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A forum for professional development

THE JOURNAL OF ENGLISH LANGUAGE TEACHING

A PEER-REVIEWED JOURNAL

Learn, Relearn, Unlearn: Professional development opportunities through ELTAI – To write or not to write – Making a case for social networks and apps in language classrooms – English language teaching through technology: Emerging possibilities – Setting the record straight – Grammar Guru 1 – Synergistic relationship between language and literature in an ESl classroom – Teaching of English to tribals in Sipiti, Himachal Pradesh – The story of English 1

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The English Language Teachers' Association of India was registered on August 7, 1974 by the late Padmashri S. Natarajan, a noted educationist of our country.

Periodicity

The Journal of English Language Teaching (The JELT) is published six times a year: in February, April, June, August, October and December.

Contributions

Articles on ELT are welcome. Share your ideas, innovations, experiences, teaching tips, material reviews and resources on the net with your fellow professionals.

Length: About 2000 words maximum

There should be an abstract in about 100 words at the beginning and all the necessary information about all the references cited.

Please send a short note about yourself. You may give your name as you want it to appear in the Journal.

Articles should be sent only as an email attachment – **AS A WORD DOCUMENT** to: eltai_india@yahoo.co.in (copy to: ramanipn@gmail.com).

CDs and hard copies will not be accepted.

A passport photo of the author against a plain background should also be sent in the jpg file format as an email attachment along with the article.

It should be declared that your article has not been published already and that it is not being considered by any other Journal.

Please see the detailed guidelines for authors published in this journal.

The views expressed in the articles published in *The JELT* are the contributors' own, and not necessarily those of the Journal.

Objectives of the Association

- ◆ To provide a forum for teachers of English to meet periodically and discuss problems relating to the teaching of English in India.
- ◆ To help teachers interact with educational administrators on matters relating to the teaching of English.
- ◆ To disseminate information in the ELT field among teachers of English.
- ◆ To undertake innovative projects aimed at the improvement of learners' proficiency in English.
- ◆ To promote professional solidarity among teachers of English at primary, secondary and university levels.
- ◆ To promote professional excellence among its members in all possible ways.

The Journal is sent free to all the registered and active members of the Association. Our Literature Special Interest Group brings out a free online quarterly journal, *Journal of Teaching and Research in English Literature*.

Our consultancy services include teacher training and bi-monthly meetings on current ELT themes relevant to the Indian context.

We host annual, national and international conferences and regional programmes on specific areas relevant to ELT today. Delegates from all over the country as well as from outside participate in them, present papers and conduct workshops.

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Padmashree S. Natarajan
Our Founder Editor and Publisher

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Editorial

Welcome back to this issue of the journal, which is special in more ways than one. First of all, we have reproduced two significant articles, with the writers' permission, that were published in a leading English daily, viz. The Hindu. One that was written by Albert Rayan and published recently is on the need for the professional development of English language teachers and the yeomen services being rendered by our association, ELTAI, towards helping and supporting the teachers in this area. The other article, written by Elango and published in December 2018 in the same daily, argues for a focus on developing our learners' oral communication skills in English and seeks to explode some of the prevailing myths about language and language learning.

We are also happy to introduce two new columns from this issue – one on the importance of grammar in English language education and ways of coping with that “monster” (contributed by Saraswathi) and the other on the history of the English language (contributed by Lal). We sincerely hope that you will enjoy reading them and pass on your excitement and insights to your students. We hope you will also benefit, as potential contributors of research papers, from the useful tips on writing an effective research paper, which the writer, Mohanraj, prefers to call “his random thoughts”.

The core articles included in this issue are four. Two of them deal with enabling our learners to benefit from their easy and comfortable familiarity with digital tools of the social media and apps. The first of these to appear here reports the findings of a study conducted by Tamasha Acharya on students' exposure to and learning from social media and apps. She argues that, contrary to the general perceptions about the impact of these means on students' learning, her students have reported a positive impact in respect of both their confidence in and their use of English. The second article by Jayaprakash explores the possibilities of using such technology with English language learners. His treatment of the topic is rather theoretical and speculative, not empirical. The two articles are thus complementary to each other.

The third of the core articles by Joycilin Shermila presents a sound argument for using literary texts in ESL classrooms rather than treating language and literature as dichotomous entities. Literary texts can and should be used as valuable resources for enhancing learners' awareness of language features provided the texts for such a purpose are chosen carefully without losing sight of the learning goal.

The final article in this issue by Suneela Sharma discusses the problems and difficulties faced by tribal learners in Himachal Pradesh (India) and presents the findings of a study carried out to show how those problems might be overcome by adopting teaching by volunteers. It is claimed that such a measure would mitigate the problems reported and help in teaching English to tribal children effectively.

We hope you will enjoy reading all the articles. Please do send your feedback to eltai_india@yahoo.co.in.

P. N. Ramani, Editor

Learn, Relearn, Unlearn: Professional Development through ELTAI

Albert P. Rayan

Professor of English, KCG College of Technology, Chennai



CPD (Continuing Professional Development) is the latest buzzword in education. The need for teachers to focus on professional development has been discussed and emphasized in various forums in the recent past. Teachers become better teachers when they voluntarily and constantly take steps to develop their subject knowledge and pedagogical skills. In order to stay relevant in their teaching profession, teachers are required to prove their professional competence and demonstrate their effectiveness in the classroom.

Professional development is a continuous process and a lifelong journey. It is a requirement for English language teachers who aspire to climb the ladder of success in their career. English teachers are required to learn, unlearn and relearn in order to make their teaching more meaningful and relevant. Achieving it becomes easier if they are part of a wider network of teachers as it can provide them with opportunities to learn from one another and share their knowledge with others.

There is one teacher association that has been supporting the professional development of English language teachers across the country, and that is the English Language Teachers' Association of India,

known by its acronym ELTAI. Founded by Padmashri S Natarajan, ELTAI is an associate of the International Association of Teachers of English as a Foreign Language (IATEFL), UK.

ELTAI that celebrates its fifty years of existence this year has been contributing to the professional development of English language teachers in several ways. It partners with both government and private educational institutions in order to improve the quality of English language teaching in the country. The services the association provides include consultancy, training teachers, designing materials, and providing assistance with curriculum development and textbook preparation. ELTAI has about 50 chapters across India and each chapter organizes conferences, seminars and workshops, and contributes to the professional development of English language teachers of the region and some members are actively involved in carrying out action research.

The Journal of English Language Teaching (JELT), a bi-monthly published by ELTAI, is the oldest ELT journal in the country. The journal is a forum for teachers, researchers and scholars to get their research work published. Besides *JELT*, the association

brings out three more [online] journals and provides opportunities to the ELT community in the country to make their research work known to others.

The annual international conferences, organized by ELTAI in collaboration with the British Council and the Regional English Language Office (RELO) of the US Embassy, attract hundreds of participants from various parts of the country [and abroad]. The conferences create opportunities for teacher participants to interact and network with globally well-known ELT experts and professionals.

The Golden Jubilee Conference of ELTAI is going to take place in Amity University, Noida, on 9-12 October 2019. The theme of the conference is “Right to English”. When asked why this theme was chosen, Dr K Elango, General Secretary, ELTAI, said, “English has percolated into the very psyche of the Indian subcontinent over the last four centuries, and the time has come when we cannot wish it away from our lives. Knowledge of English is no longer the prerogative of a few, but the need of the masses. It is essential to review our priorities

and methodologies related to ELT in India. Hence we have chosen the theme.” He added, “The Right to Education (RTE 2009) implies the Right to English for all as well, as proficiency in English has become a global imperative today.”

What is going to be the focus of the association? Elango says, “The ELTAI’s primary focus is to cater to the needs of those teachers who are toiling to teach English with no exposure to English and not even an iota of how to teach it as a skill. So, the association is set to identify the motivated ones in the unreached areas and initiate the process through its chapters in different parts of the country. We have envisioned it as a bottom-up model to transform the way languages are taught in our country.”

Teachers interested in becoming members of ELTAI can visit the site www.eltai.in

[Editor’s Note: The author is an academic, columnist and freelance writer; he may be contacted at: rayanal@yahoo.co.uk (Email) and at: @albertprayan (Twitter). This article was published earlier in the EDGE section of The Hindu dated April 8, 2019.]

To write or not to ... The art of writing a research paper

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Writing a research paper is more of procrastination, speculation, hesitation than execution. I do not say this in any negative sense, but in reality this is what happens to all of us. We do not sit at the computer and start keying in our papers impulsively; a lot of thinking, introspection, revision, and discussion (within self or with others) has happened before something can appear on the paper.

Research by definition is *re-search*. We do not aim to find out something new, invent a new thing, but make ourselves aware of what has been around us for a long time, and giving it a reason for people to believe in. If you look at several of the concepts put forth in the field of ELT, you will become more than aware of this fact. We are reminded of what we have been doing in the class as a good method with reasons to prove that it is good. For example, we have been teaching our learners to use language by making them repeat what we have said or make alterations to come out with their own sentences. Using language as the best means to learn it was well practised before it was said in most obvious terms.

Any good research paper should begin with a commitment, a sense of faith and belief in the work we are doing. Why am I taking up this research? Is there a genuine problem? Do my friends have a similar problem? An answer to these questions leads us to think

and arrive at a problem (tentative or confirmed) which can be stated crisply. The title of a research paper should not read like the title of a thesis. Here is an example: 'Teaching writing to undergraduates through communicative strategies' might be good enough for a paper, while in a thesis it would be "Developing Writing Skills among Undergraduate Students Using Communicative Strategies in the State of Jharkhand". Perhaps, the research problem in both these cases remains the same, but the scope may change.

Having arrived at the title, it is necessary to reason out what the focus of the paper is on. In this case, we may have students whose writing is weak because of weak competence in language, weak vocabulary, unorganized thought processes as manifested in disjointed sentences or any other reason. A research paper cannot focus on all these aspects. The author has to pick one of these, which appears to be most important (prioritize), and pick that up and formulate a strategy (action research) to help the learners overcome the weakness. This can be stated as a problem or a hypothesis. A hypothesis is a conditional statement that can either be proved and accepted or rejected. (Rejecting the hypothesis is not a reflection on the scholar's weakness or failure.)

The Hypothesis when stated (e.g., 'If learners

are exposed to good literary pieces, their organization skills in writing may improve.'). can help the researcher plan strategies of teaching or remedying. In this case we have a hypothesis that needs to be established. The learners are undergraduate learners. Their textbooks have literary pieces. Can we analyse these pieces and look for their relevance in terms of their lexical, syntactic and conceptual load and replace them with appropriate alternatives. The paper should delineate what criteria are used in selecting these pieces and how these can be analysed for their organization.

