational settings, we do see a gap in the way English is taught in many schools, especially in the vernacular medium government schools. The learners in these schools seem to be less motivated to learn the language because of the way it is taught and due to its limited exposure in the teaching-learning scenario. Motivation is considered an important factor of success and failure in learning a language (Dörnyei, 2002). As English is considered as one of the most important languages, it is essential to study how students are motivated to learn English (Brown, 2007; Dörnyei, 2002; Inngam & Eamoraphan, 2014).

## Background & Literature review

Self-Determination Theory (SDT) is a theory of human motivation which was developed by psychologists Edward Deci and Richard Ryan. As a macro-theory of human motivation, wellness and development it takes into consideration the factors that can either promote or hinder the growth and development in people. (SDT; Deci and Ryan, 2000; Niemiec et al., in press; Ryan and Deci, 2000b) To support students' intrinsic motivation, Self-Determination Theory suggests utilizing three basic human needs, which are the need for competence, the need for relatedness and the need for autonomy (Deci & Ryan, 1985; Ryan & Deci, 2017).

The primary distinction of motivation is in between autonomous and controlled motivation which was stemmed from early empirical research on intrinsic motivation (Deci, 1975; Deci & Ryan, 1980a). In autonomous motivation one willingly does something as they seem to be interested in that task or activity concerned. Whereas, in controlled motivation one does something out of pressure or obligation of doing a particular task or activity or in exchange for a reward.

### Intrinsic motivation within SDT

SDT research began with a focus on intrinsic motivation, which is a prototypical expression of the active integrative tendencies in human nature assumed by SDT. Technically intrinsic motivation pertains to activities done “for their own sake,” or for their inherent interest and enjoyment (Deci & Ryan, 2000).

The benefits of intrinsic motivation are also obvious within formal education. For example, a meta-analysis by Taylor et al. (2014) pointed to a significant role of intrinsic motivation in school achievement. Taylor et al. followed this meta-analysis with additional studies of high school and college students in Canada and Sweden, showing that intrinsic motivation was consistently associated with higher performance. Despite such findings attesting to the importance of intrinsic motivation, research from multiple countries suggests that it tends to decline over the school years—at least for school-related activities (e.g., Lepper, Corpus, & Iyengar, 2005; Gillet, Vallerand, & Lafreniere, 2012; Gottfried, Marcoulides, Gottfried, Oliver, & Guerin, 2007; Scherrer & Preckel, 2019). This suggests that schools are not creating the need-supportive contexts that foster this inner resource, an interpretation supported by Gnambs & Hanfstingl, ( 2016 ) analysis showing that decline in intrinsic motivation is associated with decreasing psychological need satisfaction.

## **SDT research on intrinsic and extrinsic motivations in classrooms**

Among the core hypotheses of SDT in education are that: (a) the autonomous form of motivation will lead the learner towards better engagement, learning, and wellness; and (b) basic psychological need can be met if there is support from both teachers and parents which can facilitate the motivation of the learner, whereas if the needs are not met it can thwart and undermine the learner. “These hypotheses have been well supported across hundreds of studies, at every level of development, and across varied learning contents and cultural contexts.”

First, a large empirically based literature has demonstrated the positive relations of more autonomous forms of classroom motivation with academic outcomes (Howard et al., 2017; Grolnick, Ryan, & Deci, 1991; Guay, Ratelle, Roy, & Litalien, 2010; Katz, Eilat, & Nevo, 2014; Grolnick & Ryan, 1989; and others). This is likely due in part to the greater effort students put forth when autonomously motivated (León, Núñez, & Liew, 2015).

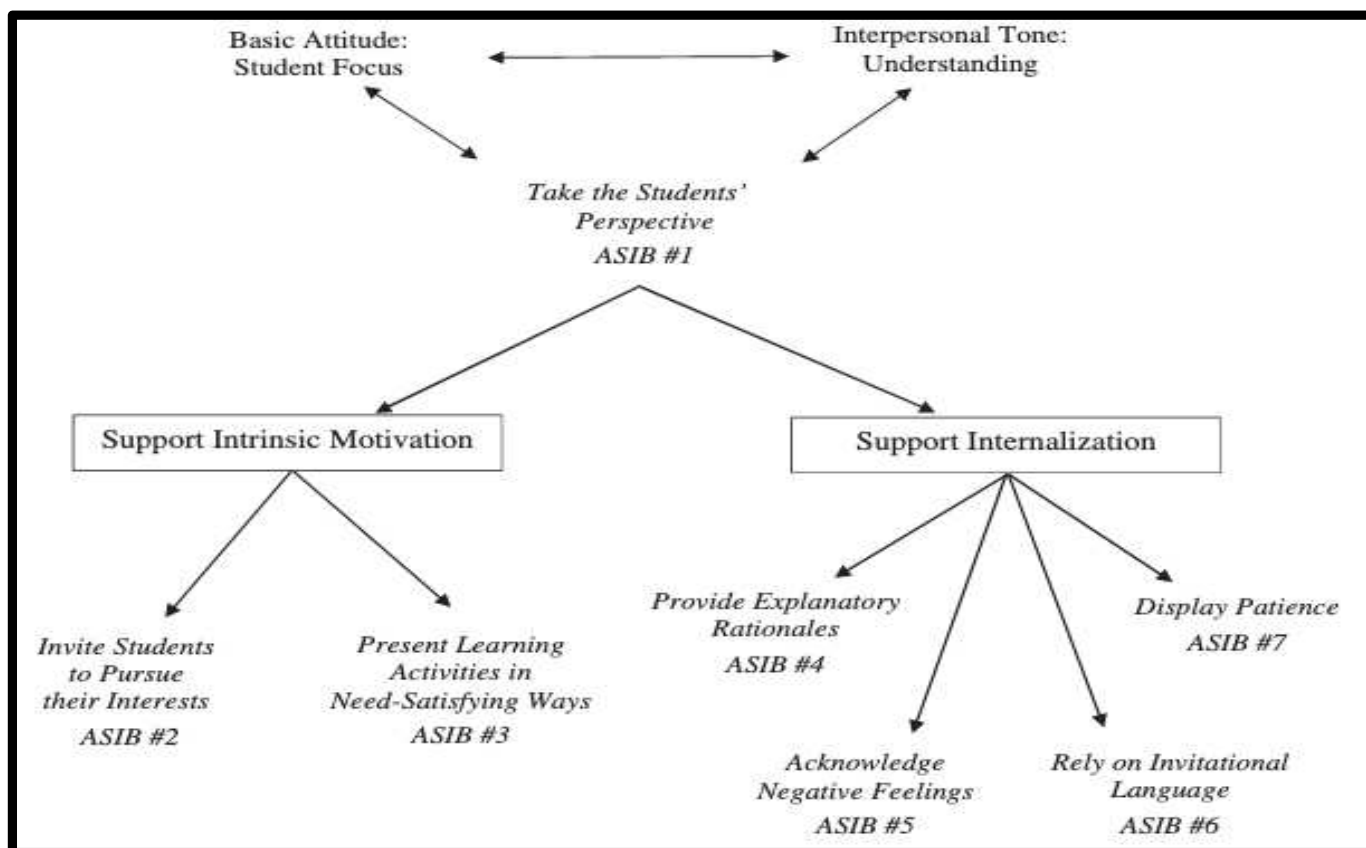
Second, basic psychological need supports have shown robust positive effects on school outcomes. Studies show that students of more autonomy-supportive teachers have more intrinsic motivation, perceived competence, and self-esteem (e.g., Deci, Schwartz, Sheinman, & Ryan, 1981; Ryan & Grolnick, 1986), better grades (Guay & Vallerand, 1997) greater internalization for learning activities, and lower dropout (e.g., Hardré & Reeve, 2003; Vallerand, Fortier, & Guay, 1997).

### **Autonomy support**

Autonomy supportive teaching environment is such where the teachers support students’ autonomy by attempting to understand, acknowledge, and where possible, be responsive to students’ perspectives. They also try to provide opportunities for students to take ownership and initiative of their schoolwork, providing them with meaningful choices and tasks that can engage their interests. Whereas, when this supportive nature from the teacher is missing, the environment becomes controlling and, in a way, creates pressure amongst the students to think, feel, or behave in particular ways without taking into consideration the student perspectives.

Another factor that can support autonomy is the provision of choice. SDT suggests that when students experience a sense of choice, they feel more ownership of activities and greater autonomy, resulting in an enhanced intrinsic motivation (e.g., Bao & Lam, 2008; Reeve, Nix, & Hamm, 2003). Moreover, choice can facilitate performance (e.g., Murayama et al., 2015), and curiosity, especially for those initially low in autonomy (Schutte & Malouff, 2019). Autonomy-supportive teaching

One model that aligns with autonomy-supportive teaching is the Autonomy-Supportive Instructional Behaviours (ASIB) model by Reeve & Cheon (2021). This model can be used in the elementary classroom to enhance autonomy, competencies, and relatedness in students (Figure 1). This model in a way shows that if the teacher adopts a more student focused attitude and tries to take into consideration their feelings and inculcate a more supportive nature and behaviour towards the learners' the learning scenario can become



more engaging and create better learning outcomes.

Figure 1. Seven autonomy-supportive instructional behaviours (in italics) organized by their origins (student-focused attitude, understanding interpersonal tone) and purposes (support intrinsic motivation, support internalization). ASIB: Autonomy-Supportive Instructional Behaviour.

## Objectives

Through this study the researcher tried-

- To check if the students are motivated in the English class to learn the language
- To understand and analyze the teaching-learning scenario of the vernacular medium schools
- To understand the attitude and way of teaching of the English teachers in these Schools

## **Methodology**

A study had been conducted in the month of November, 2021, in three Assamese medium schools of Guwahati. The schools were chosen considering the factors like medium of instruction, location of schools, etc.

This study uses information gathered by means of the qualitative research method of observation. It involves watching and recording the detailed observations, the behaviour of people at the research site using notes. The students of classes 9 and 10 were chosen for the study. After taking permission from the respective school headmaster/ principal the researcher was allowed to enter the classrooms of the three schools along with the English teacher. The researcher sat at the back of the classroom as it becomes easy to look at everyone without disturbing the class. During the classroom observation the researcher became a non-participant observer i.e., just sit in the classroom and only observe the behaviour, attitude, and overall teaching-learning scenario of the class. In addition, the researcher also had a checklist of student and classroom observation in order to help decide how the interaction between the student-Teacher is, how the content is delivered, materials used, etc.

## **Data from Observation**

The data collected during the observation were marked in the checklist which consists of a list of questions which is prepared in order to understand certain aspects in the classroom setting like how the content is taught, what methods are used, is there student-teacher interaction during the class, do the students take part in classroom discussions, is feedback part of the system. The researcher in a way tried to observe and evaluate the performance and behaviour of both the teacher and the students in the classroom arena. The observed behaviour and attitude in the classroom scenario were then recorded in the form of notes to help the researcher do the analysis later. This data was then written in a word file altogether, and since the teacher used Assamese most of the time so it was transcribed in English for convenience in analysis.

## **Results**

The classrooms which were observed were taught prose pieces and grammar. Prose was taught and explained in Assamese though the teacher read the lines in English from the book and for the grammar class where 'narration' was taught by two different teachers in two different schools, the method of teaching varied. In one of the schools, the teacher gave few sentences on the board and asked the students to write the answers. But later the answers were dictated by the teacher giving no scope for the students to learn. However, in

the other school the narration was taught in a way that the teacher keeps repeating and asking the students if they have understood, but even then, the language used in that scenario is Assamese.

From the observation made by the researcher it has been found that the environment of the classrooms was less welcoming in terms of structure and also basic facilities, as the students were sitting in a closed space with four each in a bench. There was division between the boys and girls as each of them were sitting in different rows i.e., one side for boys and the other for girls. The teacher used the traditional method of teaching by using translation to explain and deliver the thoughts and explanation in the class which gives the students zero exposure of the language even in the English class. The classroom scenario was teacher-centric where everything was done by the teacher even who read the text in the class loudly. The students' involvement in the class was not much seen as they were sitting quietly and seemed to be blankly looking at what was being explained by the teacher as they were not actively engaged. Even though some of them were involved, they were also seen blank, as most of the work in the class was done by the teacher. Moreover, in few instances when the teacher asked an answer to a question the students did not reply assuming they did not know the answer. One or two of them amongst the boys only prompted the answer quietly.

However, amongst the teachers from the schools who were teaching classes nine and ten, two of the teacher's voice was loud and clear and even the command over the language was good and was able to explain to them properly. While the other English teachers gave less importance whether the child was paying attention in the class or even understood what was being taught and done in the class.

But, even after the teachers being good at the language, they still used the translation method, and the classroom scenario was still teacher - centric. It was seen that the method of teaching and the classroom environment still lack involvement of the students and the development from a multidimensional perspective. Even though the textbook is the only source of material available to them but still it failed to grab the attention of the learner as they were not much motivated in the subject, and they also had the preconceived notion that they were fearful to learn the language and if they made mistakes they would be scolded or made fun of. This in a way portrays that the environment and the exposure is still not there for them to open and express their opinion and thoughts openly. Moreover, the students are aware of the importance of the English language and its value in the outside world but still its usage and motivation to learn remains a distant dream for these students as they lack proper training and guidance.

To analyse the observation made during the class the researcher tried to categorise the observation with the help of the rubric/checklist in the form of a table (Table 1) to understand the overall scenario of the class.

An example of class nine where the teacher was teaching the prose 'The sound of music' to the students from the book 'Beehive' has been illustrated below-

**Table 1: Classroom observation report**

Theme	Dimension	Description
Class structure	Reviews previous day's course content	She started if the students had brought their books. There was chaos and in between the teacher directed towards the page from where she was talking.
	Directs student preparation for next class	It ended by talking about the upcoming exam which was postponed and which they would have in the coming week.
Methods	Learner-centred	It was more teacher-centred as she explained everything to the class and even translated it.
	Employs non-lecture learning activities	Lecturing method was used in the class and everything was told by the teacher on her own without involving the students.
Teacher-Student Interaction	Solicits student input	The student's involvement in the class was not much seen.
Content /classroom organisation	Behavioural management	The teacher had a loud and clear voice so that the students could hear properly. The teacher grabbed the attention of the students but if they could understand and listen is a matter of concern.
Instructional support	Concept development	The manner of teaching does not fully engage the students and the target language was not learnt in the process.
	Quality of feedback	Feedback was not a part of the class that day.
	Controlling/informational language	Simple and easy to understand language was used.
Emotional support	Classroom climate(+ or -)	The classroom scenario looked less motivated to learn, as the students were silent and seemed to be blankly looking at the teacher what she was explaining as they were not actively engaged.



From the above analysis it is seen that there are many things in the classroom scenario which can be improved and improvised in the English class both on the part of the teacher as well as the students so that the classroom scenario becomes more lively and students can feel motivated and encouraged to come and sit, learn, unlearn, re-learn and also take part in the class proceedings.

Moreover, the analysis does help the researcher understand and gain an insight of the classroom scenario during the English class. Also, the questions in the checklist regarding content, method, teacher-student interaction, etc in the class help the researcher fulfil the purpose of carrying the study and acquire practical experience in terms of motivation, attitude, body language, gestures, of the students as well as the teachers.

## **Discussion**

In a classroom scenario the environment should be such that both the teacher and the learner feel welcome and engaged in learning. In order to engage and motivate the learners it is important that the classroom environment should be autonomy- supportive wherein, the teacher takes the student's perspectives, acknowledges their feelings and allows them to express freely even if they make mistakes , providing them with opportunities for choice, give constructive feedback. Also, in a class the teacher's passion significantly impacts upon the energy of the classroom, enhancing the value of the task and intriguing students into wanting to know more (Metcalf & Game, 2006). Positive energy in a teacher's voice can lead learners to believe that the content has intrinsic value, motivating students into wanting to know more (Palmer, 2007). When the teacher acts as a facilitator and motivates the learners to speak and encourage them to try again and again even if they make mistakes that is when the learners become enthusiastic and intrinsically feel motivated in the class to learn, listen and also grow.

However, the teachers should also change the way they are teaching English in these schools because grammar translation method cannot go on at this point of learning. In this fast changing world where we talk about holistic development and learning from a multidimensional perspective, the current teaching-learning scenario focuses towards a student-centric learning environment where different ways and methods need to be adopted in order to make learning less monotonous. There is a need to inculcate variety in the methods used by these teachers of these schools to teach English so that the learners can be motivated intrinsically to learn the language without fear and hesitation. They can at least encourage feedback and word of encouragement when the student does something good or gives answers in the class. Even though it is observed that these schools do not have smart classrooms yet, the teacher's little extra effort and involvement can make the learning of the

English language (if not outside the class) a reality. This can lead towards a more intrinsically motivated learning experience

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# **The Effect of Flipped Classroom on English Reading Comprehension of the Students of Zilla Parishad Primary School, Maharashtra**

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## **Abstract**

The present study investigates effect of the Flipped classroom on English reading comprehension of the students of Zilla Parishad Primary School, Maharashtra. 40 students were chosen randomly as participants and divided into two groups one was an Experimental group (flipped teaching) and other was a control group (traditional teaching). Both the groups were taught for four weeks. Pre-test and post- test were conducted for data collection. Mean of the collected data was used for data analysis. Based on the collected data results are discussed.

## **Keywords**

Flipped Classroom, English, Reading, Comprehension

## **Introduction**

English has become an international language and has a major role in communication. (McKay, 2002). Considering this many non-native countries have started a movement to improve and obtain English language. The technological development has been marking its impression over pedagogical preparation (Lin, B., & Hsieh, C. T, 2001). Information and technology have been affecting every field of life. People are using different technological tools for day-to-day activities. COVID-19 has opened this world for the teachers as well as students. Students are using WhatsApp, YouTube, Google, Facebook, Wikipedia, Gmail, Instagram etc. frequently and easily. This use of technology indicates that ICT may play an important role in teaching and learning, especially language (English language) learning.

In India where English language is taught as a second language or third language, it is one of the required subjects from 1<sup>st</sup> standards. It means students spend a huge amount of time learning English language. As English is a second language in India, it is different from Hindi, Marathi, Kannada, Tamil, and most of the Indian languages. The syllabus, resources, instructional resources and classroom practices are yet evolving in India as far as English language teaching learning is concerned.

## Hypothesis

Previous studies proved that appropriate use of ICT based pedagogy has enhanced reading comprehension of the students. (Fasting & Lyster, 2005). Yet most of the teachers hesitate to use Information Technology to instruct the class while teaching English language. The present study is an attempt to evaluate whether the Flipped Classroom technique is effective in building English reading comprehension skills among the students at Zilla Parishad Primary Schools.

## Literature Review

Many studies have mentioned that flipped classroom creates learning environment for English language. It can be discussed as follows-

At the University of Cedarville, Dr. J. Wesley Baker, in 2000, emphasized the need for a model that connected pedagogy and technology, based on the change in educational philosophy and innovations in technology. He explained the purposes of this model, which he called Classroom Flip, as follows (Baker, 2000).

- To carry the factual and conceptual part of the lesson out of the classroom in order to be able to practice active learning strategies in the lesson.
- To give students more control over their own learning.
- To provide students with more opportunities to learn from their peers.
- Transform the duty of faculties from being an information center to a guide.

The FC Model has been a recommended model to be combined with online learning in order to increase the efficiency in distance education in cases where face-to-face education cannot be performed, such as with the Coronavirus (Covid-19) pandemic, which started in China in 2019 and affected the whole world (Bozkurt, 2020).

The flipped classroom model fits well with the constructivist approach as also highlighted by many researchers (Webb & Doman, 2016). Learners are first provided with a solid grounding of knowledge prior to in-class time by multimedia teaching such as videos or slides. Then in the classroom environment, this information is built and delved into every component. Therefore, within a constructivist learning system, the flipped classroom model gives learners the ability to have enough expertise before class time to coordinate their schemes through home-watched videos and slides and to analyze and expand on new information through in-class tasks conducted with peers and schoolteacher. Çubukçu suggests that “the active involvement of students helps them to construct knowledge” (2012, p. 52). Learner-centric practices in the flipped classroom paradigm promote a

constructivist approach to learning information through the productive and analytical interactions of learners.

The flipped classroom enables students to achieve learning outcomes through self-paced online videos that students can pause, play back and watch again (Webb & Doman, 2016) and encourages students to participate in creative exercises in accordance with the constructivist method during class time. Therefore, the present study extends the flipped classroom paradigm to an online reading lesson within the context of a flipping classroom built for preservice language teachers.

If the teaching methods of the instructors fit the learning patterns of the students, they would learn the most (Borg & Shapiro, 1996) The outcomes of the learning process are closely related to how the lesson is organized, analyzed and delivered (Pang, Linder & Fraser, 2006). These studies help the researcher to narrow down the research gap and design the research.

## **Purpose**

To know the effect of Flipped classroom on English reading comprehension of the students of Zilla Parishad Primary School.

## **Methodology**

The present paper is an outcome of a class of primary school students in the Parbhani district of the Maharashtra for 6 weeks. The main focus of the study was to test the hypothesis i.e. effectiveness of flipped classroom in building English reading comprehension.

## **Research design**

An experimental model is used to conduct this study. Randomly 40 students of zilla parishad primary school, Adgaon (Darade) Maharashtra had been selected for this study. The participants were divided into two groups. Experimental group (Flipped classroom learning) having 20 students and Control group (Non-flipped classroom learning) with 20 students.

