

The English Classroom

A Peer Reviewed Bi- Annual Journal

Volume 26

Number 2

December 2024

ISSN 2250-2831

Editorial Board

Mr. K.S Mani
Director, RIESI
Bengaluru

Editor-in-Chief

Dr. Pooja Giri
Faculty, RIESI
Bengaluru

Editor

Dr. Uzma S Raheel
Faculty, RIESI
Bengaluru

Co-editor

Chief Advisors

Dr. Partha Sarathi Misra
Former Director, ELTI,
Assam

Dr. Jeyaraj John Sekar
Former Head & Associate Professor
Research Department of English
Former Dean of Academic Policies
& Administration
The American College
Madhuraj, Tamilnadu



Regional Institute of English, South India Jnanabharathi Campus

Bengaluru - 560 056

Phone : 080-35101131
riesi.bangalore@gmail.com
Website : <http://riesi.ac.in>

Reviewers

Asantha U. Attanayake (PhD)

Fmr Visiting Associate Professor
The Ohio State University

Dr. Chandrasekharan Praveen

Faculty, ITEP, NIT, Calicut

Dr. Charul Jain

Associate Professor
Department of English
Faculty of Arts
The Maharaja Satyajirao University of Baroda
Vadodara

Dr. Anil Kumar Varsat

Associate Professor
Indian Institute of Teacher Education
Sector – 15 Gandhinagar, Gujarat

Dr Mahananda Pathak

Assistant Professor
Department of Materials Development, Testing & Evaluation
The EFL University, Hyderabad

Dr. Vanita Chopra

Emeritus Assistant Professor,
Delhi University

Copyright :

Regional Institute of English, South India
Bengaluru - 560 056.

All rights reserved. No part of this publication may be reproduced or stored in a retrieval system or transmitted in any form or by any means (electronic, photocopying, recording or otherwise) without the prior permission of the publisher.

The views expressed in the articles are that of the authors.

- Editor-in-Chief :** **Mr. K. S. Mani**
Director, RIESI, Bengaluru
- Editor :** **Dr Pooja Giri**
Faculty, RIESI
- Co-editor :** **Dr Uzma S. Raheel**
Faculty, RIESI
- Publisher :** **Regional Institute of English, South India**
Jnanabharati Campus,
Bengaluru - 560 056.
- Edition :** December 2024
- No. of Copies :** 400
- Printed at :** **Praanjala Creations**
33/A, 3rd Main
Havanoor Extension
Post : Nagasandra
Bangalore -560073
Contact: 9741739650

The English Classroom

A Peer- Reviewed Bi-annual Journal

Volume 26

Number 2

December 2024

ISSN 2250-2831

Titles of the Articles and Names of the Author (s)		Page No.
About 'The English Classroom'		1 - 9
1.	Recontextualizing Culturally Alien Materials in the English Classroom: Teachers as Policy Actors in Mizoram Lalremruati	10 - 17
2.	Online Communities of Practice for Teacher Professional Development: Learnings from a Multiple Case Study Archita Majumder	18 - 26
3.	Teaching Biblical Allegory Through Fantasy Fiction Pooja Sunil Ranade	27 - 38
4.	Assessing the Effectiveness of Individualized Instruction Method for Students in Government Schools in Kerala: A Case Study Lakshmi B and Dr. P. Nagaraj	39 - 50
5.	Developing Communication Skills for Enhanced Performance in Group Discussions in ESL: A Study with the Students of Chennai Institute of Technology Vinu T and Thiyagarajan K	51 - 60
6.	Painting with Words Enriching English Language Skills through Colourful Idioms and Phrases Savitha Bandela	61 - 72
7.	Gamification Tools for English Classrooms and their multidisciplinary significance- An Exploratory Study Kasthuri S and Dr.P.R. Sujatha Priyadharsini	73 - 82
8.	Classroom Interaction skills of Pre-Service teachers- Exploring the use of advertisements G. G. S. Nageswara Rao	83 - 94
9.	The Write Way to Excel in Exams: Unlocking Academic Success Through Effective Writing Skills Mohammad Azim M. Saiyad and Dr. Shemal Mevada	

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.

This issue includes 9 articles contributed by researchers and practitioners of ELT and also, 3 obituaries of Dr. N S Prabhu who propounded the concept of Task-Based Language Teaching (TBLT) which is also famously known as the Bangalore project. This 5 long year project was conducted at RIESI, Bangalore. The first obituary is written by **Alan Maley**, author and English Language Officer of British Council (formerly), second by **Dr S Mohanraj**, Professor (formerly), EFL University, Hyderabad and the Chief Advisor of the English Classroom Journal (formerly) and the third by **Dr Geetha Durairajan**, Professor (formerly), EFL University, Hyderabad.