Some graphics (e.g., flowcharts, web charts, outlines) can be used to help the learners understand the structure of a paragraph, which basically has a topic sentence (obvious or apparent) and how this is supported by other sentences. The graphics can show the linkers that bring about the unity among the sentences and how these can be made obvious to the learner. The paper should also suggest how much time is required for the teacher to teach these materials (perhaps, six to eight teaching hours) and how these can be divided rationally and what strategies of teaching are employed (e.g., analysis of the text, brain-storming, developing web-diagrams, flow charts, discussing with others, using the mother tongue as a support to understanding).

Notes on teaching in the classes followed by assignments written by the students provide the data for analysis. The data has to be presented in a proper form using tables, or using simple percentages where complex statistical analysis is not essential. Data organization in a systematic manner

facilitates analysis. Analysis for a simple research paper can restrict itself to generalizing using percentages, or analysis of variance to establish significance of the experiment.

Once the analysis is over, an honest conclusion should be written suggesting to the reader why the author thinks the experiment has been either a success or a failure. Failures, let us remember, are the stepping stones to success. Let us not shy away from them.

One last word! While writing the paper, you would have relied heavily on earlier research. You would have gathered ideas from a variety of sources through your reading, discussion, etc. If you have used these ideas, remember to acknowledge them faithfully. There are accepted ways of acknowledging, and these days your computer helps you organize your bibliography properly. Beware of plagiarism. This is taken very seriously these days.

These are a few stray thoughts I have put together on how to write a research paper. The key features of the process can be listed as follows:

- a. Choose a genuine problem that bothers you.
 - b. Crystallize it in the form of a title.
 - c. Define your hypothesis – research problem/questions.
 - d. Plan your action and describe it.
 - e. Produce relevant data and analyse it.
 - f. Give your conclusion.
 - g. Acknowledge the sources you have used.
- Happy writing!

Making a case for social networks and apps in language classrooms

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ABSTRACT

The impact and use of social media and other learning apps even among non-native users of English like our students cannot be underestimated or negated in our classroom today. New-age jobs, research activities and assignments and a powerful peer pressure have made the use of social media a necessity everywhere. In this context, can we say that knowledge of English among the vernacular-medium undergraduate learners is a deterrent and does not enable them to use social networks and language apps? A study was conducted among undergraduate learners in a suburban college to understand the situation. This paper argues that incidental and sometimes deliberate learning of English occurs during such use. Analysis of the results showed that limited or lack of knowledge of English language, grammar and spelling rules is not an obstacle for students while using social media and apps, and that learning occurs even in these digital spaces.

Keywords: English language teaching and learning; social media and apps in language learning; virtual learning;

Social media started in a very small way in 1997 but went on to have a major surge around 2003. The present proliferation, or rather blitzkrieg, can be dated around 2004-2005 with Facebook and the entry of Twitter in 2006. 2016 witnessed yet another shift that was revolutionary, a buy-button which made advertising and shopping handy. The scene today includes thousands of media platforms and apps with different features which are easily accessible, simple to use and free. With affordable and accessible prices and plans, and dozens of features, smart phones are gaining more popularity

especially among the millennials. A quick look at some statistics by statista.com about the number of social network users in India reveals active internet users soaring to 462 million and social media users to 250 million (January 2018). The study further claims that this will increase to 258.27 million in 2019, from 168 million in 2016, while Facebook is projected to reach 319 million users in India by 2021. Interestingly, more than 50% of active users are college students.

The fact that the pervasive presence and use

of the smart phone in our classrooms today is here to stay should make teachers have a relook at the teaching-learning scene. Both teachers and learners are co-participants in this process where not only the teaching-learning process but the evaluation of reading, interpreting and assimilating needs to be redefined over the existing traditional patterns. Technology-mediated teaching and learning with systematic use of online dictionaries, language apps, educational videos and games is the need of the hour. It can be seen that the exponential growth of social networks and apps has brought about an increase in new and alternative vocabulary which has been fuelled by messaging apps such as Snap Chat, Facebook, Instagram, Twitter and WhatsApp. Today, students are communicating with one another as they never did in the past and are also randomly forming groups with shared values and interests; it is time to develop the very channels they use to do it.

The range of activities engaged in by students includes posting comments online in the form of emoticons or GIFs, accessing a wide variety of audios and videos, which are either forwarded or self-created, utilizing Google maps, booking tickets online, and using food apps and shopping sites extensively. Everywhere the dominant language used is English. The use of internet-enabled apps and social media includes an exposure to English in different formal and informal settings and is a global phenomenon that has caused changes in communication patterns as well as in the

English language used. About the use of social media and apps, Sockett (2014) points out that “these activities are frequently conducted in English, so that, for many young people, the classroom setting represents only one amongst a multitude of opportunities for contact with the target language.” In another study, Toffoli and Sockett (2015) observe that young people spend more time learning English online than in formal, institutional settings. This exposure of non-native English users to English language media and communities is bringing about an awareness of the process of using social media and the influence of English is enormous.

I teach in an urban, only-girls college in metropolitan Mumbai. My students have cleared their board exams in the vernacular medium and are presently completing their undergraduate studies in the vernacular medium. English is a compulsory paper which they have to study for three years. The aim of this paper is to address some of these points by presenting the findings of an empirical study conducted with 82 vernacular students from Marathi and Hindi medium from my college. Hindi and Marathi are the dominant languages used at home, college, workplaces and other social spaces. The study included their frequency of use, perception of usefulness of technologies and their observation about their language skills in English. **(See Appendix)**

There is a constant outcry among academicians about a remarkable reduction in learning skills by students in all the four language skills (LSRW). Studies suggest that

young people no longer know how to spell, or use correct grammar because they use programmes that auto-correct their work and features like predictive texting sometimes disable their ability to think. This can be further substantiated by the communication done during texting and posting, which includes shortened turns of phrases, use of keystrokes, expressive emoticons and acronyms which have become mainstream and are greatly in use. Acronyms such as 'brb' and 'lol' 'ikr', 'asap', 'idk' and words such as cool, selfie, awesome, wassup, bro, have made their way into the ordinary speech of young people, and even into the pages of some respectable dictionaries. Socio-linguists can endorse this.

The hypothesis of the study is that incidental and sometimes deliberate learning of English occurs because of the use of the language in several internet platforms and is equally important, as it adds to their knowledge. This paper argues that there is more reading and writing among our students than ever before, and that, with greater exposure to social media tools and apps, there is greater learning potential.

A pre-test conducted orally before the survey among approximately 300 students confirmed the finding that more than 95%, write in the English script phonetically, while using varied media forms. Even when writing or responding in their native languages like Marathi or Hindi, the preference is to use the English script. Encouraged by this finding, a survey was

conducted using a popular online app Survey Monkey. The link was sent with ten questions to different WhatsApp groups of students which had been created earlier to facilitate interaction in the classroom. The survey was spread over four days at the end of which 82 completed responses were received. Questions included hours of internet usage, reasons for using sites, with options like communicating with friends, family members, learning, working, sharing information, preferences and practices related to the use of different social media and apps. Other questions tested whether their knowledge of English was a barrier while accessing different sites, and whether the use of these sites advanced their knowledge of the language, improved their conversation abilities, grammar and spelling, and brought about a sense of ease while using the language. **(See Appendix)**

From the responses it was concluded that while the learners think in their native language they prefer writing using the English script, which for them makes it faster and less complicated. They also unanimously agreed that it was easier to read this kind of writing, instead of scripts in their own language.

Given this finding, the question arises: what would the future of compulsory English and its scope of learning as the majority of users use the language as a second, third or even fourth language? It cannot be denied that there is an increase in the exposure to English at many different levels. With the spread of various apps and the social media, functional usage of English has gone up and

communicative competence has improved. These young learners who were not comfortable using the English language in formal situations had no compunction using it in their smart phones for a maximum period of six hours on a daily basis.

There is a passionate debate worldwide about whether reading has increased or declined after the introduction of internet platforms with protestors and defendants waxing eloquent on both sides. With each text and Facebook update, students become more familiar with and adept in written expression and they practise it too, more than any group of college students in history. Crystal (2004) remarked that with the spread of English as an international language, it is currently used by more non-native speakers than native speakers.

The need to ensure enhanced levels of English use and an improved impact on learning outcomes among our students is what we are striving for in our classrooms. Standardized assessment patterns and traditionalists who equate learning with the reading of physical books and other resources also claim that students spend more time in the virtual world, thereby reducing literacy and attention span. But having seen the proclivity towards this medium and its exponential growth worldwide, can we really dismiss its definite intrusion and potential in our classrooms?

The analysis of the survey results has indicated that the students' present knowledge of the language is not a deterrent while using social media and apps, nor is

not being aware of correct grammar and spelling rules. About 49 percent claimed that they had started speaking more in English and 41 percent said they sometimes did so. About 82 percent claimed that they were more comfortable using the language after using the sites. The responses of students concretised the finding that use of social media and apps does enable better understanding, acceptability and use of the English language.

The oral pre-test elicited responses where students eagerly admitted the importance of social media and the usage of apps in their lives and detailed the improvements in their vocabulary, which now went **beyond beautiful** and *nice to awesome, gorgeous and super*. Emoticons are a useful bridge aiding and enabling them to tide over the language barrier. They admitted that Facebook used by 67 users out of 82 was used extensively to check on friends and relatives, and the trailing posts in the comments section often made them write or at least attempt to write in English.

Use of Facebook, Messenger, TikTok, Google maps, apps downloads from Play Store, Google translator, dictionaries, PPTs, searches about different topics, videos on beauty tips, recipes, cartoon shows (like Doraemon, Tom and Jerry, and Shinchan) were some of the most used and followed sites. The feature of auto spell was helpful in enabling them to learn the right spelling and not being very conversant in English was not a barrier. The discussion clarified that though Hindi and Marathi were the dominant languages used at home, college,

workplaces and other social spaces, English took over while using the internet. Errors were not highlighted by both sender and receiver, with the comfort feeling 'people will understand what I mean anyway'.

It can be concluded that English is used profusely both in its oral and written form today. While Twitter forces one to write concisely and briefly, acronyms reduce space, but they just cannot be placed anywhere. The use of the English script while writing definitely augurs well for academicians, as it proves that, whether the students surf, research or text, one cannot discount the fact that there is a definite engagement and understanding with the English language.

