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THE JOURNAL OF ENGLISH LANGUAGE TEACHING

(INDIA)

(A Peer-Reviewed Journal)

Act to Learn: Kinaesthetic Method in English and Language Teaching – Providing Interactive Feedback through Voicethread for Improving Presentation Skills: A Case Study at BITS Pilani Hyderabad – ELT and ICT Interface: Challenges for the Teachers – Padlet- A Collaborative Language Teaching and Learning Tool – Implementation of an ESP Curriculum for Developing Workplace English in Polytechnics – One-on-One - Interview with Stephen Krashen – Bard of Avon - William Shakespeare – National Seminar on Contemporary Shakespeare: Report – Exhibition on Shakespeare at SBOA School: Report – National Seminar on Reframing Shakespeare in the 21st Century: Report – Book Review – Learn English Teach English: English Skills for Teachers

The Journal of English Language Teaching (India)

The English Language Teachers' Association of India was founded 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 resoursces on the net with your fellow professionals.

Length : About 1500 words for theoretical articles and for others about 450 words.

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

The JELT carries a brief note on professional details about each contributor. 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 an an email attachment – **AS A WORD DOCUMENT** to

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

It will be assumed that your article has not been published already and that it is not being considered by any other 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 and

- To promote professional excellence among its members in all possible ways.

We bring out "The Journal of English Language Teaching", a bi-monthly, and it is given free to all the members of the Association. Our Literature Special Interest Group brings our a free online quarterly journal-Journal of Teaching and Research in English Literature.

Our consultancy services offer Teacher training packages and organize bi-monthly meetings on current ELT themes relevant to the Indian context.

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

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Editorial

Here is good news for all those who have expressed their wish to improve the quality of the *Journal of English Language Teaching*. The good news is that the journal has got the impact factor of 4.756 for the year 2015. This, I am sure, will make more ELT practitioners and professionals to contribute good research papers to the journal. One more piece of good news is that Mr Lou Mclaughlin, Associates Coordinator and Mr Mark Krzanowsky, News Editor, ESP SIG of IATEFL, have now joined the editorial board of the journal.

The current issue of the journal has articles on a wide range of topics including drama techniques in ELT, integrating technology into ELT, and Content and Language Integrated Learning (CLIL). Many studies have shown that drama techniques in the ESL and EFL classrooms result in real communication. The article *Act to Learn: Kinaesthetic Method in English Language Teaching* by Eldhose A Y and Subin Scaria, explores the use of drama techniques in teaching the English language and the advantages of the techniques.

The need for integrating technology into language teaching is being stressed these days by technology enthusiasts and ELT professionals who believe that technology-integrated language teaching can accelerate language learning. This issue carries three articles related to technology in ELT. In their article titled *ELT and ICT Interface: Challenges for the Teachers*, Sanjiv Kumar Choudhary and Rajni Singh discuss the challenges faced by the teachers of English and suggest that technology be integrated into teacher training programme. Santosh Mahapatra in his article *Providing Interactive Feedback through Voicethread for Improving Presentation Skills* discusses the impact of Voicethread on presentation skills of students at BITS Pilani Hyderabad. In her article *Padlet- A Collaborative Language Teaching and Learning Tool*, B. Nagamani lists the advantages of using padlet and discusses how it can be used as a communication tool between the teacher and students.

In the article titled *Implementation of an ESP Curriculum for Developing Workplace English*, Jason Jacob discusses the need for introducing an ESP curriculum at polytechnic colleges with the objective of enhancing learners' communication as well as professional skills.

In the column *One-on-One* that was introduced in the July-August 2016 issue, Albert P'Rayan interviews globally known linguists and ELT professionals. The current issue carries an interview with **Stephen Krashen** considered the most influential voice in second language acquisition.

This year marks the 400th anniversary of William Shakespeare. There have been celebrations across the globe glorifying the legacy of the greatest playwright in the English language and everyone who has heard of the playwright discusses the relevance of Shakespeare. We have a special article by V. Saraswathi. In the article *Bard of Avon – William Shakespeare*, Saraswathi cherishes the memory of the playwright and tries to find answers to these questions: *What makes Shakespeare relevant in a real way in India? Why do we still rush to buy tickets whenever a Shakespeare theatre group visits the country? Why do we have adaptations even in Tamil, of Shakespeare plays the Romeo and Juliet or King Lear?* There are also reports on seminars and exhibition on Shakespeare organized by various chapters of ELTAI.

The book *Learn English Teach English: English Skills for Teachers* by Chakrakodi Ravinarayan has been reviewed by Mohanraj who says the book is "meant for helping teachers to develop as better teachers of English".

Dear readers, I am sure you will enjoy reading the articles in the current issue of the journal. Do write to the editor giving your feedback on the articles.

Albert P'Rayan, Editor

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Act to Learn: Kinaesthetic Method in English Language Teaching

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ABSTRACT
This study looks at the possibilities of applied dramatic techniques, as an alternative learning method, in teaching English language to lower primary level students who belongs to Malayalam medium (Malayalam is their mother tongue also). For this, the authors' first-hand experience in employing dramatic techniques for teaching English language is foregrounded in this study. Some of the major dramatic techniques elaborated here are role play, instant skit performance, sentence puzzles, story puzzles and use of physical objects in learning. Employing techniques that make use of physical actions in learning is termed as kinaesthetic learning. This study examines the idea of 'act to learn' based on the theories kinaesthetic learning.

This article explores the use of dramatic techniques in teaching English. This study is mainly based on the authors' firsthand experience from an unofficial English tutorial to young students from a rural village, Pady in Kasaragod district, Kerala. The classes were arranged by a local initiative in a village club, named Cheguvera, for school students from the village during their summer vacation period.

There were about twenty students of classes one to eight. As the students belonged to different age groups and all of them were undergoing Malayalam medium schooling, it was very difficult to design a specific teaching method. As a result, the communication of language structures, grammar and speaking modes to a multiform student community schooled only in Malayalam medium stood as a serious impediment in our endeavour. Every student had severe problem in communicating a single sentence properly in English. Thus, along with the regular tutorial method on language structures, certain kinaesthetic learning methods were used to make the class more effective and interactive.

In our case, certain practically applicable dramatic methods in classroom were employed. We were concerned about the liveliness and affordability of such an act as we were not provided with a larger space where we could use technical gadgets of theatre techniques. Nevertheless, techniques like movements, verbal exchanges, role plays and small skits etc. were effectively used. The primary goal of this paper is to unfold the effective method English language teaching through theatrical practices. Because there has been no proper attempt so far to expose the

multifaceted interdisciplinary relations between language teaching and dramatic techniques. The experience and methods accumulated in actor training or in larger sense, in applied drama can be implemented in language teaching too.

Some of the practical dramatic methods we used during the tutorial are:

1. Role Play

Either singularly or with someone else roles were assigned, which helped them to practice skills and behaviours. Students were assigned with certain roles and were asked to communicate as the given character. They were given roles individually or as paired groups of teacher-student, police officer and complainant, customer care officer and customer, doctor and patient etc. The students were asked to develop a conversation in their respective roles. This method helped to develop their communicative skills as well as their creative abilities like acting, reacting to questions and thinking in accordance with the new situation. After each section, corrections and clarifications needed for each communicative situation was given. Students could use and nurture their own creative potential and language capacity without any stress and embarrassment.

2. Instant Skit Performance

The students were equally and carefully divided into two groups and each group was assigned to develop a plot and perform a skit within fifteen minutes. The participation of every member in the skit with dialogue was a necessary rule for each group. The limited time availed to students effectively ended up in the creation of vague plots without any written dialogues which resulted in spontaneous performance. As a result, each communication in the stage became more instant and lively prompting students to communicate in their own. For instance, a group performed a skit based on the road accidents in Kerala and the necessity of taking the wounded immediately to the hospital. Students easily adapted themselves as different characters in the scene. For instance, two guys immediately fell on the ground and started crying in pain. Seeing them crying, a few others rushed to the scene as rescuers; one guy acted as if he was calling the police station; another guy called ambulance. Suddenly, certain students took the role of police officers and ambulance group.

Even though the students were speaking in broken and faulty English, they could gain some confidence in speaking English without any inhibition. We also found that as a group, members of the group motivated each other to communicate according to the situations. While the first group was performing, the second group was assigned to find out the communication mistakes in the performing group. After each performance, the student along with us, discussed the mistakes and clarification in the use of language.

