

The English Classroom

A Peer Reviewed Bi-Annual Journal



Regional Institute of English, South India

Jnanabharathi Campus, Bengaluru – 560 056

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The Regional Institute of English was established in 1963 with the objective of enhancing the quality of English Language Teaching in primary and secondary schools as well as improving the standard of teacher education in its member states namely Andhra Pradesh, Karnataka, Kerala, Puducherry, Tamil Nadu and Telangana. The Institute helps the member states in shaping their policies and practices in English Language Studies by undertaking research studies, conducting seminars and conferences and by developing course books and other teaching learning materials in ELT.

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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 issue there are 10 articles contributed by researchers and practitioners of ELT . The brief highlights of each article are given below.

Dr. Kshema Jose, in the article, **Using digital tools to implement dialogic pedagogic practices: An experiment in an ESL conceptual classroom** examines the use of vicarious learning through web 2.0 tools to overcome barriers to effective interactivediscoursesamongthestudents.

Dr. Uma Maheswari Viswanathan and **Sreelakshmi V S** in the article, **A Corpus-based Study of Science Keywords in NCERT Textbooks**, document the generation of corpus of the middle school science textbooks of National Council of Educational Research and Training, Tamilnadu science textbooks using Compleat Lexical Tutor v.8.3.

Vinayadhar Raju Prathikantam, in the article, **Strategies to Track and Assess the Students' Participation and Performance during Formative Assessment Cycles in Telangana** discusses the challenges faced by most of the teachers in the implementation of formative assessments procedures for secondary level students of Government school of Telangana.

Dr. Baburam Upadhaya and **Dr. NP Sudharshana**, in the article **Developing Supplemental Materials to Enhance Students' Learning of Idiomatic Expressions**, explore the teaching of idiomatic expressions by drawing on the theory of conceptualmetaphor from CognitiveLinguistics.

G.G.S. Nageswara Rao in the article, **Focus on Reading Competency for Better Comprehension and Conceptual Understanding -Reflections from Learning Improvement Programme**, presents the study of Learning Improvement Programme initiated by Samagra Siksha, Andhra Pradesh which focused on the reading competency to improve the reading comprehension skills of the students in non-languagesubjects.

Dr. T. Rama, in the article, **Using Smartphones as Learning Tools in the English Classroom** shares her findings on the study of the effectiveness of using mobile phones for learning of English among graduate students of Osmania University, Hyderabad.

Pem Doma Sherpa and **Sai Archana M**, in the article, **Evaluation of Course Syllabus: A Study of Experiential Learning in a 1st year Undergraduate General English Syllabus** make an evaluative study of the General English Course Syllabus of the 1st year undergraduate students at the Sri Sathya Sai Institute of Higher Learning, Anantapur, Andhra Pradesh based on the concept of 'experiential learning' set by NEP 2020.

Mohammad Azim M. Saiyad and **Dr. Vishalkumar J. Parmar**, in the article, **The Power in the Nib: Unveiling the Significance of English Writing Skills in Mass Communication Across India**, delve into the significance of English writing skills in the field of mass communication. It discusses the significance of English writing among youth and students in fostering inclusivity, bridging linguistic divide etc.

Dr. Suresh Jampa and **Dr. Rani P L**, in the article, **Understanding Young Learners' English Language Learning**, focus on teaching and learning of young learners and present data collected from experienced English teachers.

Dr. Pravat Ranjan Sethi in the article, **Unlocking Potential: Enhancing English Education in India's Multilingual Classroom Landscape** shares possible strategies, teacher development efforts and curriculum revision to enhance English Language teaching in multilingual classrooms in India.

Using digital tools to implement dialogic pedagogic practices: An experiment in an ESL conceptual classroom

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Abstract

Teachers are increasingly exploring the potential of interactive pedagogic practices to foster discourse and reflection. However, constraints such as students' limited language proficiency, fixed class time, and lack of preparedness hinder their effectiveness. This paper examines how digitally-mediated dialogic pedagogies can probably mitigate these challenges. Vicarious learning through web 2.0 tools was investigated as a solution to bring peer dialogues to learners to enhance discourse quality. Results showed that digitally-mediated vicarious learning empowered students to initiate, sustain, and enrich discussions while fostering reflection and expanding knowledge boundaries. This study could help overcome barriers to effective discourse in classrooms and offer insights into creating meaningful dialogues and genuinereflection.