Research activities on the internet require higher-level reasoning and critical thinking skills. With the deluge of information, the student actually requires intelligence to surf, skim and scan through what is required and useful. Social media may not aim at improving creative writing but is a fast and convenient way of interacting with an audience. Crystal, the renowned linguist and author, mitigates all fears when he dispels accusations about texting and misspelling by speaking for the motion that "texting is the latest manifestation of the human ability to be linguistically creative" and adds 'patterns': "You've got to know that the letters are there in the first place in order to leave them out!" He clinches the argument by speaking for "texters" as the best spellers, and finally stating that texting improves literacy skills, contrary to popular opinion. Thus, the potential for using this medium

to teach effectively cannot be underrated. A headline in *The Times of India, Mumbai edition* (Jan. 2018) claims that vernacular users will form the largest, i.e. 75%, of internet users base by 2021 in India. To accept that social media and apps are not a temporary event but are here to stay is advisable. Traditional modes of assessment, reading, analyzing, interpreting and assimilating, need to be redefined as much as changes in vocabulary, spelling, grammatical structures and functional usage. Communicative competence is required in a multilingual setup like India along with confidence and greater receptivity to the language. The millennial users finally have drawn up new rules bringing about their own alignment with digital age jobs.

Teaching in the New Age demands a stronger and more focussed interrelationship between technology-mediated teaching and learning methods than the one that prevails now in traditional classrooms. Encouraging students to evaluate and contribute resources that they find appropriate will give them an opportunity to develop indispensable digital literacy skills. Systematic use of online dictionaries, language apps, educational videos and games, and enabling students to find and share digital resources that are related to content/topics in the curriculum are some steps which can be taken up.

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APPENDIX

Survey on 'Using English while operating on social media and Google apps'

1. How many hours of internet usage do you have per day? [No. of Respondents: 82]

2 hours	40.24%
4 hours	28.06%
6 hours	13.41%
> 6 hours	18.29%

2. Which sites do you like to access the most? [No. of Respondents: 67]
Facebook – 100%

3. Why do you use them? [No. of Respondents: 79]

To communicate with friends	29.11%
To communicate with family	05.60%
To share information	08.86%
Learning	32.91%
Working	03.80%
Others	20.25%

4. Does your present knowledge of the English language prevent you from using these sites?

[No. of Respondents: 80]

Yes	40.00%
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No	23.75%
Sometimes	36.25%

5. Does using these sites add to your knowledge of the English language?

[No. of Respondents: 79]

Yes	74.68%
No	05.00%
Sometimes	20.25%

6. Do you think you speak/converse more with people in English after using these sites?

[No. of Respondents: 80]

Yes	45.75%
No	10.00%
Sometimes	41.25%

7. While answering or replying in English do you focus more on correcting your grammatical errors? [No. of Respondents: 79]

Yes, I do consciously try to type the correct answer. 54.51%

No, I don't pay attention to grammatical errors. 07.59%

I sometimes try to check or try auto correct while typing comments. 37.90%

8. Do you use the corrected spelling which you get with auto correct in other situations?

[No. of Respondents: 80]

Yes	63.75%
No	06.25%
Sometimes	30.00%

9. Are you more comfortable in using English after using these sites?	Respondents: 70]	
[No. of Respondents: 78]	Yes	78.57%
Yes, I am more comfortable now. 82.05%	No	04.29%
No, there is no change in me. 17.95%	Maybe	04.29%
	Sometimes	01.43%

Note: The responses of 8 of the subjects were treated as null and void because of those students' wrong understanding of the question (i.e., 11.42%).

10. Do you think use of social networking sites and apps helps you in the way you are using English now? [No. of

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A limited number of subsidized memberships of IATEFL, UK are still available for ELTAI members only. Those who are interested may send a DD—no cheque, please— drawn in favour of ELTAI for Rs.600 to our office or through NEFT (SBI, Santhi Colony, Annanagar, Chennai-40 A/C No. 30870397943) along with a scanned copy of the bank chalan mailed by Speedpost or courier only and also giving the details given below (Non-ELTAI members should send Rs.1000 (For ELTAI and IATEFL memberships together)).

First name and Surname

Age

Town

Country

Telephone

Email address

S. Rajagopalan, www.eltai.in

English language teaching through technology: Emerging possibilities

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ABSTRACT

This paper tries to explore how the widespread percolation of technology in our daily life can be used favourably for English language teaching and learning. The learning spaces created through the establishment of language labs in schools and colleges could be expanded to include smartphones and wearable devices. Such liberating spaces can not only make language learning interesting, but also render it flexible to the varying levels of the learners. There are also possibilities of combining electronic language learning with traditional classroom methods. Technology is not new to the contemporary learner, though it might be to some members of the teaching community. The present learner is born into the world of technology and therefore, any classroom divorced from technology would make the learner feel like fish out of water. But with technology, the modern student can be scaffolded from “remembering” to “creating”, which is the ultimate stage in Bloom’s Taxonomy.

Keywords: English language teaching; Technology in language teaching.

Technology has become so ubiquitous that it has slipped to the background in our daily life so much that we have stopped noticing the impact of technology in our daily life. For instance, when we order food through an app on our phone, we take for granted the change that technology has made in our eating habits. This paper tries to explore how this widespread percolation of technology can be used favourably for English language teaching and learning.

One of the major advancements in using technology for English language teaching has been the establishment of language labs in schools and colleges. However, with

technology becoming very mobile, the language lab has almost become a restrictive space like a classroom. As Chapelle (2003, pp.11-12) observes:

“Twenty years ago the computer lab was a place for peers at a university to meet and work on the computers, but the modern day version of communication and collaboration among peers at their computers has expanded beyond the computer lab. Rather than requiring learners to meet in a single physical location, the Internet is host to new spaces in which learners communicate through chat rooms, e-mail, and discussion groups. Some of these meeting places are

constructed specifically for ESL learners, but most, like the physical computer lab, are places where people come to meet with their peers while they are working or playing.”

These spaces that Chapelle refers to include but are not limited to smartphones and wearable devices. Such liberating spaces could not only make language learning interesting, but also render it flexible to the varying levels of the learners. While the language lab also could have such varying stages according to the learner’s attainment, the environment of the classroom provided by the set-up prevents any practical implementation of individual learner-centric approaches. Further, the overemphasis on accent and accurate pronunciation in the language lab could drive many a learner away from seriously attempting to acquire the language skills. Pronunciation is only one aspect of the multiple facets of a language. However, this is not to undermine the relevance of the language lab, which continues to be the mainstay of technology-assisted language learning.

Chapelle (*ibid.*, p.16) also raises the question whether the emergence of interactive voice response systems (IVRS) do not also necessitate the English language learner to become proficient in that kind of communication apart from the now existing oral and written methods of communication:

“In many language programs, the curriculum distinguishes between oral and written language teaching explicitly (e.g., with different courses) on the assumption that the two modes should imply different

abilities to be learned. But what about computer-mediated communication? Does this represent a third mode, and a third set of abilities that students should be learning?”

One of the reasons why such a mode of learning becomes necessary is that artificial intelligence systems use specific patterns of language functions for communication.

There are also possibilities of combining electronic language learning with traditional classroom methods. It is possible for the teacher to use the evidence of an actual communication made electronically to demonstrate the errors of omission or commission that the speaker/writer makes.

One major benefit of technology-assisted language learning is that the learner gets an opportunity to listen to and interact with native speakers without having to travel and meet them. So, it is not entirely an interaction with an automated system as in a language lab, but an example of computer-assisted language learning (CALL). Learning new words does not need interruption of the task at hand because of the presence of online dictionaries, which help in the development of vocabulary. Chapelle (*ibid.*, p.58) observes:

“Research has also investigated the effects of learners’ focusing attention through modification of what might be considered the normal interaction in the CALL task, e.g., continuing to read or listen without stopping for help. The most prevalent of these studies investigates vocabulary acquisition through reading tasks which are supported with on-line glosses.”

In a traditional classroom, the learner would be hesitant to interrupt the teacher to understand the meaning of a difficult word. The teacher too would not want the flow of the class to be disturbed for offering clarification to a single student. In fact, the presence of the computer is not as an inert tool, but as an active facilitator, which can take the role of assisting the human teacher in the human-computer interaction (HCI). Chapelle (*ibid.*, p.105) goes on to explain how the machine successfully slips into this role during the teaching-learning process:

“For example, the computer offers help, gives help, judges responses, etc.; the learner requests help, responds, declines offers, etc. This perspective adds a pragmatic dimension to HCI that opens the possibility for comparison with the types of functions that learners can engage in across different learning environments, including a variety of programs for learner-computer interactions, those for learner-learner interaction and class-room interaction, as well.”

Thus, it can be seen that the computer plays a complementary role in the language-learning process rather than function as a substitute for the human teacher, though it can take up the role of one if needed. In fact, the human teacher can keep track of the learning process of the students with the machine as a go-between in the teacher-student relationship. Erben et al. (2009, p.49) observe that “according to Vygotsky, the individual is inseparable from his/her social context and consequently cognitive development is viewed as an essentially

sociocultural activity.” Vygotsky’s study in the development of thought and language in the human child is worth considering here. Vygotsky (1986, p.94) argues that thought and language development is not a natural consequence of biological growth:

“Thought development is determined by language, i.e. by the linguistic tools of thought and by the sociocultural experience of the child. Essentially, the development of inner speech depends on outside factors; the development of logic in the child, as Piaget’s studies have shown, is a direct function of his socialized speech. The child’s intellectual growth is contingent on his mastering the social means of thought, that is, language.”

Thus, a case can be made for moving from computer-assisted language learning (CALL) to mobile-assisted language learning (MALL). It is a fact that the modern student spends most of her/his value time in the virtual world, especially preoccupied with social networking apps like WhatsApp and Facebook. Instead of attempting to divert the student’s attention from them to the “real” classroom, it would be more worthwhile to take the learning tools, or even better, the classroom itself to the virtual world. Erben et al. (*ibid.*, p.65) remind us of the famous Chinese proverb: “Tell me, I’ll forget. Show me, I’ll remember. Involve me, I’ll understand.” This saying is quite popular among all teachers as a major principle of effective teaching. However, the authors (*ibid.*, 65) suggest that the changing times need to take this saying to a new level by adding to it: “Differentially instruct me, I’ll

internalize. Use technology with me, I'll participate, I'll transfer, I'll employ and I'll create."

Technology is nothing new to the modern learner, though it might be new to some among the teaching community. The modern learner is born into the world of technology and therefore, any classroom, including the English classroom, divorced from technology would make the learner feel like fish out of water. But with technology, the modern student could be scaffolded from "remembering" to "creating", which is the ultimate stage in Bloom's (1956, pp.1-2) Taxonomy: "Teachers building a curriculum should find here a range of possible educational goals or outcomes in the cognitive area ('cognitive' is used to include activities such as remembering and recalling knowledge, thinking, problem solving, creating)."

It may not be either possible or even necessary to induct the student directly into websites entirely dedicated to education or the English language. Rather, it would be easier to create a WhatsApp group of the learners. The advantage of such a WhatsApp group is that the students could participate in the learning process without inhibition. It is observed that people in general and students in particular open up in virtual spaces like social media better than they do in real life. Such a situation could be favourably tapped by teachers of the language. In case a student does not wish to post her utterances in the group, she could communicate with her teacher with a personal message using the same app.