3. Sentence Puzzles and Story Puzzles

In this method, students were divided into groups according to their class. Students

from one to four were divided into one group and five to eight into another group. For each group of students, a set of cards were given. Each card contained a word or phrase and the students were asked to form sentences placing the cards in proper order. For the younger group, a number of simple English sentences were given in the set of cards and were asked to arrange them into meaningful sentences. For the older group, familiar English stories like "The Goose with the Golden Eggs," "The Lion and the Mouse," "The Hare and the Tortoise" etc. were shuffled into the cards as words. The students as group were informed only the title and the first sentence of the story and were asked to arrange the cards into a complete story. This helped students to understand the basic structure of English language formation. With trial and errors, they could succeed in arranging the sentences and stories into the proper order.

4. Physical Objects and Learning

The students were asked to move around the surrounding or were given certain physical objects to observe. For instance, certain plants, flowers, and artefacts like figurine, chair, clock etc. were given to students. They were asked to describe what they saw, touched and experienced. It seemed that learning from physical touch helped the students to memorize the corrections very easily.

The physical touch is an extremely important factor in actors' training. Such training classes ensure physical contact between performer's body with materials in the stage, and other performers. Directors are so sure about the intense communication possibilities and comprehension possibilities in this method of direct physical contact. Theatre practitioners like Stanslavosky and Grotesvosky asked their actors to touch the wound of a person or the actor's own wounds as part of the theatre training.

Kinesthetic Learning: Theoretical perspectives of learning through drama

Kinesthetic learning means the art of learning by means of body actions that involves ones' body position, weight, or movement of the muscles, tendons, and joints. Kinesthetic intelligence is always discussed in accordance with tactile abilities of an individual. Tactile abilities include the faculty of doing physical actions. Howard Gardner in his work *Frames of Mind: The Theory of Multiple Intelligences* discusses about the idea of Kinesthetic intelligence, that activities (such as dancing and performing surgery) as requiring great kinesthetic intelligence: using the body to create (or do) something (4). That means developing the kinesthetic abilities in the younger ages through class room activities would develop the child's kinesthetic intelligence which may help him in future to perform jobs that require high physical actions. Margaret H'Doubler wrote about kinesthetic learning during the 1940s, defining kinesthetic learning as the human body's ability to express itself through movement and dance. So, in short kinesthetic learning can be considered as the two-way development of a child; one

towards tactile abilities and the second towards abilities of expression.

Galeet BenZion postulates that kinesthetic and tactile learning are separate learning styles, with different characteristics. She defined kinesthetic learning as the process that results in new knowledge (or understanding) with the involvement of the learner's body movement. This movement is performed to establish new (or extending existing) knowledge. Kinesthetic learning at its best is established when the learner uses language (their own words) in order to define, explain, resolve and sort out how his or her body's movement reflects the concept explored (BenZion 10).

Depending upon one's memory ability kinesthetic learners may respond differently. These differences categorize learners mainly as whole body learners, hands-on learners, doodlers, students learning through emotional experiences. Generally, the learning and the memory is temporary or short term. For a long-term memory, varying practices can be employed depending on the learning style. Some good practices are mind mapping, story mapping, webbing, drawing etc. that suits more for a doodler. For the hands-on learner, role play, clay, building and math manipulative can be used. The whole body learner can learn better through role-playing, body mapping, puzzles and use of computer technology which allows for certain movement while learning. Students can be engaged in group activities and activities which involve bodily movement such as dance, drama, sports can be used to nurture their learning.

Kinaesthetic method is effectively used in the methods of dramatics. In theatre what happens is, through bodily actions the performer develops a kinesthetic relationship with the audience. This relationship can be effectively implemented in the classrooms for developing a teacher-student relation, as well as student-student relation. This article argues that social science instructors, especially language instructors, at all levels must exercise kinesthetic learning as their pedagogical tool. The standard model of teaching at different levels of education primarily relies on lecturing. The argument here is that students benefit from alternative instruction styles incorporated into their everyday classes. The kinesthetic activities that are mentioned above require minor additional work from the instructor rather it allows the students to engage themselves completely and freely with the given material and with each other. Furthermore, these simple methods of kinesthetic learning reemphasize the relevance of physical classrooms and thus counter the recent trend toward MOOCs (massive open online courses) in education. By making use of students and teachers body, interactions with physical objects to learn and close participation with nature recreate the space of the so called traditional classroom to an organic space of theatrical action and reaction and respective learning.

Act to learn

The pedagogy of acting in education, especially in English communicative skills, focuses mainly on the development of

physicality and cognitive skills. Balme points out that:

…acting pedagogy can also be found in non-professional contexts, especially in the area of applied theatre, where the aim is less to achieve professional-level virtuosity than to foster integrative and consciousness-widening skills. In this context acting can be seen as an empowering and participatory activity, which emphasizes interpersonal interaction. Acting's combination of physicality and cognitive abilities, especially role-playing, make it a crucial element of many kinds of group-building activities (Balme, 2008, 27-28).

Reading a story and acting story are entirely different methods in term of the cognitive possibilities. Acting a story makes it clear that the story is properly stored in the learner's memory.

Theatre theoreticians approach this method of using acting pedagogy for the development of actor's personality and other soft skill from varying perspectives. Constantin Stanislavsky emphasized the importance of creativity, imagination, communication, affective cognition, emotional memory, concentration, and relaxation etc. as the key skills developed during acting training that uses kinesthetic learning process. Vsevolod Meyerhold's biomechanical system, that stresses the physical control, rhythmic awareness, responsiveness to the partners and the audience and teamwork, is also can be used in a class room of kinesthetic learning. Jacques Coupeau concentrated on simplicity, spontaneity, sincerity, naturalness, playfulness and overcoming different inhibitions. Mihail Chekhov stresses the importance of imagination, concentration, higher ego, the creation of atmospheres, radiation, style and the "four brothers": feelings of ease, feelings of the whole, of form and of beauty. Bertolt Brecht favoured observation, recognition, curiosity, teamwork and interactivity, empathy and critical attitude. Joan Littlewood pointed out the relevance of the development of teamwork, communication, flexibility, imagination, openness, trust and the overcoming of inhibitions. Lee Strasberg, similarly to Stanislavsky, emphasized the importance of relaxation, concentration, emotional memory and awareness, and the overcoming of inhibitions (Gabriella 667-669).

In short, the method of using dramatics or kinesthetic learning in English language class room is so powerful. Learning a language also implies, thinking, dreaming, imagining and reacting in that language itself than mere possession of vocabulary and grammatical structure. The learning of one's first language becomes complete due the use of kinesthetic learning unknowingly in the childhood. A child use to act up on whatever things he comes across in his/her life. Imitating the mother's and other people's actions and ways of uttering are in a way a kind of

kinesthetic interaction. So, using the same methodology in learning the second language become more accurate.

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Providing Interactive Feedback through Voicethread for Improving Presentation Skills: A Case Study at BITS Pilani Hyderabad Campus

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Introduction

Presentation skills form an important part of English in all professional courses. While it is acceptable that ESL teachers spend time on teaching presentation skills to their undergraduate/post-graduate students, providing individual feedback to each student is certainly not a common practice in India. Considering the large size of English for Specific / Academic/ Occupational/ Science and Technology classes in the country, it can be a daunting task. There has been some effort to address feedback-related problems in large classrooms. However, very few studies have reported the effectiveness of suggested strategies. Therefore, the current study is justified. It tries to trace the effectiveness of interactive feedback provided through Voicethread, a simple web 2.0 tool, and its impact on presentation skills of students.

The Research Context

The study was carried out at Birla institute of Technology and Science (BITS) Pilani, Hyderabad Campus. The researcher, who is a faculty member there, experimented with Voicethread while teaching an optional course titled "Advanced Communicative English" to a class of 70 B. Tech. and M. Sc. students. Since it was a course comprising all four major language skills, only two classes could be devoted towards teaching presentation skills. The researcher also faced a few challenges while trying to assess students' performance in making presentations. First, it was not possible on the part of the researcher to let every student make a complete presentation in the class. Second, it was almost impossible to offer feedback to each student on their presentation skills. Moreover, the challenge of monitoring how students utilize the given feedback to improve their presentation skills was overwhelming. To address all the above mentioned problems, the researcher decided to use Voicethread.