## **Data collection tool**

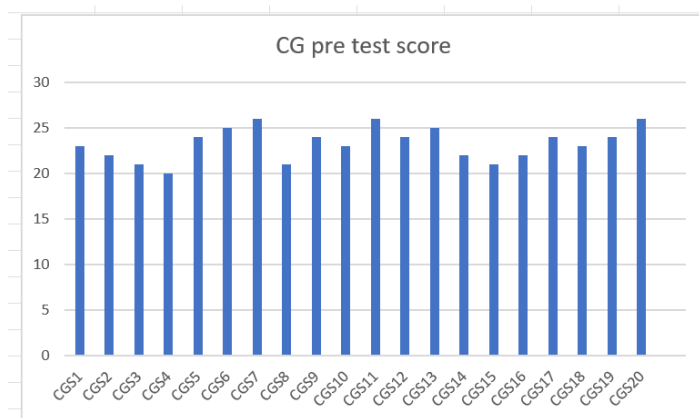
The EG (Experimental group) and CG (Control group) students completed pre-test of 50 marks at the beginning and post-test of 50 marks at the end of the study. These tests were to check the student's ability to comprehend the unseen passage. Therefore, it contained both the factual as well as subjective questions. After completion of the tests the mean of the participants' scores was used to analyse the data.

## Procedure

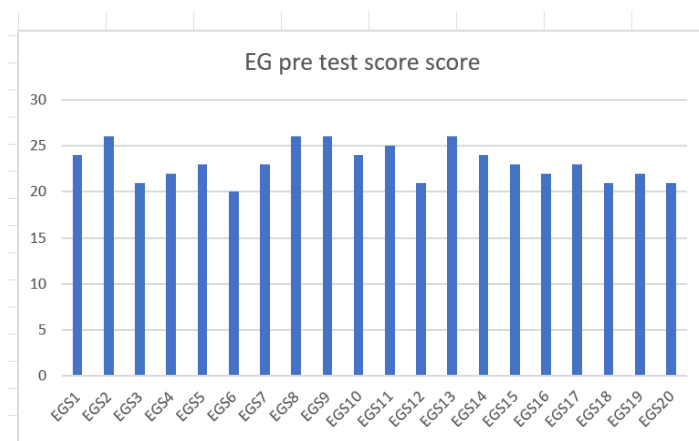
Both the groups participated in 6 week ( 60 mins/day) intervention of flipped classroom learning and non-flipped classroom learning ( traditional classroom ) in typical zilla parishad primary school. Both the groups treated as follows—

Non-Flipped classroom	Flipped classroom
Pre-test	Pre-test
The content is presented in classroom with text book.	The content is presented before classroom interaction with help of video, audio, ppt etc.
Teacher and student interaction	Peer, group, learning material interaction
Teacher at the center of the process.	Students at the center of the process.
Pen-paper based assignments	Pen-paper and interactive online tests-based assignments.
Less use of ICT	More use of ICT
Post test	Post test

## Results and Data analysis



20 participants of control group attended the pre-test and their scores are shown in the chart. The mean of the marks participants achieved was 23.3.



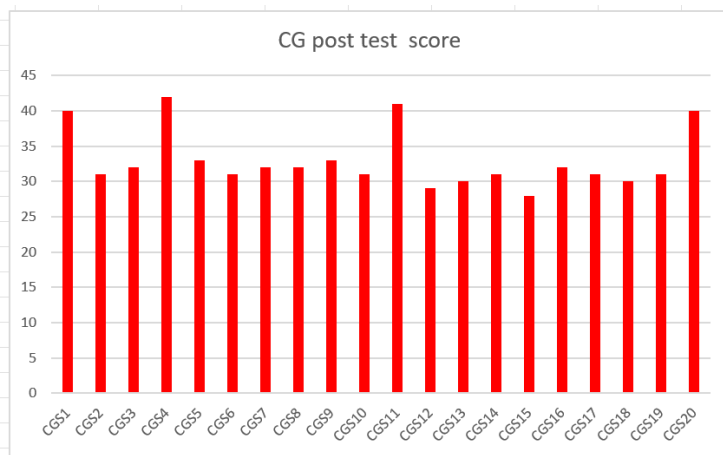
20 participants of experimental group attended the pre-test and their scores are shown in the chart. The mean of the marks participants achieved was 23.15.

test.

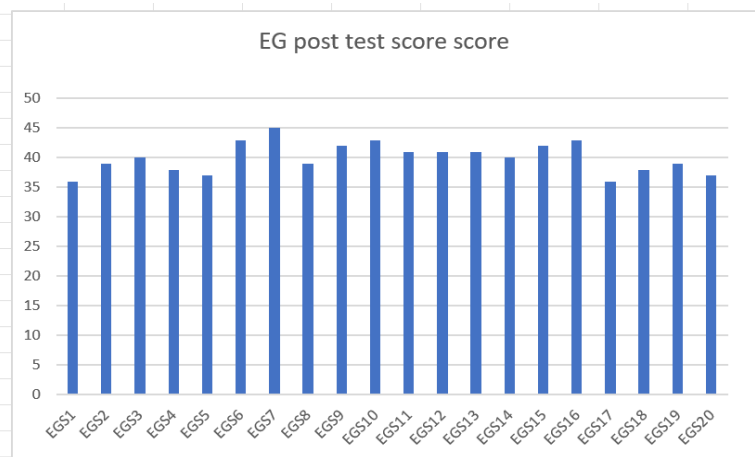
After the procedure of the treatment or experiment a post test was conducted. The difficulty level of the test and pattern of the question was same for pre and post-



## The results of the post-test are as follows-



20 participants of the control group attended the post-test and their results are mentioned in the chart. The mean of control group's score was 33.



20 participants of the experimental group attended the post-test and their results are mentioned in the chart. The mean of the post test of experimental group's participants was 39.85.

## Discussion

The results showed that the mean of the control group's pre-test was 23.3 and the mean of the control group's post-test was 33. There was growth of 9.7 marks. Whereas the results showed that the mean of the experimental group's pre-test was 23.15 and mean of the experimental group's post-test was 39.85. there was growth of 16.7 marks.

It can be said there was growth in both types of classrooms learning that is non flipped and flipped classroom. But the growth of the flipped classroom is definitely more (7marks/score) compared to non-flipped classroom.

## Conclusion

Thus, the present study has considered the issue of technology in improving reading comprehension skills among primary school children. Based on the results and data analysis, it is concluded that the flipped classroom has shown a positive effect on the reading comprehension of the Zilla Parishad Primary School students. This study is limited to primary-level school students. Therefore, there is scope to explore the effectiveness of Flipped Classroom on English reading comprehension at secondary and tertiary levels.

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# Education for Sustainable Development: A Social Cognitive Career Theoretical Approach in the Indian Higher Education Context

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## Abstract

Several research studies have examined how learners can become meaningful contributors towards the sustainable development of society as a whole. However, in the higher education context, owing to a general reluctance, the absence of practical knowledge, curricular recommendations, interest and other factors, the incorporation of Sustainable Development Goals (SDGs) framed by the United Nations remains unexplored and offers much potential for investigation, particularly in the English language classroom. This paper attempts to bridge this lacuna by documenting a qualitative case study to identify key parameters directing motivational aspects of the selected language teachers by foregrounding the Social Cognitive Career Theory (SSCT).

## Keywords

Education for Sustainable Development, Sustainable Development Goals, Social Cognitive Career Theory

## Introduction

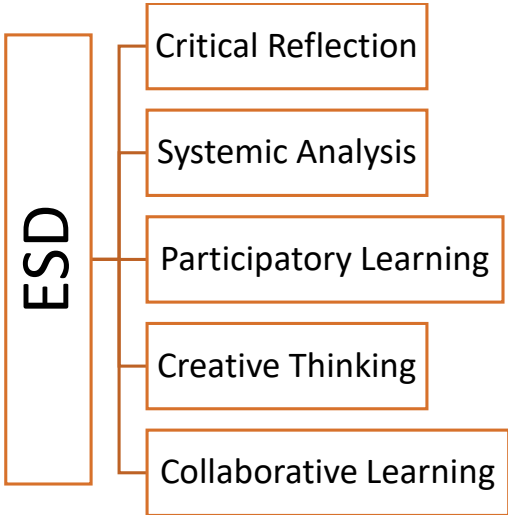
UNESCO highlights that the Education for Sustainable Development (ESD) involves the necessary skills, knowledge, values and attitudes that are required in citizens so that they can be responsible inhabitants of the planet in participating in and managing the vital challenges of the present including climate change, poverty eradication, establishing an equal society for all and anything that can make the future sustainable. This in turn requires a pedagogic approach that is participatory, something which motivates, equips and empowers learners creating behavioural transformations in acting towards sustainable development.

The Council of the European Union reiterates its significance as "ESD is essential for the achievement of a sustainable society and is therefore desirable at all levels of formal education and training, as well as in non-formal and informal learning" (2010). The Sustainable Development Education Panel Report, 1998 has elaborated that

ESD is about the learning needed to maintain and improve our quality of life and the quality of life of generations to come ... ESD enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future.

The 2030 Agenda for Sustainable Development, which includes 17 Sustainable Development Goals (SDGs), was introduced by the United Nations in 2015 to foster more cooperation, commitment, and ambition to achieve a win-win scenario for people, the planet, and prosperity. The SDGs are important stages in the progress of humanity. It presents another chance for education for sustainable development to equip students with the self-directed learning, critical thinking, problem-solving, and future-focused abilities necessary to make decisions, accept responsibility, and come up with solutions to achieve environmental integrity, economic viability, and social justice. With the pandemic setting back the march towards attaining the SDGs, educators need to sensitise and mobilise the idea in spaces that can create meaningful impact.

Although there is no "correct" methodology for sustainability education, there is general agreement that it calls for a change to active, participatory, and experiential learning techniques that engage students and significantly improve their comprehension, reasoning, and capacity for action (International Commission on the Futures of Education, 2021). The following pedagogical techniques can be incorporated into the classroom in the language teaching context towards achieving ESD.



Critical reflection can take a variety of forms, including the more conventional lecture as well as more contemporary ones like reflective accounts, learning diaries, and discussion groups. Systemic analysis, including project-based learning, simulation activities, and using the campus as a learning resource. Participatory learning, with a focus on group or peer

learning, creating discourse, experiential learning, action research/learning to act, and creating case studies with local community groups and businesses. Using role play, real-world inquiry, future visioning, problem-based learning, and creating space for emergence to think imaginatively about possible future situations. Collaborative learning includes work-based learning, interdisciplinary/multidisciplinary teamwork, contributions from guest speakers, and collaborative learning and co-inquiry (International Commission on the Futures of Education, 2021).

The language classroom is a site for the exchange of ideas through discussions and debates to develop not just the communicative skills of listening, speaking, reading and writing but also offers opportunities to blend 21st-century skills that can lead to sustainable development. The Commission also recommends that, for instance, topics related to SDGs can be given to students to work on for making mini-presentations, debates, group discussions, projects and other learning transactions, especially in higher education contexts where learners are perceived to be autonomous and self-directed in their efforts of acquiring knowledge. If teachers are motivated and start considering it part of their professional development too, as recommended by the SSCT, they can facilitate their learners' understanding of the SDGs effectively.

## **Theoretical Principles**

The study was based on the following theories that have rendered the necessary pedagogical framework for the study.

The Social Cognitive Career Theory (SCCT) is a theoretical framework (Lent, Brown, and Hackett, 2019) that focuses on the interaction between individuals, their environment, and their career development. It combines elements of cognitive psychology, social learning theory, and career development to explain how individuals make career choices and pursue their vocational interests.

### **Key Concepts of Social Cognitive Career Theory:**

1. **Self-efficacy:** Self-efficacy refers to an individual's belief in their capabilities to successfully perform tasks and achieve desired outcomes. In the context of career development, self-efficacy plays a crucial role in influencing career choices and persistence in the face of obstacles.
2. **Outcome expectations:** Outcome expectations are an individual's beliefs about the probable consequences of their actions and behaviours. In career development, individuals form outcome expectations about the potential rewards and costs associated with different career paths. These expectations can influence career choices and goal setting.

3. Interests: Interests represent an individual's preferences, likes, and dislikes related to different career options. SCCT proposes that interests are influenced by a combination of personal factors (e.g., personality, values) and environmental factors (e.g., socialization, exposure to different career opportunities).

4. Goals: Goals are the desired outcomes that individuals strive to achieve in their careers. SCCT emphasizes the importance of setting clear and specific goals that are congruent with one's interests, self-efficacy beliefs and outcome expectations. Goal setting can help individuals stay motivated and focused on their career path.

5. Environmental influences: SCCT recognizes the role of social and environmental factors in shaping an individual's career development. These influences include family, peers, teachers, mentors, and cultural norms. Observing and interacting with role models in specific careers can shape individuals' beliefs and choices.

6. Career choice and performance: SCCT proposes that career choice and performance are influenced by the interplay of self-efficacy, outcome expectations, interests, and environmental factors. Individuals are more likely to choose and persist in careers in which they have high self-efficacy, positive outcome expectations, and a strong interest.

7. Career development interventions: SCCT has practical implications for career counselling and interventions. By targeting self-efficacy, outcome expectations, and interests, career practitioners can help individuals make informed career decisions, set realistic goals, and develop strategies to overcome barriers and challenges. (Lent, Brown, and Hackett, 2019)

The Social Cognitive Career Theory provides a comprehensive framework for understanding the cognitive and social factors that influence career development and choice. It highlights the importance of personal agency, environmental factors, and self-beliefs in shaping individuals' career paths and outcomes.

## **Review of Literature**

Studies in this area have generally analysed the evaluation of course content within the larger curricular framework about the incorporation of SDGs. Moreover, the majority of the available research has also highlighted the need to strategically implement the course materials making them relevant to SDGs. A comprehensive framework and an interdisciplinary approach should be used when reorienting a curriculum in ESD, according to Biasutti et al (2017), who also noted the need to integrate sustainability themes to link students' learning objectives with the subject matter. If no help or training is given, this may be difficult. Studies also show how teachers felt reluctant and helpless in implementing SDGs in their language classrooms in addition to their routine tasks and exam responsibilities. An

overview of the challenges in implementing SDG-oriented language tasks includes the following factors:

- Unaware of policies for sustainable development
- Inadequate professional development in pertinent pedagogies
- ESD is seen negatively owing to individual values and beliefs
- unfavourable comments made by pupils

Corney, G (2006) revealed that language teachers were more concerned with their learners' personal development in language proficiency rather than introducing their learners to new concepts. Language is only perceived as a tool for reading and writing, however, many could not correlate sustainability as a core theme in their language tasks. Sustainability is generally perceived as a theme related to the environment due to a lack of awareness of the universal aims of SDGs. Findik et al (2021) reported that in the STEM (Science, Technology, Engineering and Mathematics) contexts, language teachers felt that as teachers in professional instructional roles, focus should be more on factual information rather than discussing social and ethical issues in the classroom. Eli, et al (2021) investigated and concluded that teachers found sustainability as a complex idea and the concept was interrelated with many other factors that were difficult to teach in the language classroom. They also said that their own experiences and knowledge about sustainable development were limited and had no time to explore such themes and were beyond their expertise. In addition to the absence of relevant training programmes, teachers were not adequately motivated to deploy such tasks in their language classrooms. Moreover, Summers, M et al conducted a study which revealed that the use of ESD impacted instructors' professionalism because of unfavourable student comments. Due to the remoteness of the themes related to sustainable development, teachers have reported challenges in gathering students' attention in their lessons (2005). Most students believed that their curriculum had nothing to do with sustainability. They did not place a high priority on ESD since they were under pressure to catch up with the curriculum (Hoang 2020).

A critical analysis of the literature shows that though many studies have been conducted on teacher attitudes towards ESD within curricular restraints, however, an application of SSCT is relatively new in this specific area of research.

## **Significance of the study**

The purpose of this study is to identify the key elements that motivate English language teachers to integrate the SDGs into their classrooms repurposing within the given curricula. The researcher identified the personal and environmental factors for a successful implementation of SDGs in English education by examining their efficacy throughout the

implementation. The findings can serve as predictors of the future orientations of ESD in language learning. The need for multi-disciplinarity in ESD, where language teachers do not just concentrate on language skills, may also be addressed from an SDG perspective. Classroom observations and semi-structured interviews generated data that provide evidence that teacher beliefs, achieving targets and curricular frameworks impact their decisions to inculcate SDGs in language-teaching practices. The findings of this study have implications for educators, policy-makers and researchers in integrating SDGs into their teaching practices, especially in the language classroom in higher education contexts.

## **Objectives**

To achieve the transformative learning objectives in the cognitive, socio-emotional, and behavioural domains of ESD, language teachers must involve students in a variety of activities, such as discussions, debates, and presentations on issues of the environment, the economy, and social justice. In this context, the specific objectives of this study include the following:

What are the experiences of English language educators who have included the SDGs in their curriculum?

What motivates English instructors to incorporate SDGs into their classroom tasks?

## **Hypothesis**

The study hypothesizes that language teachers' use of increased awareness in integrating the SDGs in their classroom tasks paves the way for achieving Education for ESD benefitting all stakeholders in the long run. By identifying personal and contextual factors situated in the SSCT, the study plans to predict the way forward for ESD.

## **Methodology**

Two research questions serve as the foundation for the current study: What are the English instructors' experiences with incorporating the SDGs into their classroom tasks? Secondly, why do English instructors choose to incorporate SDGs into their classroom tasks? An in-depth case study approach was chosen to investigate English to address the research issues. As this study aims to comprehend a specific issue of English teachers' self-efficacy in connection to adopting sustainable development in their teaching, a qualitative case study is applicable. Data was collected using classroom observations and semi-structured interviews with six English teachers. Social Cognitive Career Theory (SSCT) is a career-oriented theory to look into teachers' sense-making process in relation to their motivation, expectations, and teaching outcomes during their professional development. It can scaffold the interconnection between personal, social, and cultural elements influencing teachers'



decisions on ESD. This study uses SCCT as its theoretical framework to better understand how English teachers' motives and decisions to include SDGs in their teaching emerge and endure. Previous literature has suggested that there were a variety of variables contributing to teachers' hesitation in ESD. Based on the literature review and the SSCT framework, a set of interview questions was designed by the researcher which centred around goal attainment and expected outcomes. Three such interviews were conducted at frequent intervals of three months. Further down, the questions probed how the teachers mapped their learning objectives for vocabulary, reading, writing, and speaking with their interdisciplinary knowledge of sustainable development. They also included the general skills that could be learned in ESD, like critical thinking and problem-solving abilities.

## Data Collection and Analysis

The textbooks used in the language class consisted of theme-oriented topics like innovation, all energy, food and other topics which could be easily aligned with the SDGs. Classroom observations were done for 50-minute-long sessions wherein the researcher made physical maps of the settings, keywords of the teacher-student and student-student conversations, and other pertinent background data to describe the teachers' and students' behaviours during the classroom observations, to gather more evidence of the student's responses and their learning outcomes.

The vast amount of data was condensed and reduced into significant themes and subthemes based on the SCCT structures using a broad inductive technique. The findings were divided into three themes by the researcher to address the research questions - teachers' self-efficacy, level of personal commitment to the SDGs and steps taken to achieve SDGs in their language teaching. The following section briefly presents the common perceptions of teachers towards ESD.

## Findings and Interpretations

According to the SCCT hypothesis, this study found a link between teachers' self-efficacy and their level of personal commitment to the SDGs. Teachers who believe that sustainable development can be achieved by a holistic participatory pedagogy are more driven to integrate the SDGs into their classroom tasks. One participant stated:

*I come from a fish and rice-producing village. My mother instilled in me a sense of gratitude for Mother Nature's offerings. The village has since vanished. The fish ponds and rice fields were replaced by industries and structures. Modernization is unavoidable, but is it possible to achieve a balance between environmental conservation and economic growth? I'm hoping my students will consider that. That is, after all, their future. (Teacher 1)*

An effective vocabulary is necessary for good communication, and vocabulary acquisition is always regarded as the core component of language learning. Learning English can be difficult for learners who are learning it as a second language (ESL) if they lack a thorough understanding of when and how to use the right words, phrases, and actions. They frequently struggle with a lack of vocabulary to articulate their ideas, which deters them from being motivated to study. In this context, another teacher stated:

*It can be difficult to teach English to certain batches. Students said that studying vocabulary and spelling was tedious. I played speeches by Malala Yousafzai and Emma Watson to the class while I discussed gender equality [SDG#5]. Also, an extract from Freedom from Fear by Aung Suu Kyi. That was the first time I noticed them looking up dictionary definitions. We live in a patriarchal culture as well. We too experience social injustice in some way. Maybe they may relate to their helplessness and predicament. (Teacher 2)*

The above findings prove that teachers are more likely to continue with ESD in the future if they experience higher personal and professional fulfilment, which strengthens their hopes for the successful implementation of the SDGs in the English classroom.

## **Educational Implications and Conclusions**

Despite its limitations like a smaller sample, lack of quantitative data and focus on language classrooms, this study is novel and unique in that it uses the Social Cognitive Career Theory (SCCT) to examine how English teachers have integrated the SDGs into their lessons. It is a cutting-edge longitudinal study in the field of ESD to explore how teachers' self-efficacy changes when ESD is implemented in a language classroom. Additionally, it offers a comprehensive look at how English teachers' motives change in relation to their personal and environmental circumstances and explores the steps they take to achieve their teaching objectives. The results of this study can help organisations that offer professional development programmes, academic administration, and educators implement ESD efficiently.