To motivate the students to communicate well in the group, they should be encouraged to understand that it is normal to make errors in all aspects of language. Vygotsky (1986, p.221) says that it is not possible to use language which is free from errors: "Absolute correctness is achieved only in mathematics. It seems that Descartes was the first who recognized in mathematics a form of thought that, although originating in language, goes beyond it. Our daily speech constantly fluctuates between the ideals of mathematical harmony and imaginative harmony." While this is true of adults who have been using the language for quite a long time, hunting for errors in the baby steps of the new learners would be nothing less than utmost cruelty. The benefit of using social media platforms like WhatsApp is that the possibilities of such persecution could be avoided primarily because it is a virtual space.

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Setting the record straight

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Unless many long-held myths are rooted out, learner of English and become proficient users of the language.

That spoken English should be taught as a separate subject in all Tamil medium sections in schools, a plea made recently in the Madras High Court by a former MLA, Appau, led the judges to seek details on the functioning of the English-Medium sections in the State's government-run schools. This initiative has triggered a flurry of questions, such as the following, among the stakeholders.

- *Should spoken English be mandated as an independent subject?*
- *Why are millions of learners unable to acquire even the basic level of competence, although they have been taught English from the first standard?*
- *Are schools equipped to facilitate students' acquisition of oral fluency in English?*

What has been the impact of the many training programmes undertaken by various agencies such as the ones through state partnership with the British Council, attempts of DIET, SSA and RSA to transform the pedagogical practices through the years? Nothing seems to explain why despite such well-intentioned efforts, speaking English fluently still remains "an unachievable goal".

Not too positive

When asked to describe the images that come to their minds whenever they think of English. Tamil-medium students in Anna University (which gets a huge chunk of students from rural areas who are high scorers in English in their class XII exams – not less than 90%) describe English as a 'ghost'. 'Pitch black' red colour' 'wild beast chasing', and so on – obviously only negative ones dominating their psyche. And the teachers in Tamil-medium schools are at a loss to teach English effectively due to their lack of sufficient exposure to the second language, lack of role models (for example, their own teachers), lack of genuine need to employ the language in their day-to-day communication, and the ineffective and insufficient training programmes, making them diffident and undoubtedly scared. Besides this vicious circle, there are certain deep-rooted myths, which have distorted the focus of teaching English in our country over the years.

Myth 1: Centrality of Grammar

Learning one's mother tongue or any other tongue involves the same cognitive process. No mother teaches the initial words in Tamil, such as *thatha*, *amma*, or *appa* as nouns. So, in the case of English why is the approach skewed to teach it based on or through grammar? Strangely,

English grammar, to say the least, appears illogical and incoherent even to teachers. Besides certain rules, there are more exceptions than rules and the same linguistic item carries varied grammatical roles/labels depending on the context. Even a thorough familiarization does not ensure their automatized, accurate application.

Further, it has now been recognized (unfortunately not among the practising teachers) that the grammar of spoken English is different from that of the written language. In spoken form, a word, a phrase, an incomplete sentence, and even an ungrammatical construction can achieve the desired communicative effect, whereas the written form has to adhere strictly to the rules. Despite the leeway the spoken mode enjoys, the tragedy is that the grammar of the written language is thrust upon the spoken form, which impedes learning. Experts maintain that spoken language is not written language spoken out, and similarly, the written language is NOT spoken language written down. So, the shift should be towards the grammar of spoken language and not on dishing out grammar rules for the written mode.

Myth 2: Accurate Pronunciation

It is familiar to all of us that the pronunciation of our mother tongue varies from person to person, from community to community, and from place to place. David Crystal, a well-known British expert on pronunciation, states that there are many

accents in any language, which depend on the people we speak with. When we converse with children, we adopt one kind of pronunciation, which radically differs from the ones adopted when we talk with other family members, colleagues or strangers, determined by the context and purpose. He further observes that English pronunciation is not static or rigid as it is being influenced by other world languages. What matters most is intelligibility and not the so-called Received Pronunciation (RP). Instead of mimicking someone else's style, one has to speak in one's natural accent without sacrificing clarity.

Myth 3: High Volume of Vocabulary

No doubt, English is the richest language embracing more than one million words and each passing year adding more than 1,000 words to its stock. However, it is statistically proven that the spoken form requires only 3,000 high frequency words with “*the, be, to, of, and*” being the top five frequently used words. Against the traditional practice of learning individual words, the shift has moved towards chunks of language, otherwise called lexical chunks. Although learners have more than the required number of words, the real problem lies with how they string words together. Thus, the focus of teaching English should hinge upon enhancing the opportunity to practise the spoken skill.

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Grammar Guru I

V Saraswathi



Grammar? Fun? You must be kidding! Even now I shudder to think of those horrific grammar classes in school. No more agonies for me, please! Leave me alone, I can hear you say. But wait. Do give us a chance. We do know that grammar is the pet aversion of many a student. They hate grammar wholeheartedly, but they have to learn it; or rather, they are desperately eager to master the monster, but just don't know how.

This is just a helpline. It will help you to master grammar, to avoid common errors, to feel confident when you speak and write. Not as in the bad old days, but painlessly, effortlessly, easily. We shall show you that grammar can be fun; it can be exciting; it can exhilarate you, enchant you, and entertain you.

Who is this meant for? For everyone from one to hundred: for anyone who wants to communicate effectively, and effortlessly in English; for the teacher as well as the student; for the creative writer as well as the diehard scientist; for those who hate grammar as well as those who love it; for those who know grammar as well as those who don't know it. In short, for one and all.

Here is a story I read some time ago. A pupil tells his teacher, "I ain't got no pencils." She corrects him immediately. "The correct way to say it is, I don't have any pencils." "We don't have any pencils. He doesn't have any pencils. You don't have any pencils. They don't have any pencils. Do you understand?" "No," the boy answered, astonished. "What

happened to all the pencils?" Well, all of us are only too familiar with the moral of the story.

Why does grammar terrorize us? First and foremost, it is because English grammar is different from the grammar of my mother tongue. I can say **suda suda kaappi** or **gharam gharam chai**, but cannot say, **hot, hot coffee**. I can say **idhu pusthakam**, in Tamil, but I have to say, 'This is a book', in English. According to Latin grammar, **It is I** is correct, but English speakers prefer to say, **It's me**.

Another reason for the problems is that there are exceptions to almost every rule in English. We often master the rules, but forget the exceptions. The past form of **talk** is **talked**, but the past form of **take** is **took**.

I may expect you to learn grammar, but I cannot make you to learn grammar. By the way, you cannot use **to** after **make**!

So, folks, cheer up! After all, English was invented by people, not computers. It reflects the creativity of the human race (which, of course, isn't a race at all). That is why, when the stars are out, they are visible, but when the lights are out, they are invisible!

[Editor's Note: This is the first of a series of articles by the author and published earlier in The Times of India, Education Times from May 2008 to May 2013. We are thankful to Dr Saraswathi, a legend in the field of ELT practice and research in India, to permit us to publish those articles in our journal.]

Synergistic relationship between language and literature in an ESL classroom

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ABSTRACT

Literature and language are two sides of the same coin. Literature is rooted in language and language gets life through literature. Literature helps in teaching and learning English as a second language. Language skills can be developed through the study of literature; language can be learnt through literature. But the reality is that, in schools and colleges, literature and language are taught as two different subjects. This paper explores the relationship between language and literature, and how they are interconnected.

Keywords: *Language and literature; Language through literature.*

English language plays a dominant role in the field of education. Success in education and careers depends to a large extent on the level of competence of learners in the English language. A threatening factor for effective acquisition of English language is the method of teaching English literature, which separates it from the language.

Literature is a vehicle for students to practise their grammar and vocabulary. It gives authentic examples of sentence structure and language use. In the mid-1900s, the focus of language teaching started to change. Educators became more concerned with developing students' ability to communicate. Educators recognized the potential of literature for meaningful communication. Discussions, role plays and group projects dominated the language learning scene.

The term 'literature' is used in two different senses. It is used to refer to any written material on a subject. Secondly, it is a term that refers to a school or university discipline. Scholars define literature in different ways. Literature is any imaginative and beautiful creation in words whether oral or written, says Onuekwusi (2013). McRae, in his book 'Literature with a Small l' (1991: vii), defines literature as "any text whose imaginative content will stimulate reaction and response in the receiver." It provides entertainment, information, education and excitement to its audience. But at the same time not all literature is imaginative. Some literary works are semi-factual.

Literature is language in practice. Language theories, concepts and styles are put into function in the creation of a literary text. As a discipline, literature has some

functions to perform. Students derive more benefits from literature. The utilities of literature are educational, cultural, oral, recreational and socio-political. Literature helps the learners to develop fluency. Many libertarians support the inclusion of literature in language classrooms since it will help in language enrichment.

Lazar (1993) provides five reasons for using literature in ELT:

- Motivating materials
- Encouraging language acquisition
- Expanding students' language awareness
- Developing students' interpretive abilities
- Educating the whole person

Literature is an important aid for cultural assimilation, emotional stability, liberal education and for developing a mature personality.

Literature and language are not only intertwined but also interrelated. Only with the instrument of language, literature is concretized. It sounds absurd to study literature without language. Literature is rooted in language and language gets life through literature. So, literature and language are closely interconnected. Teachers must use literature to motivate students for language acquisition. "Each novel, short story or play can spark off a wealth of different activities. Tasks and exercises based on a literary text can provide valuable practice in listening, speaking or writing, as well as improving reading skills.

Literary works of all kinds are now becoming increasingly available in spoken form on cassettes" (Collie and Slater, 1996:36).

Valdes (2000) asserts that "It is simply accepted that literature is a viable component of second language programs at the appropriate level and that one of the major functions of literature is to serve as a medium to transmit the culture of the people who speak the language in which it is written." As there is no dichotomy between a father and son, so are English language and literature integrated.

The study of literature enhances the development of extensive reading skills. There is a correlation between extensive reading and language acquisition. Reading can provide a ready means of the acquisition of vocabulary which in turn helps in effective writing. Reading instruction is most effective when intertwined with writing instruction. Research has found that when children read extensively they become better writers. Reading a variety of genres helps children learn text structures and language that they can then transfer to their own writing. Reading broadens the students' familiarity with language and reading enables students to compare their own experiences with others. Thus, reading has an important place in writing.