Review of Literature

According to Vygotsky (1978), effective learning happens through interaction and participation. Feedback, which is one of the most important facilitating tools in learning, also needs to be interactive in nature (Gass&Varonis, 1994). Then, since any interactional feedback is offered in reaction to students' errors and involves some amount

of interaction, it can be considered "a kind of communicative corrective feedback" (Nassaji, 2015, p. 2). However, feedback should go beyond errors and incorporate comments on the student's overall performance. In higher education, especially in places where students are proactive and capable of offering constructive feedback to their peers, it is important to develop students' ability to self-regulate (Nicol, 2013, p. 41), which can be initiated through learner training in using feedback (Mahapatra, 2015). It has been also pointed out by Cho and MacArthur (2010) that students benefit more when they get feedback from multiple peers than only a single peer or a teacher.

Though the above mentioned review establishes the effectiveness of interactional feedback, there is a need to address the difficulties an ESL teacher usually faces in a large classroom (Ramadevi, 2002), which are common across institutes of professional learning in India. One of the strategies to deal with a large classroom is to use technology, which, in general, is an excellent aid to learning (Beatty, Gerace, Leonard &Dufresne, 2006). Among the popular learning technology available to most teachers, web 2.0 tools have been found quite productive in promoting collaborative and interactive language learning (Stevenson and Liu, 2010). Such collaboration and interaction are much more necessary when it comes to learning speaking and listening skills. Further, oral feedback is necessary for enhancing oral skills, and according to Hsu, Wang and Comac (2008), audio feedback can be an effective tool to promote listening and speaking skills. Thus, using web 2.0 tools, which facilitate providing audio feedback along with feedback through other modes, can be used for teaching presentation skills in large classes. However, there is very little evidence to support the claim regarding the effectiveness of these feedback strategies in large classes (Shamim&Kuchah, 2016).

Methodology

A case study approach was adopted for the study as the researcher wanted to carry out the study in a natural setting. It also helped in understanding the entire process of how feedback is offered, received, evaluated and used. The effectiveness of Voicethread as a feedback tool was assessed using an adapted version of "individualized posttest studies" (Nassaji, 2015, p.119). A record of the interactions vis-a`-vis improvements in individual skills involved in a presentation was maintained for each student.

The study tried to address the following questions:

- How effective is the use of Voicethread as a feedback tool for improving students' presentation skills?

- How does Voicethread facilitate feedback-based interaction among the teacher and learners?

Sample

The entire class of an English language skills course formed the case for the study. Purposeful sampling procedure was adopted to select the case, which was also convenient

in nature, as the researcher was the only teacher handling the course. The class comprised around 70 students from various branches of B. Tech. and M. Sc.

Methods of Data Collection

The following methods were used for collecting data for the study:

- **Voicethread**: On this web 2.0 tool, audio/video/images can be shared with people and audio/video/written comments can be posted on any shared item. This was the only tool used for discussing the students' presentations and sharing feedback on them.

- **Observations**: The students' presentations were observed and a descriptive record of progress was maintained for each student.

- **Interview**: Only ten students were informally interviewed. The interview was semi-structured. The aim was to elicit the students' experiences with the use of Voicethread.

Data Collection

The collection of datafor the study was started with training the learners to use Voicethread. As they had been already taught in the classroom how to make a good presentation, they were asked to make a presentation on a topic related to their core area of study, upload the same to Voicethread and share with three classmates. The following figures are screenshots of students' presentations on Voicethread.

(Figure 1)

(Figure 2)
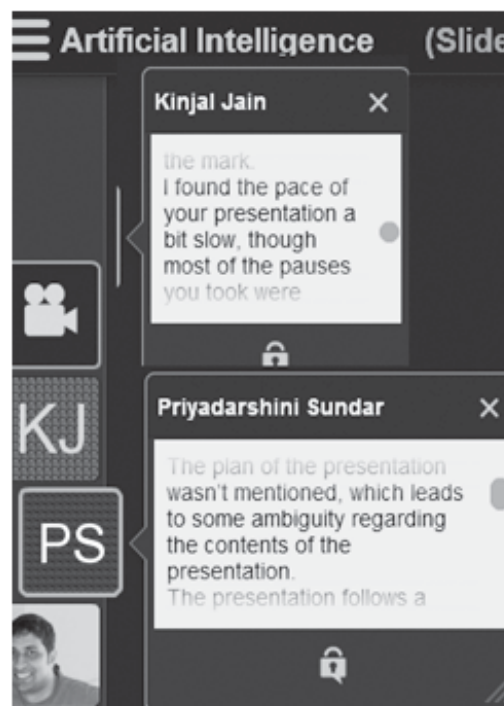
(Figure 3)

The students were asked to comment on three aspects of their peers' presentation: organization, i. e., the introduction-body-conclusion structure, focus, i. e., to what extent they adhere to the topic in hand, language use and presentation decorum, which includes factors such as body language and visual aids. The teacher's comments, which followed peers' comments, concentrated on making the student think about and evaluate his/her peers' comments and getting everyone to reflect on his/her own presentation. After going through the feedback provided by the peers and the teacher, the student is expected to write a short response in which one has to specify what changes he/she plans to incorporate to improve the next presentation. Then, the student had to make the second presentation, upload on Voicethread and explain through a comment how he/she has made use of the feedback given on his first presentation. The researcher observed both the presentations and maintained a record of all the comments too. After the students made their second presentation, their progress was assessed individually after evaluating the comments and explanations. Information about students' experience of using Voicethread was collected through interviews with ten students who voluntarily came forward to share their thoughts with the researcher.

Findings

How effective is the use of Voicethread as a feedback tool for improving students' presentation skills??

The use of Voicethread helped the students become more self-aware and self-critical. Most of them pointed out areas of improvement that were not found in the feedback comments. In the case of around 30 students, improvements were observed in all the specified areas, i. e., organization, focus, language use and presentation decorum. In other cases, students utilised feedback on aspects, which they thought they lacked, and defended themselves against a few comments. The researcher instructed the students to analyse all the comments and reflect on them while making their second presentation. Further, the explanation, which each student had to present after the second presentation, was quite helpful because most of the students went through the given comments thoroughly and looked into their own presentations carefully before preparing their explanation. A sample interaction is presented below:

Comments by Classmates after First Presentation	Teacher's Feedback (transcription of the audio script)	Student's Response	Explanation of the Student after the Second Presentation
S1: *I thought you began well. But you did not talk about the plan of your presentation, which made me clueless about what to expect. The topic "Internet of Things" was quite interesting and I had a whole of new information. Your pronunciation and general use of language was more or less error-free. However, you pumped more energy than required into the presentation. Well, that should be toned down and you need to work a little on your pace of delivery. I found it a little too fast.* **S2:** *I liked that anecdote-beginning. But add the plan next to it and follow the plan. The conclusion was hurriedly drawn. Take care of that. The topic is ok. I have issues with how you moved from one sub-topic to the next. The connection was missing. You have no problems with pronunciation and sentence formation. What you need to do is to go a little slow and make it a little more interesting with your delivery and style of presentation. The PPT looked great. All the best!*	I went through your presentation carefully and felt that it was a good attempt. There are areas you need to work on and in others, you have done fairly well. It won't be difficult for you to point them out. What do you think about your classmates' comments? How do you plan to address them? Make a list of the aspects, which need improvement and after you make your next presentation, use that list as a checklist. All the best!	*Sir, I found a lot of common observations between the comments of S1 and S2. I totally agree that I missed the plan. Regarding maintaining coherence, I am thinking about how to bridge the gaps. I was a little ashamed that I was going overboard with my pumped gesture. Seriously, I need to relax a little and maintain a better gesture.* *My list:* *1. Plan* *2. Maintaining coherence* *3. Composure and gesture* *4. Conclusion*	I'm sure my second presentation looks better than the first one. I have added a plan and followed it closely. It also worked in overcoming the gaps between sub-sections. I look more relaxed and pleasant. Though I tried to improve my conclusion, it still looks a little clichéd. I need to keep practicing to make more interesting presentations because I watched some made by my classmates. They are much better than mine. They look much more natural.

How does Voicethread facilitate feedback-based interaction among the teacher and learners?