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# Effectiveness of Creative Drama- based instruction for enhancing English Vocabulary of students at Primary Level

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## Abstract

This study aims to find out the effectiveness of Creative Drama for the enhancement of vocabulary in English of students at primary level. The vocabulary of students will be enhanced through the implementation of various activities in the Creative Drama. From the study of the cumulative scores of students in the Experimental and Control Groups using the mathematical method of Covariance Study, it became clear that the introduction of Creative Drama is effective in improving students' vocabulary in English at the primary level.

## Keywords

Effectiveness, Creative Drama, English Vocabulary, Primary Level

## Introduction

In language acquisition, vocabulary is the first and fundamental step. Sometimes, in an English classroom, the students may not find themselves at ease with their second language. Then, language acquisition can be made interactive and thrilling with the creation of suitable vocabulary exercises. Creative Drama is one among the many strategies to enhance the vocabulary of students. Creative Drama is an improvisational, non- exhibitional, process-centred form of drama in which participants are guided by a leader to image, reflect and enact upon human experience (Davis & Behm, 1978).

## Need and Significance of the Study

To learn any language, we need to have excellent knowledge of grammar and vocabulary. Moreover, vocabulary is one among the essential elements to express our thoughts effectively. English language teaching becomes complete when it gives significance to teaching of vocabulary along with other language elements. Insufficient vocabulary will affects students' understanding of English and their ability to express their ideas and emotions. Being the heart of language learning, the students need to enrich it from the very beginning of their language

learning. They may possess fluency and authority in their use of vocabulary too. Each student has her/his own strategies and methods to acquire vocabulary. However, in order to communicate with each other, they may use productive vocabulary at large. How can the students acquire all these skills is a prominent question. The answer is introduction of new teaching strategies in the classroom. Here lies the significance of implementation of novel strategies by the teacher for enhancing language learning in general and vocabulary learning in particular.

## Statement of the Problem

A rich vocabulary may improve all areas of language development including the fourfold skills. Language achievement is influenced, to a certain extent, by the child's growth of vocabulary in the school environment. Vocabulary enrichment forms the foundational requirement for children to reach high level of academic achievement. So, it is essential to introduce various interesting strategies in the classroom for effective teaching of vocabulary. Hence the present study is entitled as "Effectiveness of Creative Drama for enhancing English Vocabulary of students at Primary Level".

## Operational Definition of Key Terms

**Effectiveness:** The degree to which an action, when used in normal circumstances, achieves a desired effect (Cooper, 2008) is commonly known as effectiveness. In the present study, 'Effectiveness' is perceived in terms of enhancement of English vocabulary.

**Creative Drama:** It denotes theatre games and activities led by an experienced trainer for improving the social skills and achievement in academic disciplines. The present study uses Creative drama to explore creativity of students in learning English Vocabulary. Both students and teachers use body, voice, posture, expressions and other aspects of theatre as a tool/teaching aid in effective lesson transaction.

**English Vocabulary:** It refers to words in English. In the present study, it denotes the new words to be taught in the classroom.

**Primary Level:** It denotes students belonging to classes from 1 to 5. The investigator has chosen Standard V students for the present study.

## Objectives of the Study

1. To frame and implement Creative Drama based instruction for enhancing English Vocabulary of students at Primary Level.
2. To find out the effect of Creative Drama based instruction on enhancement of English Vocabulary of students at Primary Level.

## Methodology in Brief

Experimental substantiation was essential to determine the effect of the Creative Drama over the Activity Oriented Method in enhancing English Vocabulary of students at Primary Level. The research was thus carried out using experimental methods and the design chosen was non-equivalent community design pre-test post-test (Best & Kahn, 2004).

### Variables of the Study

The types of variables used in this study are independent variables and dependent variable.

### Independent Variable

Since the method of treatment is experimental, the independent variables selected in the study were:

- Instruction based on Creative Drama
- Activity Oriented Method.
- 

### Dependent Variable

The following is the dependent variable selected for the study:

- Enhancement of English vocabulary of students at Primary level.

## Sample

Four schools from the District of Pathanamthitta were selected for the experimental study. The experiment sample consisted of 320 Standard V students from eight classes of the 4 schools selected for the study (two classes from each school).

## Tools and Materials used for the study

1. Lesson Transcripts based on Creative Drama
2. Lesson Transcripts based on the Activity Oriented Method

## Statistical Techniques Employed for Analysis

The following statistical techniques were used for the analysis of the data:

1. Measures of Central Tendency (Mean, Median, Mode)

2. Measures of Dispersion (SD)
3. Skewness
4. Kurtosis
5. Tests of Significant Difference between Means (Independent Samples-'t' Test)
6. ANOVA (F test) ( ANOVA test is used to determine the influence that independent variables have on the dependent variable in a regression study. That is, it allows a comparison of more than two groups at the same time to determine the relationship that exists between them. It is applied when data needs to be experimental).
7. ANCOVA (F test). ( ANCOVA is used for analysis of quasi-experimental studies when the treatment groups are not randomly assigned and the researcher wishes to statistically equate the groups on one or more variables).

## **Procedure**

The study used the Creative Drama-based instruction to enhance the English Vocabulary of students at Primary Level. Students of V standard participated in the research. They were grouped into two classes. One class was treated as experimental group and the other, control group. The number of the subjects in the experimental group and the control group was equal; 160 students. The students had eight hours per week for learning English.

For teaching new vocabulary through Creative Drama, twelve lesson plans were prepared by the investigator. The new words were selected from the English Coursebooks of students. Four lessons were selected for implementing the Creative Drama as a method of instruction. From each lesson, ten new words were chosen to teach. Thus, 40 new words were the target of the teacher.

## **Warming up (Entry activity)**

Each lesson started with a warm-up activity. This part aims to prepare the students mentally and physically to receive and respond to the new session.

## **Drama Acting (Acting out)**

During this part, the students were asked to listen to the teacher who introduced the new words by narrating stories to them. The teacher acted out the story in the form of drama. Pictures, puppets, masks, toys and real objects(realìa) were used in the class.

## Practice session

Here, various situations with dramatic elements were introduced and the students were encouraged to play them in their small groups. During this activity, the students got chances to learn and practice the new words.

## Output (Production part)

Various simulated environments were created by the students during this part. They worked in groups. They made advertisements, puppets and poster displays. Lastly, in the evaluation part, they expressed their feelings about the drama process and talked about the topic of the lesson plan.

On the other hand, the students in the control group learned new words, but the teacher just gave the mother tongue equivalents of the words and showed relevant pictures. They just followed the book. They did not participate in any drama activities and story demonstration.

## Results

### Comparison of the pre-test scores on English vocabulary of students in Experimental and Control groups

Data and results of test of significance of the pre-test scores on English vocabulary of students in Experimental and Control groups

Group	N	Mean	SD	CR
Experimental	160	62.73185	11.04492	0.18
Control	160	63.07875	11.0733	

The CR indicates that there is no significant difference in the pre-test scores of students in the Experimental and Control groups. Hence the two groups are not significantly different in their enhancement of English vocabulary. So, it is concluded that the students in the two groups were of more or less the same capacity in their English vocabulary before the experiment.



## Comparison of the post-test scores on English vocabulary of students in Experimental and Control groups

Data and results of test of significance of the post-test scores on English vocabulary of students in Experimental and Control groups

Group	N	Mean	SD	CR
Experimental	160	96.775	8.852322	22.39
Control	160	72.95625	12.21727	

The CR indicates that it is extremely significant at 0.01 level. The mean of the Experimental group's score is greater than that of the Control group. Hence the Experimental group is found to be better than the Control group in the enhancement of English vocabulary.

## Comparison of the gain scores on English vocabulary of students in Experimental and Control groups

Data and results of test of significance of the gain scores on English vocabulary of students in Experimental and Control groups

Group	N	Mean	SD	CR
Experimental	160	36.9438	8.5869	27.23
Control	160	6.8875	8.35334	

The mean score of the Experimental group is greater than that of the Control group. The critical ratio is highly significant at 0.01 level. So, the Experimental group is assumed to be better than the Control group in the enhancement of English vocabulary.

## Comparison of effectiveness of Creative Drama-based instruction for enhancing English vocabulary of students at primary level over the Activity Oriented Method in Experimental and Control groups

Summary of Analysis of Variance of the pre-test(x) and post-test(y) scores on English vocabulary of students in Experimental and Control groups, taken separately

SOV	df	SSx	SSy	MSx(Vx)	MSy(V y)
AM	1.00	4.51	57539.6	4.51	56539.63
WG	318.00	38892.69	39956.6	122.30	135.65
Total	319.00	38897.20	97496.2	-	-

The F test applied to the pre-test scores and  $F_x$  falls short of relevance at level 0.05, it is clear that the value is not significantly different. The obtained  $F_y$  is significant at 0.01 level. Since the  $F_y$  fell beyond the significance level of 0.01, it may be considered that there was a significant difference between the two groups' y means.

Summary of Analysis of Covariance of the pre-test and post- test scores on English vocabulary of students in Experimental and Control groups

SOV	df	SSx	SSy	SSxy	SSy.x	MSy(Vy.x)	SDy.x
AM					58262.1		
	1.00	4.51	57539.6	-509.56	6	58262.16	7.98
WG				27744.4	20164.9		
	317.00	38892.69	39956.6	1	0	63.61	
Total				27234.8	78427.0		
	318.00	38897.20	97496.2	5	6		

It is evident from the large  $F_{y,x}$  ratio that after they have been corrected for the original discrepancy on  $x$ , the two final measures that depend on the Experimental and Control groups differ significantly.

## **Comparison of the adjusted post test scores on English vocabulary of students in Experimental and Control groups**

**Data for the adjusted means of the post-test scores on English vocabulary of students in Experimental and Control groups**

<b>Groups</b>	<b>N</b>	<b>M<sub>x</sub></b>	<b>M<sub>y</sub></b>	<b>M<sub>xy</sub></b>
Experimental	160.00	62.83	97.8	97.86
Control	160.00	63.07	71.0	70.87
Total	320.00	62.95	84.37	-

The significant difference between the adjusted  $y$  means indicates that the students of the Experimental and Control groups vary considerably in their enhancement of English vocabulary in the post-test. Thus, the results of post-test scores of the Experimental and Control group clearly show that the Experimental group is better in enhancing English vocabulary. Therefore, it can be perceived that the English vocabulary of students taught through Creative drama is stronger than that of students taught through the Activity Oriented Method.

### **Conclusion**

The study clearly signposts the need for implementing Creative Drama- based instruction for teaching new vocabulary to students. When the human experiences are being enacted in the classroom, the teachers tend to impart new and meaningful words to the students which makes their vocabulary comprehension easy. Such techniques will boost the confidence of both the teacher and students in using vocabulary in any given context without any inhibition.

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# Forensic Linguistics: Latitude and Limitations

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## Abstract

This paper deliberates on the various aspects of forensic linguistics which can be considered in legal proceedings- forensic phonetics, interpreting police-suspect interaction, verifying police reports and other inter-cultural and cross-cultural aspects pertaining to the speech act in a legal context. It focuses on the scope as well as limitations of forensic linguistics in tracing the crime. A close scrutiny of a specific area that of attributing authorship, in short messages service comes to a close by enquiring some existing contention and disagreement relating to forensic linguistics and also throwing some light on further potential if/any.

## Keywords

Forensic Linguistics and Forensic Science, Authorship detection and attribution, Phonetics, Voice identification, Testimony and cross-cultural differences, Limitations

## Introduction

Forensic Linguistics is the study of language and law in connection with crime. It is transpiring as a sub-discipline of forensic science. It can also be understood as an interdisciplinary field of applied linguistics or descriptive linguistics. It consists of the analysis, scrutiny and measurement of language in a contextual relationship with crime, disputes in law and the judicial procedures. It aims at combining language, crime and the law. For example, in the court room discourse analysis; the interpretation and translation, comprehension of legal documents, transparency in the police caution issued to the accused, also attributing authorship. Nevertheless, it can never compensate DNA testing for that matter with regard to accuracy, yet it proves to be helpful when combined with the expertise of applied linguists in disclosing the legal conundrum. To achieve the desirable results, informed use of forensic linguistics helps. It needs familiarity with the extensive usage and application of this branch of Linguistics as a social science. It takes into account the areas like phonetics and phonology, syntax, morphology, semantics, discourse analysis, pragmatics, psycholinguistics, neurolinguistics, sociolinguistics, dialectology, computational linguistics as

well as corpus linguistics. The forensic linguists basically apply their knowledge base and strategies to the language concerned with legal cases or proceedings. Additionally it focuses on the private disputes between parties which might result in legal action. Firstly this paper deals with the possible extent to which this area of linguistics can cater to. Subsequently, an overview is presented in areas where forensic linguistics plays a vital role. It includes voice identification, also known as forensic phonetics, analyzing police-accused interaction; police report verification as well as cross-cultural dimension in varied speech pattern. Lastly, some existing issues regarding the further development in the area of forensic linguistics will be discussed.

## **Problem Statement**

It focuses on the possibilities as well as impediments to Forensic linguistics in tracking down the offence.

## **Methodology**

A qualitative research methodology has been adopted for creating a thorough and detailed description of my observation, which offers contextualization and interpretation of the data gathered.

## **Is this Science?**

The fundamental difference between forensic and non-forensic methods in linguistics is the systematic and technical approach. Here, the systematic and a more scientific method looks for “hypothesis testing and a litigation-independent testing of the method for its accuracy.”(Betz, 94) In this case, these examinations are conducted with complete control of amount of data, sources of the data obtained and analysis based objectivity. Restrictions in applying linguistic expertise relating to law are due to variations in degrees of acceptability in the court room. Also variations in degrees of reliability relating to shortcomings such as the brevity of documents, small data samples, regular characteristics and attributes of language, like generic features of the accused and the dynamism in language, due to which constant change takes place in this regard. The standard value of evidence connected to this field also largely relies on the expertise of the individual linguist associated with the case assigned. In different countries, courts function differently. In many, the court allows forensic evidence to have various criteria. Pertaining to individual fingerprint, there is a query to look into whether a linguistic alternative exists. It certainly gives an impression of an attractive idea connected to forensic linguistics to receive the status of being ‘science’. As the claim goes, each human individual has a specific way of using any language and such variation can be observed easily and securely like in the case of a fingerprint. But actually, it sounds to be

a farfetched idea to collate a set of markers which would mark each particular writer/speaker to be unique. Hence, the idea behind 'Linguistic impression' or fingerprint seems to be not practicable and there is hardly any evidence to support it. So, it is fruitful to highlight on the specific individual style of a person, as identified in a collection of known and suspected texts within the framework of an investigation.

## **Forensic Linguistics and its Application**

### **Forensic Phonetics**

It is the application of the knowledge, theories and methods of general phonetics to practical tasks that arise out of a context of police work or the presentation of evidence in court, as well as the development of new, specifically forensic-phonetic knowledge, theories and methods. It is also known as voice identification. These techniques are applied in analyzing the voice as done in criminal investigation. This consists of technicalities in voice comparison, voice recognition, speech signal enhancement, transcription of spoken language and the authentication of recordings. Phoneticians in this area administer speaker identifications, figure out disputed content recordings and convert spoken texts. Also, they are engaged in establishing voice line-ups or parades in which ear witnesses are enquired to partake so as to identify a suspect. The specific queries taking place in this connection are usually related to confirming the voice of the "person concerned" in a case. Another type includes queries based upon samples of comparing accent/ dialect, the specific phone or sound. For example: Is the pronunciation of phonemes similar across the known and questioned voices? Voice identification needs to be done without delaying and also with utmost care. Forensic record includes spoken texts in the form of interviews, oral statements, or interrogations which need to be translated into written form, which also may cause problem as some chunk of information might get lost or it might be inaccurate too due to various factors. For instance, it may be due to lack of context-based information or non-verbal features. Also, written discourse varies from the spoken form to a larger extent as the latter is more context-dependent.

Coulthard has mentioned a very appropriate example in his book, "A ,man accused of manufacturing the drug ecstasy was misheard by the police transcriber as 'hallucinogenic'. The transcriber heard "but if it's as you say, it's hallucinogenic, it's in the Sigma catalogue". Actual utterance was "but if it's , as you say, it's German, it's in the sigma catalogue." (2007 162-63) Another disputed utterance was between a police and an accused, one of the issues of their discourse was a third man known as "Ernie." The poor signal of the recording made it sound like "Ronnie". The surveillance tape presented acoustic problems: an intrusive electronic-sounding crackle, the sound of the car engine, the playing of the car radio, the

movement of the target vehicle, and the intrusive noise all coincided with the first syllable of the disputed name, as cited in Olsson. (2008)

## Language and the Power Structure

In the year 1966, the Supreme court in *Miranda v. Alabama* in the USA, set forth the requirement that prior to the arrest or interrogation of a suspect in a crime, s/he must be intimated about their right to remain silent, the right to legal counsel as well as the provision for them to be informed about that anything they utter can be used against them in the court of law. The application of this requirement is highly suggestive of an idea that speech act performed by the police may lead to ‘consensual’ nature of searches that questioning can be understood as coercive. Also, the relationship between the authority and the accused is asymmetric. A very appropriate example can be cited from Solan and Tiersma (2005, 35), which indicates that the semantic level cannot be interpreted as directives:

Does the trunk open?

You don’t mind if we look in your trunk, do you?

Why don’t you put your hands behind your back, all right?

The level of coerciveness increases in ‘requests’ such as:

Would you mind if I took a look around here?

Well, then, you don’t mind if I look around in the car, do you, or would you?

The police mostly go without the authority to vouchsafe such as “We will go easy on you if you confess,” yet this is implied in their approach to comply. In this connection, Solan and Tiersma (2005, 38) have pointed out, that people who are stopped by the police tend to interpret ostensible requests as commands or orders, yet, in contrast, their own indirect wishes to get a lawyer often go unnoticed. This problem is again aggravated due to issues relating to the intelligibility of the Miranda warning and other police language for many accused, including defendants who may be less literate speaking some other language, or might be too young or intellectually disabled to understand their rights to remain patient and seek legal advice. In any matter, the lopsided and off-balanced nature of the relationship between the authority figures (police) and the suspect-who may be disadvantageous in many ways-as a result of a text (in the form of a record of interview, video or audio recording or written statement) which sounds to be negotiable as compared to the statements made in a less threatening environment. This further leads to the culmination that though there is a requirement of context dependence in interpreting of speech acts, the court may also depend upon the inferences without any context to reach to a decision.



## Testimony and the cross cultural and linguistic variances

Sociolinguists study the variations in dialects of a particular language and also across cultures and languages. This aspect of linguistics is hardly considered in terms of law enforcement where passing crucial judgment is the primary concern relating to someone's guilt or innocence. Eades (2008) has examined the social consequences of court room talk through detailed investigation of the cross examination of three Australian Aboriginal boys in the case against six police officers charged with their abduction. In her study of Australian courtroom discourse, she discovered that 'yes/no' questions are not considered coercive in Australian Aboriginal interactions, but rather are understood as an invitation to explain or elaborate. Further, these are considered as open-ended. Additionally, the cultural differences in non-verbal cues also become a determining factor in passing judgments in the courtroom. Short pauses or long silences have different connotations in different countries.

Tag questions may also create misunderstanding in the interpretation of testimony. For instance, negative tag questions in English Grammar actually look for an answer in negation, whereas in many other languages mostly Asian and Spanish, either of the possibility is accepted. For example, "You took the Legal Lexicon, didn't you?". Another landmark trial of O. J. Simpson has a lot to offer in connection with interpreting the auxiliaries in the testimony of Rosa Lopez. The interpretation is more pressing in case of the cross-examination in Spanish than English. An innocent person might be found guilty and vice versa because of the cross cultural variations in syntax, semantics or paralinguistic features.

## Divergence and Variation in Police Reports

While looking for the accuracy of police reports and the alleged statements, one must scrutinize the association between the documents and the incidence it intends to report. Such as- the time frame, taking up of the notes of the specific event, the legitimacy of the chronology stated in reiterating the events are to be verified minutely. To avoid any kind of discrepancy between the police report and the oral discourse, videotaping is what is suggested. This idea is also not widely accepted except for a few cases. Solan and Tiersma (2005) have recorded that video taping has been the law for many years in the UK and Australia, yet in the US it is required specifically in a few states. Police officers usually refer to "police speak" (Anna-Betz, 97) which is more comprehensible and feasible for detection. It offers concrete set phrases, impersonal style, brevity and conciseness with regard to time, place and sequence.

## Authorship attribution

Authorship attribution refers to the science of drawing the attributes of the author from characteristics of the specific documents produced by that same individual. Here, the primary task is to ascertain who said or mentioned something which would be used as evidence. Attribution is enabled by assessing the word length average, average number of syllables per word, article/determiner, punctuation, syntactic boundaries and quantifying unique words in a text, all accord to solving the issue. Chaski (1997,2001) and Kredens(2000) highlight the priority to take the relative frequency of various syntactic markers into consideration.

## Forensic text

Forensic text types include any variety text ranging from a written document or an audio or video recording, which mostly is the subject of police investigation or of criminal procedure. The linguist involved in the process of investigation is usually called upon to make an analysis of various documents of different types. The text type can be emergency calls, ransom demands or other threats or hate mail aiming at abusing others. In such circumstance the authenticity or fraudulence related to the call has to be decided to find out or get rid of imposture or deception. Similar variation appertains to suicide notes or such letters. And the last sentence, might explicate the idea of guilt or innocence of a convict if at all a death row inmate thinks of uttering their last words:

I have nothing to say. I am apologetic about what I have done and that's all.