Literature is the main vehicle for teaching and learning language. Literature is the proper place where language gets an excellent position. Literary works provide additional material for grammar practice, vocabulary learning and translation (Liaw,

2001). According to Moody, literature is an umbrella term giving information on every business (Moody, 1971:1, cited in Turker 1991: p.299). McKay (1982) argues that "... literature offers several benefits to ESL classes. It can be useful in developing linguistic knowledge, both on a usage and use level. Secondly, to the extent that students enjoy reading literature, it may increase their motivation to interact with a text and thus, ultimately increase their reading proficiency. It may also enhance students' understanding of a foreign culture and perhaps 'spur' their own creation of imaginative works."

Krashan (1984, 1985, 1987) points out that the relationship between reading and writing is like the relationship between a mother and her baby. Good writing is the by-product of vast reading. He maintains that a large amount of self-motivated reading for pleasure would give rise to the desired effect on writing. Reading acts as a stimulant for writing. People read in order to obtain information, develop vocabulary, make inferences, classify, observe, analyze, draw conclusions and make generalizations. Reading literature enhances language acquisition in general and effective writing in particular.

There are many reasons for using literature in the language classroom. Carter and Long's (1991) three models of why teachers use literature in the language classroom are the cultural model, the language model, and the personal growth model. Scott (1964) strongly advocates the use of literature as a cultural way-in. Literature is the product

of historical and social circumstances. Literature is "one of the most obvious and valuable means of attaining cultural insights" (Scott, 1964, p. 490). The focus of the language model is psycholinguistic. Teachers may choose to focus on how language is used within a given text. The benefits of the language model are the expansion of vocabulary, increased reading fluency, and enhanced interpretive and inferential skills. The personal growth model offers a more student-centered approach to literature study. The purpose is to use literature as a vehicle to educate and to promote critical awareness. To reap the full benefits of literature in the language classroom, a combination of all the three models has to be used.

The choice of literary works used in the language classroom determines the success. If the language is too difficult or too culturally distant, the learning gains will be minimum. Teachers must try to engage, entice and enthrall learners by the right texts followed by lively discussions. The text must not be too long since the students will be scared to read a long text. If the teacher shows boredom, the teacher cannot motivate the students. Text selection is a 'crucial factor' (Maley, 2001: 184) in making literature a resource for linguistic development, personal enrichment and cultural appreciation. Ayo (2003, p. 130) opines that "through the creative methods of teaching literature, the students can be helped to develop confidence in themselves in producing coherent and cohesive spoken discourses and in organizing sentences into

paragraphs with effective linkers and organizing paragraphs into coherent and meaningful written discourse.”

Literature is a vehicle for students to practise their grammar and vocabulary. It gives authentic examples of sentence structures and language use. In the mid-1900s, as it was pointed out earlier, the focus of language teaching began to change. Direct method and audio-lingual method dominated the language classrooms. Educators became more concerned with developing students’ ability to communicate in real life situations. With the advent of the communicative approach, educators recognized the need for meaningful communication. Discussions, role plays and group projects started to take over the communicative language classroom. In any language, great literature leads to great conversation, and great conversation is the ultimate goal of language learning.

Literature is the artistic expression of language and it cannot exist without language. For cultural enrichment and awareness, literature is to be used in the language classroom. Literature is the reflection of the society. Literature can broaden one’s outlook. All human emotions like anger, happiness, sadness, passion, love and hatred are expressed in literature. Maley (1987) enumerates some special virtues for learning English through literature: universality, non-triviality, personal relevance, variety, interest, economy and suggestive power, and ambiguity. The themes literature deals with are common to all cultures though their

treatment may be different – Death, Love, Separation, Beliefs, Nature, etc. Literature does not trivialize or talk down about anything. Literature is about things that mattered to the author when he wrote them. It offers genuine as well as authentic inputs.

Teaching literature develops the intellectual, social and moral values of students. Constant exposure to literary texts can foster intuitive awareness in students. If literature and language are taught together they may enhance the level of understanding of the students. Literature can impress and educate the individuals. Choosing the right literary text is important in using literature in language teaching. If the students in the class are interested in sports and games, romantic literature may not attract them. A book about a famous athlete or cricketer may be interesting to such students in the classroom. Chunks of vocabulary are to be taught to the students in advance. That will give confidence to the students to discuss stories in meaningful ways. Discussion questions can be given at the end of each chapter. Instead of the routine question-answer method, students can be allowed to draw a picture or a graphic organizer to express their ideas about the literary text. Literary texts can provide multiple sources of linguistic output. Texts can be supplemented by audio, music, film clips and podcasts, and all these will enhance the sensory input.

Thus, it is clear that there is a relationship between language and literature. An integrated approach of using literature in the language classroom can enhance the

proficiency level of the students. Language learners get the opportunity to develop their linguistic and communicative skills when literature is used in the language classroom in an interesting and motivating way.

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Teaching English to tribals: A case study of Spiti, Himachal Pradesh

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ABSTRACT

This paper is based on the case study conducted to understand the educational backwardness of tribal learners in the tribal district of Spiti, Himachal Pradesh with special reference to English language. It describes the language learning problems of tribal learners and analyzes the causes of their backwardness in respect of English. A micro approach was used to study and analyze the quality in the education of Tribal learners of Munselling School in Rangrik, Kaza, in the setting chosen for the study. The study was a qualitative study as the hypothesis was formulated after the data was collected through interviews, observations, case study and focus group discussion. It reports the findings on the impact of teaching English to these tribal learners by volunteer teachers.

Keywords: Teaching English to tribals; difficulties in learning English;

Introduction

The current paper reports an empirical study of the impact of voluntary teaching of English on the tribal learners in the tribal area of Kaza, District of Spiti, Himachal Pradesh. The study had the following objectives:

- To study the challenges faced by the tribal students of Spiti by adopting Munselling School for poor children of Spiti for a case study.
- To study the role played by the trained teachers of English, individual volunteers, volunteers from premiere organizations/institutions from India and abroad, in the teaching of English to tribals at the Munselling School at Kaza, Spiti.
- To study the role played by the local community by their participation in inviting volunteers for educating the tribal children.
- To study the reasons for the educational backwardness of tribal learners with special reference to English language.
- To identify answers, solutions and methods to work on the drawbacks and problems of the teaching and learning of English in the tribal areas.

Methodology

The paper is based on the researcher's long association with the theme of this study, viz., *the impact and role of voluntary teaching of English to the tribals*. Therefore, the issue being close to the heart was pursued with a clear hypothesis. An empirical approach was made to study and analyze the status and quality of the teaching and learning of tribal learners of a school called Munselling in Rangrik, Kaza, in the Tribal District of Spiti in Himachal Pradesh. The data for the case study was collected and compiled from the experiences of the workshops conducted by volunteer teachers from St. Bedes College, Shimla, Spiti Valley project of St. Stephens College, Delhi and a one-month programme of teaching of English by Miss Fanni from Canada during the session 2017-2018.

Need for and significance of the study

The low literacy rate of Scheduled Tribes is a serious threat to Indian education. It is significant even in Himachal Pradesh, the state with the highest literacy rate in India. The intensity of the problem is reflected in the SSLC (Secondary School Leaving Certificate) examination results that show very low pass percentage in tribal areas of the state. The lack of proficiency in English language is identified as a major obstacle to the education of Schedule Tribe learners. The inappropriate syllabus and teaching method of English develops a negative attitude in learners towards learning. The fear of learning a foreign language is one of the factors to stop their education because English language is a compulsory subject rather than an optional one at higher

education level. It is clear that tribal learners are not motivated well. They have adjustment problems with school curriculum and teaching of English language. At the same time, the community-run schools with the help of NGOs, voluntary organizations and individual voluntary institutions and teachers show a far better performance compared to the State Board schools. Though the Government can provide grants and scholarships for the betterment of learners, the responsibility of their educational development is ultimately in the hands of the teachers teaching them or the teachers who empathize with the need to spread education in a holistic manner throughout the society as one world, one entity.

Tribals in Himachal Pradesh: An Overview

In Himachal Pradesh, the 3.92 lakh people belonging to scheduled tribes counted in 2011 include the Gaddis and Gujjars; there are smaller tribes that are limited to specific regions of the State. There are Kanauras or Kinnaras of Kinnaur district; Bhots or Bodhs, who are akin to the Bots or Botos of Ladakh and inhabit Lahul and Spiti and Kullu districts; Pangwalas of the Pangi valley in Chamba; Swanglas of the Pattan valley in Lahul and Spiti; and Lahaulas of the Lahaul valley. Of these, Bhots are largely Buddhist, Pangwala and Swangla are largely Hindu, and Kanauras and Lahaulas are partly Hindu and partly Buddhist. During 2001-11, Kanauras, who are the largest of these tribes, declined by about 17 percent and Lahaulas, who are the smallest, grew by about 66 percent. Bhots, Pangwalas and Swanglas have all grown by about 7 to 8 percent.

Table 1: District-wise Tribal Population of Himachal Pradesh

Name of District	No. of Census Villages (Inhabited)	Total Population	Population of Scheduled Tribes
Bilaspur	953	381956	10693
Chamba	1110	519080	135500
Hamirpur	1671	454768	3044
Kangra	3617	1510075	84564
Kinnaur	241	84121	48746
Kullu	314	437903	16822
Lahaul-Spiti	280	31564	25707
Mandi	2850	999777	12787
Shimla	2705	814010	8755
Sirmour	968	529855	11262
Solan	2383	580320	25645
Una	790	521173	8601
Total	17882	6864602	392126

The tribal areas in Himachal Pradesh are very remote and inaccessible having tough mountainous terrain and inhospitable climatic conditions. With such tough living conditions, the cost of developing any infrastructure is extremely high, especially that of providing education at par with the education in urban and even rural areas of the state. Out of the 55673 square kilometers of geographical area of Himachal Pradesh, 23655 square kilometers fall in scheduled area. The scheduled tribe population density in these areas is 7 per square kilometer.

Background to the Case Study

Until 1992, the entry of even Indian outsiders into Spiti was restricted due to the proximity of a sensitive border. Due to long winter and excess snow, Spiti remains isolated from the rest of the world for $\frac{1}{4}$ of the year. It is because of this isolation Spiti has remained undisturbed and remained

economically backward and educationally deprived.

Spiti, originally pronounced "Piti", means "The Middle Land", is an area situated between Tibet and India on the northern border of Himachal Pradesh state. Located among one of the most beautiful and breathtaking sceneries, the people of Spiti seem to live an idyllic life. But due to the political situation (the Spiti Valley is in a sensitive, hostile border area), life is rather difficult. Spiti Valley is approximately a hundred miles long but the population does not exceed more than fifteen thousand and suffers from a high infant mortality rate as well.

During the summer months, peoples' main occupation is farming, but the winters are long and cultivable soil is scarce. Snow often covers the fields for more than half a year. Dried yak dung is used as the main source of fuel for cooking and heating. Heating mud

houses costs a lot of dung as temperatures can drop down to -35°C.