If the interaction that is described in the above mentioned table is compared with a hypothetical classroom situation in which the teacher along with other students comment on a student's presentation, the advantages Voicethread offers become very prominent. Firstly, in a typical college classroom situation, it is almost impossible to find time to discuss presentations made by every student. Secondly, the teacher and students may find it difficult to remember what each student did in his/her previous presentation and compare it with his/her second or ongoing presentation. In contrast, interaction on Voicethread is focused and productive. In addition, the presenter has access to all the comments, and there is scope of making more than one attempt to come up with a better presentation, which most students did in the current study. It offered them not only practice but also scope to self-regulate. Thirdly, the teacher did not have to comment specifically on anything for every student. He/she can be a facilitator and monitor the interaction, which can save his/her time. Lastly, the students found the platform innovative and interesting. They thought that feedback offered by the peers and the points raised by the teacher had enabled them to reflect on their presentations.

Discussion

The findings of the study indicate that using Voicethread can be an effective strategy for teaching and offering feedback on presentation skills, especiallyfor large classes. The use of Voicethread, a web. 2.0 tool, made the process of learning student-driven, and thus, more effective, which supports the claims made by Beatty, Gerace, Leonar and Dufresne(2007) and Stevenson and Liu(2010). On the one hand, the researcher did not spend much time offering feedback, on the other hand, the students had direct access to the feedback virtually anywhere they wanted. In addition, they had time to go through the comments and their own presentation at their convenience. Moreover, the interaction with multiple peers and the teacher gave rise to a fruitful discussion. Of course, some learner-training was necessary, but most of the learners became more 'self-regulatory' (Boud& Molloy, 2013) through the duration of the study.

Another important factor is that on Voicethread, feedback was offered in the form of audio, video and written texts. This attempt goes beyond the assertion made by Hsu, Wang and Comac (2008) regarding the effectiveness of audio comments. More empirical enquiries are required to look into the impact of different modes.

Conclusion and Future Research

The study, which experimented with Voicethread as an interactive feedback tool for improving students' presentation skills, was only a case study. Even though the findings suggest that Voicethread can be used as an effective strategic tool for offering individual feedback to large classes, they

can be generalized for a larger population only with a few clauses. First, using Voicethread entails having access to personal computer and internet, which is still not very common across all college students in India. Then, the teacher has to familiarize him/herself with the use of the tool. The last of the clauses has to do with the motivation of the teacher and the students, which was very high in case of the current study. However, the current trend in the use of technology looks favourable and more teachers and students are expected to have access to personal computers and internet in the near future. Large scale studies are necessary to examine the impact of the modes of feedback on learning outcomes. Another important area that needs attention is how feedback shapes self-regulation among students.

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ELT and ICT Interface: Challenges for the Teachers

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ABSTRACT

Education system around the world is in favor of using Information and Communication Technology (ICT) for universalizing education, improving the outreach of quality education and also making classroom teaching interesting and effective. The advent of new technology in education and information technology at large has added a new dimension to teaching and learning in the classroom in general and English language teaching in particular and as a consequence poses new challenges for a teacher. These new challenges address issues of integrating ICT in teacher education and effective use of ICT in classroom teaching. Though ICT is being used at the tertiary level, especially in teaching of science and technology and engineering subjects, it is yet to be fully integrated in school education system as needed. This study attempts to trace challenges faced by the teachers in the classroom teaching and also tries to trace the status of integration of ICT in teacher education. The study suggests that the need for the use of technology in teacher training programme is essential and needs to be implemented properly.

Keywords: *ICT, Teacher Education*

Introduction

Nowadays, Information and Communication technology (ICT) tools such as radio, T.V, the Internet, mobile phone, computer, laptop, tablets and many other hardware and software applications have become common for formal as well as informal use. Certain tools like laptops, computers, mobile phones have become essential in education.

The ICT course in teacher education is known as Educational Technology. At tertiary level especially it is being used and at school level initiatives are also taken. ICT like smart edu com is used in schools to educate students from class one to ten. Earlier, the teaching was done in the traditional way, but the situation has changed and modern technology like smartboard is getting used in school

teaching. Similarly, to use these technological tools in the classroom, teachers are needed to be well qualified and techno savvy to use it. This study attempts to trace challenges faced by teachers in the classroom teaching and also tries to trace the status of integration of ICT in teacher education. This paper discusses the challenges which have come up in English language teaching due to the emergence and fast growth of ICT and highlights how the present system of classroom teaching finds it difficult to address these challenges. The paper also talks about the necessity of incorporating ICT as a compulsory component of teacher education so that the teachers could address these challenges appropriately.

Background

A. Role of ICT in School Education and English Language Teaching (ELT)

The ICT has a vital role in the process of language teaching and learning by providing an influential base for efficient education(Ibrahim). ICT has entirely changed the criteria for teaching and learning. It was launched in December, 2004 and revised in 2010 for schools of India (MHRD, n.d.) It has become one of the important tools, especially in an English language classroom globally. Technology in education is the efficient organization of any learning system adapting or adopting methods, processes, and products to serve identified educational goals. This also involves systematic identification of the goals of education, recognition of the

diversity of learners' needs, the contexts in which learning will take place, and the range of provisions needed for each of these (Mulay and Chaudhary) .

The integration of ICT in school education has brought a revolution in teaching as well as learning of all subjects. Teaching and learning with ICT brings innovation and develops creative and motivational environment. Richard states that ELT is an area that has changed over the years, moving from very teacher-centered approaches to learner-centered ones (quoted in Roblyer and Edwards). Use of ICT helps in creating learner-centered environment in the ELT classrooms. Now a days, availability of electronic workbook as accompaniments to textbook represents the technological developments in learning (Garret 705). Software comprising all the four skills are available. In recent times, the use of technology as a tool to develop the different language skills has received great attention (Dudeney; Chun, and Chapelle; Young; and Yunus), hence the ELT teachers should be exposed to new practices. Hennessy stated that "the introduction of ICTs could act as a catalyst in stimulating teachers and pupils to work in new ways" (quoted in Parvin and Salam 49). Also Warschauer has mentioned different perspectives about integration of technology into classroom. These reflects the demand of knowledge of ICT and practical aspects of ICT to ELT teachers.

ICT is very useful in teaching all the four skills, i.e. Listening, Speaking, Reading and Writing (LSRW). Blogs and social networking sites have been proved very useful in

developing writing skills. Discussion on the forum provides fruitful results for teachers as well as students, scaffolding the teachers' knowledge of content as well as technology. Audio-visual aids accommodate the teaching of listening and speaking skills. Use of ICT creates more interest and enthusiasm among students towards language learning as compared to traditional language teaching. The use of audio-visual aids in English classrooms has transformed the method of teaching and learning. The use of ICT has emerged as a necessity and demand of the time to meet the professional development of the teachers as well as the upcoming students in schools.

B. ICT in Teacher Education

The integration of ICT in teaching and learning is considered as a medium in which a variety of approaches and pedagogical philosophies may be implemented (Salehi and Salehi). Consequently, the need for professional development of teachers is worldwide acknowledged. Integration of ICT into teacher education and school education system is an ongoing process. Teacher training in the classroom use of modern technology helps increase teacher's efficiency in using ICT in education (Bingimlas). Teachers need to possess the knowledge of content, pedagogy and also technology. Teaching as well as learning has changed due to the advancement of technology into education. The teachers need to familiarize themselves with the new technology in order to carry out their teaching effectively. The aim of the integration of ICT in teacher education

should not be only to make the teachers learn the use of technology, but to make them techno-savvy, so that they should use it with their interest and not treat as a burden. The first ICT Competency Framework for Teachers was launched in 2008 by UNESCO to help teachers become efficient learners of technology.

The National Council for Teacher Education (NCTE) is making efforts to enable teacher education institutions produce a workforce of trained teachers who are fully conversant with the technology (Annual Report 2006-2007).Though the ICT was initiated early in the 1984 and again in the 8th five year plan was emphasized, but finally, the ICT scheme was launched in December, 2004 in Indian school education system to promote computer education(MHRD). Much research has been done on the integration of ICT in teacher education. The current classroom teaching demands from teachers the ability to provide technology-supported learning environment. Similarly, teachers need to be provided with the technology services during their pre-service or in-service training. If the integration of ICT in the classroom is limited, then it is due to teachers' low level of ICT competence, insufficient ICT-based training, and limited ICT resources (Annual Report 2006-2007) .