Death row statements directly or indirectly may corroborate commission of a criminal activity or deny it, having highlighted the innocence. They may also discredit witnesses as disreputable or disparage law enforcement as corrupt.

## Text Message Analysis

Text messages can be analysed for attributing authorship in criminal cases where the culprit is alleged of sending text messages from the victim's cell phone, personating to have been texted by the victim. In this connection, the forensic linguist tries to look for the stylistic device used redundantly. Statistical analysis, relying upon the specialized database of numerous text messages, might help in this regard. The fundamental question is how to ascertain the juncture where a style change within the texts is apparent which is also called as the cutoff point. It should include a compiled sociolinguistic profile of the author with regard to age, gender, origin, socio-economic background, education as well as profession. It also becomes pertinent to establish a connection with the message at hand by means of cohesion and coherence to find out the sequence by which the messages were sent. The

dialectal features might be consistent or inconsistent, for instance, the use of personal pronoun (me/myself). Crucial stylistic features might include formation of clusters of words like 'wan2go' and their average length as well as characteristics like phrases, clauses or words. Length of the text as well as average word length, punctuation, spacing etc. play a vital role. Individual words can also be considered and the various ways of writing the phrases may also be taken into account. Other features like alternative lexical choices, morphological, alphanumeric, orthographic or phonic reduction etc. also become quite pertinent at this position. For instance:

R u goin? B4 c rchs

There is another agenda that any individual person's style of writing might not always be consistent and there is every possibility of a change in the same. There are various circumstances due to which this change may take place, like text type or sender and receiver relationship. Also in small and large samples, one cannot deny the changing linguistic feature. Olsson has stated that mobile phone texts often use mixed styles. (2009, 57), On various occasions, a complete linguistic analysis of the SMS messages sent from a victim's phone have led to the capture of the culprit due to specific, unique and distinctive features, like spacing, non contracted form of positive verbs, or inconsistencies in texting style as referred by Amos. (2008) there are differences in author variation, within and across the text. The former is called as the intra-author variation and the latter- inter-author variation. Intra-author variation is about the ways showcasing one author's texts differing from each other. It is inclusive of variation in vocabulary, genre, text type and so on. One must also consider various factors like time lapse between discourses, probable disguise, changing personal circumstances, cultural divergence influencing the texting language and so on. Inter-author variation refers to the ways in which different authors vary from each other due to a wide ranging social background, educational background, geographical location, variations in occupation, etc. Another problem detected is the short text stability issue, wherein one usually finds high intra-author variation and low inter-author variation if the texts fall into the same category.

## **A systematic and methodical way of Authorship Detection**

Focusing on linguistic characteristics, the accuracy relating to authorship falls somewhere between 72% and 95 % as per the empirical data. Chaski has presented a computational method showcasing 95% accuracy and for that reason, it is being successfully employed in case of investigation and adjudication of several crimes involving digital evidence. In case of Cyber crime investigations, it becomes crucial to assess the whole framework ranging from homicide to that of theft and other crimes relating to fraud. In such

cases relating to cyber crime, evidence can be collected using various methods like- biometric analysis of the user, qualitative analysis of peculiar trait and distinctive features in the language in intervention and familiar documents, quantitative and computational stylometric analysis. If the accuracy rate is higher, naturally it is better. Further, queries relating to the similarity index of the disputed data belonging to another suspect, have to be answered too. A method has been developed by Chaski and Chemylinski (2005) for the decomposition of the data into smaller chunks, so that a larger set of variables can be used for the discriminating analysis. Chaski and Chemylinski (2005) have got similar results by using these variables with logistic regression, that is a segment of a category of statistical model called generalized linear model. Logistic regression usually permits one to assume a discrete output, such as a group membership, from a set of variables that may be continuous, discrete, and dichotomous or a mix of any of these. Stamatatos (2009) has presented the recent advances of the automated approaches to attributing authorship, evaluating their attributes for both text representation and text classification. The focus is primarily on computational requirements and settings than on literary or linguistic issues. He has also thrown light on evaluation methodologies and criteria for authorship attribution studies.

Talking about the SMS authorship attribution, in this era of increasing the number of digital evidence available on cell phones, it becomes quite crucial to detect SMS or text authors in criminal cases. In this connection, Mohan, Baggili and Rogers (2010) have proposed a model called 'N-grams' based approach for finalizing the authorship of text messages. This method is about showing impressive results in identification of authors. Usually, SMS messages are quite brief and hence lack various syntactic features, so during the forensic analysis of these messages, there is a requirement for high processing speed as it might be relating to someone's life risk too. An N-gram approach for such SMS corpus appears to search the application under such conditions and is believed to predict the author with an accuracy of approximately 65 to 72% in case of smaller number of SMS message samples and a larger number of the size of the authors.

### **Limitations:**

Nevertheless, there are many controversies relating to speaker identification, testimony, reputability of statements and establishing guilt or innocence with regard to Forensic Linguistic.

Hollien (2001) disagrees with the idea of a 'scientific community' on the degree of accuracy with the help of which usually examiners are expected to identify speakers under various conditions. Vocal disguises can be difficult for the examiner, here the investigator

needs to appeal the court order that she/he should provide such a sample with repetition of phrases of the questioned call, in a quite natural conversational style and that has to be provided at least three times and to the satisfaction of the investigator in a legitimate manner. However, there is no universal standard for the exact number of words meant for identification sometimes 10 for a few agencies and also 20 for the rest. Hollien has added that spectrographic voice identification undertakes that intra-speaker variability is distinguishable from inter-speaker variability. But that argument is not sufficiently proved by any systematic theory or data as such. Opinions related to actual error rates are based on various professional judgements and experimental results rather than from objective data representative of results in forensic applications.

Matter relating to testimony is also not free from controversies. Cases relating to verbatim or second hand verbal material may give rise to such situation as explained in Solan and Tiersma(2005: 98) e.g. 'I am not very sure but I can say he said he did it.' Such statements cannot be considered as reliable, as human memory lacks the capacity to retain the exact words even after few moments of listening, so a complete reproduction after a certain period of time is not realistic. Even if it is produced, there is every possibility it may not include the paralinguistic and the pragmatic features. 'Scientific' criteria for court admissibility of testimony still cause a problem as those would differ from country to country and from state to state. Also there is no such required qualification defined to become a forensic expert.

The truthfulness of a spoken or written testimony is also another dimension of challenges involved in forensic linguistics. It is mostly determined by the consciousness level of the defendants feeling challenged and the time lapse between the verbatim uttered and reproduced. The question is quite pertinent as to how long one can actually remember what is said by someone else-word for word. In this connection Clifford and Scott (1978) have stated, "the upper limit for short- term memory is 7-9 items, beyond which meaning may be retained but not the actual wording." An average person's recalling level is somewhere between 30 and 40% after a few seconds. In addition, the usage of generic language or an unsuitable register when a specific jargon is normally used, creates a scope of doubt for the linguists involved, about the authenticity of a given statement.

Authentic sample material is a big time agenda to make a reliable identification. In this context Tiersma has pointed out, "Research is ongoing and the availability of large corpora of speech and writing samples suggests that the field may advance in the future." So the attribution method needs to be robust and practicable to a limited amount of short texts. Still several questions need to be answered pertaining to authorship attribution. Sanderson

and Guenter (2006) and Hirts and Feguina (2007) have indicated that it has not yet been possible to define a text-length threshold for reliable authorship attribution.

## Conclusion

This paper has investigated and offered an overview of the interdisciplinary field of Forensic Linguistics and also emphasized on some of the application parts like pragmatic analysis and various scientific methods of authorship attribution and law enforcement. The complexities and critical features of linguistics are elaborately discussed. The linguist might be convinced about the innocence of the defendant, but s/he has to restrict their view in connection with the degree of probability. Impartiality is another major onus, the linguist must bear. The practices of voice identification and authorship attribution have not yet been found to be that much reliable like DNA tests or finger print tests. At most, linguistic expertise facilitates elimination of a suspect as the perpetrator, but is not in a position to identify one with certainty (cf. Solan and Tiersma, 2005: 242). Of course, with the technological advancements, the experts can examine the documents and voice recordings in a more reliable manner. Yet, the area of forensic linguistics has not yet been fully recognized in terms of legitimacy and legality.

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# ‘Coming Home’: An Immersive Reading Experience

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## **Abstract**

The article gives a glimpse of learning opportunities and experiences that educators can create when they collaborate and facilitate safe spaces in an immersive Reading Journey with children. This work was taken up during Covid when social spaces for conversation were negligible. The reading of ‘Coming Home’ written by Priti David and published by Karadi Tales (based on story from PARI) led to a lot of reflection as children looked at life in rural India with joy and wonder, curiosity and empathy.

The 12 sessions were held online, each around 2 hours. The facilitators looked at a multidisciplinary approach where children could engage via different modes of expression – be it engaging with soil, or making a jowar roti or millet dishes, meeting with craftspeople, understanding aspects of financial literacy, having conversations with migrants, or dabbling in art and poetry. The facilitators and the teachers worked closely rejoicing in the participation by children and reviewing it when it did not work. Videos and film clips were fodder for conversation too.

The teachers observed that collaborative practices worked very well and handling a diverse multilevel group was possible. From the children's sharing and questions, art and free expression, the teachers noticed that children were able to make connections in the world around them. They did so with a lot of empathy, curiosity and wonder.



## Keywords

Immersive Reading, Multidisciplinary, Multilevel Learning Groups, Socio emotional learning, Technology as enabler, Home as a Resource

## Introduction

What happens when two empathetic educators approach the Principal of a school to permit them to immerse children in reading a book over the entire COVID period? How does the collaboration between teachers and Principal of a school create space for a profound and unique learning journey? To find out answers to these questions read on.

It all began in the month of February of 2021 when Jayshree Murali an educator and library educator, Smitha Nair an educator and storyteller, Deepika Lakhera a teacher from DWPS Tumkur Road and Vidhya Nagraj, the Principal of DWPS, Tumkur Road huddled together to plan a never before innovative reading journey for the students at her school. Let us not linger here, come let us speak to the collaborators themselves.

**Nivedita: Jayshree, what is PARI and why did you select the story ‘Coming Home’ for the Immersive Experience of Reading?**

**Jayshree:** ‘PARI’ is an acronym for People’s Archive of Rural India. In just those four letters ‘PARI’ opens up the mosaic of plural identities, ground realities and exposes the struggles of rural India. PARI in collaboration with Karadi Tales has brought out a wonderful series of books. Each of the books touches the reader’s heart and offers hope and courage, resilience, and empathy in the backdrop of rural India. Curiosity and wonder, friendships, imagination, and dreams for a better future run through the book. ‘Coming Home’ from the ‘PARI’ series is written by Priti David and published by Karadi Tales in Partnership with ‘PARI’. It is a story about migration and home, seen from the eyes of 11-year-old Selva.

**Nivedita: Jayshree how did the idea of reading the book ‘Coming Home’ in a school over 6 months of COVID occur to you? And how did you collaborate?**

**Jayshree:** When Karadi Tales invited me and a few other educators to a deliberation on how the PARI books could be taken to schools, it opened a window of immense possibilities. India with its multiple realities is a complex melting pot and in our limited day to day transactions, we shy away from groups with whom we are not familiar. When I read each of the PARI books, as an Educator, I wished I had such books in my reading journey in childhood. PARI opens up a diverse world view for all, teacher included. Each of these books gives agency to the children and treats them with dignity. The scope for socio-emotional learning is immense

too. As I was looking out to collaborate with fellow Educators with empathy and passion, in came my Reading Co-Host, Smitha Nair. We then approached Delhi World Public School, Tumkur Road Bengaluru who were open to bringing innovative approaches to learning and whose vision matched ours.

**Nivedita: Vidhya, how does your school organize learning experiences for the children in alignment with the school vision & mission?**

**Vidhya:** At the beginning of the year, each department plans the various teaching-learning experiences that it would like to implement in the academic year. There is a conscious effort to design, plan and execute all the scholastic and co-scholastic programs in alignment with the school vision and mission. The school uses story-based pedagogy and art across all subjects. Each year the school takes up reading programs and projects that integrate multi-discipline and art with the objective of making the students connect the subjects rather than study in isolation.

The book, 'Coming Home' enabled the students to experience learning beyond the prescribed text. It provided an opportunity for children studying in urban schools to get a closer look at rural India and life. The immersive reading program was designed as an experiential reading to help children discover layers to reading.

**Nivedita: Jayshree and Smitha, of the Five Books in the PARI series - Why did you choose 'Coming Home?'**

**Jayshree:** 'Coming Home' seemed to be just the right beginning to bring to the children the richness of rural life with its traditions, knowledge and celebrations. It also exposed the harsh reality of young people dropping out of school to bail out families with farm loans. The book offered a huge scope to think critically, creatively, collaborate and engage in hands-on learning. The focus on environment was seamlessly woven in. And most importantly it brought in empathy and hope that if we all worked together the children's dreams for a better future could be made possible.

**Smitha:** We wanted to offer children safe spaces for engagement, (especially during the traumatic times of COVID) that are non-competitive, a space to voice their ideas, bring in lived experiences, debate and discuss, disagree but not be disagreeable and find joy in working with hands: independently and together. 'Coming Home' gave the children an opportunity to look at the diversity of the country be it geographical, socio-economic, linguistic, gender etc., garner multiple perspectives, build appreciation for skills/labour, and value the contribution of the community.

**Nivedita: Deepika how did you look at each chapter?**

**Deepika:** We looked at the possibilities for engaging the students with multi-disciplinary approach and kept the core learning towards empathy and reflection. Since this was a Multilevel Reading Group (Grades 5 to 9) activities were structured accordingly.

**Nivedita: Smitha and Jayshree, what was the structure of each session?**

**Jayshree:** We facilitated 12 sessions of 2-hours each, on a weekly interaction basis with the children.

The sessions involved read aloud by facilitators and children, conversations that led to making connections with self, text/s, and the world at large, thinking routines that spurred critical thinking, collaborative exercises that nurtured team spirit, hands-on activities that encouraged creativity both during the session and at home. The debriefing sessions with teachers kept us in alignment with the learner needs and course content whenever needed.

**Nivedita: Jayshree and Smitha, how did you make the reading interactive and interesting? What is the core of Immersive Reading?**

**Smitha:** We used many collaborative practices, bringing in resource people, teachers, students and Reading Hosts across India through technology. But the best move was the collaboration with the teachers.

During the book reading, the students had the opportunity to meet people from various walks of life such as artisans who work on Lambadi embroidery, sculptors, migrant labourers, farmers and the author herself. This gave them an exposure to the wider world.

One such interaction with Ms. Nirmala, who runs a women's group for Lambadi craftspeople, created an impact on students and helped connect the story with real-life situations. When the children learnt that embroidery skills had a market and it helped rural artisans earn a livelihood, their understanding and respect for artisans and crafts people became evident. It also helped them connect it with their Social Science topic on 'Gender and Financial Empowerment.'

**Nivedita: Vidhya, I wonder whether a simple book reading can achieve a mindset change in children, you must have done something more. Vidhya what are the highlights of the educator's reading strategies that created the sweeping wind change?**

**Vidhya :** I have never seen a book reading explore a whole range of multi-disciplinary aspects which kept this multi-grade cohort of students engaged and thinking. Some of these activities

were: learning about soil, growing microgreens, seed collecting, bird watching, designing eco-friendly decorations and learning about growing organic crops from the farmer educator! We also did creative writing, scientific exploration, poster making, art integration, and stitching – Lambadi Embroidery! It was heart-warming to see the boys take up needle and thread.

**Nivedita: Jayshree and Smitha I understand that this engagement took place in the online mode. How was it possible to garner resources when the children were confined to their homes?**

**Jayshree:** We used the HOME AS A RESOURCE: The home became a talking point too. Learning became real, relevant and relatable to the children as they brought their kitchen, the eco-friendly brick walls, the garden from their homes, all of which became an extended part of the classroom. A student ran into the kitchen and eagerly brought the millets to show the class, some shared eco-friendly designs and celebrations of festivals, some brought in handcrafted grandma’s mats and quilts, the children shared their homes with pride.

Immersive reading works at many levels best being the collaboration between teachers and facilitators. We share here the views of the teacher in charge of the program and other teachers.

**Nivedita: Deepika, what effect do you think such an engagement with artisans and workers had on the children?**

**Deepika:** The discussions during the Reading Program worked as cues to understand the students’ thoughts and emotions towards people from under-resourced background and the challenges of migrants. The discussion on migrant labour, triggered one of the grade VII students to engage with his vendor who delivered eggs to his house. He got to understand the challenges, and this left him wondering what solutions could emerge for such a problem. It was observed that in the reading sessions students stepped into the character’s situation, allowing them to visualize their life. Had it not been for this reading experience the children would have probably been deprived of interaction with other sections of society.

**Teacher Speak: Participating Teachers of DWPS-Deepika Lakhera, Ananya Bhattacharya, Soma Chakraborty and Basavaraj Achar**

During debriefing sessions, two questions flashed in our minds:

- i) How can we make reading sessions different and interesting for students?
- ii) What difference can we make as an educator?

Along with the reading, we focused on extension activities based on student experiences. The students brought in multiple perspectives, experiences in the classroom and as teachers we observed that we cannot work with an approach that ‘one size fits all.’

There is a popular saying that “Two heads are always better than one”. The group discussions, brainstorming helped students to listen and engage with one another. We noticed that students who had learning difficulties began to show improvement in reading, writing and began to express their ideas while interacting with the diverse group. For example: a student of grade 6 mentioned, “in their village the migrant labourers are treated badly and because of the financial illiteracy their salaries are spent on paying loans.” Such perspectives that emerged from these discussions enabled students to connect newly acquired knowledge from the book with their prior knowledge and look at real world problems with concern.

For example – The students discussed about disasters and natural calamities in the story. They spoke of strategies to prevent/minimize the loss of life and made posters to create awareness of the same. Learning and working together with multi-level classes made students dig deeper, explore each other’s ideas and fill in the gaps while learning collaboratively. A student of grade 6 very beautifully explained rural life and challenges using the thinking routine - **SEE /THINK /WONDER**. He mentioned the village life is very simple and relaxing yet challenging, wherein people have to walk long distances. There was a lot for him to think and wonder about rural life, “Why are resources very limited in the rural areas? Why do people migrate to the city for their livelihoods?”

The benefits of collaborative learning could fulfil the purpose of providing students the pedagogical framework shown below:



PEDAGOGICAL FRAMEWORK OF AN IMMERSIVE READ ALOUD

**Student Voices:** In one of the sessions related to challenges and illiteracy among farmers, a student from Grade 7 raised a question: “If farmers get higher education will they stop growing crops and if they stop growing crops how will we get food?”

**Students’ Activities:** Asking Questions/ Interview skills/ Podcast/ Speaking/ Joyful Reading / Creative Writing / Craft/ Art/ Listening with empathy and understanding/ Self-Confidence/Teamwork

**Nivedita: Vidhya, as Principal what were the memorable moments in the journey of Immersive Reading?**

This was the first time the school took up a reading program of this magnitude. It was a learning experience not just for the students but also for the teachers who were part of the Reading Circle. The school has always tried to nurture young readers; the immersive reading program helped the students to discover the joy of reading a book. I am certain that ‘Coming Home’ has found a place in the heart and mind of the teachers and students. Coming Home was a journey for each of us involved in the Reading Experience. This journey would have been incomplete without Author Priti David who was always there as a springboard and generously gave her time and experience and shared valuable resources.

**Nivedita: Vidhya how do we make the reading program sustainable and scalable?**

**Vidhya:** It begins with the school fraternity of Principals and Teachers. Each summer the teachers read one book and the book that is read is taken up for discussion through the course of the academic year. Teachers have also had sessions on how to do book reading, poetry and storytelling. These sessions have equipped the teachers with the skillset to plan activities such as literary week, authors week, poetry writing.

‘Coming Home,’ was taken up during Covid, the following year, Grade V students took up, ‘A Big Splash,’ from the PARI series and Grades VI to X took up ‘8563 One Story Four Endings’ by Soumitra Ranade and this year the school has introduced picture books in kindergarten and taken up three books from the PARI series for Grades V to IX.

**Jayshree:** We believe robust library programs can do this. Reading for enjoyment and reading with enjoyment both for the children and the teachers is key. Libraries with their inclusive and democratic nature offers spaces for engagement for the reader/non-reader

alike and the community at large. We need thriving living libraries that offer spaces for conversation and engagement with children.

**Smitha:** For a sustained and scalable reading engagement, the reading programmes at school should offer 'Out of Classroom Experiences' that take the child out of regular classroom set-up of rote-learning and provide them opportunities that will involve them in reading related extended activities at home as well. The continuum of the programme is what we envisioned for the school in the years to come. It is evident from the Principal's response above that sustainability and continuity are essential cornerstones for the scalability of the reading programme. This reading programme complemented the cross-curricular experiences among children sparking curiosity, providing safe space for children to talk without fear, judgement or concerns about failing to express aptly or present alternate perspectives.

Interviewed by: Nivedita Bedadur an academician, storyteller and a resource person who has worked as a teacher educator at Azim Premji, University, Bangalore.