Due to a complete lack of access to the outer world, not many Spitian had qualified to study one of the major professions, such as medicine, till the 1990s in spite of the enthusiastic backing of parents. Not only that, the teaching of our own language, Tibetan (Bhoti), was minimal, ceasing after primary level, and children who left school were hardly able to read even the titles of the Buddhist scriptures.

Rinchen Zangpo Society

The Rinchen Zangpo Society for Spiti Development provides a combination of modern and traditional education to young people from Spiti and other underdeveloped tribal areas in the Indian Himalayan region. The Rinchen Zangpo Society Education Program has been operating since 1993 with the generosity shown by various western charities, regular contribution by individuals and financial assistance from the Department of Tribal Affairs, Government of India at both state and central levels. It now has more than 1000 young people of all age groups from kindergarten to college goers either receiving direct supervision from the society or receiving financial assistance to pursue their education outside Spiti Valley.

The various schools opened by the society are listed below:

1. Munselling School, Rangrik

In the year 1996 the Society established Spiti Children Home School “Munselling” in

Rangrik. It is the second biggest village centrally located in the Valley. His Holiness the Dalai Lama inaugurated the new school.

2. Kaza Public School, Kaza

Kaza Public Buddhist Model School is a very successful part of the Rinchen Zangpo’s Education Programme. Due to the success of our educational program enrolment has increased dramatically and the number of students at Munselling was consistently increasing every year. Hence there was the need for a new school.

3. Reva Buddhist School for Girls

Last year the Society opened a new school with the chief purpose of giving more opportunities to girls. 119 Girl children have been enrolled in the school so far.

4. Spiti Children Hostel School, Sidhbari

For higher secondary education beyond Class 10, the Society runs a hostel for Spiti children at Sidhbari, Dharamshala. The hostel has separate blocks for boys and girls. Residential tutors from renowned schools in and around Dharamshala are provided to students for coaching them.

5. Spiti Feeder Schools

To address this issue of the inability of children between 3 and 5 years to avail the education opportunities in boarding, last year the society opened feeder schools at remote areas of Spiti where education accessibility was almost nil. The present strength of the enrolment of students is represented in **Table 2**.

Table 2: The Present Strength of Students

Location	No. of Students
Munselling School	560
Rewa Buddhist Model School	119
Kaza Public School, Spiti	250
Feeder Schools in Spiti	102
Hostel in Dharamshala	46
Delhi, Chandigarh and other places	34
Total	1112

With a total of 1112 students being imparted education here, for more than two decades now, the society is planning to establish an institution for the higher studies of these tribal children. Out of all the above mentioned schools, Munselling is the school with maximum number of residential students and the subject of our case study.

Voluntary teaching in Munselling residential school

Although the society established a school of teaching for poor Spiti children in 1992, the involvement of voluntary teachers and organizations in Munselling School run by them at a village called Rangrik, Kaza, the District headquarters of Spiti, is a recent development in the past one decade. Numerous workshops for academics, personality development, career counseling, health and hygiene are

conducted by teacher volunteers from different parts of India, England, Canada, New Zealand and America, an annual feature of the school curriculum. The University of British Columbia is associated with the school with missionary spirit. This has happened because over the recent years Spiti has become more accessible and open to the outside world. The researcher of the present study has seen in the past six years a rapid progress of the school in terms of quality in the overall performance and achievements of the school as well as its students. **Figure 3** shows the board exam results of the past ten years and reveals improvement in the quality of education. At a closer observation it was found that the major cause of such rapid improvement was the progressive initiative of the management to invite voluntary teachers from privileged institutions in India and abroad for all subjects especially English.

Table 3: Year-wise Results Data

Year	Number of Students							Pass Percentage
	Appeared	Passed	Failed	1 st Divn.	2 nd Divn.	3 rd Divn.	Distinction (≥ 75%)	
2006	22	22	-	18	2	3	7	100
2007	38	38	-	24	11	3	5	100
2008	17	17	-	15	2	-	9	100
2009	16	16	-	15	1	-	7	100
2010	24	24	-	24	-	-	10	100
2011	35	31	4	23	2	6	10	88
2012	20	20	-	20	-	-	13	100
2013	27	25	2	14	8	5	12	92
2014	28	28	-	24	4	-	8	100
2015	27	27	-	22	3	2	16	100
2016	26	23	3	22	1	-	16	88
2017	32	32	-	30	-	-	22	100
Total	312	302	9	251	34	18	135	

Data based on empirical study of workshops and projects of the voluntary teaching of English by:

1. Professors Anuja, Anupama and Nandini from St. Bedes College, Shimla.
2. Volunteers from staff and students from St. Stephens College, Delhi.
3. Miss Fanni De Maio, Research Fellow from Amsterdam University, Holland.

Based on the feedback from all the voluntary agencies and teachers and on the six-year-long association and experience of the researcher herself, the following conclusions have been drawn from the case study.

Conclusions

On the basis of the study the feedback from the host school and the volunteers for teaching English, the following conclusions are derived:-

- Qualified teachers are not willing to work on a regular basis because of lack of basic facilities like water, electricity, internet connectivity, roads, and means of transport. They come and serve until they get better options. Voluntary teaching is the most effective method of providing the latest resources of education - books, materials and methodology especially in the absence of long term regular teachers.
- More trained teachers/volunteers are needed to enhance the competence of the students.
- While frequent interactions with the volunteer teachers from different parts of India and the world have inculcated confidence amongst the students in using English as a medium of conversation, they also seem to have picked up various accents of English.

- Learners seriously lack proficiency in grammar and spelling, the intensive teaching of which is recommended by the majority of volunteers in the case study.
- Students are enthusiastic but the lack of exposure to the world outside impedes their creativity seriously.
- It was observed that not only the students but the teachers in the school use their native dialects/Hindi. It is recommended that the use of English as the only medium of communication inside the classrooms and even in the hostel should be encouraged.
- It was observed that there is serious lack of parental participation in the education of tribal students. This is due to poverty, ignorance, lack of transportation, difficult geographical terrain and long distances. It is suggested that participation of parents, especially of educated parents, in the education of children should be encouraged wherever feasible.
- Majority of the volunteer teachers of English observed that the learners took a couple of days to adapt to the new classroom teaching and methods. They were extremely responsive and keen to learn more and more, driving home the fact that the teaching sessions of voluntary teachers should not be for less than a week.
- It was observed that there was a lack of overall discipline due to the lack of a rapport between regular teachers and students, with the teachers quitting jobs frequently.
- It was observed that connectivity between the learners and the voluntary teachers should be maintained through follow-up workshops on an annual basis for more effective and long-lasting impact on the learners.

Suggestions

- The case study of Munselling proves that voluntary teaching of English to the tribal learners by professionals from outside is beneficial as English is a compulsory rather than an optional subject at the higher level of education. And exposure to the best and latest teaching in English at their doorstep prepares the learners to compete with others in a world of tough competition outside their comfort zone.
- The tribal learners need to be motivated and encouraged to treat English as a medium of communication and not as a foreign language. The volunteers should explore the needs of tribal learners and prepare their teaching aids and materials in order to cater to the specific needs of learners.
- Tribal learners face the stress of adjustment to the school syllabus at par with that being taught to the learners in cities and performing at the same level in examinations as well. They lack the convenience of technology as well as a conducive environment for studies. In

this context, the students from schools run with the help of volunteers in teaching might perform better than those in state board schools.

- A friendly and practical approach of teaching and learning of English will not only relieve the learners from a yardstick of perfection but encourage them to outgrow their fear and hesitation of using the language and be free of any inhibition.
- Given the fact that development in tribal areas requires higher financial investments and efforts, it becomes imperative for stronger educational institutions to associate themselves with community teaching to tribal learners. The idea of establishing community schools and voluntary teaching is cost effective for the schools that invite and host the volunteer teachers.
- Government of India, under its community development programme, following the special rights given to tribals under Article 46 of the Constitution should encourage privileged educational institutions to contribute to the upliftment of the disadvantaged communities by sharing knowledge and education. Government and its agencies of social welfare must encourage the NGOs, institutions, organizations and individuals engaged in voluntary teaching by awards or promotional benefits based on authentic contribution.
- Professional courses to train resource

persons for voluntary teaching of English and other subjects should be introduced at graduate and postgraduate levels to enhance the quality of volunteers teaching the marginalized and disadvantaged segments of society.

The following data from the workshops on teaching of English by the volunteers during the sessions in 2017 and 2018 has been compiled in the form of their lesson plans, execution of their workshops, their feedback and suggestions.

01. Voluntary Teaching by teachers from St, Bedes College, Shimla – A Report

Dear Suneela

Thanks to your suggestion and effort I along with Ma'am Nandini Pathania and Anupama Tandon, were able to see and experience such beautiful people and their abode, Spiti. Here's my report:

May 13th to 16th, 2018.

It was nearly evening when we arrived at Munselling School, Kaza. Totally mesmerized by the landscape, the serenity and the awesomeness of God's creation, we met Cherring sir, manager, teacher at Munselling. He had made very comfortable arrangements for our board and lodging.

Day -1 began with a meeting with the Principal, Sh. Subhash Katoch who is doing an admirable job in this remote part of HP. Soon we were guided to all classrooms as we had to judge the most clean and creative classroom. We found most of the teachers

had taken interest in doing up their classrooms. In the junior section it was class 1, the middle section, class 7 and the senior section class 9 which won the prizes. After lunch we were sent to the classes we had to work with. Anuja went to class 11, and did the first chapter of their English textbook. The response of the students was beyond expectations. They were not shy, were asking questions etc. in English!!!!

Nandini did her Pidilite fabric art with the senior girls in the Art room. Anupama took class 10 for Data collection related to economics. In the evening we played Tambola with the middle section and thus distributed gifts to the winners. It was thoroughly enjoyable for us and the children.

The evening was spent preparing for the next day and with the yum food of Mr. Karmu.

Day-2: Nandini took up a personality development and leadership skills workshop with senior students and through games and interaction held a successful workshop. Anupama did math with class 9 and also had a quiz on the logistics of eco and math. It was enjoyed by the students.

Anuja went to class 10 and did a Communication skills session with the students. The class was divided into six groups and each group was given a topic to speak on. Simple topics like, my dream, a beautiful summer morning, what I love most, my Aha moment etc. Once again the response was very encouraging. I guess interactions with various volunteers have made the students less shy and self-

conscious.

The evening saw all three of us keenly involved with the staff of the school. We did a SWOT analysis with them and I must respect their eagerness and genuine suggestions for the improvement of the school. The results of the SWOT were handed to Mr. Cherring. On the last day we were asked to give a report on our observations and suggestions to the management and staff and students.