A brief highlight of each article is given below.

The article, **Recontextualizing Culturally Alien Materials in the English Classroom: Teachers as Policy Actors in Mizoram** by **Lalremruati**, is an ethnographic study which examines the classroom teaching of culturally alien materials of English language teachers of government high schools in Aizawl, Mizoram. The paper shares the recontextualizing strategies employed by the teachers in teaching contents which are not culturally aligned.

Archita Majumder, in the article, **Online Communities of Practice for Teacher Professional Development: Learnings from a Multiple Case Study** discusses the potentialities of online communities of practices (OCPs) for continuous professional development (TDP) in India. The paper also shares framework for planning and execution of an effective OCP.

The article, **Teaching Biblical Allegory Through Fantasy Fiction** by **Pooja Sunil Ranade** explores the use of C.S. Lewis' series *The Chronicles of Narnia* which is rich in Biblical allegories and mythological references, to teach complex fiction to the students of BA or MA English class.

Lakshmi B and **Dr. P. Nagaraj** in the article, **Assessing the Effectiveness of Individualized Instruction Method for Students in Government Schools in Kerala: A Case Study** focus on the use of individualized instruction method for students

who lack comprehension skills in language learning. This study is based on the theoretical framework of Gardner's Theory of Multiple Intelligence.

Vinu T, and Thiyagarajan K, in the article, **Developing Communication Skills for Enhanced Performance in Group Discussions in ESL: A Study with the Students of Chennai Institute of Technology**, present the findings of the four-week intervention carried out on a sample of undergraduate Engineering students of Chennai Institute of Technology, Kundrathur, Chennai to improve the Group Discussion skills, during the job interviews.

Savitha Bandela in the article, **Painting with Words Enriching English Language Skills through Colourful Idioms and Phrases**, proposes various strategies of incorporating color idioms into English language instruction. The paper states that vibrant and engaging ways of conveying feelings and emotions through colour idioms would enable the students especially with strong mother-tongue influences to learn English.

Kasthuri S and Dr. P.R. Sujatha Priyadharsini in the article, **Gamification Tools for English Classrooms and their multidisciplinary significance- An Exploratory Study**, discuss the advantages of the use of assortment of Gamification tools rather than a singular method, to promote improved language acquisition, considering the fact that learners and classrooms are diverse.

G. G. S. Nageswara Rao, in the article, **Classroom Interaction skills of Pre-Service teachers- Exploring the use of advertisements**, shares the use of tasks based on advertisements to generate meaningful interactions among the first-year pre-service teachers of 2-year Diploma in Elementary Education course.

Mohammad Azim M. Saiyad and Dr. Shemal Mevada, in the article, **The Write Way to Excel in Exams: Unlocking Academic Success Through Effective Writing Skills**, focus on the importance of writing skills for academic success with specific reference to written exams. The article shares practical strategies for mitigating some of the challenges of writing an exam.

OBITUARY



Nagoor Seshagiri Prabhu (N S Prabhu)
(25-02-1933 - 08-11-2024)

In Memory of Dr N.S. Prabhu.

Alan Maley

The ELT world has lost one of its outstanding professionals. Dr Prabhu became a legend in his own lifetime and will be widely regretted and sorely missed.

He was born and grew up in Nagoor, Udupi district, before moving to his first teaching posts in Manipal. He was first talent-spotted by the renowned Professor W.W.S Bhaskar while on a training course in Mysore in 1966. Bhaskar advised him to take the one-year Diploma in Teaching English at the recently established CIEFL Hyderabad, which he did in 1966-67. By then he had also obtained his MA in English Literature from Madras Christian College.

Before long, he was collaborating with Bhaskar in the 1970's in writing *English Through Reading 1 & 2*, published by Macmillan. These books were ahead of their time – well before extensive reading came to prominence elsewhere in the world. He went on to collaborate with Tickoo, Bhaskaran and Sasikumar in developing a complete new concept series, *Gul Mohar*, which amazingly is still going strong 50 years after its publication in 1974.

In the early 1970's Prabhu worked on his PhD at the University of Reading in UK. On his return, his ideas on task-based learning began to take shape and resulted in the *Bangalore Project* where he worked with a number of Primary and Middle schools over a 5 year period to test and refine the approach. His book, *Second Language Pedagogy* was published by OUP in 1987, and gives an account of his ideas and the principles on which the Bangalore Project was based.