A Corpus-based Study of Science Keywords in NCERT Textbooks

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Abstract

Corpus-based word lists are the answers to the specific vocabulary needs of L2 learners in Indian classrooms where the Communicative Language Teaching practiced by English language teachers does not cover the vocabulary of English for Academic Purpose and English for Specific Purpose. Hence specialized word lists compiled from registries of subjects like Science, History or Geography can be used to help the learners to comprehend the texts that are dense with academic and technical words. These words are found in the mid and low frequency bands (3000 and above) created by Paul Nation. In this study a corpus of the middle school science textbooks of National Council of Educational Research and Training was created to harvest science keywords. The textbooks were digitally converted to suit the input criteria of the software. The metadata and non-textual data were removed to obtain a 432,811-word corpus and keywords with the 'keyness' factor of 25 and above were harvested to create the Science Word List comprising 670 words representing 670-word families. Studies have revealed that such specialized word lists provide a minimum of 15% text coverage in addition to 80% coverage provided by General Service List. The total text coverage reaches 95% which is adequate for comprehending academic or technical texts. Hence the SWL can be used as a powerful pedagogic tool by both English and Scienceteachers in Content and LanguageIntegratedLearning.

Strategies to Track and Assess the Students' Participation and Performance during Formative Assessment Cycles in Telangana

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Abstract

In Telangana state there are four formative cycles every year at the secondary level which are assigned 20 percent weight in the overall grade. It includes four components: Read and Reflect, Written Works, Projects and Slip Test with 5% weight each. Most of the teachers are struggling to track and assess students' performance and participation during formative cycles due to various reasons such as lack of time, lack of understanding of formative tools and lack of formative assessment concepts. Even the administrators are concentrating much on quantitative data obtained through paper-pencil tests instead of qualitative data to assess students' performance during the course of study. Teachers are spending much time recording their marks and grades in different formats which are not at all useful and in no-way connected to students' performance on language use or helpful to support students' language development. But some teachers are doing well by practising innovative strategies of assessment and are getting good results by maintaining students' portfolios and use of rubrics to assess their students' performance. This research aims to conduct surveys, personal interviews and opinion polls of different stakeholders such as policy makers and practitioners and collate their perceptions as a first step towards finding appropriate ways forward.

This research study therefore attempts to understand present practices of teachers during their formative assessment cycles and also elicits the best practices of effective teachers to address the problems of teachers and students during formative assessment. This paper thus documents effective practices so that policy makers, administrators and teachers will understand how to track and assess students' performance and participation.

Developing Supplemental Materials to Enhance Students' Learning of Idiomatic Expressions

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Abstract

An examination of ELT texts used in secondary schools in India and beyond shows that idiomatic expressions are taught through exercises that encourage rote learning and memorization, which may not aid in the comprehension and retention of these expressions. However, recent research in Cognitive Linguistics shows that teaching idiomatic expressions by raising learners' awareness of the conceptual and semantic motivation behind these expressions enhances comprehension and retention of idiomatic expressions. This article aims to assist teachers and materials writers design and develop supplemental materials in the form of a series of tasks by drawing on the theory of conceptual metaphor from Cognitive Linguistics. The tasks are designed and developed around idiomatic expressions that are presented in the text and based on the theme of one of the chapters in a popular English textbook used in India. This has implications for teacher education and materials development.

Focus on Reading Competency for Better Comprehension and Conceptual Understanding -Reflections from Learning Improvement Programme

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Abstract

Learning Improvement Programme(L.I.P.), one of the quality initiatives by SAMAGRA SIKSHA, Andhra Pradesh has rolled out with a premise of ensuring the basic reading comprehension skills in mother tongue and in English language, and attainment of pre-requisites required to achieve the grade specific learning outcomes of the students in Grades VI to VIII in five school subjects. E-LAKSHYA, an app-based monitoring mechanism is developed to observe the implementation of the programme. The paper tries to present whether the focus kept on Reading competency has lead to the improvement in Reading Comprehension skill and eventually for better understanding of the concepts in non-languages subjects by implementing the strategies suggested in the Learning Improvement Programme thereby resulting in the progress in the achievement levels of the students. Based on the documental evidences it is observed that the specific strategies suggested have resulted in some improvement in the students' Reading Comprehension skills and the ability in understanding the concepts in non-language subjects as well as acquiring the pre requisites which in turn helped in the attainment of grade specific learning outcomes.

Using Smartphones as Learning Tools in the English Classroom

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Abstract

English language is the language of economic growth for people in the global technological village that the world has become. It needs to be learnt for the sake of pursuing higher education and to be able to get employment in multinational companies. Having said that, we also have to realise that there is a need to integrate technology with English language teaching. Information and Communication Technology–ICT, in the general sense, refers to using technological tools to access, disseminate, create, manipulate and exchange information. ICT in the classroom refers to using web-based and non-web-based tools for teaching, learning and assessing.