Teacher- Deepika Lakhera, Teacher DWPS [lakheradipikag@gmail.com](mailto:lakheradipikag@gmail.com)

Educators & Reading Hosts: Jayshree Murali & Smitha Nair (who may be reached on [jayshree.murali@gmail.com](mailto:jayshree.murali@gmail.com) and [smitha.n.anu@gmail.com](mailto:smitha.n.anu@gmail.com)) with inputs from Ms Vidhya Nagraj, Principal, DWPS School.

\*Links to Podcast

This is the you Tube link that is comprehensive. It captures the entire program.

(Student, Teachers' , Resource Persons, Principal, Parents, Author/Guest Interactions)

<https://www.youtube.com/watch?v=mqKvwQOq0-o>

Podcast link for conversation with Major Gorki: <https://anchor.fm/.../Coming-Home-with-Major-Gorki...>

# Using Morphology as the Natural Content for Teaching Vocabulary- A Classroom Practice

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## Abstract

The purpose of this paper is to explore how Morphology can be used to teach vocabulary in an EFL/ESL classroom. Language teaching and learning has always used content or subject matter from other disciplines. This paper claims that using morphology as the content to teach vocabulary accelerates learners' L2 vocabulary acquisition and morphological awareness helps learners to understand new vocabulary. It argues that Morphology provides a natural context for teaching and learning vocabulary since it deals with the words. The paper demonstrates how learners' English language competence can be enhanced by developing their morphological competence through morphology based classroom activities and tasks. This paper provides a sample lesson which illustrates how Morphology is used to teach vocabulary building techniques effectively in an EFL or ESL Classroom.

## Keywords

Morphology, Natural content, Vocabulary learning

## Introduction

Language plays a significant role in the process of academic learning because the learners' success depends on their language competency. Since vocabulary carries the ideas and message, it plays a central role in language. However, learning vocabulary is a tedious job. Furthermore, it is impossible to teach and learn all the necessary words formally in a classroom. Therefore, it is imperative to teach learners vocabulary learning techniques. This paper claims that morphological awareness enables learners to infer meanings of new words from their parts. One of the most challenging things that English language teachers face in the classrooms is what materials to use in teaching vocabulary. The paper argues that morphology becomes the natural material and context for teaching and learning vocabulary since it deals with words. Content from other disciplines has been used in English language teaching since time immemorial. For example, literature has always been a source for English language teaching; furthermore, EAP and ESP courses include relevant materials from



academic disciplines and different professions. This study aims at examining the ways of developing ESL/EFL learners' morphological

## Literature Review

### Content Based Teaching

Content Based Teaching is a method which combines language learning and content learning. Brewster (2004) believes that Content-based language instruction is a kind of bilingual method and subject teaching which teaches language to learners. He further claims that it develops learners' thinking skills. According to Met (1998) Content Based Teaching is a holistic approach which enables the learners to understand how parts make the whole from the beginning. Avignon, (1991) has stated that "Content-based courses ...of language instruction are a natural concomitant of communicative approaches to foreign language instruction that emphasizes the use of language to interpret, express and negotiate meaning" (as cited in Met, 1998, p. 36). According to Stoller (2002) in Content-based instruction language becomes the medium of instruction and the content becomes the source or material for language learning.

Davies (2003) has identified three types of Content Based Instruction: sheltered, adjunct and theme based. Sheltered and adjunct classes usually take place in universities where English is used as the first or native language. In sheltered classes, content teacher and language teacher (ESL) work as a team and they do team teaching. The role of the ESL teacher is to help the learners to understand the subject. Adjunct classes are similar to ESP classes which can take place as an intensive preparatory program or extensive simultaneous program. The aim is to equip the learners to have necessary language skills and study skills for their programs. Theme based Content Based Instruction works well in EFL contexts. It is taught either by EFL teacher or as a team with content teachers. Contents are selected from varieties of interesting topics to motivate the students. Furthermore, it is usually taught to low proficient students.

Mechanical and de-contextualized drill and practice of language items will neither improve learners' language competence nor accelerate their learning language pace. Moreover, traditional approaches provide barren linguistic content which is a mere repetition of the similar themes and ideas. Content based tasks provide a natural context for learning, practicing and using language. It can keep students motivated and challenged in their learning. Smith and Patterson (1998) claims that "By actively involving pupils in intellectually demanding work, the teacher is creating a genuine need for pupils to acquire the appropriate language" (p.1). Scholars like Snow (1998) and Stoller (2004) point out that both learners'

language proficiency and subject knowledge are improved and promoted through Content Based Instruction.

Content based teaching demands a good knowledge of the content of different subjects and language because “. . . in content-related instruction, the foreign language teacher uses concepts from the regular curriculum to enrich the program with academic content . . . The curriculum content is chosen to provide a vehicle for language learning and to reinforce the academic skills needed by the students” (Curtain & Pesola, 1994, p. 35). The purpose of Content-based instruction is to integrate language with the content that the teachers use.

## **Morphology**

Morphology is the area of linguistics which studies the internal structure of words and processes of word formation. Morphology is defined as “the study of words and their structure” (Bauer, 2003, p.3). “Morphology is the study of the combination of morphemes to yield words” (Haspelmath& Sims, 2010, p.3). In other words, Morphology is the study of the combination of morphemes to form words. Morphology is the science that studies the smallest grammatical and meaningful units of language, and of their formation into words, including inflection, derivation and composition. It is not only the synchronic (in a given time) study of word forms but is also the study of the history (diachronic) and development word-forms.

There are two branches of Morphology: inflectional morphology and derivational morphology. Inflectional morphology deals with grammatical function of words. For example if the suffix *-ed* added to the morpheme *work* it becomes *worked* which indicates the past form of the verb. On the other hand, derivational morphology deals with the changes of a word that gives a new meaning to the original word. For instance, if suffix *-ion* is added to the verb *create* it becomes the noun *creation*. Both the knowledge of inflection and derivation are necessary for a learner. Inflectional morphology helps the learner to have grammatical accuracy, whereas derivational morphology helps them to build vocabulary. Knowledge of inflections and derivations will help learners to analyze the words into morpheme and combine morphemes into words, which enable them to improve their vocabulary and language use.

## **Vocabulary Learning**

Vocabulary plays a key role in English language learning. Vocabulary is the foundation of language which helps the user to understand the sentence, utterance, and message, comprehend and produce them in meaningful contexts. Moreover, vocabulary affects the

fluency of a user. The larger the vocabulary the more fluent the learners will become in communication. Anglin, Miller and Wakefield (1993) argue that "without some knowledge of that vocabulary, neither language production nor language comprehension would be possible" (p.2). According to Nation (2001) there are four goals in a language classroom: language, ideas, skills and discourse (p.1). Vocabulary is the flesh of language which conveys ideas. In short, vocabulary makes the learners more confident and competent user of the language.

Barcroft (2004) considers vocabulary learning a continuum: incidental learning at one end and intentional learning at the other end. While incidental vocabulary learning "refers to learners acquiring new words from context without intending to do so, such as picking up new words during free reading" (p. 201), intentional vocabulary learning "refers to learners acquiring words while intending to do so, such as studying a list of new words or completing activities in a workbook for a set of target words" (p. 201). Whatever the way a learner uses to acquire words, they have to know three things: shape, sound and sense of the words. Then the question is how to teach learners vocabulary and how to help them build vocabulary. Folse (2004) aptly said:

If it is accepted that acquisition of more vocabulary is our goal but that there are simply too many words in the language for all or most of them to be dealt with one at a time through vocabulary instruction, then what is the next logical step? Thus, one of the main classroom activities for teachers of vocabulary is the direct teaching of learning strategies related to vocabulary (pp. 89-90).

One of the best strategies is to teach learners morphological awareness and morphological analysis so that they will have the skill to understand the new words from their parts by analyzing them and by combining the parts into whole.

## **The Importance of Morphological Awareness**

Morphological awareness involves the knowledge of inflection and derivation and compounding. Kuo and Anderson (2006) has viewed that Morphological awareness involves two types of knowledge: combining sound and meaning and word formation rules. For example, the word *operation* is the combination of *operate* and *-ion* and *-ion* can be extended to correction, recognition etc. Chang, Wagner, Muse & Chow (2005) defined Morphological awareness as the "awareness of and access to the meaning and structure of morphemes in relation to word" (p. 417). Carlisle (1995) defines it as "children's conscious awareness of the morphemic structure of words and their ability to reflect on and manipulate that structure"(p. 194). According to Bellomo (2009) morphological analysis is "the process of breaking down morphologically complex words into their constituent morphemes (word

meaning parts)” (p. 45). “It is often suggested that morphological analysis primarily consists in breaking up words into their parts and establishing the rules that govern the co-occurrence of these parts” (Haspelmath & Sims, 2010, p.3). In short, morphological awareness is the ability to analyze words into smaller units called morphemes and understand the meaning of each morpheme in a word. In other words, it is the ability of learners to understand the structure of words and use this skill to infer meaning of the words from the parts that are combined to form the words.

Morphological process helps the learners to get the meanings of new words, and it will probably increase their capacity to use words productively. Morin (2003) suggested that knowledge of morphological analysis would help the learners to get the meaning of new words. Studies show that morphological awareness is very useful for vocabulary development. For example, Wysocki and Jenkins (1987) reported that learners learned new words by applying generalized rules that they got by analyzing roots. Anglin, Miller and Wakefield (1993) conducted a study and reported that the students were able to analyze unknown and new complex words to identify the meanings. The morphological cues that assist learners infer meaning of words help learners to learn second language (Morin, 2003; Schiff & Calif, 2007). According to Plag (2003) if learners know the structure of words, it means they understand the internal morphological structure of words.

The knowledge of word formation process will enlarge learners’ vocabulary and better their reading comprehension. The knowledge of derivations and inflections will also have an effect on vocabulary learning. Learners use morphological awareness to develop their vocabulary.

## **Methodology**

### **Sample Lesson**

**Level: Intermediate**

**Duration: 100 minutes (2 lessons of 50 minutes)**

### **Objectives**

**This lesson intends to achieve the following objectives:**

- **To learn vocabulary learning strategies;**
- **To develop learners vocabulary;**
- **To increase their active vocabulary;**
- **To enhance their passive vocabulary;**
- **To develop their morphological competence;**
- **To understand morphological awareness;**

- To identify root and stem;
- To differentiate prefixes from suffixes and
- To use prefixes and suffixes to create new words.

In section 3.2 I have used the term ‘core of a word’ in a rather vague way, to denote the morpheme that makes the most precise and concrete contribution to the word’s meaning. I have also refrained so far from using two terms that may be already familiar to you: prefix and suffix. It is time now to bring those terms into the discussion, and also introduce the term **root** for what I have been calling the ‘core’.

From section 3.2 it emerged that, in the native Germanic portion of the vocabulary, the root of a complex word is usually free. Of the non-root of complex morphemes in the words that we have looked at so far, those that precede the root (like *en-* in *enlarge*) are called **prefixes**, while those that follow it are called **suffixes** (like *-ance* in *performance*, *-ness* in *whiteness*, and *-able* in *readable*). We have encountered far more suffixes than prefixes, and that is not an accident: there are indeed more suffixes than prefixes in English. An umbrella term for prefixes and suffixes (broadly speaking, for all morphemes that are not roots) is **affix**.

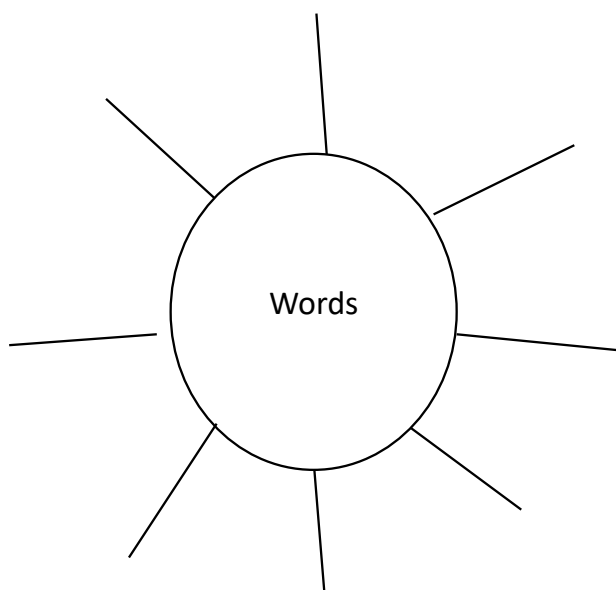
Only root morphemes can be free, so suffixes are necessarily bound. We have already noticed that the morphemes *-ful* and *-ness* of *helpfulness* cannot stand on their own.

(The text is taken from Carstairs-Mccarthy, 2002, p. 20)

## Task 1.

### Brainstorm

Think about the ‘word’. Write whatever ideas come to your mind. The students work independently and the teacher elicits their responses and put them on the board



## Task 2

Read the text. Decide whether the following statements are **True** or **False**. Write True or False appropriately. The teacher distributes the text to each student and the students read the text individually and complete the task. Once they finish the task the teacher gets the pairs to check their answers.

1. Root is different from core. -----
2. Root is free. -----
3. English prefixes exceed the suffixes. -----

## Task 3.

Read the text and answer the questions. It is an individual task where students read the text and find out the answers. After the students check their answers in pairs, the teacher elicits the answers.

1. What is a root?

-----  
-----

2. What are prefixes?

-----  
-----

3. What are suffixes?

---

4. What are complex words?

-----  
-----

5. What is an affix?

-----  
-----

6. What is a morpheme?

-----  
-----

## Task 4.

Identify five examples of root, prefix, suffix and complex words. Put them in appropriate columns. The students work independently while the teacher monitors their work.

No.	Root	Prefixes	Suffixes	Complex words
1.				
2.				
3.				
4.				
5.				

### Task 5.

Listen and decide whether the words are root (free morphemes) or complex words. (transcript? See the appendix). The teacher read the text twice: first time the students listen and do the task and the second time they listen and check their answers.

- a. -----
- b. -----
- c. -----
- d. -----
- e. -----
- f. -----
- g. -----
- h. -----
- i. -----
- j. -----

### Task 6.

Listen and decide whether the words have prefixes or suffixes. (transcript? See the appendix). The teacher reads the text twice: first time the students listen and do the task and the second time they listen and check their answers

- a. -----
- b. -----
- c. -----
- d. -----

- e. -----
- f. -----
- g. -----
- h. -----
- i. -----
- j. -----

### Task 7.

Analyse these words and identify root, prefix and suffix. Put them in appropriate columns. The students work in pairs to do the task. The teacher moves around the class monitoring the students work and only helps if they ask for. The teacher gets pairs to write the answers on the board.

difference    kissed    unfair    freedom    stronger    trainer    happiness    international  
 teacher    actor    preregistration    illegal    dishonest    houses    writing    antibiotic  
 misunderstand    mouthful    musical

No.	Word	Root	Prefix	Suffix




### Task 8.

Create new words. Use these prefixes and suffixes. This is an individual work in which the students use prefixes and suffixes to create new words. Since the task generates variety of words, the teacher elicits the feedback orally.

in	dom	mis	ful	anti	ance	ness	er	or	ion	al	pre	ing	dis	s	ed
----	-----	-----	-----	------	------	------	----	----	-----	----	-----	-----	-----	---	----

Word	Prefix	Suffix	New word
Hand			
Complete			
Walk			
Drive			
Enter			
Instruct			
Politic			
Impress			
Interest			
King			
Sad			

Test			
Comfort			
Judge			
Box			

### Task 9

Complete the sentences. Use the appropriate forms of the words given in the brackets. Add prefixes or suffixes. The students use prefixes and suffixes in sentences and the teacher gets them to do the self correction by presenting the answers on the board.

1. He has no ----- (intend) to attend the conference.
2. They took the decision and issued the order yesterday, so it is ----- (possible) to change it.
3. People are shocked to hear the president’s decision to join the war. They are organizing an ----- (war) protest in the evening against it.
4. The ruling party is upset about the ----- (election) survey result.
5. He usually take a ----- (spoon) of sugar in his tea.

### Task 10

You are in two teams. Team A and Team B. The teacher will write a root on the board. Team A adds a prefix to it to create a complex word. Team B adds a suffix to create a complex word. Then the Team A chooses a root beginning the last letter of the Team B’s complex words. Team B creates a new word by adding either prefixes or suffixes. They take turn and continue the game. Correct answer will carry one mark each. The team that scores highest is the winners. The students work in two groups and compete with each other to complete the task. The teacher acts as the quiz master.

### Task 11.

**Post lesson tasks.** It is a piece of home work which becomes a part of students’ portfolio and can be used in continuous assessment as a part of formative assessment.

- a. **Use the prefixes and suffixes given in task7 and create two three more word each.**
- b. **Write meaningful sentences using these words**

operation    misinform    incorrect    disqualify    political    kindness    performance

## Limitation

This study is based on the researcher's classroom practice and professional reflection. Since the study is not an empirical one, it cannot be generalized. The success of the lesson depends on teachers' willingness to experiment, ability to use the subject matter Morphology and the students' level and language competence.

## Conclusion

Studying morphology will be a great help to learners in learning vocabulary as morphology is about words, its internal structure and word formation.

Morphological awareness and morpheme analysis will enable learners to internalize the process of word formations and the anatomy of the word structure. In other words, the learners will have the skill of combining morphemes into words and analyzing words into morphemes.

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## Appendix

### Listening Transcripts

#### Listening scripts for Task 5

- a. Operate
- b. Friendly
- c. Courage
- d. Transport
- e. Economics
- f. Singing
- g. Danced
- h. News
- i. Read
- j. Increases

#### Listening scripts for Task 6

- a. Pollution
- b. Enlarge
- c. Gymnastics
- d. Rewrite
- e. Political
- f. Impossible
- g. Incorrect
- h. Beautiful
- i. Crackers
- j. Indirect

# The Significance of Communication Skills in Task-Based Language Teaching

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## Abstract

The basic components of education are language and communication. The process of teaching and acquiring a language takes place in the real classroom between the educator and the pupils. Learning cannot happen without communication. The objective of the research is to explore the four skills- Listening, Speaking, Reading, Writing and their importance in teaching English Language. The purpose of second language teaching should enable the students to apply the four basic skills of communication practically by means of task-based activities to overcome their difficulties during the process of acquisition. Task-based learning provides students with the linguistic components they need to communicate and interact in the real world. These four skills are the pillars of language bound together with an inseparable bond, which enhance students' ability to understand situations, to quickly process multiple intelligences, opportunity to create and use language for sharing real information. English serves as a common language for communication in almost all fields and therefore the need to acquire it emerges from the perspective of its adaptability and effectiveness in day-to-day life.

## Keywords

Communication, Task Based Learning, Listening, Speaking, Reading, Writing, Teaching, Language Acquisition

## Introduction

Learning a language is one of the major components of social skills. To acquire any language, one should follow the natural way of learning things. The technique of LSRW is the natural way of acquiring the second language. L- stands for Listening; S- stands for Speaking; R- stands for Reading; W- stands for Writing. Teaching the second language by ensuring focus on all these four skills provides a platform for the learners to hone their proficiency in the language. Individuals need to express themselves to feel understood and to express themselves they need to have strong basic skills of communication. Task based Learning is one of the effective tools for facilitating language acquisition. Studies have proved that

students' active involvement in a task improves their language learning (Prabhu, 1987; Willis & Willis, 2007).

Learning the second language is not just an assimilation of knowledge and information, rather it is an active acquisition of communicative competencies. Task based learning offers the learner an opportunity to learn independently. The primary focus of classroom activity is the task; and language is the vital tool pupils use to complete it. The task is an activity in which students use language to achieve a specific outcome. Nunan (2006) defines task as a classroom work that involves learners to understand, direct, produce or interact in the target language. There should be a wholesome task with a beginning, middle and an end. Task-based language learning is a method which focuses on the learning of language by means of tasks performed by learners (Stanley, 2003; Willis, 2000).

The process of task-based learning is a learner-centred approach by means of which the pupils learn how to ask questions, how to negotiate meaning, how to interact and work within groups, learn how others think and make decisions. This approach largely focuses on communication over accuracy and the lessons revolve around tasks that challenge students to stretch beyond their language levels while being exposed to realistic situations (Nassaji and Fotos, 2011).

The second language should be taught to students in such a way that they are able to use it without making a conscious effort. In task-based learning students are free to use a range of different communicative skills that are important in learning and understanding a new language. Tasks can be easily related to students' real-life language needs and learning can be more easy and interactive. It is due to its interactive nature, this type of learning is very enjoyable and motivating. Students feel themselves free of language control and learn it in a more relaxed manner. Task-based learning has an important role to play in current language pedagogy (Solares, 2006).

In task-based learning, the focus is not on grammar or vocabulary, but on spontaneity, creative language use, whether spoken or written, rather than on absolute accuracy and the assessment is based on task outcome. (Ellis, 2009) gives a more thorough definition and writes that for an activity to be called a task, it must meet these criteria: The primary focus should be on 'meaning' which means that learners should be mainly concerned with processing the semantic and pragmatic meaning of utterances; there should be some kind of 'gap' (i.e. a need to convey information, to express an opinion or to infer meaning); learners should largely have to rely on their own resources (linguistic and non-linguistic) in order to complete the activity; there is a clearly defined outcome other than the use of language (i.e. the language serves as the means for achieving the outcome, not as an end in its own right).

## Literature Review

Task-based learning stems from communicative language teaching which is often adopted by language teachers. The most important reason behind this is to make classrooms more student-centred, communicative and collaborative by incorporating various interactive tasks. The role of the teacher is vital in adapting task-based learning tasks for young learners, bridging possible difficulties that arise from lack of language context and experience (Pinter, 2007).