Observations

1. Tremendous effort of Lamaji, who envisioned and started this selfless service to society.
2. The teachers we found were committed
3. Students very keen to learn. (The children knew a lot about the good Hollywood films like Stuart Little, Taming of the Dragon, Jungle book!!!! It was a pleasant surprise!! We too had taken a few wild animals documentaries, videos of Panchatantra stories and Jungle book video for the students.) An air pump for basketball and volleyball and pawns for Carom, books and five volumes of How to teach English Grammar were also presented to the school.

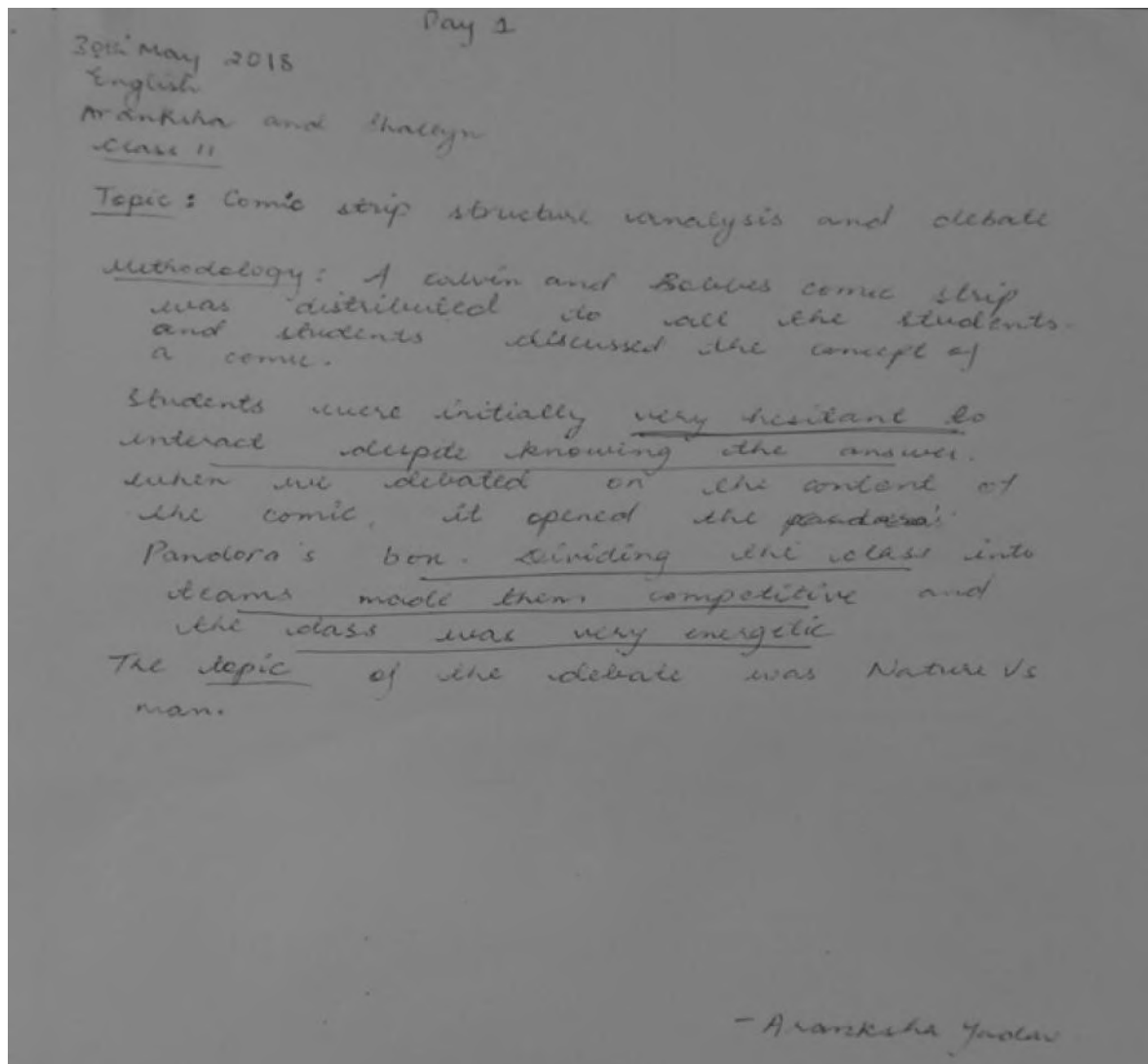
Suggestions

1. Counseling for senior students
2. Building teacher students rapport by assuring them of your love and that their worth is never a question in your eyes

3. Evaluation of teachers by students. We drew up an evaluation form and gave it to the Principal.
4. Evaluation of volunteers who come. A form was designed and given to the authorities.
5. To plan teacher's presence when volunteers interact and thus ensure that precious school time is not idled away.

02.

St .Stephen's College Volunteers



1st June 2018
English
Aranksha and Shalyn

DAY 3

Class 11

Topic: Play and its dramatic presentation

Methodology:

A copy of the excerpt of the play (The Sea is Raped) was distributed and analyzed. The ~~isnt~~ relationship between parents and children with the concept of old age homes was discussed. We taught the structure of the play, and how to write and perform plays.

The class was divided into four groups and asked to write and perform their original plays.

Observation: The students were much more comfortable in articulating in Hindi rather than English.

Lack of confidence in English language hampered their performance.

Generally, boys were more expressive and loud than girls.

Suggestion: Clearing basics of English grammar will help them in writing and speaking.

Group activities increase participation and the interest level of the students in the experience.

- Aranksha Yadav

Blog link to

30/5/18

ENGLISH (Xth)

The topic for the day was advertisements - which first involved discussing the 2 types of ads - normal and classified. The class collectively made an advertisement of a class with the essential features (catch line, USP, contact details, illustration) being explained. This was followed by the class being divided into groups of 6 or 7. They were each given an object to advertise -

they had to collectively make a poster and finally present the ad in front of the class - in the form of a jingle / enactment etc.

There was a certain lack of creativity and enthusiasm as compared to other classes.

~~that~~ Some people also did not know basic

spellings - eras, secesses, company etc.

As a result, the activity was reduced well.

1st June, 2018

Shrut Sharma

ENGLISH

CLASS X 12:20 — 2:20

The class revolved around discussion on an extract of the play 'Dear Departed'. ~~There~~
We discussed the structure of the play (Beginning, Climax and End), characters etc. A summary of the rest of the play was provided which was followed by a discussion on old Age homes, treatment of the elderly etc. The students were then required to make and perform a play on a similar theme. Constructive criticism was then provided for each play.

A drastic change was seen today in terms of engagement and participation. When discussing reasons for people to send their elderly to Old Age homes, one student pointed out the primary role of women / wife in the household. This led to a larger discussion on patriarchy and division of labour in the household, in which a lot of people participated. This also meant that the storyline of the plays went beyond the stereotypical role of women to larger issues of property, drunkenness etc. ~~Next kids~~
It was a fruitful day and most kids also completed the homework given on the previous day.

Fanni De Saio

Hi Suneela

You have asked me to share the experience I had teaching English at Munselling School in Dharamshala. I was there for a month and taught Class 8 A and Class 8 B every morning. There was a definite difference between the classes in terms of level and ability, but not in terms of enthusiasm. Most of the students showed a high interest in learning English. Class A had overall stronger students than Class B, which I believe was a deliberate decision on the school's part. I am not sure whether this selection/segregation of higher and lower performing students was to their benefit or not.

I could tell that a lot of pressure was being put on them in other classes and they were not getting enough rest, which I think ultimately impeded their learning. Therefore, I decided not to bombard them with homework and assessments, but rather make the class an enjoyable experience that would instill in them a love for learning.

In the first class, I asked each class to explain what aspect of ESL they would like to focus on. The choices were listening comprehension, reading comprehension, writing composition and conversational skills. Class A voted for conversation practice, while Class B opted for listening comprehension. Needless to say, these skills are all interlinked and we had a chance to practice each one in turn.

I found that both classes were able to understand animated short stories at a beginner to intermediate level. Both classes could answer simple questions about the stories; however it was a challenge to get them to answer in complete sentences. They would often give a one word answer and would need to be redirected to answer in a full sentence. I came to realize that they were often not sure how to properly construct a sentence. On the plus side, they understood the question and could recall the relevant information without fail.

In terms of reading comprehension, I dedicated some class time to helping students make sense of homework and assignments from other classes that were in English, such as Civics. I was surprised to see that the text in their Civics book was quite complicated and well above their English level (upper intermediate to advanced). I am not convinced that they would be able to understand the text or complete the assignments without direct assistance or someone to translate for them. It is clear to me that the Civics book was designed for students in English medium schools who are fluent in English, whereas the grade 8 students have not yet reached the level of fluency required to interpret such a text, which was problematic.

When it came to speaking practice, there were some students who would dominate the conversation, while others would be afraid to speak up. To combat this, I had them work in groups or pairs, or I would sometimes call on students one by one. I

think this was the most fun and enjoyable part of classroom time as we incorporated many games as well. Over time, the confidence of the students grew when it came to speaking English in front of others. I told them not to be afraid of making mistakes because that is how we all learn.

To practise writing skills, I had the class write short (1 page) compositions on various topics. Early on, it was decided that another English teacher would focus on grammar whereas I would focus more on conversation, pronunciation, etc. In hindsight, perhaps we should have spent more time on grammar in my class as well as it is the foundation of every language. Before their board exam, we reviewed some of the grammatical points covered on the exam. It should have been just review for the students but they still struggled, which led me to believe that perhaps they never really synthesized the material.

All in all, I would say that the main focus moving forward should be on grammar and sentence structure. Once these students are confident about the grammar and understand how to form proper sentences, speaking and writing will develop naturally. Since they were so engaged when I brought multimedia into the classroom, it would be nice to incorporate more technology and interactive elements as well. I wish there were more resources available such as a projector and speakers in the classroom as using only my laptop was difficult at times. I hope this helps with your research project, and please let me know if you have

any questions for me!

Best,

Fanni

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The Story of English – 1. England before the English

C.A. Lal

Professor of English, University of Kerala, Thiruvananthapuram



When Julius Caesar landed on the cold misty shores of England in 55 BC, the native inhabitants who flung spears at his legions were not English. The English language was not born in England, and the story of English begins only a few centuries after the sulky Julius left England following his not-too-successful adventures there. The Celtic tribes who were surprised by Caesar's arrival had been there a few thousand years, though we do not have clear historical evidence about exact dates. The tribe called Britons occupied much of the Island, while others, like the Picts and the Gaels, lived in the North. The name Britain is derived from these early Celtic inhabitants of the land, though they were later overrun by other tribes, who combined to form the people we call English today.

The language of the Celts belonged to the Indo-European family along with other members like Italic, Germanic and Sanskrit. England was inhabited by hunter-gatherer races of people for at least 50000 years, and the Celts came much later, either towards the end of the Bronze Age, or during the early Iron Age. The Celts were indeed the first people to settle in England, about whose language we have clear evidence today. They were also the first Indo-European branch to occupy England, and they were to be followed by two more, the Italic (the Romans)

and the Germanic (the Anglo Saxons).