Prabhu was a life-long exponent and proponent of critical thinking, long before it had become a fashionable buzz-word. His ideas on task-based learning were in stark contrast to the ruling paradigm at the time, which rested on the notion that teaching and learning language could be reduced to a predictable series of steps. He argued that, rather than focusing on the language through drills and the like, in what was termed the Structural-Situational approach, it was better to focus on practical, communicational tasks. He claimed that while focussing on the task, the learners were sub-consciously acquiring the language.

This approach inevitably entailed a view of teacher training and development which again ran counter to accepted notions. His concept of the teacher's 'sense of plausibility' envisaged teachers taking responsibility for their own professional and personal development. Any kind of formal training would need to be mediated by the teachers' own sense of what was appropriate for them in their particular context. And this would be a continuing, lifelong evolutionary process as they responded to their own experience and new developments in the field.

Prabhu was an inveterate debater. He loved nothing better than to discuss and argue about his provocative ideas. While working for the British Council in Madras, he was a frequent visitor to Bangalore and ran an informal discussion group which formed around Esther Ramani and her colleagues at the IIT, Bangalore. She went on to further articulate Prabhu's concept in a memorable article in the *ELT Journal* (1987) titled 'Theorizing from the classroom'.

When he moved to the National University of Singapore as Deputy Head of the English department, he continued to pursue ideas and to critique accepted practice. He was part of an informal group led by K.P. Mohanan and his wife Tara, which met regularly to discuss educational and more broadly philosophical issues. They had themselves set up an innovative Inquiry-oriented programme for undergrads. And Prabhu remained in touch with them when they set up their ThinQ programme at Pune. In 2005, Amartya Sen published a book titled *The Argumentative Indian* – this epithet is an appropriate description of Prabhu, which he richly deserved.

Unlike many academics, Prabhu did not publish very many books, and his articles were often published in small and relatively obscure journals. So we owe a great debt of gratitude to Geetha Durairajan for assembling and editing his complete articles in *Perceptions of Language Pedagogy* (Orient Black Swan 2019). This is a veritable treasure trove, with articles spanning the period 1966-2018 in chronological order. The sheer originality of his thinking shines through on every page. There are articles on all aspects of his contributions. Particularly significant are: *Procedural Syllabuses* (p26); *Coping with the Unknown in Language Pedagogy* (p45); *Language Education: Equipping or Enabling?*(p59) ; *Materials as Support: Materials as Constraint* (p 82); *There is no Best Method - Why?*(p 125); *Teaching is at Most Hoping for the Best* (p 241)... If one were designing a new course for the training of teachers, this could well serve as the structure for it.

The focus has been on Prabhu's professional contribution, so a word on his human qualities is in order. He was a caring and kind person. His deep and genuine concern for his students and his younger colleagues has been attested by the many people he has taught, mentored and shared his ideas with over the years. And throughout his adult life he has had the unconditional support of his dear wife, Praphulla, without whom he might well have achieved far less.

Prabhu did not seek the limelight but it was nonetheless fitting that in 2021 he was given the ELTons Lifetime Achievement Award.

He will be remembered for his sharp intellect, his original ideas, his practical wisdom and his humane care for colleagues and students. We shall not see his like again.

*We stand on the shoulders of giants,
And walk on the bones of the dead -
Our eyes are so fixed on our science,
We don't see the path that we tread.*

*We think we invented the present,
Want to access the future so fast,
Have no time to look back where we came from,
Have no eyes for the ghosts of the past.*

*The past is a foreign country,
They did things differently there.
But though we must live in the present -
Let us never forget they are there.*

Alan Maley.

Note: Thanks are due to Prabhu's daughter Vidya, Paul Gunashekar, Mike Garman and Keith Johnson for helping me with the details.

Alan Maley has been involved with ELT for over 60 years. He first met Dr Prabhu at the British Council when Alan was Director, South India, in Madras (1984-89), and they became firm friends. Subsequently, they worked as colleagues in the department of English, National University of Singapore, in the 1990's. Apart from India, Alan has lived and worked in 10 countries worldwide, including China, Singapore, Thailand and France.

Prof N S Prabhu

Prof S Mohanraj

It is a sad occasion when one is asked to write an obit note for a person like Prof N S Prabhu. In writing this I am reminded of my long association with him.

My first meeting with Prabhu was way back in 1979 when the Bangalore Project was in progress. I was a research student at the CIEFL at Hyderabad. Prof Prabhu was on the lookout for a few teachers who could teach on the project. I was lucky to have been one of the team members (my strength was my ability to speak in Kannada). We had an initial training programme, where tasks were explained and Dr. Kay of the British Council gave a demonstration lesson on handling the tasks. This was useful and we were able to engage the classes in Corporation schools and the children were happy to learn in a new way. In this way, it was Prabhu who introduced me to real task-based teaching when the Structural Approach was at its peak in India.