It is believed that through working with activities, the learners use communication skills for task completion and language acquisition. Task-based learning focuses on the process of communication by setting learners the tasks to complete using the target language that will lead to language acquisition as learners will have to endeavour to express themselves or understand others. Therefore, one advantage of this task-based learning is that learners are given the opportunity to use the full range of skills and language they have at the same time (Lindsay & Knight, 2006).

The pre-task is an essential phase of the task-based lesson cycle since it is the place in the task cycle which determines learners' orientation to the main task and as a consequence may affect subsequent task performance (Van de Guchte, Rijlaarsdam, Braaksma, & Bimmel, 2017, p. 3). The teacher has to introduce a topic and instruct the students on what they will have to do at the task stage. This might help the students to recall some language that may be useful for the task. The pre-task stage may also include playing a recording of how to do the task. This gives the students a clear model of what will be expected of them in addition to taking notes and spending time preparing for the task. A task in this sense frequently emerges from an impulse for communication; yet, for long term learning of the target language to occur, it needs a plan to support it. A task becomes an experience in itself, with its own purpose. A plan should focus on the process, rather than on the outcome (Kolb, 1984).

As the students complete a task in pairs or groups using the language resources, they prepare a short oral or written report to tell the class what happened during their task. Then they practise on what they are going to present in their groups. Meanwhile, the teacher's presence becomes vital for the students to ask for advice to clear up any language questions they may have. Pre-task planning is a means to help learners overcome limitations in attentional resources and improve L2 performance. It is a problem-solving activity and it seems to assist performance by triggering a range of strategic, metalinguistic and metacognitive behaviours. (Guara-Tavares, 2016, p. 80)



Pre-task planning turns into a task-in-action and a task-in-interaction when students present to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content. The teacher can also highlight the language that the students used during the report phase for analysis. The teacher remains a crucial interactional partner in task-based language classrooms, by taking the role of motivator (i.e., launching the students into action by constructing joint projects), organizer (making sure that students know what they are expected to do and organizing temporal and spatial aspects of task performance), and, last but not least, conversational partner and supporter, as the more proficient, knowledgeable interlocutor who can feed the language-learning needs of different students in a wide variety of ways. (Van den Branden, 2009b, p. 284)

When designing task-based activities, the teacher should take into consideration all the language skills and implement them in the classroom:

## **Listening**

During task-based listening activities students need to get an idea on the topic and context in order to create one's own interpretation of what they have heard. On the other hand, teachers should include realistic listening tasks in order to make the lesson effective and meaningful for learners. Three stages occur in a listening task:

In pre-listening stage a learner's knowledge about the topic, guessing content from the title, commenting on a picture, reviewing vocabulary are assessed through establishing a framework for listening. In while-listening stage learners take part in a listening activity while responding to the task. It includes ordering pictures, completing a timetable, constructing comprehensible notes, analysing true/false statements, etc. In post-listening phase learners are made to complete a summary which contains a number of gaps and it assesses learners' understanding of the overall meaning and main points of the section summarized. Listening tasks with communicative purposes should be used instead of decontextualized exercises. Advocating the concept of task, Dunkel puts forward: "The students should be required to do something in response to what they hear that will demonstrate their understanding"(Dunkel, 1986, p.104).

## **Speaking**

Speaking is the most important language skill used often in everyday communication. It's considered to be the primary skill in the language development of learners. During task-based activities learners are required to communicate orally and use the spoken language in order to reach a clear outcome. These activities are process and goal-oriented which express ideas and information in conversations and discussions, using accurate pronunciation and

appropriate expressions. According to (Bailey and Savage, 1993) Speaking as a basic skill of communication is an essential element in determining whether student's English skills have reached a success. The students who study a speaking course are greatly expected to communicate well in English, practice doing it many times and are not afraid of making any kind of mistake or error. Unfortunately, the success of students' speaking skill is not only influenced by their styles of learning, but also methods or strategies organized by their teachers in the classroom.

There are four steps involved in planning the speaking tasks: During the initial phase of awareness-raising, learners are encouraged to raise their awareness on certain language expressions in oral interactions. In the pre-communicative phase, learners are made to practise repeatedly a particular task in order to speak effectively, such as language structure or intonation pattern. In the Communicative phase, learners must practise their speaking skills without focusing much on vocabulary and structural patterns. In the ultimate phase, the teacher must give an honest feedback to learners. A study by (Nunan, 1989, p.32) found that successful oral communication helps to improve in particular the ability to articulate intelligibly and fluently, conversational listening skills, proficiency of intonation and stress, skills in taking turns and negotiating meaning by using relevant conversational pattern.

## **Reading**

Reading being a receptive skill is quite hard to teach as the help of productive skills like writing or speaking is needed to measure its outcome. Reading is an active process of interpreting a message related to previous knowledge, predicting, choosing and evaluating information and applying this knowledge to new experience. There are three important stages when planning task based reading activities: A pre-reading discussion provides the learners with an opportunity to see what they know about the topic that is about to be taught and what other peers know about it as well. It facilitates as 'anticipated guide' which contains a series of provocative statements with an intention to challenge the students' knowledge and beliefs about the content of the passage (Dubin & Bycina, 1991, p.202). Vocabulary also plays a significant role in the reading process and so it is very important to include the culture of vocabulary. Nonetheless, basic vocabulary should be taught explicitly and the students should be able to guess the meaning of the less frequent vocabulary from the context (Levine & Reves, 1990).

A while-reading stage involves breaking up the text in order to make the comprehension easier to readers and discuss shorter parts of the text. In addition, learners should analyse unknown lexical items and words before reading begins which is required for overall understanding of the text. Moreover, learners should identify general ideas as well as supporting ideas from the text. The teacher can ask the students to make prediction about the topic that they are about to learn in the classroom because it motivates them and

stimulates their interest for reading. Also, video clips and pictures related to the text can be shown to the students before reading the text to help them anticipate and increase their curiosity (Mahrooqi & Roscoe, 2015, p.120).

In the post-reading stage, teachers can use various tasks including evoking an individual response from the reader, creating the relation with other works in the same area, advising useful principles, commenting on chronological sequences and evolution of thoughts, identifying tendencies, arguments, ideas and characters, relating text content to the readers' experience, analysing thoughts and arguments or establishing a title in order to assure readers' comprehension of a text. As (Nunan, 1988, p.256) writes, "We interpret what we read in terms of what we already know, and we integrate what we already know with the content of what we are reading".

## Writing

Writing Skill can be practiced either focusing on the process of writing or on the product of writing. Activities connected with the process of writing may involve discussion, brainstorming and collecting ideas, research, language study, drafting, editing and also frequent interaction between teachers and learners and between the learners themselves. Writing is putting speech in the form of letters. It is also collection and organization of ideas and experiences. To write fluently is regarded as one of the most difficult skills for all language users (Nunan, 1989, p. 37).

There are four main learning strategies used in writing: In the pre-writing stage learners begin with generating ideas including recognizing purposes and audience in the writing context and creating outlines of their writing. In the drafting stage learners concentrate primarily on the content than on grammar, punctuation or spelling. Here, the teacher's role is merely as a facilitator who helps and motivates the students in structuring a text which is realized by practicing suitable reading activities, writing full texts, paragraphing, creating summaries or using cohesive devices. Writing is seen as a process of encoding carried out with a reader in mind. The overall organization is considered in relation to audience and purpose (Hedge, 1988).

In the revising stage, learners are motivated to make necessary changes in their drafts according to the feedback given by the peers which allows them to work interactively in pairs and comment on each other's drafts. Then, the teacher leads a discussion in small groups and comments on the drafts by providing positive support, asking questions and suggesting possible improvements. Finally, editing stage deals with the final revision of grammar, punctuation, spelling and handwriting in order to enable learners to present their texts to the readers. (Nunan, 1989, p.37) provides that a successful writing includes comprehending the mechanics of letter formation together with correct spelling and punctuation, using

grammatical rules in order to transform the meaning, forming content through paragraph and the whole text to analyse given and new information, correcting and improving writer's initial achievement and choosing a suitable style for the audience.

## Discussion

English language is predominantly a skill subject. Hence, learning of it should not be through informative approach but skills approach. Teaching and Learning of English as a second language should be bound to certain strategies/tasks/techniques such as:

1. Pair and Group work
2. Dialogues and Role Plays
3. Language Games
4. Information Gap Exercises
5. Rhymes and Songs

1. **Pair and Group Work activities** develop communicative competence among people. They form an important part of any communicative activity. The conversation or dialogues students practise in the classroom is known as pair work. When the activity is going on, a teacher facilitates the students as to how to continue their activities in a proper way. These activities overcome the shyness and fear among the students. They also help the students to boost up their confidence to speak the language.

### Examples: Topics for Speaking in Pairs:

- a. You are meeting each other for the first time at a party. Introduce yourself to each other and have a small talk/conversation about several topics.
- b. You are talking to your friend on phone. Your friend invites you to do something but you are busy. Find a suitable time to do something together.
- c. Ask your partner what he does on a typical Saturday. Talk with your partner about what you usually do on a typical Sunday.

2. **Dialogues and Role Plays:** A dialogue is a series of utterances by two or more people. Dialogue can be:
  - a. Contrived dialogue
  - b. Directed dialogue
  - c. Model dialogue
  - d. Open dialogue

A contrived dialogue is one which has an abnormally high number of words or structures related to a particular topic. A directed dialogue is a technique in learning the dialogue by

heart, where the teacher suggests exactly what the students should say in both questions and answers. A model dialogue is used at the repetition stage of a lesson. An open dialogue is used for oral practice where the learner must complete half of the dialogue by listening carefully to each stimulus.

**Role Play:** It is a popular technique used in class to teach and practice language items to develop speaking skill. Role plays are of three types:

1. Totally guided by the teacher
2. Clues/hints will be given
3. Free

Role plays make the students experience a realistic situation. The purpose is to

1. Sharpen their listening skills
2. Bring them in contact with the new language and discover areas where they need additional practice.

**Examples:**

#### **Activity 1: End the Story**

**Skill Set:** Reading + Writing + Scripting + Speaking from the script + Enacting

**Material required:** Selection from King Arthur's Nights Tales or Nigerian folk Tales

**Activity Brief:** The original story is given to the class but the script stops abruptly. Students would be asked to complete the story on the lines suggested.

Each team would then play out their assigned drama.

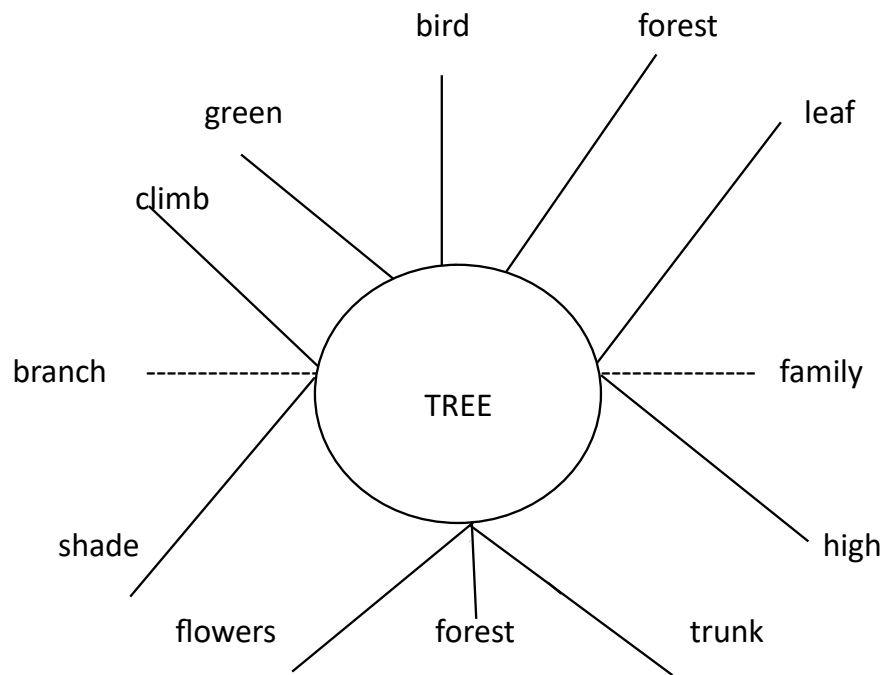
**3. Language Games:** A game is an activity carried out by cooperating or competing decision makers, seeking to achieve within a set of rules and their objectives. Through games learners practice and internalize vocabulary, grammar and structures. Language acquisition becomes natural generating fun and excitement. Language games are interesting classroom activities in which much language use occurs automatically. Language games are enjoyable and learner centred activities which are highly efficient means of language learning. Moreover, a learner tries to develop his multiple intelligences like linguistic intelligence, interpersonal intelligence, naturalistic intelligence, spatial intelligence, logical intelligences and becomes creative and innovative enough to apply in dealing with real life situations.

**Examples:**

#### **Activity 1: Mind mapping**

A teacher should write a single key word on the centre of the board and ask students to form all the words they can think of connected with every item that is written on the board with a line connecting it to the original word so that the end result is a sun ray effect (Dr. Dyvadatham, R. 2007).

For example, the word tree might produce a mind mapping of a sketch shown below:



This kind of mind mapping activity is useful when introducing a poem or other literature. A key fact can be placed in the centre and brain storming is used as a warm-up to the theme as well a frame work for the introduction of some of the new vocabulary.

### Stages & Timings

**Stage1:** Students are divided into smaller groups. Sensitive and controversial issues need to be explored with collective discussion.

Timing: 10 minutes

**Stage2:** Students have to come to a final conclusion by gathering their ideas quickly and by note making.

Timing: 10 mts

**Stage 3:** Every group tries to exhibit its ideas during the presentation round.

Timing: 10mts

**Stage 4:** A teacher has to give the feedback of each group pointing individually to the group members and encouraging the students who were hesitant and passive.

Timing: 10 mts.

## Activity 2: Scattergories

Give learners various categories of inventory by dividing them into groups. For example:

1. Things that are sweet
2. Things you can buy in the market
3. Things that are round
4. Things that are heavy
5. Things that you eat for breakfast
6. Things that are expensive
7. Things you have in the house
8. Things that are black
9. Professionals that work in office
10. Things that are not grown in your region

Ask the learners to report their answers to their group. Direct them to strike off the duplicate answers (for example if three learners have written apples for *the things that are sweet* they all cross off their word). The winner is the learner who has the most words left after duplicates are crossed off. This activity makes learners more competent and learn new words they are naïve about by enhancing their four basic skills – listening, speaking, reading and writing. (Dr. Jayasudha, T., and Mrs. Wajidabegum, M.R., 2011)

**Stage 1:** Students are divided into groups in writing the list of categories dictated by their teacher.

Timing: 10 mts

**Stage 2:** learners should write all the words related to each category individually.

Timing: 15mts

**Stage 3:** each student starts discussing with other members within their group about the words they have written by comparing their own words and strikes off the duplicate words.

Timing: 10mts

**Stage 4:** Each student finally tries to count and separate their left over words.

Timing: 5mts

**Stage 5:** Presentation round where each students range of vocabulary in assessed by the teacher.

Whoever has maximum number of left over words is declared to be the winner.

Timing: 10mts

**4. Information Gap Exercises:** In the course of doing the activity one participant should be in a position to tell one or more people something they do not know yet.

**Choice:** The learner has some role in deciding exactly what he will say and how he will say it.

**Example:**

**Activity 1: Problem-Solving: A Choice**

Imagine that you are passenger on the ship. You have found a place on the life boat, but a woman carrying a baby has asked you to give your place to her. The woman tells you the following information:

- She is travelling back home after 10 years exile
- She is twenty two years old
- She has Tuberculosis and can't be cured
- Her husband is dead
- He is factory worker
- She never went to school and she can't read or write
- Her baby is six months old
- She intends leaving her child with a relative

Will you give the woman your place? Why or why not? (Dr. Jayasudha, T., and Mrs. Wajidabegum, M.R., 2011)

**5. Rhymes and Songs:** Use of rhymes and songs is also one of the techniques of developing communication skills. Rhymes and Songs are used:

- a. To motivate students in class
- b. To create interest
- c. To develop linguistic skills – LSRW
- d. To practice the structures and vocabulary

**Example:**

**Activity1: Critical Appreciation of a Poem**

Select simple poems of poets like Frost, Rudyard Kipling, Khalil Gibran and provide handouts to students by providing a few questions asking them to connect to their life and to answer the questions and then finally to present it as a role play in a team.

**Skill Set:** Reading Skills + Writing Skills + Listening skills + Thinking skills +speaking skills + team building skills + Time management skills

Thus classroom English is the language you use when organizing various teaching learning activities.



## Conclusion

Designing and using task-based activities in the classroom introduces a modern and effective approach in language learning. Applying communication skills in task-based language teaching makes the learning process student-centred, interesting and enthusiastic. It is a communicative approach which functions to the best in second language acquisition. According to (Lin, 2009) Task-based approach assists learners in internalizing language skills in a natural way and shows learners how to sort out the problems that they encounter in real life.

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# Impact of NEP on Higher Education and Language Policy

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## Abstract

Government of India replaced a 34-year old National Policy on Education with the New Education Policy (NEP). The New Education Policy was framed in 1986 and revised in 1992. New Education Policy is revolutionary in every sense. The Union Cabinet in July 2020 approved the New Education Policy with an aim to introduce several changes in the education system from school to Higher education level. The present research article focuses on NEPs Language policy. It is a thematic paper. The changes that NEP 2020 has recommended were something that many educationists never saw coming. Though the education policy has impacted school and college education equally, this article mainly focuses on NEP 2020 and its impact on Higher Education. This paper also outlines how the Language policy, affects the existing education system. NEP document can play a vital role for holistic development of the students from primary to higher education.

## Keywords

New Educational Policy, Language Learning, Multilingualism

## Introduction

The National Education Policy 2020 (NEP 2020), which was accepted by the Union Cabinet of India on 29 July 2020, frameworks the dream of India's new education system. The new policy switches the previous National Policy on Education, 1986. The policy is a broad structure from elementary education to higher education as well as professional training in both rural and urban India.

NEP 2020 focuses on five pillars: Affordability, Accessibility, Quality, Equity, and Responsibility to safeguard persistent learning. The demand, for knowledge in society and economy has called for a need to acquire new skills on a regular basis. Thus, providing quality education and creating lifelong learning opportunities for all. Creating employment as enlisted in United Nations Sustainable Development Goals 2030, forms the thrust of NEP

2020. The new policy substitutes the previous National Policy on Education, 1986 and forms a comprehensive framework to transform both elementary and higher education in India by 2040.

The NEP 2020 demands for significant improvements in both school and higher education that prepare the next generation to flourish and participate in the new digital age. Thus, there is much emphasis upon multidisciplinary, digital literacy, written communication, problem-solving, logical reasoning, and vocational exposure in the document.

These are policies framed by the Government of India to encourage education amongst Indian people. N.E.P is basically a broad framework to guide the progress of education in the country. The urge to have such a structure was first realized in the year 1968 which was then revisited and revised in the year 1986. This was again reviewed and updated in 1992 as per the need of the hour. Since then, the overall sectors have observed massive changes. Hence, this year, the government is categorical to revise these policies to make them more relevant and compelling for the education ecosystem. The new NEP has been presented with an aim to formalize changes in the system from K-12 level to college/university level. Keeping in mind the emerging scenario, the education content henceforth will focus on key-concepts, ideas, applications and problem-solving angles. Let's take a look at some of the innovative policies introduced for the primary and secondary level education. National Curricular and Pedagogical Framework is to be developed by National Council of Educational Research and Training (NCERT)

The National Education Policy 2020 highlights on promoting indigenous languages of the country and enriching multilingualism. India is a multi-lingual country with diverse cultural heritage. Language is a vehicle of gathering knowledge and means of communication with the people of immediate vicinity, across the country, and abroad. The 21st century has witnessed a sea change due to technological advancement and globalization. India's NEP 2020 is to mesh the new learning consequence with the changing world. India is home to 122 languages of which 22 languages are spoken by over one million people while remaining 100 languages are spoken by more than 10,000 people, according to 2001 census report. A different basis recorded over 1,500 more languages used in India. India has lost 220 languages or dialects in the last 50 years and UNESCO has declared 197 languages as "endangered".

Multilingualism and contribution to the multi-disciplinary courses are the core of the NEP 2020. The old 10+2 system is being replaced with the 5+3+3+4 system. In the new millennium many present unskilled jobs will be taken over by skilled manpower. New

demands created are multi-disciplinary knowledge, abilities across science, technology, social sciences, and humanities. Persons with exposure to such grounds will be in high demand. The new requirements are original thinking and conceptual knowledge; and NEP 2020 aims at achieving such goals. The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers education from the elementary level to colleges in both rural and urban India.

### **What does the NEP say about language?**

The committee is tasked with formulating an action plan for the growth of Indian languages as prescribed under National Education Policy (NEP) 2020, which requires mother tongue to be the medium of instruction in schools and higher education institutions.

The primary uses of language are informative, expressive, and command in nature. Language is used to think and reason, to express ideas, claim a point, provide directions and much more. Let's learn about the three main uses of language and how they are represented in written and spoken language. The policy framework aims to encourage and reinforce the use of all official languages across all functional domains of public higher education including scholarship.

A useful first step is to distinguish between the three components of the language policy of a speech community: (1) its language practices – the habitual pattern of selecting among the varieties that make up its linguistic repertoire; (2) its language beliefs or ideology – the beliefs about language and language use.