Literature Review

A study assessed the ELT teachers' ICT literacy and the problems faced by the teachers in integrating ICT in ELT classroom, where it found that teachers' ICT literacy was moderate and also the ICT

usage was very limited in classroom due to the gap in the knowledge of the teachers(Correos). The study found that teachers seemed to be weak in manageing the problems occurred while using ICT in teaching of writing skills (Yunus, et al.). Ban and Bronzin have proposed for the training of teachers of informatics based on a hybrid model of distance learning with the help of modern ICT. All these studies describe that learning usage ICT is becoming a global phenomena and need.

Methodology

The present study is a descriptive study that focuses on the status of the integration of ICT in teacher education and the challenges faced by the school teachers while using ICT in ELT classrooms. The data were collected from twelve schools.The respondents were teachers who have undergone teacher training during 2003 - 2013. The tool for collecting data was structured interview, which included three open-ended questions. The data collected were analyzed descriptively. The personal teaching experience also helped as a tool in analyzing the data and authenticating the results. Interview questions were:

a) What is the status of the integration of ICT in teacher education?

b) What are the challenges faced by you in real classroom teaching?

c) What is the status of usage of ICT in your practical exams of teaching during your teacher education programme?

Analysis And Conclusion

A. Result and Discussion

The data indicate that the ICT in teacher education is merely treated as one of the courses and nothing more than that. It is known as 'Educational Technology' in teacher education programs. The respondents said that they got minimum knowledge of ICT skills from training. They also said that during their teacher training programme, there was no emphasis on usage of ICT. Although the respondents were spread over a decade (2003-2013), but there was no difference in their responses of question one: the status of the integration of ICT in teacher training programme was not good. They were not provided with required amount of exposure, which again affects their classroom teaching. Only the theoretical aspect was taught and that too not very exhaustively. No practice was given to the teacher participants the responses to the second question also indicate dissatisfaction among the teacher participants. The respondents do face problems in usage of ICT in their classroom, due to lack of required exposure of ICT during their teacher training programme. Hence, there are lots of barriers in teaching, especially in ELT. Of all the subjects, technology is used more in language classroom teaching, especially for skills like L and S. For this, teachers of ELT need to be well equipped with practical knowledge of technology; they can create technology-oriented learning environment; and they can also bringin innovations in teaching and

learning. Use of technology in ELT classroom also creates enthusiasm and motivates the teacher as well as students. The data also indicate that the teachers face some barriers that prevent them from employing ICT in the classroom or develop supporting materials through ICT.

The responses to the third question are also not very positive. There was unanimity among the respondents that during their practical exams of teacher training, they were not provided with the environment in which they could use ICT while teaching. There was no emphasis on using ICT during training, which has created a visible gap in their actual performance in classroom teaching. They were given only theoretical knowledge of technology that too very less and without any practice.

B. Conclusion and Suggestions

On the basis of the findings, derived from the data analysis and also based on own personal experiences it may be said that there is a need for practice oriented training in using ICT. The training institutes have to understand the need for a rigorous use of ICT knowledge in language classroom during training programme itself. The current education system has fully become the technology oriented. ICT to a large extent is proving to be a panacea for all problems related to education. The study has found that there is a greater realization among the teachers that they should be given hands-on experience about integrating ICT in their actual classroom teaching. Though, the conclusion is based on a very small data,

the study address important issues and their significant on technology driven teaching and learning. Based on the above findings, it may be suggested that:

• Teachers should be given exhaustive exposure to ICT skills in teacher training programme.

• Teachers should be encouraged to teach through ICT.

• ICT instead of one course should be infused in their teaching methodology as a part.

If the data size get increased, it might cover other aspects unearthing other significant findings.

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PADLET - A Colloborative Language Teaching and Learning Tool

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ABSTRACT

Technological sophistication is a significant and promising force for increasing efficiency in education more so in English language teaching and learning. In the past, most teaching was either verbal communication between the teacher and students or written communication from printed materials. These communication channels continue to play important roles in the teaching-learning process even today, though students are learning from pictures, television, recorded lessons and other media. Today, almost all educational institutions around the world use some form of technological media in education. Most technological devices and programmes are prepared to suit the needs of the teacher, students and their learning conditions. The present article discusses the role of ICT in improving the four language skills of engineering students.

Key words: *Technological sophistication, ICT, technological tools.*

Technological advancement has provided teachers with wealth of information. Music, myth, mystery or history can be brought in to the class as never before. Language learning and teaching should not be restricted to the four walls of the classroom. With this as a basic premise a Padlet is created to teach English language to students of our college.

Objectives

- To provide opportunities to learn language beyond classroom
- To integrate technology into language learning
- To provide opportunity for peer learning

Definition& explanation of a Padlet:

Padlet, previously known as Wall Wisher, is a free tool used to create an online bulletin board. It is used to provide information to its users on any topic. Information can be typed on the padlet. Students can record their voices to check for pronunciation errors. This is very helpful especially when they prepare for presentations or seminars. Hyperlinks can be provided for the learners to read further on a topic discussed either in the class or through the padlet. Images, links and videos can be uploaded on the padlet. Padlet wall can either be private, or open to the public. It can also be moderated by

the person who has created it. The background of the padlet can be edited. This editing option available for editing the background creates interest to the readers. Background theme can be selected keeping in mind the latest technological, scientific, business and legal issues of the country. Posts can be added anywhere on the padlet, or can be posted one below the other or can be displayed in a grid-like layout.

Padlet has good security features. Controlling and monitoring of the padlet is also very easy. There are many options available for organizing the padlet. It can be made private, public, password protected or can moderate everything. If the wall is moderated by the teacher all contributions are approved by him/her before they are shown on the padlet.

Advantages:

Padlet is a very simple web tool which can be put into use by any teacher. To use a padlet one need not be very proficient in using computers. This tool can be used by teachers irrespective of their age group, knowledge of computers and experience.

Uses of a Padlet:

Inculcates reading habit:

Students can share their thoughts on any book they read. In fact, teachers can form a reading club of the class or college. Members of the club post their thoughts on the book they read. This creates interest and generates reading habit among the students. Students can discuss characters, theme and plot. Interesting quotes taken from the book and many more can be shared. Teachers can spark enthusiasm among the students by presenting the printed padlet page for face to face discussion.

Summarizing:

Teachers can summarize large amount of information and present the same in a visually appealing manner to the learners.

Opinion Poll:

Teachers can post topics based on current issues or topics. This will enable the students to analyze an issue in various respects and post their opinions. Students develop writing skills. They learn to write opinion pieces and persuasive essays.

Peer Learning:

Padlet gives an opportunity to the students to learn from each other. Gathering ideas and sharing ideas not only improves their perception, but will also enable them to look at a particular idea from various perspectives.

Listening:

Audio files and videos can be uploaded on the padlet. Thus the students get many opportunities to listen actively.

Writing:

As students write on different topics as posted on the Padlet, it improves their writing skills.

Speaking:

Speaking activities like group discussions can be conducted in the classroom based on the information posted on the Padlet.

Continuous Learning:

Padlet provides the students a wonderful opportunity to learn continuously on a wide range of topics. Padlet provides opportunities to the students to participate in various discussions.

Thus padlet provides both the teachers and the taught to teach and learn the language enthusiastically with ease. Padlet can be used both for review and extension activities. It is very useful for a mixed ability classroom.

Action Plan and Purpose: (Brief report on the Padlet used in our college)

When we started Soft Skills Development classes, our motto was to allow the learners to use their skills rather than their knowledge. The modules were designed in such a way that virtual learning takes place. Though it looks passive from the point of the instructor, it is actually an amalgamation of teaching and learning.

We chose six modules and each module focused on three to four skills. Eg. Interpersonal Skills: listening, empathy, team work and leadership skills. When the students were asked to complete the activity beyond the class, they were asked to send their work to the personal mail of the instructors. It was difficult for the instructor to give feedback to the individual learner through mail. To overcome this difficulty, a common platform is opened wherein the students along with the peer group can access it. That platform is the Padlet.

After each activity, the learners started accessing and posting their thoughts either on a given quote or a topic. Students responded to the videos and posted their views. The learners had the opportunity to read the posts. The unified attempt of the learners, two hours per week, was a solid exposure and totally different experience for them.

The instructors are the moderators of the tool. They can approve or disapprove the posts. The students can either manipulate or simulate the posts. To support the Padlet, an exclusive gmail account was opened by the instructors as a medium to counsel the learners.