Subsequently, I had several occasions to meet and interact with him in Gujarat (H M Patel Institute of English Training and Research) and Hyderabad (CIEFL). Each occasion was a delight to listen to him speak on different aspects of language teaching – especially ways of engaging with the learner. When he was on stage, he would lend dignity to it by his presence, and his talk (in a soft but firm voice) would provide the necessary light which the audience were eagerly looking for.

Meeting him frequently also gave me an opportunity to read many of his articles published in RELC journal as well as in ELTJ. This was around the time when his book *Second Language Pedagogy* was published and helped us the practising teachers resolve several of the misgivings one had about the Bangalore Project, especially after reading the Alan Berretta report. The appendix to the book has an inventory of tasks which could be used by our students during their practice teaching session – especially to demonstrate several aspects of information transfer.

Prabhu remained active till almost his end. My friend and colleague, Geetha tells me how involved he was when she put together some of his best writings on ELT in the form of a book *Perceptions of Language Pedagogy*. Thanks to Geetha for making these seminal articles available in one place and organised in a chronological order.

Prabhu was an excellent teacher, a good administrator (as evinced by his stint at the British Council as English Studies Officer, Madras), an author and best of all a good human being. He had his heart on the right side when it came to helping others. It was not necessary that the recipient of help was someone known to him. He was generous to a fault and I have seen several students receiving help in cash and kindness from him. But he wore all his qualities very lightly and this was a real sign of his greatness.

Before concluding, I should admit here that he was in some ways responsible for my professorship. When I attended the interview with him on the Board of Selectors, he gave me a big reassuring smile as soon as I entered the hall. This was so comforting and helped me perform well in my interview.

That he is not with us today is something difficult to believe. With him we have lost a doyen, someone who started the ELT movement in India with a great vigour along with stalwarts like Profs. Ghosh, Tickoo, WWS Bhaskar and others. He carried his mission with passion till the end and that makes the loss much heavier to bear. In this hour, all we can do is to pray for his soul to attain eternal peace. Our prayers should also be with his family whose loss is greater than any of ours.

Om Shanti, shanti shanti.

Three books by Prabhu one should not miss reading:

- a. *English Through Reading (Volumes 1 and 2)*
- b. *Second Language Pedagogy*
- c. *Perception of Language Pedagogy*

**Dr S Mohanraj, Professor (formerly)
EFL University, Hyderabad**

Dr N S Prabhu, thinker and teacher, academician

Dr Geetha Durairajan

The huge shift from knowing Dr. N S Prabhu not just as a revered and honoured academician, but also as a person with a dry yet delightful sense of humour and a sharp wit, as a coffee connoisseur and epicurean taste in food was only because I had the honour of working with him as his editor for his book “Perceptions of Language Pedagogy”, which he himself described and rightfully predicted as one that is likely to be his “Swan song”. That editorship was a labour of love, a contribution to the ELE community. There were so many reaching outs that had to happen for that book to reach the camera ready version. Dr. Prabhu had this pile of manuscripts in hard copy format, and many others as chapters in books, also hard copies. We had to get all of them typed and converted to soft copies, but that was the easiest part. A host of ELE professionals had to be contacted to obtain copyright permission, for the wide range of articles had been published in a variety of journals, (some now defunct) others in books, Festschriften etc. One of the joys was the responses when these ELT colleagues were contacted to ask for permission. The conversation or e-mail would often begin with a “ I am ...and am contacting you on behalf of... Do we have your permission to...etc”. The responses ranged from: “Of course, we will give permission” to “Oh, I am so glad to know Dr. Prabhu remembers me. Please convey my regards to him”.

Once all the collation, and typing had been done, began the arduous but educative task of proofing from manuscript to type script, and then a few rounds of copy editing. The proofing and checking was a lesson by itself: Dr. Prabhu would not allow even a comma or a colon to slip past him: he would also check every single verb preposition or subject verb concord: most importantly, if I asked a doubt, a quick patient pertinent grammar lesson would ensue. As one of my students who helped me proof-read the texts said: “I never knew that the use of a semi colon versus colon could make such a difference”.

Meticulous attention to detail was primary for Dr. Prabhu. These many rounds of discussions, (with me making lists of corrections and taking them over to Bangalore for cross checking) took place in his house, with Mrs. Prabhu providing sumptuous meals: the discussions were always punctuated with endless cups of coffee that Dr. Prabhu would fix for both of us, using his favourite coffee maker.