It is critically important to develop language policies that ensure the admission of minority populations to prestigious forms of national standard languages and literacies while supporting the intergenerational retention of minority languages, both indigenous and immigrant languages

National Education Policy 2020 has created newer horizons for Language, Arts and Culture and increased the importance of the Open and Distance Learning system in the Higher Education of the nation.

As it is known, a language is not only a set of letters but it is about the specific society's customs and behaviour too. A language is a tool with which culture and its traditions; and shared values are conveyed and preserved. Similarly, art in the form of literature, plays, music, film, etc. cannot be appreciated without language. Language and culture are intertwined. For example, the concept of 'Gaam nu Paadar' cannot be fully

appreciated when the phrase 'outskirt of the village' replaces it; because the former is powered by close-to-the-heart custom, tradition, culture and 'belongingness'. Languages survive when they are spoken. The three-language formula of this Policy will re-imbibe the sense of pride and self-esteem leading to a positive sense of self in every child and individual.

As a teacher of language and literature and as an artist I am equally happy, for through this Policy our inborn concept of '64 Kalaas/arts' will be reflected in our education system. The policy aims at the revival of the ancient knowledge system, culture and heritage, teaching of 64 Arts/Kalaas and local skills for creating individuals who are rooted in 'Bharatiyata' and yet possess global competency. Every year, Open Universities enrol thousands of students; hence they have the potential to reach out to artists and craftsmen who shall teach local arts and skills to generate employable individuals. Through this, myriad artists will earn their due, they will enable the students to recognize and pursue the arts of their interest and passion.

If the role of carrying forward the State's Arts, Culture and Languages is assigned to the respective State Open Universities; they have the potential to implement the same because the construction and infrastructure of State Open Universities are such that it has a wider canvas in terms of access and reach to the masses of the state through the network of study centres. It is my conviction that cultural awareness results in an individual's growth and societal development. Presently there are 14+2 State Open Universities in India. In my view, if each State Open University establishes its Cultural Centre as a holistic hub of teaching, research, and reservoir of culture; it will prove to be a huge contribution to the successful implementation of National Education Policy 2020 and our nation can achieve greater milestones.

The National Education Policy, 2020 has advocated, that "wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language" for both public and private schools. There are a few challenges in realising the N.E.P tenets. A given class may have learners from more than one mother tongue, teachers are not recruited on the basis of languages understood, spoken and written by them, and frequently resources are not available in the languages understood by the child.

In line with recommendations of NEP 2020, developing and operationalizing a curricular framework to realize the benefits of learning in mother tongue in schools, is a top priority for Ministry of Education. A "high-powered" committee to explore and recommend

the pathways for the promotion and growth of Indian languages has been set up. The course material, including text books and teaching resources for Grades 1-12, are available on DIKSHA portal not only in 32 Indian languages but also in Indian Sign Language. NISHTHA 3.0 has unified a teacher training module on multilingual teaching in early grades. The Vidyanjali portal invites volunteers familiar with the mother tongue to assist teachers and learners. The development of more text books, workbooks, videos, plays, poems, novels, magazines, etc. in local languages is the next step.

There is enough research and evidence now to prove that if children are taught in their mother tongue, particularly in the foundational years (ages 3 to 8), then higher retention, higher proficiencies, lesser repetition of grades, and improved test scores are seen.

The NEP 2020 brings with it a novel concept of early implementation of the three language formula to promote multilingualism and national unity. Language is the vital part of education system that plays a key role in strengthening the societal fabric as a whole. It plays a very important role in imparting education to the children. The New Education Policy 2020 focus on student's mother tongue as the medium of instruction. Even though it sticks to the 'three language formula' it mandates that no language would be imposed on anyone. The importance of use of mother tongue in education has caught attention but what has escaped the attention of many is the importance given to the native languages of India. The propagation and promotion of languages has been a very contentious issue in India. The constitution of India made Hindi the official language. The government passed the official language Act, 1963 which provided for the continuous use of English language along with the Hindi language. In 1967 the act amended and English language was made compulsory in certain areas. The first recommendation for three language policy was made by the University Education Commission in 1948-49. The three language formula was initially introduced by the National Policy on Education in 1968, which was based on the recommendation of the Kothari Commission.

The NEP 2020 provides flexibility to the three language formula as there is no particular language that shall be imposed on any state. The North region followed Hindi as their medium of instruction but the other regions or parts had English or their regional languages as the medium of instruction. This brought in unprecedented chaos and burdens in interstate communication. To avoid communication gap, government wanted to utilize regional language to recover the quality of education, spread education to the masses, and promote a connection language for India, home to diverse languages and dialects. According

to NEP, the medium of instruction until at least grade 5, but preferably till grade 8 and beyond will be in mother tongue/local/regional language, Thereafter, the local or home language shall continue to be taught as a language wherever possible. This will be followed by private and public schools. The NEP 2020 leaves it to the states to decide which three languages they must offer to their students. The caveat, however, is that two of the three languages must be native languages of India. It appears as if the national policy has made an attempt to make all the different languages of India get equal footing. This new policy will benefit millions of children from tribal areas who find it difficult to fit into an alien language and thus distance themselves from education together. Various linguists and educationists have criticized NEP 2020 in relation to language. According to some educationists there is a huge scarcity of Non-Hindi language or regional language teachers throughout the country and the other point of criticism is mental burden on the young students to learn different languages at the initial stage

The New Education Policy 2020 is a progressive policy and introduced with the aim of reducing load and stress of students and allowing them to become more "multilingual" and "multidisciplinary" and giving equal opportunity to all the states for the betterment of their minorities as well as others.

### **Draw backs of NEP related to Language policy**

1. In the National Education Policy 2020, language is a negative factor as there is a problematic teacher to student ratio in India, thus introducing mother languages for each subject in academic institutes is a problem. Sometimes, finding a competent teacher becomes a problem and now another challenge comes with the introduction of the NEP 2020, which is bringing study material in mother languages.
2. According to the national education policy 2020, students willing to complete their graduation have to study for four years while one can easily complete his/ her diploma degree in two years. This might encourage the pupil to leave the course midway.
3. According to the national education policy 2020, students of the private schools will be introduced to English at a much earlier age than the students of the Government schools. The academic syllabus will be taught in the respective regional languages of the Government school students. This is one of the major new education policy drawbacks as this will increase the number of students uncomfortable in communicating in English thus widening the gap between sections of the societies.



## Conclusion

Policy introduces a whole range of changes and reads largely as a very progressive document, with a stable grasp on the contemporary socio-economic landscape and the prospect of upcoming uncertainty. Education for a new generation of learners has to fundamentally engage with the increasing dematerialisation and digitalisation of economies, which requires an entirely new set of competencies in order to be able to keep up. This seems to be an even more dynamic privilege now, with the trend towards digitalisation and disturbing automation being quickened by the pandemic. Overall, the NEP 2020 addresses the need to develop professionals in a variety of fields ranging from Agriculture to Artificial Intelligence. India needs to be organized for the future. And the NEP 2020 paves the way ahead for many young aspiring students to be equipped. New education policy 2020 has been announced in line with public ambitions and according to national needs and challenges. For the first time in the country, the use of technology in machine learning, artificial intelligence and translation has been emphasised in a policy document. Emphasis has been laid on the study of Indian languages, classical languages, and Sanskrit. The education system has four major dimensions-students, teachers, curriculum and infrastructural facilities. Keeping these four in mind, the new education policy appears to have wide potential.

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# Technology Integration in English Language Teaching: A Systematic Review

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## Abstract

This systematic review examines the impact of technology integration on English language teaching (ELT) and explores its implications for language learning outcomes. The article synthesizes and analyses relevant research studies to provide an overview of the current state of technology integration in ELT highlighting its benefits, challenges and best practices. The review emphasizes the need for informed decision-making when selecting and implementing technology tools and discusses the potential of technology to enhance language acquisition in diverse instructional contexts. The findings of this review contribute to the existing knowledge base by synthesizing empirical evidence and offering recommendations for practitioners, researchers and policymakers seeking to leverage technology to enhance language learning opportunities in ELT settings.

## Keywords

English Language Teaching, Technology, Language learning, Learning outcome

## Introduction

In contemporary society, technology has seamlessly permeated various sectors, significantly reshaping diverse sectors, including the realm of education. In the field of English Language Teaching (ELT), technology integration has gained increasing attention as educators recognize its potential to enhance language learning opportunities. With the rapid advancements in digital tools, software applications and online platforms, teachers now have a wide array of resources to support language acquisition in the classroom. The integration of technology in ELT offers numerous benefits, such as increased learner engagement, access to authentic language use, personalized instruction and the development of digital literacy skills. As technology continues to evolve, it is crucial for educators and researchers to explore its impact on language learning outcomes and identify effective strategies for its integration.

## Literature Review

The integration of technology has emerged as a transformative force in the ever-evolving landscape of education, especially within the realm of language learning. This paradigm shift signifies a strategic fusion of digital tools and traditional teaching methodologies to enhance student engagement and elevate the learning experience. This review delves into the multifaceted impact of technology integration in language education. While navigating this digital frontier, the challenges accompanying this shift are also acknowledged, emphasizing the pivotal role of educators in developing the necessary digital literacy and pedagogical acumen for seamless integration.

Integrating technology into language learning environments contributes to heightened levels of student involvement and interest. Researchers (Johnson et al., 2020; Smith & Lee, 2019) found that well-designed and appropriately implemented technology tools can serve as effective catalysts for increased engagement and motivation among language learners. Learners could actively involve in the learning process, leading to improved language proficiency outcomes. Additionally, technology integration could provide learners with increased access to authentic language materials such as videos, audio clips and interactive content, enabling a deeper understanding of cultural contexts while promoting intercultural communicative competence.

Integrating technology that complements the curriculum and supports language learning goals effectively proves crucial for success. García and Sánchez (2019) emphasize the importance of thoughtful selection and evaluation of technology tools based on their alignment with specific learning objectives. They aim to provide educators, practitioners, and researchers with valuable guidance on leveraging technology optimally within the ELT context. It serves as a resource for understanding the nuanced dynamics of technology integration, thereby facilitating informed decision-making in educational settings. This approach reflects a commitment to purposeful technology integration, ensuring that the selected tools contribute meaningfully to the educational goals and objectives set by instructors.

Digital storytelling provides learners with opportunities to engage in authentic language use, express their creativity and build meaningful connections with the language being learned. Studies highlight the positive impact of digital storytelling on language learning outcomes including improved language proficiency, vocabulary acquisition and speaking skills (Chen et al., 2020; Li & Wang, 2019). Digital storytelling serves as a versatile educational tool, seamlessly integrating technology to foster critical thinking, reading skills, and communication proficiency - both oral and written.

By creating and sharing own digital stories, learners are empowered to take ownership of their language learning journey leading to increased intrinsic motivation and a positive learning experience. Digital storytelling proves to be an effective tool for fostering learner motivation and engagement in language learning (Johnson & Lee, 2021; Xu & Chen, 2020). Being aligned with student - centred strategies such as engagement and project-based learning, digital storytelling accelerates students' comprehension capacities. Also, studies highlight how digital storytelling promote intercultural communicative competence by exposing learners to diverse perspectives and cultural contexts (García et al., 2018; Wang & Liu, 2021).

Gamified language learning cultivates a positive collaborative environment, motivating learners to collaborate and resulting in improved language learning outcomes. Integrating gamification elements into language learning processes contributes positively to learners' overall language skills and their ability to acquire and retain vocabulary (Kuo et al., 2019; Tan & Zhang, 2021). Also, gamification proved to be an effective tool for promoting learner motivation and engagement in language learning (Lee & Chen, 2020; Wang & Wu, 2021). Further, gamification facilitated the development of collaborative and communicative skills in ELT (Chen & Liu, 2020; Huang & Li, 2019).

Educators need opportunities to enhance their digital literacy and pedagogical knowledge to confidently integrate technology into their teaching practices. Designing technology-rich learning environments was also recognized as a best practice (Wang & Wu, 2020). Creating immersive and interactive language learning experiences through multimedia content, gamified activities and collaborative platforms can enhance learner engagement and promote authentic language use. Furthermore, supporting teachers through effective professional development emerged as a critical factor in successful technology integration (Johnson et al., 2020).

Integration of technology in ELT is accompanied by challenges as well as limitations. Brown et al. (2018) points out infrastructure constraints including limited access to technology devices and internet connectivity, hinder the implementation of technology in some ELT settings. Lee and Chen (2021) identify pedagogical concerns, such as teachers' lack of familiarity with technology tools and their integration into the curriculum that affect the effective use of technology in language teaching. The acknowledgment of these barriers underscores the importance of considering the broader technological context when planning and implementing technology-enhanced learning initiatives in ELT. It also points to the need for addressing infrastructure limitations to ensure equitable access and a more effective integration of technology in language education.

In the realm of language education, the integration of technology stands as a cornerstone for elevating student engagement and sustaining interest. The judicious selection of technology, aligned with curriculum objectives, proves paramount for successful language learning outcomes. Digital storytelling emerges as a dynamic facilitator, offering learners avenues for authentic language expression, creativity, and forging genuine connections with the language. Simultaneously, gamified language learning becomes a potent force for catalysing improved language outcomes. However, a confident and seamless integration of technology into the English Language teaching methodology could be assured only by offering opportunities for the educators to enhance their digital literacy and pedagogical prowess.

## **Methodology**

The primary objective of this systematic review is to examine the existing literature on technology integration in ELT and investigate its impact on language learning outcomes. Initially, research questions were developed to guide the review and focus on the specific aspects of technology integration in ELT. The literature search was conducted systematically to ensure the comprehensiveness of the review. The academic databases like ERIC (Education Resources Information Center), PubMed, Scopus, Web of Science and Google Scholar were searched. The search terms included various combinations of keywords related to "technology integration", "English Language Teaching", "language learning", "educational technology" and related terms. Boolean operators (AND, OR) were used to combine the search terms effectively. The search strategy aimed to retrieve a broad range of studies related to the impact of technology integration on language learning outcomes in ELT settings.

The inclusion criteria as well as the exclusion criteria were defined to determine the studies that would be included in the review. These criteria considered factors such as publication date (studies published from the last decade up to the present date), study design (empirical research studies including experimental, quasi-experimental, case-control and correlational studies were included), language (studies published in the English language) and relevance to the research questions (studies that focused on the integration of technology in English Language Teaching settings, such as computers, mobile devices, online platforms, software applications or multimedia were included). Whereas these criteria excluded factors such as non-empirical studies (literature reviews, opinion articles, editorials and non-empirical papers) and irrelevant studies (that did not directly address technology integration in ELT or did not align with the research questions).

Data from the selected studies were extracted systematically, including study details, research design, participants, technology tools used and key findings related to technology integration in ELT. The findings from the selected studies were analysed and synthesized to

identify patterns, themes and consistencies in the literature. To ensure the reliability of the review, the selected studies were assessed for their methodological quality and potential biases. Finally, the findings from the studies were synthesized and discussed in the context of the research questions. Similarities, differences and trends were identified and implications for practice and future research were discussed.

## Research Questions

- a. To what extent is technology integration in English Language Teaching beneficial for language learners?
- b. In what ways does technology integration in ELT encounter challenges and limitations?
- c. Is it possible to integrate technology in ELT classrooms effectively?
- d. Can technology integration in ELT affect language learning outcomes?

## Discussion

Technology integration in ELT offers a wide range of benefits, including enhanced learner engagement, exposure to authentic language and culture, personalized instruction and increased access to language learning resources. By leveraging technology effectively, educators can create vibrant and effective language learning environments that cater to diverse learners' needs, paving the way for improved language proficiency and communicative competence.

Technology has the potential to captivate learners' attention and create interactive and dynamic learning experiences. Multimedia elements, gamified activities and interactive simulations can engage students in ways that traditional methods cannot. Through technology, language teachers can design interactive quizzes, online games and virtual conversations, providing learners with meaningful and enjoyable language practice. The integration of multimedia content, such as videos, audio clips and images, can stimulate learners' interest in language learning by presenting real-life contexts and authentic language use. This heightened engagement can lead to increased motivation, active participation and a positive attitude towards language learning.

Technology allows learners to access a vast array of authentic language resources, such as online articles, podcasts, videos and social media platforms. Exposure to authentic materials provides learners with opportunities to encounter genuine language use, colloquial expressions and diverse cultural perspectives. Moreover, technology facilitates communication and collaboration with speakers of the target language, breaking down geographical barriers and promoting intercultural exchanges. Virtual language exchanges and

telecollaboration projects enable learners to interact with peers from different linguistic and cultural backgrounds, fostering intercultural communicative competence and a deeper understanding of global issues.

One of the most significant advantages of technology integration in ELT is its ability to support individualized and differentiated instruction. Educational software and adaptive learning platforms can assess learners' proficiency levels and tailor content and exercises based on their needs. This personalized approach allows students to progress at their own pace, focusing on areas where they need more support and challenging themselves with more advanced materials. Technology also facilitates the integration of formative assessment tools, providing learners with immediate feedback on their performance. Timely feedback enhances the learning process, enabling learners to identify and rectify errors promptly.

Technology has democratized access to language learning resources. Online language courses, open educational resources (OERs) and language learning apps make language instruction accessible to learners worldwide, regardless of their geographical location or socioeconomic background. This increased access to resources empowers learners to pursue language learning independently and on their own terms. Furthermore, technology allows learners to engage in self-directed learning, where they can explore topics of personal interest and set their learning goals. Learners can access digital libraries, language learning platforms and online forums to expand their language skills beyond the boundaries of the classroom.

While technology integration in ELT offers numerous benefits, it also comes with significant challenges and limitations. Addressing infrastructure and technical concerns, providing effective teacher training, ensuring privacy and ethical compliance as well as promoting digital inclusion are critical steps in harnessing the full potential of technology to support language learning in diverse educational settings. By addressing these challenges proactively, educators can create equitable and enriching language learning experiences for all learners.

A remarkable challenge of technology integration in ELT is the availability and reliability of infrastructure. In many educational settings, especially in resource-constrained environments, access to adequate technology, such as computers, internet connectivity and software, may be limited. Insufficient or outdated technology can hinder the smooth implementation of technology-enhanced language learning activities, resulting in frustration for both teachers and learners. Moreover, technical issues, such as software glitches, connectivity disruptions and device compatibility problems, can disrupt the learning process and create additional challenges for educators. Addressing infrastructure-related challenges



requires investments in technology resources, regular maintenance and technical support to ensure a seamless and effective integration of technology in ELT classrooms.

Effective technology integration in ELT demands a sound understanding of pedagogical principles and best practices. Some educators may struggle to adapt their teaching methods to incorporate technology effectively. They may find it challenging to strike a balance between traditional instructional approaches and innovative technology-based methods. Teacher training and professional development are crucial in equipping educators with the necessary skills and knowledge to harness technology for language teaching. Providing comprehensive training programs that emphasize pedagogical strategies, technology selection and effective integration can empower teachers to make informed decisions about when and how to use technology to enhance language learning.

The integration of technology in ELT often involves the use of digital platforms and online tools, raising concerns about data privacy and security. Collecting and storing learners' personal information and performance data on digital platforms may expose them to privacy risks. Ensuring compliance with data protection regulations and implementing robust security measures becomes paramount to safeguarding learners' sensitive information. Moreover, ethical considerations arise concerning the use of learner data for commercial purposes or third-party marketing. Educators must be vigilant about protecting learners' rights and ensuring that technology providers adhere to ethical standards in data handling.

While technology can provide broader access to language learning resources, it also has the potential to exacerbate existing inequalities. Not all learners have equal access to technology outside the classroom, leading to a digital divide. Learners from disadvantaged backgrounds or rural areas may face challenges in accessing technology, hindering their opportunities for digital language learning. Additionally, some learners may struggle with technology use due to factors such as limited digital literacy skills, language barriers or disabilities. Integrating technology in a way that is inclusive and supportive of all learners requires careful consideration of individual needs and the provision of necessary support and accommodations.

### **Best Practices for Technology Integration in ELT**

Educators can maximize the benefits of technology integration in ELT by creating engaging learning environments, supporting learners' language development and fostering digital literacy skills essential for their future success. Embracing technology as an integral part of language teaching enables educators to adapt to the evolving educational landscape and meet the diverse needs of language learners in the digital age.

In the process of selecting and evaluating technology tools for English Language Teaching (ELT), educators need to prioritize alignment with specific learning objectives and outcomes. It is crucial that the chosen tools complement the curriculum and effectively support language learning goals. Additionally, educators must critically assess the pedagogical suitability of these tools, ensuring that they contribute to enhancing language learning experiences and fostering active engagement, rather than being selected solely for their novelty value. The user-friendliness of the tools is paramount, with a well-designed interface that minimizes learner frustration and encourages independent exploration. Clear instructions further contribute to a positive user experience. Furthermore, considerations of accessibility and inclusivity are imperative, requiring educators to select tools with features that cater to learners with diverse abilities and learning needs. This may involve choosing tools that offer multilingual support or customizable settings to accommodate individuals with different language backgrounds. By conscientiously addressing these criteria, educators can ensure that the integration of technology into ELT is purposeful, pedagogically sound and inclusive, ultimately enhancing the overall language learning experience for all learners.