The term ICT is used by UNESCO in reference to the integration of technology into teaching, (UNESCO 2002). In the modern world ICT has become so widespread that one can't just ignore it. The English teacher needs to include ICT tools in the classroom to be both traditional as well as modern in the teaching-learning process. Integrating ICT tools in the classroom helps in making the learning experience more interactive, participatory, dynamic and also autonomous for the students. This paper focuses on how using smartphones by students, in the classroom, can aid in learning English.

The main objective of this paper is to study whether students can learn English effectively by using smart phones, as supplements, in the classrooms, for what purposes they can be used in the classroom and if all students participate actively in the learning process when they are allowed to use their phones.

MALL - Mobile Assisted Language Learning or mlearning as it is also called, is becoming popular in classes all over the world. Teachers have realized that they have to resort to innovative methods to teach the tech savvy students of the modern age. Mobile phones are ubiquitous and since it has become difficult to keep students away from them it is better to integrate them in the teaching learning process.

Evaluation of Course Syllabus: A Study of Experiential Learning in a 1st year Undergraduate General English Syllabus

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Abstract

The NEP 2020 aimed to make the education system more effective at school as well as college level by introducing the concept of 'experiential learning' in the syllabus to improve students' employability and professional skills. This policy would bring a dramatic paradigm shift in the Indian education system as this policy fosters student-centric learning. This paper aims to evaluate the General English Course Syllabus of the 1st year undergraduate students emphasizing the concept of 'experiential learning' as set by NEP 2020. The methods for this study are both qualitative and quantitative. For the quantitative approach, questionnaires have been circulated among 90 students and results have been calculated. For the qualitative approach, the course objectives and course outcomes have been compared with the syllabus parameters set by NEP 2020.

The Power in the Nib: Unveiling the Significance of English Writing Skills in Mass Communication Across India

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Abstract

This article delves into the multifaceted significance of English writing skills in the realm of mass communication within the context of India's diverse linguistic landscape and dynamic media environment. As a bridge language, English facilitates global communication and enables individuals to access international platforms, shaping narratives and influencing societal perceptions. The colonial legacy and educational imperative underscore the importance of English proficiency in India, particularly in mass communication fields such as journalism, advertising, and public relations. Moreover, English writing skills play a crucial role in bridging linguistic divides, fostering inclusivity, and empowering marginalized voices within the mass communication sphere. The active involvement of youth and students further enriches India's mass communication landscape, with digital natives and content creators leveraging their creativity and digital fluency to democratize media production and dissemination. Social media influencers and student journalists alike contribute to shaping public discourse and advocating for social change, while youth innovators drive technological advancements and disrupt traditional media practices. Recognizing the significance of English writing proficiency and youth participation is essential for fostering informed, inclusive, and impactful mass communication practices in India's evolving media ecosystem.

Understanding Young Learners' English Language Learning

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Abstract

This paper focuses on young learners' learning of the English language in primary schools. Learning at the primary level is often overlooked in ELT research. It needs to be encouraged. Learning at an early level is crucial for one's language proficiency. Much of the language education research is essentially focused on learners in higher education or adult learners for various reasons. Hence, a modest attempt has been made to capture young learners' language learning. This paper presents the requirements to enhance learning, captures how young learners learn English and the later part presents a way forward to enrich young learners' language learning. The theoretical underpinnings for this study are scaffolding and socio-cultural theory. The data presented in this study is collected from a series of non-participative observations, consultation with experienced teachers who teach English in lower classes, and so on. Findings imply the teachers who teach English to young learners.

Unlocking Potential: Enhancing English Education in India's Multilingual Classroom Landscape

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Abstract

This study examines strategies to enhance English language teaching in multilingual classrooms in India, considering the complex character of language variety in the academic setting. It investigates various pedagogical techniques, teacher development efforts, and curriculum revisions tailored to meet the needs of diverse learners, with the aim of improving language learning effectiveness and fostering inclusive educational environments. The incorporation of culturally meaningful material into the English [language] curriculum, encouraging cross-linguistic transfer to facilitate the development of multilingual abilities, and capitalising on students' linguistic backgrounds to enhance their English language competence are all crucial factors to consider. Moreover, it examines the influence of technology as a supportive tool on the process of learning English. It also addresses potential challenges and aims to optimise prospects for acquiring digital literacy. It aims to provide guidance and ideas to stakeholders, policymakers, and educators in India who are seeking to improve English instruction in a multilingual setting. It will achieve this by performing a thorough evaluation of present approaches and impediments.