Dr Prabhu the academician was also a brilliant teacher. Way back in 1978 much before we knew anything about generative grammar, he gave us M A students in

Chennai, then known as Madras, a series of lectures on Noam Chomsky and his base arguments. The essence of those lectures is still crystal clear in my head and I have used them very often in my classes. He showed us how with an active versus passive sentence, with ambiguous sentences, like the classic “Flying planes are dangerous” and the even more classic “John is eager to please and the ...easy to please”, surface structure grammar cannot assign separate or similar categorisations and labelling as the case may be; that only deep structure will provide an underlying identical tree diagram for passivisation, but also provide separate ones for the other two.

Today this seems obvious, but nearly half a century ago, it was revolutionary. The complex, then befuddling Chomsky made simple was what those lectures were all about.

This great teacher and thinker was also a very humble person. When requested, he hesitated to write an article on evaluation, for the Perceptions book, stating, “I have not read in that area: I don't know enough”. This from the person who wrote about the teacher’s sense of plausibility which has ingrained in it an evaluation and who was able to problematise evaluation at six levels from that of a learner to curriculum evaluation. The great thinker and philosopher's paths travelled will ideate and cerebrate our minds, to not just enable but empower us for years to come.

**Formerly Professor
English and Foreign Languages University (EFLU)
Hyderabad**

Note: Thanks to Prof. Ravinaryan Chakrakodi, Professor and Academic Head for collecting the obituaries on N S Prabhu.

Recontextualizing Culturally Alien Materials in the English Classroom: Teachers as Policy Actors in Mizoram

Lalremruati

Research Scholar

The English and Foreign Languages University

Hyderabad

deechhangte@gmail.com

Abstract

This paper examines how English language teachers of government high schools in Aizawl, Mizoram recontextualize culturally alien materials in their classrooms. Drawing on an ethnographic study that incorporates detailed field notes, participant observation, and in-depth semi-structured interviews, it delineates the various strategies teachers employ to make content relatable in the absence of culturally responsive materials. The study incorporates an integrated framework of socio-cultural theory, recontextualization theory, and the notion of teachers as policy actors. The findings of the study highlighted teachers' recontextualizing strategies - replacing foreign names with familiar names, bringing in anecdotal narratives from Mizo culture, and drawing parallels from their societal contexts. The study contributes to the understanding of how teachers' practices in the classroom can influence broader educational policies and offer insights into the importance of culturally responsive teaching in multilingual and multicultural contexts like Mizoram.

Online Communities of Practice for Teacher Professional Development: Learnings from a Multiple Case Study

Archita Majumder

BITS Pilani, Hyderabad Campus

Hyderabad-Telangana

archita.majumder0812@gmail.com

Abstract

During the spread of COVID-19 in India, the sudden change from teaching in real classrooms to online platforms for teaching and learning posed a major challenge to teachers in India, where digital access is a concern. In that situation, when travelling and spending money on professional development were major challenges, online communities of practices (OCPs) emerged as a potential tool for teacher professional development (TPD). However, OCPs are relatively underexplored in Indian TPD contexts. Globally, its potential has not been fully explored in language teacher education scenarios. In light of the background, this paper presents a framework for leveraging OCPs for English as a Second Language (ESL) teachers' professional development. Based on the findings of an empirical study, which is briefly described in the paper, the framework highlights how an OCP can be planned, executed, and evaluated. The framework can be tested by future researchers in other educational settings. By encouraging teachers to participate, with their collaborative and non-autonomous characteristics, OCPs can be used as a continuous preparation for TPD in India, where they face constraints like time, distance and financial assistance. This study looks at the potentialities of OCPs for English as Second Language (ESL) teachers' TPD in an Indian context.

Teaching Biblical Allegory Through Fantasy Fiction

Pooja Sunil Ranade

PhD Scholar, Department of English

Fergusson College, Pune

ranadepooja9@gmail.com

Abstract

This paper addresses the challenges of teaching complex fiction to the students of BA or MA English class, using C.S. Lewis' series The Chronicles of Narnia as a case study. This series is rich in Biblical allegories and mythological references. By exploring strategies to understand these layered narratives, this paper aims to equip educators with effective methods for facilitating student understanding and appreciation of allegorical fantasy fiction. Drawing on pedagogical best practices and literary analysis, this paper demonstrates how fantasy series can be made accessible and engaging for students in classroom, enhancing their critical thinking and interpretive skills.