In designing technology-rich learning environments, a blended learning approach is paramount, seamlessly combining the advantages of technology with traditional face-to-face instruction. This integration ensures a harmonious balance between digital resources and human interaction, resulting in a holistic and engaging learning experience. To further enhance the effectiveness of these environments, the incorporation of authentic and meaningful tasks is essential. Designing technology-rich learning tasks that reflect real-life contexts and encourage authentic language use creates a purposeful connection between learners' interests and their daily lives. Additionally, fostering collaboration and interaction is pivotal in leveraging technology to its full potential. Through online platforms, learners can engage in collaborative projects, participate in meaningful discussions and provide peer feedback, enhancing their language practice in a dynamic way. Moreover, the integration of multimedia elements, including audio, video and interactive visuals, serves to enrich language learning experiences. Such multimedia content not only exposes learners to authentic language use but also immerses them in diverse cultural contexts, thereby making the language learning process more engaging and relevant.

In the realm of effective technology integration in education, teachers assume a pivotal role as facilitators rather than mere dispensers of knowledge. Their responsibility lies in guiding and supporting learners' utilization of technology, steering them towards exploration and critical evaluation of information and resources. To empower teachers in this facilitating role, a continuous commitment to professional development is essential. Encouraging ongoing training, workshops, seminars and collaborative learning opportunities

become imperative to enhance teachers' digital literacy skills and deepen their pedagogical understanding of technology integration. Specialized technology integration training sessions should be instituted, concentrating on the practical application of various technology tools and their alignment with language learning objectives. Furthermore, ensuring that teachers have access to technical support is integral to addressing any challenges that may surface during the integration process. Timely assistance not only mitigates potential frustrations but also fosters a smoother implementation of technology in the classroom, ultimately enriching the overall educational experience for both educators and learners alike.

In the domain of assessment and feedback strategies, a multifaceted approach leveraging technology is crucial for enhancing the learning experience. Formative assessment practices such as interactive quizzes and online exercises empower educators to deliver immediate feedback, enabling learners to pinpoint areas for improvement. Additionally, the integration of technology facilitates multimodal assessment methods, encompassing diverse language skills like speaking, listening, reading and writing. Video or audio recordings, for instance, can be utilized to evaluate oral proficiency, while digital portfolios serve as dynamic platforms to showcase learners' writing prowess and project work. Encouraging self-assessment and reflection through technology platforms empowers learners to actively monitor their progress, establish learning goals and evaluate their language proficiency, fostering valuable metacognitive skills. To further enrich the learning environment, effective feedback mechanisms can be implemented via technology tools, delivering personalized guidance and encouragement electronically through audio or written formats. This comprehensive approach not only embraces the benefits of technology but also promotes a constructive and supportive atmosphere conducive to enhanced language acquisition.

### **Implications for Language Learning Outcomes**

The integration of technology in ELT has a significant impact on language proficiency and skill development. Interactive language learning applications, language learning websites, and digital language exercises provide learners with ample opportunities to practice all language skills, including listening, speaking, reading and writing. Learners can engage with authentic language materials through multimedia resources, contributing to their linguistic competence and fluency. Furthermore, technology allows for adaptive learning, where learners receive personalized content and exercises based on their proficiency levels and areas of improvement. This personalized approach can accelerate language learning and help learners achieve language proficiency milestones more effectively.

Technology integration empowers learners to take charge of their language learning journey, fostering learner autonomy and self-directed learning. Online language courses,

language learning apps and digital language resources enable learners to access content at their own pace, schedule their study sessions and choose topics that interest them. Moreover, technology provides learners with instant feedback, enabling them to monitor their progress and identify areas for improvement. This feedback loop encourages learners to be more proactive in their language learning, as they can make real-time adjustments to their learning strategies.

Technology-rich language learning environments offer opportunities for learners to engage with complex and interactive language tasks. Analysing authentic texts, solving language puzzles and participating in online discussions necessitate critical thinking and problem-solving skills. Learners must comprehend, evaluate and synthesize information, applying their language knowledge to real-world scenarios. Additionally, technology integration enables learners to access vast information sources, fostering information literacy and critical evaluation of digital content. They learn to discern credible sources, identify biases and approach language materials critically.

Integrating technology in ELT facilitates intercultural communication and promotes intercultural communicative competence. Virtual exchange programs, telecollaboration projects, and language learning communities online allow learners to interact with speakers of the target language from different cultural backgrounds. Through these interactions, learners gain exposure to diverse perspectives, customs, and communication styles. This exposure enhances their cultural awareness and sensitivity, enabling them to communicate effectively and respectfully with individuals from various cultural backgrounds. By promoting intercultural communicative competence, technology integration in ELT prepares learners for meaningful communication in a globalized world, fostering empathy and understanding among learners from different cultural contexts.

Technology integration in ELT has far-reaching implications for language learning outcomes. It positively impacts language proficiency and skills development, fosters learner autonomy and self-directed learning, cultivates critical thinking and problem-solving skills, and promotes intercultural communicative competence. By harnessing the potential of technology in language teaching, educators can create enriching and effective language learning experiences that prepare learners for communication in a diverse and interconnected world.

### **Future Directions and Research Agenda**

As technology continues to evolve rapidly, it is essential for ELT practitioners and researchers to keep abreast of emerging trends and innovative technologies. Virtual reality (VR), augmented reality (AR), artificial intelligence (AI) and natural language processing (NLP)

are among the cutting-edge technologies that hold promise for language learning. Exploring how these technologies can be integrated into ELT and their impact on language learning outcomes will be a critical area of future research. Additionally, the integration of wearable devices, language learning applications that utilize gamification, and adaptive learning platforms are also emerging trends that warrant investigation. Understanding how these technologies can optimize language learning experiences and cater to individual learner needs will be crucial in shaping the future of technology integration in ELT.

As technology integration becomes more prevalent in ELT, it is essential to assess its long-term effects on language learning outcomes. Longitudinal studies and follow-up research can provide insights into the sustainability of the benefits observed in short-term studies. Examining how technology integration impacts language proficiency, motivation and language use beyond the immediate learning context can inform educators and policymakers about the lasting impact of technology on language learning. Moreover, investigating the sustainability of technology integration initiatives is crucial to ensure that investments in technology resources and infrastructure are effective and continue to support language learning in the long run.

Addressing the digital divide is a critical challenge in technology integration in ELT. Researchers and policymakers must focus on finding solutions to bridge the gap in technology access among learners. Identifying barriers that hinder access to technology, such as lack of internet connectivity or access to devices and exploring innovative ways to overcome these obstacles will be essential. Furthermore, research should emphasize creating technology-enhanced learning experiences that are inclusive and supportive of learners from diverse socioeconomic backgrounds, linguistic abilities and geographic locations. Strategies for providing equitable access to technology resources and ensuring that all learners can benefit from technology-integrated language learning experiences must be a priority.

Effective technology integration in ELT relies on well-prepared and confident educators. Research on the most effective approaches to teacher professional development for technology integration is essential. Investigating the impact of various training models, such as workshops, online courses and peer learning communities, on teacher confidence, digital literacy and pedagogical knowledge will help inform the design of effective professional development programs. Additionally, exploring ongoing support mechanisms for teachers as they integrate technology in their classrooms will be vital. Mentoring programs, collaborative learning communities and access to technical support can help sustain educators' enthusiasm for technology integration and ensure successful implementation.

## Recommendations for Practitioners and Researchers

Basically, educational practitioners meticulously choose technology tools that not only align with specific learning objectives but also foster active engagement among students. Creating technology-rich learning environments incorporating authentic tasks and encouraging collaborative learning experiences to enhance overall student participation needs to be a key strategy. Recognizing the dynamic nature of technology, practitioners need to understand the importance of continuous professional development. They need to invest in activities that aim to elevate teachers' digital literacy and deepen their pedagogical understanding of technology integration. Additionally, practitioners need to be vigilant about addressing privacy and ethical concerns associated with technology use, ensuring the protection of learners' data and obtaining informed consent. Moreover, they need to strive to cultivate an inclusive learning environment by actively mitigating the digital divide and ensuring equitable access to technology resources for all students, thereby fostering a holistic and accessible educational experience.

Researchers play a crucial role in advancing the field of English Language Teaching by delving into various aspects of technology integration. Firstly, they need to actively investigate emerging trends and innovative technologies, aiming to comprehend their potential in enhancing language learning outcomes. Their commitment needs to extend to conducting longitudinal studies, assessing the long-term effects and evaluating the sustainability of technology integration in ELT. Additionally, researchers need to focus on addressing critical issues such as the digital divide, working to explore strategies that ensure equity in technology access and use. Moreover, their efforts need to extend in exploring the effectiveness of diverse teacher professional development models for technology integration as well as ongoing support mechanisms. Importantly, collaboration with educators needs to be a key aspect of their work, engaging in action research to practically implement technology in diverse ELT contexts.

## Conclusion

The studies that were selected for analysis and synthesis revealed the benefits of technology integration in ELT. This review seeks to provide educators, researchers and policymakers with a comprehensive overview of the current state of technology integration in ELT. The findings will contribute to a deeper understanding of the benefits, challenges and best practices associated with technology integration and inform future practices and research in the field. Research efforts are expected to focus on understanding emerging technologies' potential, assessing the long-term impact of technology integration, promoting equity in access to technology and providing robust professional development and support for educators.

While educators can effectively harness technology to create engaging and inclusive language learning experiences, researchers can contribute to a deeper understanding of the impact of technology integration on language learning outcomes. The combination of informed practice and rigorous research would pave the way for a future where technology enriches and empowers language learners in ELT settings. Thus, technology integration can continue to enhance language learning opportunities and empower learners in the digital age.

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# Technology: Enhancing Teaching Identities of English Teachers

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## Abstract

Technology has made language learning and teaching easier for teachers and students by providing learner-centred teaching methodologies. Students of this modern Generation Z are more congenial to learning from smart electronic devices and look forward to learning from digital tools. In such a scenario, teachers are forced to integrate modern changes and look at their roles differently from traditional teachers. These changes have compelled language instructors to come up with new strategies to embrace technology in their daily teaching activities. As a result, their teaching identities are being negotiated, reconstructed, and recreated due to synthesizing technological aids inside and outside classrooms. Online technology and e-learning too have provided challenging roles for English teachers. They have helped language instructors constructively in their professional careers. This theoretical research article discusses how technology through digital teaching aids, e-learning, and online teaching has enhanced teaching identities positively though challenging at times. It also points out the four teaching identities reporter, expert, mentor and role model that educators might have at various points in their careers as a result of modern educational technologies.

## Keywords

Technology and teaching identities, online teaching, e-learning and teaching identities

## Introduction

Modern innovative technology contributes to a teacher's efficacy by providing opportunities to excel in their profession. Emerging ICT technologies influence pre-service teachers to expand their teacher identities by providing them with competence and efficiency in their trade (Can & Karacan, 2021). There are several varieties of high-tech developments in teaching and education that allow all teachers including English teachers to be proficient in their discipline. Modern students prefer to learn with the help of technology in classrooms though teachers might have negative apprehensions. (Abbott, 2016). This forces teachers to develop professionally using technological aids.

Teachers ought to train themselves and reinvent their identities by looking for new solutions. This will enable them to be more confident in their profession (Zhang & Hwag, 2023). Technology can offer answers to everyday teaching needs, so teachers need to be flexible and must be aware of the modern changes happening with regard to the integration of technology in classrooms. Additionally, these days learning has revolutionised teaching and learning. Online learning has definitely made teachers adjust their roles. Their identity professionally has changed to play the role of facilitators while teaching online and offline (Aboud, 2020). Teachers were the sole source of knowledge earlier which played a major role in their identity. In contrast, modern students are aware of various sources of knowledge due to the internet. As a result, teaching communities are playing the role of knowledge transfer and knowledge facilitation.

In fact, Sethi (2019) illuminates that modern classrooms should support the concept of flipped learning where mobile phones that have cyberspace learning content play a major role. She suggests exploring the idea of the usage of modern devices in Indian classrooms since they lack smart classroom facilities. This leads to the important discussion of thinking about the reasons why teachers will have to get accustomed to the needs of technology. This is the age of digitalization in various fields including education. The fact is children get acquainted with modern technology before they start their primary education, whereas teachers who were introduced to modern technology later in their career struggle to get acquainted with the technological needs of the learners (Sert & Boynueri, 2017).

Based on the discussions on technology and teacher identities, the following questions have been discussed:

- A.** Can technology influence the identities of a teacher and a teaching career? If so, how?
- B.** How does the effective use of technology help teachers in their professional work?
- C.** Why should professional and faculty development programs focus on imparting knowledge about educational technology to teachers?
- D.** How does E-Learning help teachers to revisit their different roles as a teacher?
- E.** Does online teaching reconstruct teacher identities?

## **Teaching Aids and English Teachers' Identity**

For an English teacher, there are varieties of technology aids available to teach in classrooms. Modern classrooms provide smart boards where PowerPoint presentations can be shown to learners. Dewi & Kareiati (2021) conclude that it can be productive in getting the attention of English language students to learn efficiently. Language teachers can prepare slides of learning content that can include pictures and graphics to transfer knowledge proficiently. English teachers, knowing the basics of PowerPoint enables teachers to have confidence in their profession since teaching and presenting the learning materials are effortless and uncomplicated. Teachers who master showing visuals and videos in language classrooms can minimize teacher talk time and focus on eliciting answers from students which improves students' participation. Naturally, this leads to more students' learning and retention of the language materials taught in the class. Language teachers will have a feel-good factor that they have completed their everyday tasks and duties in classrooms successfully. This improves the English teacher's identity.

## **Effective Use of Modern Technology in English Language Teaching and Teacher Identity**

One of the prominent roles of a teacher is to achieve students' learning outcomes in their jobs. They have to plan and supervise learning and adjust accordingly. Not only academic goals but also other goals that are pragmatic for students (Pezaro, 2016). In this technologically dominated world, English teachers must try to use the best technology to achieve optimum learning outcomes. For this reason, educators should keep learning about different technological advancements that can support language interaction and practice. According to (Mofareh, 2019) technology offered a significant rise in the attainment of English levels of students since it included more interaction than the traditional teaching methods. The study concluded that students were more interested to learn the language using modern technology. It found that tablets and devices that display visuals and audio are more student-friendly to learn English language content. Added to that, the self-learning of the students too improved considerably.

As language teachers, when students learn by themselves and their measurable skills are realized adequately, the goal of teaching is met which motivates teachers to look for new methods of technologically viable successful teaching designs. Naturally, the identity of teachers can be strengthened as well.

## **Technology and Four Identities of an English Teacher**

An article written by (Forte, 2022) mentions four identities of a teacher "Reporter, Expert, Mentor, and Role Model".

## **A. Reporter**

This is the first identity that is similar to an observer. Novice teachers as well as experienced teachers should keep observing peers and fellow teachers. Ideas of other teachers should be discussed and reflected.

English tutors should discuss various methods of teaching through technology since collaboration can help teachers to learn various developments in technology to teach English. It also enriches the knowledge of teachers, by contributing professionally, leading to a teaching identity related to technology, as a professional teacher who is flexible in using technology.

## **B. Expert**

This is the second identity that is similar to a specialist. As teachers gain experience, they are able to understand the right technique or method for a particular group of learners or a particular curriculum. English instructors must keep trying with various technological changes that are happening around the world. An experienced language teacher must be able to find out the right technology that will be appropriate in different situations and for different varieties of learners. For example, PowerPoint might be productive in displaying language learning content but may not be suitable for interaction and feedback. Free tools like Edpuzzle and Quizlet could be better for interaction and learning. Edpuzzle is a platform where teachers can post interactive video lessons for students. This makes students understand better. Quizlet can be good to create flashcards and practice tests which would be suitable for visual learners since visuals can be uploaded to Quizlet. Hence, English teachers who use different types of technology or know the right technology are more confident teachers which is a vital part of an English teacher's identity.

## **C. Mentor**

This is the third stage which could be compared to the role of a leader. Teachers in this stage have accumulated experience and are willing to share their knowledge and expertise in their fields. As a result, they are regarded as a teacher who can teach, communicate, and lead peers and new teachers. English Language experts who are aware of different varieties of technology and technology solutions are in demand to share their knowledge and expertise with regard to a different technology. The language teaching community is hugely benefitted as professional development for language teachers is achieved with the aid of these English teachers who are experts in using technology. Personally, as an English instructor who keeps learning new technology for growth, I have always shared technical knowledge and expertise through training sessions and workshops. This has boosted my identity as a teacher as it bestows the role of a mentor, advisor, and leader in technology and English teaching.

## **D. Role Model**

This fourth identity is that of an influencer. A successful teacher would be looked upon by everyone because of the tremendous work that was done in the past. There are many leaders around the world who cannot be forgotten but continue to inspire generations like Mahatma Gandhi and Subash Chandra Bose.

In a similar fashion, since some language teachers are more successful in using technology, other fellow teachers would also try to emulate the success that the technology has brought. They would also keep learning the new changes in technology to be adapted in their classrooms. To summarize, all these changes in language teachers' identities are the result of using technology to maximize learning and technology. In short, teacher identity gets a positive input because of technology. It does not remain a personal success in an isolated manner, but is also a role model for other teachers.

## **Professional Development of English Teachers, Technology, and Teacher Identity**

English teaching and teaching methodologies have been evolving considerably. Although teachers are personally in charge of improving themselves professionally, the organization and the teaching communities in that workplace should ensure continuous professional development activities throughout the year, especially regarding technology and teaching. This will further give confidence in a teacher's professional career.

Bunting et al., (2021) points out that the interviewed Swedish English teachers were not provided any professional training to use digital tools for teaching in schools but instead they relied on fellow teachers, colleagues, Facebook groups, and conferences. He advises teachers to use technologies that offer personalized learning to cater to the needs of English learners whose levels are varied. Schools and universities should try to recommend different technologies through professional development programs which will benefit English teachers to improve the levels of language learners. Teachers who are willing to adapt to the change will benefit hugely because of the initiatives of the management. This in turn will provide a better professional attitude towards teaching for an English teacher.

Professional Development activities should be connected with the needs of the teachers since it could help them in their jobs (Topoyoka & Celik, 2016). In an academic environment, innovative technologies can help teachers in their classroom instruction to provide quality education. It concludes EFL educators have successfully applied technology in their English curriculum in China (Zhang, 2022).

## **E-Learning and English Teacher Identity**

E-learning has impacted the language teacher's identity to be a facilitator while teaching online and constantly learning about technology has restructured the identity of an EFL teacher. Sometimes, technology is unavailable due to electricity or external factors and teachers will have to bring their own laptop with a better Internet connection. This puts much pressure on English teachers every day in their modern teaching with technology (Aboud, 2020). Thus e-learning technologies constantly challenge the identities of a teacher both positively and negatively. (Singh & Younus, 2021) cautions if teachers do not have the drive to learn ICT tools related to teaching, it will affect the performance of students. It concludes e-learning will positively affect the performance of English language teachers since it is more student-centered to provide good quality education.

Since technology is changing and evolving, English teachers need to be updated with learning tools. Usually, language teachers are not proficient with technology-related tools and so during their usage if a need arises to troubleshoot projectors, computers, DVD players, and virtual applications they need the assistance of technically qualified people, and those trouble-shooters would be in need most of the time or may not be available for various reasons. In such a scenario, a proficient English language teacher or a novice who is an expert learner regarding technology could help fellow teachers when in need and this can foster a better relationship between language teachers resulting in a confident and competent teacher.

### **Online English Language Teaching and English Teacher Identity:**

Online teachers who teach virtually develop teacher identities because of the unique challenges that the Internet provides. Their identities are different from that of a traditional classroom teacher. They would have to be friendly with students and communicating with learners takes time as well. Prior planning for a lesson and organizing lessons are key ingredients for an online instructor. Teachers felt that online identities are unique in comparison to traditional roles (Richardson & Alsup 2015).

Online English teaching roles have become part of an English teacher's life, especially after Covid. Teachers had to use online tools like email, Zoom, Google Classroom, Google Meet, and other tools to teach students. A traditional teacher had no other choice but to meet students online since face-to-face teaching was restricted. While teaching online it is difficult to get the attention, communicate and interact with students but English teachers had to adjust and reinvent their roles. However, instructors had to understand how the LMS or the online platform works. They had to undergo a learning process to be an efficient online teacher leading to different teacher identities because of online teaching. (Fanaee & Davaribina, 2021) point out that teachers who taught online had to reconstruct their

identities in everyday routines and intellectual skills, but their teaching beliefs underwent different transitions and concluded online teaching was temporary. It should be viewed as an opportunity to be reflective and creative, especially with the various developments in computer technology. Personally, I have been learning and updating instructional design skills to create language activities both online and offline with the use of technology, and that has led me to improve my teaching skills. Though it is hard work for teachers to prepare content designing, students look forward to it because it could suit different levels of language learners.

## Conclusion

We have discussed the multi-roles of an English teacher who needs to construct and reconstruct teaching identities at all levels experienced or inexperienced due to the integration of technology. We also looked at the four teaching identities: observer, specialist, advisor, and influencer that technology can actively contribute positively. Even mastering technology as a part of professional development keeps the learning goals of a teacher enthusiastic. In fact, teaching online too greatly impacts the role of a teacher by presenting various challenges for a language teacher. Additionally, e-learning tools that are available for teachers help a learner to be better teaching professionals and they offer teachers the role of an instructional designer while creating e-learning, online, blended, and flipped learning sessions. A language teacher who wants to make a career in English teaching must be proficient with technology-related tools to teach since it provides more advantages in spite of the challenges.

Institutes must invest in digital technology and language applications with an eye on the future of education. Teacher training institutes must also consider providing challenging teaching projects requiring technology. In this way, teachers will easily fit into different roles of a teacher with more confidence and competence.

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