We, the trainers of soft skills from Geetanjali College of Engineering & Technology, have been using this digital tool from two months. Students find the digital tool very useful. The results are encouraging and beneficial.

Evaluation:

Students were evaluated on an individual basis. Feedback was given to them on one on one basis. Moreover, the students also started analyzing their mistakes and showed gradual progress both in their thought process and expression.

Conclusion:

Padlet is a living web page. It is versatile and suitable to language learning and teaching needs. It is a platform which provides equal opportunities to any kind of learners and learning situations. Padlet is free, flexible and versatile tool.

The readers can access the Padlet by clicking the URL provided here:

http://padlet.com/nagamanikarunasoft skills/GCET

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Implementation of an ESP Curriculum for Developing Workplace English in Polytechnics

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ABSTRACT

A student seeking a diploma in engineering from a polytechnic college in Kerala is usually trained solely on the technical content, and his/her communication skills are largely ignored in the course of study. Studies point out that insufficient workplace communication skills stand as a major obstacle for engineers to reach desired levels in their career. A positive way to address this problem is to develop and offer an ESP (English for Specific Purposes) curriculum where enhancement of communication skills as well as professional skills required for the engineer are taken care of. This paper presents the need and scope of an ESP curriculum and the modality of its implementation. In the first year diploma course, traditional ESP (focus on the lexicon, syntax and functions of language needed at the workplace) is recommended. Traditional ESP will eventually progress to integrated ESP and then to CLIL (Content Language Integrated Learning) in the second and third years of diploma study. The features of Integrated ESP and CLIL have also been dealt with in the paper.

Key words: *ESP Curriculum, Workplace English, CLIL, Language–Focused ESP, Integrated   ESP*

The greater importance of English for engineers in industry and academia has created a strong demand for English teaching and learning. Effective teaching methods and materials which develop strong foundation in English have become the need of the hour and many teachers and administrators have begun exploring and even questioning the meaning, application, validity, and practicality of the existing curriculum. Nowadays, curriculum developers and educationists stand in favour of an ESP curriculum which promotes the mastery of English skills both in their workplace and in their academics. This paper deals with the present language competency of the polytechnic students in Kerala, the modality of introducing the ESP curriculum, an evaluation of the Polytechnic Course books in English and the importance of CLIL in the field of technical education.

Case of Polytechnic Students in Kerala

Diploma engineering students in Kerala face tough challenges before they are employed in an organization. The increasing number of diploma holders passing out each year and the tough recruitment process of

companies pose a strong challenge for them to get placements in good companies. Language proficiency has become a mandatory skill required for finding a good placement. Graduates are expected to possess verbal communication skills, presentation skills and written skills along with comprehension skills. Until recently, the English syllabus followed in the state polytechnic colleges has not helped diploma engineers to come up as good practitioners or users of English. The present day English curriculum, which is mainly ESP oriented, aims at developing the professional communication skills the diploma holders need at their work place.

ESP and EGP

The major difference between ESP (English for Specific Purposes) and EGP (English for General Purpose) lies in the learners and their purposes for learning English. ESP involves teaching and learning the specific skills and language needed by a particular learner for a particular purpose. It is naturally seen as an approach to language learning which is primarily based on the language needs. In other words ESP is designed to meet specific needs; it is related in content to particular disciplines, occupations and activities; it is centered on language (syntax, lexis, discourse, semantics) that is appropriate to the activities; it is non-General English oriented and it has no pre-ordained methodology (discipline, strategy or need-dependent) (Dudley-Evans and St John 1998). In fact, the ESP teacher "should not become a teacher of subject matter, but rather an interested student of the subject matter" (Micic 2005: 5). They should also regard

themselves and their students as "professionals who learn and complement each other" (Irizar and Chiappy 2008: 13). Teaching grammar and language structures which are of little use for the learners do not come under the purview of ESP teaching. Needs assessment determines which language skill is to be emphasized, contrary to the general skill development focus of EGP. An ESP programme, for example, might stress the development of speaking skills of those who study English in order to become a Tour Guide or writing skills of those who study English to become engineers.

The difference between EGP and ESP courses is that in EGP the learner focuses mainly on usage of general English to express ideas for general purposes and daily needs whereas ESP stresses workplace specific language skills. English studied in secondary and higher secondary classes come under EGP and content based English like English for Doctors, Lawyers, Engineers etc come under ESP.

Implementing ESP in Polytechnic Colleges

In Kerala, polytechnic education is a three-year diploma course and English is studied only in the first year. English study should be included all the three years in order to bring in the desired language output. A fully fledged ESP curriculum should be introduced only after the students are exposed to a language- focused, traditional ESP in the first year. The features of the language-focused ESP and Integrated ESP are given below.

In language-focused ESP curriculum, primary

importance is given to the familiarization and internalization of the language elements/ functions a diploma engineer needs at the industry. In language-focused ESP, the learner is enabled to use English accurately, appropriately and fluently by exposing him to a range of learning materials. Here the content is only a source to teach professional language. In other words, the language needed for a diploma engineer at the workplace is familiarized through different content matter which need not be subject specific. Traditional/Language- focused ESP should act as an intermediate course between the EGP the students have studied in their school and the Integrated ESP to be learned in the second year.

Examples of Language- Focused ESP curriculum

The first year course books in English (*Words to Deeds and Rise and Shine)* prepared for the polytechnic students of Kerala are presented as a good case in point. The design and content of the course books provide rich language learning opportunities for learners and equip them to use more sophisticated language. The features of the course book that enable the learner to study integrated ESP are:

1) Principle of Scaffolding

The course book provides different types of support for learners to use English with ease in diverse situations like writing, reading or speaking. *Get Set, Go* (warmers and Lead-in activities) prepares the learners for the main text. *The Self Check Questions, Word Gloss, While Reading Questions* and *The Self Evaluative Answer Key* scaffold the learners.

2) Principle of Task Continuity

Activities and tasks in the course book are linked to each other. Each module in the course book has a core text from which the activities /tasks follow and these activities and tasks are connected to its succeeding ones.

3) Principle of Repetition

Language elements introduced in a module are reintroduced and repeated in some other sections without monotony so that maximum reinforcement of the language item is made possible.

4) Principle of Integration of Skills

The course book intends to develop the basic skills in English. This is done through integrating skills. It involves using the different skills to practice vocabulary, grammar or language function.

5) Principle of Learning by Doing

At no point in the construction of the book has the learner factor been ignored or side-tracked. Learners learn best when they are actively involved in the process of learning. Maximum opportunity is given for students to engage themselves in collaborative learning. The tasks in the course book are organized in such a way that the learners can work individually, in groups or as a full class and interact with the peer groups, teachers and the course book.

6) Principle of Reflective Thinking

Sufficient opportunity is given for the learners to revisit what they have learned and to think of how effective they remember the things they learned. "Now I Know" section in each module checks the grammar consciousness of the learner.

INTEGRATED ESP

Integrated ESP Curriculum gives importance to both the professional content matter and the language for professional communication. It is proved that significant learning takes place when the subject matter is of interest to the learner. Here, in Integrated ESP, as the subject matter (content) relates to one's area of study (the engineering subject) the learner shows greater interest in working on it. Moreover, students are able to apply what they learn in their English classes to their field of study. The vocabulary and structures learned in meaningful contexts are sure to help them to understand the content better. In short, by learning the content the student unconsciously masters the professional communication as most of the activities intend to develop the communicative competency of the learner. Language is a means to acquire both content and language.

Traditional ESP Vs Integrated ESP

The question that one naturally asks is why we should go in for a traditional, language-focused ESP if Integrated ESP is betterment upon the other. It is seen that opting for Integrated ESP at the beginning has some practical difficulties.

In the first place ESP curriculum works well with those who have comparatively good foundation in EGP. We can't expect the first-year students to have strong orientation in English. If students lack in their basic English language skills it will naturally reflect upon the quality of ESP teaching and learning.

Moreover, for many students learning

professional Ccommunication along with professional content (Integrated ESP) will be a difficult endeavour at the entry level. So a language –focused ESP course may be considered as a buffer or preparatory one before one starts the integrated ESP course.

The third reason is that students develop a fairly good knowledge about their workplace and nature of work after their first year. Integrated ESP curriculum at the second year enables them to understand it in a better way.

FROM INTEGRATED ESP TO CLIL

The approach followed in many technical universities nowadays, CLIL (Content Language Integrated Learning) works well with learners if they are introduced to traditional and Integrated ESP curriculum in the first and second year.