Assessing the Effectiveness of Individualized Instruction Method for Students in Government Schools in Kerala: A Case Study

Lakshmi B

Ph D Research Scholar
The Department of English and
Foreign Languages
Bharathiar University-641046
lakshmi@bharathiar.ac.in

Dr. P. Nagaraj

Head of the Department
The Department of English and
Foreign Languages
Bharathiar University-641046

Abstract

Within the educational landscape of Kerala, there is a noticeable language competency gap between students attending government schools compared to their counterparts attending aided and CBSE schools. They are prone to show many language disorders including Dyslexia and Developmental Language Disorder (DLD). This research focuses on the comprehension skills of government school students and examines the significance and effectiveness of intervention based on personalized learning. The conventional traditional classroom instruction method takes an extended period and seems to be less effective compared to the personalized instruction for students who lack comprehension skills. Early intervention particularly focusing on each student's requirements facilitates overcoming these difficulties. Gardner's Theory of Multiple Intelligence lays the theoretical framework required for the study. Twelve students from government schools in Kerala were identified by the researcher using convenience sampling method. The researcher employed individualized instruction method to the students and the study's findings demonstrated that the children showed visible changes in their comprehension skills after administering personalized methods. These findings suggest that individualized instruction method can be an effective tool for supporting students who lack comprehension skills in language learning.

**Developing Communication Skills for Enhanced Performance in Group
Discussions in ESL: A Study with the Students of Chennai
Institute of Technology**

Vinu T,

Assistant Professor of English,
Chennai Institute of Technology,
Chennai, India
t.vinuel@gmail.com

Thiyagarajan K,

Associate Professor of English,
Sir Theagaraya College,
Chennai, India.
drthiyaguk7@gmail.com

Abstract

The purpose of this research paper is to establish the effects of enhancing the learners' vocabulary and communication skills on their GD performance during job interviews in the milieu of English as a Second Language. The study involved 60 undergraduate Engineering students who initially underwent a pretest conducted to determine the degree of existing competency and a post-test after the intervention. After a four-week intervention, the students were given six training components to improve their vocabulary and communication skills. A summative assessment was conducted to assess the effectiveness of the intervention on the subjects in the milieu of communicating effectively in Group Discussions. The findings showed a positive shift in clarity, persuasiveness, and proportion of time spent engaging with others, suggesting that the strategies implemented work for improving GD performance.

Painting with Words Enriching English Language Skills through Colourful Idioms and Phrases

Savitha Bandela [Asst. Professor]

ISBR Institutions B.U

savithabandela@gmail.com

Abstract

Incorporating color idioms into English language instruction can be a vibrant and engaging way to enhance learning, especially for students from diverse cultural and linguistic backgrounds, including those from rural areas or with strong mother-tongue influences. Color idioms, which use colors to convey emotions, concepts, and cultural nuances, offer a dynamic and contextually relevant approach to teaching. This article explores various strategies to effectively use color idioms in the classroom to improve vocabulary development, comprehension, and intercultural awareness.

One engaging activity is "Color Idiom Charades," where students act out idioms while their classmates guess the meanings. For example, when acting out "feeling blue," a student might display sadness, helping peers associate the idiom with the corresponding emotion. This interactive method not only makes learning more enjoyable but also helps students internalize idiomatic meanings in relation to real-world emotional or situational contexts.

Another creative approach is "Idiom Color Charts," where students create visual representations of idioms using drawings or collage techniques. For instance, illustrating "green with envy" through a character looking visibly jealous helps link abstract expressions to clear images, making meanings easier to grasp and remember.

By integrating these creative and interactive activities, educators can make lessons more memorable and engaging. Importantly, using color idioms not only expands students' vocabulary but also helps bridge linguistic and cultural gaps, offering a familiar yet engaging method to navigate language learning. This approach fosters a deeper understanding of idiomatic expressions, while encouraging greater cross-cultural dialogue and sensitivity.

Gamification Tools for English Classrooms and their multidisciplinary significance - An Exploratory Study

Kasthuri S

Ph.D. Research Scholar
Department of English
Anna University,
College of Engineering Guindy,
Chennai, Tamil Nadu
kasthurisuresh2596@gmail.com

Dr. P.R. Sujatha Priyadharsini

Assistant Professor
Department of English
Anna University,
College of Engineering Guindy,
Chennai, Tamil Nadu
sujathapriya@gmail.com

Abstract

In the context of English language teaching, Gamification is one of the most popular themes currently being discussed. This is especially true after the COVID-19 pandemic, where its relevance was greatly felt and immediate attention was taken to consider the significance of its implementation to ensure active engagement. Understanding its significance, this study delves into the diverse world of Gamification tools within English language classrooms, exploring their multidisciplinary significance. This further aims to piece together various Gamification tools, encompassing digital approaches, to showcase their impact across different English language skills and areas of various studies that are inferred in the building of Gamification. The research highlights the advantages of Gamification through this complex mosaic, including improved language acquisition as well as the promotion of creativity, critical thinking, and collaboration. Besides, the study recognizes the inherent diversity of learners and classrooms, suggesting that an assortment of Gamification tools, rather than a singular method, holds the key to unlocking language learning potential for all. An exploratory research is carried out to deepen the understanding of the Gamification tools and its inferred significance, inviting educators to step beyond the limitations, embrace a broader, cross-disciplinary perspective on how these elements can collectively transform English language learning into a dynamic and engaging experience.