The Celts had initially established themselves over large areas of Europe, extending from the British Isles in the North West, down to the East even up to Turkey. Surprisingly, by about 5th century AD, their dominion had been largely diminished, first due to the flourishing of the Roman Empire and then by the inroads of the 'barbaric' Germanic tribes. Today Celtic remnants can be seen in limited areas, including Ireland, Wales and Scotland, even where the dominant English language and culture are fast taking over.

After Julius Caesar's second landing in England and his return followed by the stiff resistance of the Celts, there was not much trouble from the Romans for about a century. The actual conquest of the island took place after 43 A.D. and the Celtic people were largely subjugated by the Romans, when much of the land, except Wales and Scotland, became part of the Roman Empire. This was followed by over 300 years of Romanization, when elaborate road systems, buildings, baths and even theatres were built across the country. Latin became the official language, though the Celtic majority continued to speak their language.

The Romans never had any idea of settling down in the areas far from home that they

annexed to their empire. They were rulers of the land and therefore fiercely protected the British Isles and its Celtic inhabitants from the increasingly frequent invasions from 'barbaric' tribes from the northwest of Europe. These invaders were various Germanic tribes whose language sounded a nonsensical 'ber ber' to the Roman ears, which accounts for the rather scornful nomenclature, 'barbarian'. The intruding Germanic tribes had ideas of permanent residence in the newly conquered areas. Their designs were different from those of the Romans.

The interesting fact is that the Celts, the Romans and the Germanic people, all belonged to the Indo-European family, though the divergence was already so much that the similarities were hardly visible. Eventually, the Roman Empire degenerated, and the officers and soldiers who guarded England from the new invaders began to retreat to their Mediterranean homeland. Centuries of subjugation had weakened the Celts and they no longer had the ability or the machinery to resist the fierce inroads of the aggressive Germanic tribes who relentlessly pushed their way into the island across the English Channel and the North

Sea.

By the early fifth century, the Roman legions had totally withdrawn from the island, and the Germanic tribes of Angles, Saxons and Jutes began systematic conquest and settlement in different parts of the island. They came as settlers, and what followed was systematic displacement of one race by another, more powerful one. In the centuries that followed, these Germanic settlers emerged as the inhabitants of the British Islands, and their language came to be called English after the Angles. In several parts, the Celts were massacred in large numbers, but many of them either fled to the west or became employees under the new masters, and eventually got blended with them through intermarriage.

That is the story of how English came to England and laid the foundations of a legacy that prompts us to teach and learn English in a distant land like ours, and discuss the language in platforms like ELTAI.

[Editor's Note: *This is the first in a series of articles tracing the history of the English language, to be continued in this column.*]

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BOOK REVIEW

A Pedestrian on a Highway by Gayathri Devi Dutt, Published by Notionpress.com, 2019. This is the autobiography of an educationist, gender development visionary, wife, mother, and grandmother. ***A Pedestrian on a Highway*** – a contradiction in terms? Does a nondescript pedestrian have any right to walk on the highway? The cover page illustration mystifies you all the more! It depicts a young girl with a long plait, in a sari, walking on the highway, carrying books. Well, in order to unravel the mystery, you must read the book from cover to cover and I can assure you the book will ensnare you even as Mephistopheles held Faustus captive.

This book is of interest to English teachers, as it tells the story of an English teacher, Gayathri Devi Dutt. She has made a significant impact on ELT at all levels. We may highlight, for instance, her remarkable contribution to the Regional Institute of English, South India. When she took over as Director, the institute was not doing too well. Here are some of her major contributions: She was the first woman director of the institute. Her vision document, presented by her at the first Board Meeting was a plan of infrastructure improvements, a new ladies' hostel on the campus, new appointments, new publications, and training programs to keep the institute active: "These rooms needed doors, those cockroaches had to leave, and the women needed their own bathrooms."

The curriculum was revised; the thrust was on communication. The training program for trainers had three advantages: The RIESI faculty in the role of a trainer, getting a feeling of what the training would feel like to be a participant, and the feedback from the institute on their own material. On the RIESI

teacher training manual, ***A Passage to English***, Professor Jacob Tharu remarks, "An interesting innovation is placing the entire training program in a journey metaphor A lot of fun learning, without trivialising anything . . ."

The earlier chapters tell us the story of a girl child, ignored by her father, the humiliations she faced, the challenges she overcame, the financial burden she had to shoulder as the eldest child of the family, the hurdles she had to face as a female employee in a male-dominated milieu, and so on. What stands out is her indomitable courage, her passion for education and her concern for women. Generally, ELT practitioners are regarded as anti-literary. However, in Gayathri Devi, we find a creative writer to whom poetry came as leaves to a tree. She describes the reactions of her mother and father on her birth:

"Lovely eyes and long hair/What a beauty could I bear/The mother thought.

On the news of birth/Babuji exclaimed/Oh, a girl? /And dark and dusky?"

What Gayathri says in the Preface epitomises her personality: "I must confess that I am not one of those who changed art, culture or history, but definitely one who took every experience seriously. I believed in doing things differently and have lit some light through education, keeping my desires and aspirations in an imaginative, parallel world."

"Thank you, Gayathri, for giving other readers and me, a chance to take this extraordinary journey with you. A very inspiring life," says Deepa Dhanraj. I hope the readers of this review will read the book in full and experience the same feeling.

Reviewed by Dr V. Saraswathi

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ELT@I Golden Jubilee Annual & 14th International Conference New Delhi, India (9 - 12 October 2019)

Theme: Right to English

Sub-themes:	<i>English as a global language:</i>
<i>Right to English:</i>	H Language wars around the world
H Myth or Reality	H Global language but local perspectives
H A political tool, or an economic advantage?	H Death of languages – sad stories
H Linguistic jingoism	H Is there an epicenter?
H Promise of equity and inclusiveness?	H A growing monopoly?
H English haves and have-nots	H Colonizing minds?
H English for empowerment	H Native and non-native varieties and speakers
<i>Indian English:</i>	<i>The teaching of English:</i>
H Indian English in the global community	H Precept to practice in ELT
H Development of Indian English through the ages	H ELT and critical pedagogy
H Global acceptance of Indian English	H Addressing heterogeneity in the language classroom
H Indianness of Indian English: Ethnography; Morphology & Syntax; Phonetics & Phonology	H Addressing varied learning styles
H Indian literature in English	H Language Vs literature debate
H National corpus and national lexicon	H Language teaching: Materials; Methods; Assessment; Evaluation
H The role of mass media	H English for Specific Purposes
H Language policy, planning and delivery	H Use of technology for language teaching and learning

Dates to remember:

Submission of Abstracts : 15 June 2019

Submission of Full Papers : 10 July 2019

H The Abstracts will be published in the Conference Souvenir.

H Selected full papers will be brought out in the Conference Proceedings published by an International Publisher and a nominal additional charge will be levied for copies requested.

For further details, visit: www.eltaigoldenjubilee.com

The Journal of English Language Teaching (JELT) – ISSN-0973-5208

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Manuscript Submission Guidelines

SUBMISSIONS

The JELT is an international, **peer-reviewed journal** published by the English Language Teachers' Association of India based at Chennai, Tamil Nadu, India, but with about 50 chapters in different parts of India. **Please see the front inner cover for details of the establishment and objectives of the association.**

The JELT is published **six times a year** – February, April, June, August, October and December. The overall aim of the journal is to promote the professional development of its readers, namely English teachers teaching at all levels, researchers and teacher trainers around the world. The journal, therefore, accepts submissions on all aspects and issues relating to the teaching and learning of English in ESL settings.

CRITERIA FOR EVALUATING SUBMISSIONS

Each submission will be evaluated for its suitability for publication in terms of the following criteria.

The article should:

- | Reflect current theories and practices in English language teaching.
- | Be relevant and appeal to the wide readership of the journal.
- | Be well written and organized, with sufficient explanation and examples to enable readers to apply the ideas and insights in their own classes.
- | Discuss the topic in the context of other work related to the topic.
- | Be written in clear and concise language,

making it easy to read.

- | Be edited for language and style.

Please see the checklist for reviewing manuscripts, given at the end of these guidelines.

GUIDELINES FOR SUBMISSIONS

There is no specific deadline for manuscript submissions for each issue and authors may send their submissions anytime.

Authors are expected to follow these **guidelines** while preparing their articles for submission:

1. The article should not have been published previously in any form (print or online). A short declaration to this effect should be given on a separate page at the beginning of the article submitted.
2. The maximum length of the article including figures and tables should be 2000 words (excluding the abstract). The manuscript should contain an abstract in 100-150 words).
3. All pages should be double-spaced with a clear margin of 1 inch on all sides.
4. The title should be brief and focused, not broad or vague.
5. The article should carry only the title, abstract and the main paper.
6. The title, author(s)' name(s) [the last name first], affiliation [i.e., the name of institution(s) the author(s) belong(s) to; city, country] and email address should be provided on a separate cover sheet for the article, along with author(s)' photo(s) [**.jpg**] against a plain background.

7. Only sources cited in the article should be listed as references at the end of the article.
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10. If authentic samples of students' written output are included, they should be typed. The scanned copies of such material should be sent separately as attachments for verification.
11. A list of all the references cited in the text should be given at the end of the article.

In each reference:

- | Only the author's last name and initials are to be provided.
- | The year is placed after the author's name.
- | Only the first word of the title and the sub-title (after a colon) are capitalized along with proper nouns.
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- | Quotation marks are not to be used in the title.
- | For electronic sources such as websites,

the date of accessing the source should be given in brackets after the URL.

12. The filename of the article (in MS Word format) sent as an email attachment should contain key words from the title and the (lead) author's name.

CHECKLIST FOR MANUSCRIPT REVIEW

1. Does this article present and/or discuss **issues that are important and relevant** to the teaching and learning of English in an ESL/EFL context?
2. Is the **title** clear, short and appropriate for the content of the article?
3. Is the **abstract** brief, clear, inclusive and consistent with the content of the article?
4. Is the **introduction** relevant, meaningful and purposeful?
5. Is the **literature review** relevant to the article and focussed?
6. Does the article establish a clear **rationale** for the study and state the **problem** clearly?
7. Are the **techniques and tools** used appropriate for the study?
8. Are the **results** clearly presented and discussed?
9. Are the **findings** based on a robust analysis of the data and clearly presented?
10. Are the **conclusions** appropriate and reasonable, and linked to other studies on the topic?
11. Are **implications** of the findings discussed in the article?
12. Are the **references** appropriate, current, sufficient and consistent with in-text citations?

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