The term CLIL was launched in 1996 by UNICOM, University of Jyvaskyla and the European Platform for Dutch Education. There are several definitions of the term offered by its promoters: CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual focused aims, namely the learning of content and the simultaneous learning of a foreign language. (Marsh,2002). CLIL is an educational approach in which non-language subjects are taught through a foreign, second or other additional language. (Marsh,2002).

CLIL aims at creating a strong foundation in the technical subjects keeping in mind the importance of acquiring proficiency in language skills.

CLIL AND ESP

CLIL and ESP share a number of key features, such as the use of content from different non-linguistic subjects, development of academic and communication skills, and use of communicative language teaching methodology. However, there are some key differences in these two approaches. First one is with regard to the objectives.

CLIL clearly states that content-learning objectives are equally or even more important than language-learning objectives, whereas ESP is language-led and language-learning objectives are of primary importance.

In ESP, the content of the course is often adapted to the learners' proficiency level or rather the learners are often grouped according to their levels of language proficiency. In CLIL, it is advised to use 'scaffolding' strategies to make content more manageable without really adapting it (Hammond and Gibbons 2005). In CLIL, language is learned when one studies the content. In CLIL, learning strategies are employed to provide language support for content acquisition.

More tolerance to language usage, more support for language production, enabling learners to acquire language in such a way is one of the key principles of CLIL, as opposed to traditional language teaching. CLIL also tolerates more use of L1, and code-switching strategies.

One more key difference is the teachers. An ideal CLIL teacher is a subject specialist with an appropriate level of language proficiency. Sometimes in CLIL, tandem teaching by content and subject specialists is used. A typical ESP teacher is a language teacher who does not take on the responsibility for teaching subject content as it is beyond their competence because of the high cognitive demands of the subjects taught in higher education. One of the ways of solving the 'content' issue for the language specialists in higher education is to rely more on project or problem-based teaching and to co-operate with subject specialists.

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One on One

Interview with Professor Stephen Krashen

Albert P'Rayan

Professor of English, KCG College of Technology, Chennai

Email : rayanal@yahoo.co.uk

At a recent conference on English Language Teaching (ELT), when I asked the participants to name the person who has been the most influential voice in the area of second language acquisition, as a chorus most participants pronounced the name "Krashen". Yes, search the name "Krashen" on Google and you will get over 1,71,000 results. Stephen Krashen, Emeritus Professor at the University of Southern California, is one of the most cited linguists in the world. Known as a linguist, education researcher and activist Professor Krashen has had a tremendous impact on second/foreign language teaching researchers. **Dr Albert P'Rayan** interviewed him for The Hindu and here is an extract of the interview:

You have been the most influential voice in the field of second language acquisition for almost four decades. Are your famous five hypotheses still influential and popular?

SK: I have no idea how popular they are, but I have noticed that they still get cited. And, to my surprise, they have withstood the test of time – all published evidence remains consistent with the hypotheses.

Researchers have questioned your Monitor Model with the criticism that the

Model is less testable, viable and useable. It is also said that you have revised your Monitor Model and how learners acquire a second language many times since 1977. What is your position now?

SK: My position is the same now as it was 40 years ago: The hypotheses make predictions and so far these predictions have been confirmed. The revisions I have made are not fundamental changes but expansions: The hypotheses were originally intended to explain phenomena in adult second language acquisition, but we have found that they help explain what is going on in child second language, first language, literacy development (eg Krashen 2004), and to some extent even animal language (Krashen, 2013).

In the context of L2 learning, most learners cannot acquire the language but can only learn the language. What is the effective way of teaching L2 to the disadvantaged?

SK: This is like asking "if someone is dying of thrist and there is nothing to drink, what can be done?" If the theory is right, comprehensible input is the only path, the essential environmental ingredient. Our job is to provide this input, aural and written. There are many possibilities that have not been fully explored. We should explore them
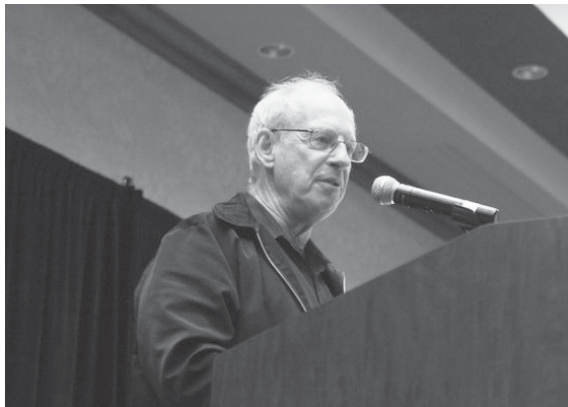
rather than trying to find new ways of teaching grammar.

Is it possible for an adult learner (18+) to acquire a second or foreign language to achieve native-like proficiency?

SK: I don't know, but what is obvious is that a lot of adults come quite close. This is a remarkable achievement. (There may be more successful cases among us than we realize. Because they are native-like, we don't discover that they have acquired the language as adults.)

In your recent letter to *Los Angeles Times* (Sept 7, 2016) you state 'Bilingual programs do not prevent the acquisition of English – they facilitate it.' Can you please explain it?

SK: First let's define bilingual education: It is a method of using the first language in a way that accelerates acquisition of a second language. There are three crucial characteristics of effective bilingual education programs: (1) Theyprovide subject matter teaching in the first language to give students background knowledge. This makes subject matter teaching in the second language more comprehensible. (2) Because it is easier to develop literacy in a language that the child already understands, effective programs develop literacy in the child's first language. Literacy in the home language accelerates literacy development in the second language, even when the writing systems are different. (3) They provide comprehensible input in the second language. Programs that have these characteristics teach the second language faster than "immersion" programs. (Crawford and Krashen, 2015).

In the most recent analysis, Professors Grace McField (Cal State San Marcos) and David McField (MiraCosta College) examined 89 studies comparing bilingual education and English immersion. They concluded that when the programs and research design are set up correctly, those in bilingual education did better on tests of English reading, and the superiority of bilingual education was considerably larger than previously reported (McField and McField, 2014).

In an article titled "Krashen Burn", Jill Stewart criticized your model of bilingual education by stating that you take side with the "multi-million-dollar bilingual education industry." Are your views on bilingualism accepted in the US now? Is your stand on bilingualism the same?

SK:There is no "multi-million dollar bilingual education industry." But I certainly took sides with supporters of bilingual education because both research and theory are on their side. And they still are. We will know more about current public opinion on bilingual education soon: Californians will be voting on a measure that would restore bilingual education in our state. ***

You have been promoting*free voluntary reading*. How important is free voluntary reading in the 21st century dominated by the digital media?

SK: Free voluntary reading is free voluntary reading, whether done on paper or on a computer screen. For example, there is data suggesting that second language aquirers improve by doing "free voluntary surfing" (Wang and Lee, 2015).

How important is motivation for success in second language acquisition?

SK: I think the main thing is getting truly interesting or "compelling" comprehensible input, so interesting that you even forget it is in another language. Language acquisition then occurs as a by-product, involuntarily. If this is true, you don't need to be "motivated" to acquire the language. It will happen whether you want it to happen or not (Krashen, 2011).

Some linguists and ELT experts are of the view that explicit grammar teaching is essential in the second language context. What is your reaction to the statement?

SK: My conclusion is that grammar instruction is not evil, but it is limited. Grammar rules are hard to learn, hard to retrieve and apply, and hard to remember. I presented the arguments in Krashen, (1981, 1982) and reviewed more evidence in Krashen, (2003).

"Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill." Does this statement of yours imply that grammar teaching is a waste of time?

SK: There are a few uses for conscious knowledge of grammar butlearning grammar rules is definitely peripheral in the language teaching program:(1) It can be used as Monitor, to edit and correct our output, but in order to do this, stringent conditions must be met: you have to know

the rule, be thinking about form, and have time to retrieve and apply the rule. These conditions are rarely met in real language use. (2) It can provide an introduction to linguistics, or "language appreciation." (3) It has been argued that consciously learned rules can help comprehension.This is plausible.

Many learners who learn English as a second or foreign language go through a "silent period" and do not develop their communication skills even after having learnt English for many years. This is the plight of many learners in India and other countries too. What could be the possible reasons for their lack of proficiency in the language?