Classroom Interaction skills of Pre-Service teachers- Exploring the Use of Advertisements

G. G. S. Nageswara Rao,
Senior Lecturer,
D.I.E.T., Visakhapatnam, A.P.
ggsnr diet@gmail.com

Abstract

The English classrooms in the globalized world have been witnessing many changes in terms of the teaching learning process including classroom interaction. It is mandatory for the Pre-Service teachers to digest the need and importance of interaction in the English class. Most of the pre-service teachers are struggling in generating meaningful interactions in the English class. In this context, this study explores the use of advertisements, which are considered as authentic teaching learning material, in improving the pre-service teachers' skills of interaction. Carefully selected advertisements, collected from various sources like newspapers, magazines, hoardings along with audio and video advertisements by employing different worksheets and tasks designed, are used in the first year of 2- year Diploma in Elementary Education course. A significant improvement is witnessed among the pre-service teachers' skills of interaction through the use of advertisements within a span of two months. The study is still continuing and is expected to further improve the linguistic competence of the teacher trainees.

The Write Way to Excel in Exams: Unlocking Academic Success Through Effective Writing Skills

Mohammad Azim M. Saiyad

Institute of Language Studies &
Applied Social Sciences (ILSASS)
The Charutar Vidya Mandal (CVM) University,
Vallabh Vidyanagar, Anand, Gujarat (INDIA)
saiyad999@gmail.com

Dr. Shemal Mevada

The Charutar Vidya Mandal
(CVM) University,
Vallabh Vidyanagar, Anand,
Gujarat (INDIA)
shemalmevada@gmail.com

Abstract

In the landscape of academic assessment, written exams stand as a cornerstone, serving multifaceted purposes that extend beyond the mere evaluation of content knowledge. This article explores the crucial role that writing skills play in academic success and examines the broader significance of written exams. In academia, examinations serve as the ultimate assessment of students' knowledge, comprehension, and problem-solving abilities, with writing skills playing a central role in this evaluative process. Through a comprehensive exploration, the article highlights the critical nexus between writing proficiency and examination performance, emphasizing the role of writing in communicating ideas, demonstrating critical analysis, and organizing information coherently. Furthermore, the article elucidates common errors encountered by students in exam writing, ranging from misinterpretation of prompts to poor time management, and offers practical strategies for mitigating these challenges. Additionally, the article explains the importance of written exams in providing a comprehensive evaluation of students, fostering the development of higher-order thinking skills (HOTS), and assessing essential skills necessary for both academic and professional success.



Regional Institute of English, South India

Jnanabharathi Campus, Bangalore – 560 056

Guidelines for submission of articles to 'The English Classroom' journal

General Instructions

1. Articles submitted to 'The English Classroom' should be original and unpublished.
2. The RIESI will not be responsible for any copyright material used in the article.
3. Articles around 2500 to 3000 words in length may be submitted to be considered for publication in the journal.
4. A separate Abstract of 100 to 150 words in length should be submitted along with the article.
5. A list of 5 to 10 Key words should accompany the article.
6. Author's name, affiliation, address and email id should be included in the article.

The Content of the article

1. Font: Calibri (Body)
2. Font size: 12, double space
3. Wherever necessary, use headings, subheadings, tables and diagrams to make the reading of your article easier.

Referencing conventions

1. Please follow APA format for referencing.
2. Alphabetical entries by authors' last names should be made in the reference list. Multiple works by the same author should be listed chronologically.

Note: Authors are requested to subscribe to the journal.

EDITOR

Instructions to the Contributors

We at the English Classroom appreciate your contributing the articles for publication in our journal. We are thankful to you for sustaining us and we would like your continued support in this endeavour. We want to take a few minutes of your time to help us edit your papers and print them such that there is some uniformity in terms of format and the style of writing. Here are some of the suggestions for your consideration.

1 The title: The title of the article you write should be attractive. Please make sure that it is not very long. Restrict your title to eight or ten words at best. The title of your article should not read like the title of your thesis. Look at the following examples to help you grasp this point:

a. Teaching and Testing of Writing Skills at the Undergraduate Courses in Mysore University, an Exploratory Study.

This is the title of a thesis and has 17 (Seventeen) words in it. Though this is explicit and acceptable as a title for a dissertation, an article under this title will not be attractive. Perhaps this can be rewritten as: 'Teaching Writing at the Undergraduate Level' (Six words). This in essence captures the focus of the article and that should suffice

Advertisement Aided Language Teaching to LEP Students at Engineering Colleges in Tamil Nadu. (13 words) In this many words are redundant in the title. We may prune it and rewrite it as 'Using Advertisements for Language Teaching' (5 Words). Make sure which are the operational terms in your title and retain them and do away with supplementary words such as 'students' 'Engineering' 'Undergraduate' 'Mysore University' 'Tamil Nadu' etc. You may bring references to these in your main article when you either describe your experiment or provide an analysis of your data.

Kindly provide your title in bold fonts and let it be aligned to the left. You may choose Calibri font. This is reader friendly. We will reiterate this once again.

2 Your name and Affiliation: Kindly enter your name without any honorifics and degrees that you possess. Enter your name, the name of the Institution where you are working at present and the address for correspondence with your email id. Please do not provide your telephone number.

3 Presentation of the article: The article to be presented should be sent in soft format. The article should be neatly typewritten (computer generated) using the following specifications.

Font : Calibri (Body)
Size : 14 bold face for title and 12 for the main body.
Line space : 1.5 (not less than this)
Margins : 1" (one inch) on all sides
Footnotes : Please do not include foot notes
End notes : Kindly provide numbers in the main text and provide notes at the end of the article if needed.
Bibliography : a. Please alphabetize all the entries
b. Use APA format
c. Provide all references including those of articles, books and websites.
d. If you are in doubt about citing references, you may look up a style manual

4. Length of the article: Restrict the length of your article to a maximum of 3000 words. (Roughly ten to eleven pages of typing using the specifications suggested above. A few words more should not really matter, but the length should not far exceed the prescribed limit.) Though we love to see your full-length articles, our anxiety is to provide space for more contributors. If for some reason, you cannot restrict your write up to the specified length, try and send it for publication in two instalments. In case you cannot do this, kindly permit us to take this liberty.
5. You are welcome to send a book review or an introduction to a good book you have read recently. When you send these entries, the specifications suggested remain unaltered. Kindly provide all the bibliographic details of the book under review including the ISBN (International Standard Book Number), the number of pages and the price where available. Provide your name and affiliation at the end of the review and not at the beginning. We encourage you to contribute reviews and introductions, as we strongly feel that this is one way in which we can help our readers become familiar with the more recent publications and facilitate their research.
6. Language: Though American English is gaining popularity across the world, we are a little conservative in our outlook. We appreciate your using British spellings and also stick to the norms as laid down by English Grammar (Quirk et.al.). Though we would like to take care of this, it is a time consuming process, and occasionally demands rewriting some of your sentences. You may not like this to happen, for we consider your article as your baby.

These few suggestions are being offered in good faith to help us improve the standard of the journal which enjoys a good reputation in the academic circles. Kindly share this with your friends who might want to have their articles published with us.

We hope to receive your contributions in abundance. That would be the best gift you can make us.

Courtesy: S Mohanraj
Formerly Professor
EFL University
Hyderabad

The English Classroom

A Peer Reviewed Bi-annual Journal

Call for Papers

Volume 27, Number 1, June 2025

The Regional Institute of English, South India, Bengaluru has been publishing 'The English Classroom', a bi-annual journal (ISSN 2250-2831) for more than 20 years now. We have published scholarly articles on a range of topics in English Language Teaching over the years.

Majority of the subscribers to our journal include practicing teachers, teacher educators and research scholars. The journal has helped us in reaching out to them, disseminating knowledge in the field and impacting their classroom practices and professional learning.

In this regard, articles are invited on any area of interest in ELT to our next issue, Volume, 27 No. 1 to be published in June 2025. Kindly send your articles to riesi.bangalore@gmail.com by February 14th 2025.



Regional Institute of English, South India

Jnanabharathi Campus, Bangalore – 560 056

The Director,

Regional Institute of English, South India
Jnanabharathi Campus Bengaluru – 560
056

Sir / Madam,

I would like to subscribe to the “The English Classroom” journal for 1 or 2 years, starting with Vol. _____ No. _____ Year _____

Name: _____

(In block letters) Address:

District: _____ State: _____ Pincode: _____

Contact No _____ Email Id _____

I enclose the remittance of Rs. _____

NEFT / D.D. No. _____

Bank: _____

Place: _____

Thanking you,

Yours faithfully,

Date:

Signature

Payment to be made by DD payable to:

The Director, Regional Institute of English South India, Bengaluru – 560 056.

By NEFT to

Bank : Canara Bank, SAI Branch

Account No: 8411101001128

Account Holder Name : The Director

IFSC Code: CNRB0008411

Subscription Amount

1 Year: Rs. 200/-

2 Years: Rs. 400/-