SK: The silent period is quite common and could last for a long time. The longest case I know of lasted 32 years, because the person had no way of producing language (Richard Boydell, see Krashen, 2014). There are several other reasons it could last a long time: The most obvious is that the acquirer has not acquired enough language. Testing comprehension is an easy way to find out. There can also be psychological factors: most common, I suspect, is reluctance to run the risk of committing errors because of experiences of excessive correction and even

ridicule, unfortuantely common in younger children of immigrant families with functional but imperfect ability to speak the heritage language.This produces "language shyness" (Krashen, 1998), and in severe cases it could result in a very long silent period.

What is clear that the "cure" for a long silent period is not forcing the person to speak: The cure may be more language acquisition via highly interesting comprehensible input, or it may be removing the expectation for perfect ouput.

What is the right way to learn a foreign language in general and EFL in particular?

SK: Here are some suggestions, all based on the "Comprehension Hypothesis."

(1) Beginners: Find a good class taught with a comprehension-based method, such as Natural Approach or TPRS. Comprehension-based methods have never lost in method comparison studies (Krashen, 2014). I am very impressed with TPRS, and I'm taking a (virtual) TPRS Mandarin class now.

Start reading very easy texts that are interesting to you.

Keep taking classes until you are an intermediate, which means you can communicate with native speakers on at least some topics and read some authentic light books.

2) Once you have reached the intermediate stage, continue self-selected pleasure reading. Find texts that are genuinely "compelling." For English, check out ESLpod.org. Watch TV and movies but only if you are really interested in the film or the program.

Find a "language parent," a term invented by Lonsdale (2007), a proficient speaker of the language who will provide you with comprehensible input, help you understand what they are saying, but won't try to "teach" you.

(3) To reach advanced or specialty levels, the real path is doing a great deal of reading in an area you are interested in. Read texts that help you solve problems you are working on now, that deal with issues that are on your mind. (Krashen, 2012).

Your work has been recognized widely and you have won numerous awards. Which award is the most important one to you? Why?

SK;One of the most satisfying signs of recognition is being invited to be interviewed. So thank you for this invitation.

American linguist Noam Chomsky and you are known as activists. Do you think it is important for academics to play the role of activists too? How important is Intellectual courage for academics?

SK: Yes, I think academics have a responsibility to share their knowledge with the public. It takes tremendous academic courage and energy for young people to be activists, because of their work and family responsibilities, and the fear of losing their positions. For older people who are retired and can't be fired, it takes no courage, and we have plenty of time.

My last question. Do you wish to be known as a linguist or as an activist?

SK: I would like the ideas I have worked with to be known, both among academics and the public, so the answer is both.

Bard of Avon - William Shakespeare

Dr. V. Saraswathi
Prof. Emeritus, Dept. of English, Madras University

We have gathered here today for a birthday celebration - not of a political leader, not a superstar from Bollywood or Kolywood, not a sports star advertising Pepsi and Cola but a Writer. This writer lived four and half centuries ago. He lived in a far away land which most of us have seen only in our School Atlas. He hailed from a culture quite alien to ours. He wrote in a language which often sounds incomprehensible —— to the native speakers, leave alone non-native Indian speakers of English as a second language. But still, every Indian seems to cherish the memory of Shakespeare. How has it been possible?

Considering the global scenario, this seems quite incredible! The million dollar question in the mind of every Shakespeare devotee, is will he or won't he? "Will he survive the test of time or will he be forgotten like his contemporaries Ben Johnson and Kyd?" if you would like to put it as a Hamletian dilemma.

Different professors give different answers to this question. According to Professor Douglas Brelis from the University of Texas at Austin, "Shakespeare will always be with us of course, but eventually, he will be what Geoffrey Chaucer has eventually become - a brilliant author, whose works can be read intelligently in the original, only by few people."

Alan Craven, Professor Emeritus at UTSA, however, offers a different perspective. He says, "the enduring popularity of Shakespeare is a testimony to his relevance," additionally he has made major contribution not only to the English language but to the way in which people think and behave. Shakespeare has quite literally shaped society in many ways, making Shakespeare relevant in a very real way.

What makes Shakespeare relevant in a real way in India? Why do we still rush to buy tickets whenever a Shakespeare theatre group visits the country? Why do we have adaptations even in Tamil, of Shakespeare plays the Romeo and Juliet or King Lear? The answer is simple. As Gull Stoker puts it, Shakespeare addresses some of the burning issues today – for example, class division, racism, sexuality, intolerance, the role and status of women, crime, war, death, disease...

Intolerance is the word bandied about, used and abused and misused in the political scenario today. We are branded as an intolerant nation. But Hindus throng the Muslim Shrine Nagore Dargha, Muslims supply flowers regularly to Hindu temples. Many Hindus never miss the annual festival at Velankanni Church. We celebrate Deepavali or Pongal, Idd or Christmas with equal fervour. But still we call ourselves intolerant because it pleased the powers that be. The media blows up trivial incidents out of proportion and creates an illusion.

Shakespeare depicts religious intolerance through many of his characters – Malvolio the Puritan, Shylock the Jew. In the Merchant of Venice, Antonio and Bassnio are the so called 'good' characters and Shylock is the 'villain' so to say an epitome of intolerance. But look at his agonized self defence,

"If you prick us do we not bleed? If you tickle us, do we not laugh? If you poison us, do we not die? And if you wrong us, shall we not revenge?

Intolerance in a different form is rampant in our society today. Sons and daughters cannot tolerate their old parents. And old parents prefer to settle down in old age homes rather than be tortured by their offspring. When Cordelia says she has 'nothing' to say, King Lear shouts in anger, "Nothing will come of nothing." But later when Goneril and Regan, his 'beloved' daughters, who praised him to the skies, chase him out mercilessly into the raging storm, Lear realizes his folly and screams.

"How sharper than a Serpant's tooth, it's to have a thankless child".

Our heart goes out in sympathy to the old man. How we wish there had been old age homes in Shakespeare's times'!

Yet another form of racism is raising its ugly head in India today. Our national anthem glorifies Bharat as the union of several states:

"Punjaba sindhu gujarata Maratha Dravida Utkala Vanga Vindhya Himachala Yamuna Ganga Vuchala Jaladhitanenga. But today an Assamese cannot tolerate a Behari; a UP wallah tortures a Manipuri.

Shakespeare's "The Tempest" forewarns us of this sentiment.

Prospero, the celebrated Duke of Milan, the magician par excellence, is the colonizer, usurping the island where Caliban, the colonized reigned supreme. No wonder he cries in frustration,

"You taught me to speak

And I learnt to curse!"

Scholars still are unable to find an explanation for Iago's animosity towards Othello, the Moor – what is termed as "motive hunting of motiveless malignity". Was it because Othello was a black —?

In spite of the soul filling song of American Negroes, "we shall overcome, some day, in spite of Obama's thundering success as American President for two terms, still, negroes suffer in many pockets in the United States of America.

Above all, the ISIS is a classic example of a small group of fanatics, determined to demolish the whole of civilization to set up their own empire of horror – shooting thousands of innocent people in public; bombing crowded places where thousands gather; annihilating without rhyme or reason. Does this not remind you of Shakespeare's Julius Caesar? Caesar was stabbed, not once, but several times, not by one, but several of his so called friends and he died moaning, " You too Brutus then fall Caeser" when he saw his trusted friend Brutus, stabbing him. Or take the case of Macbeth who went murdering one after another because of his unbridled ambition – people who had never harmed him, people who had never suspected him." But just as

a Mark Antony emerged to espouse the cause of Caesar, let us hope, a great hero will arise to end this terrorism of all terrorisms!

Feminism has been a dominant issue in the twentieth century in India we are clamouring for 33% reservation for women, a significant place in the Cabinet and Parliament. We pride ourselves of having had a woman President, a woman Prime Minister, and several women Chief Ministers. In a society the tables are turned and girls today are more demanding than boys in the matrimonial scenario. They do not think twice about rejecting proposals from men; nor do they worry about seeking divorce.

I wonder if you would agree with one if I say that Shakespeare's heroines also displayed features of feminism though the term 'feminism' was not used by him. Consider Viola in Twelfth Night or Rosalind in As You Like It. Against all odds, they put on the disguise of a man and woo their lovers and confidently march forward towards happy marriage. They belong to the category of feminists who live and let live. Lady Macbeth is a feminist par excellence but she dominated her husband and goads him on to commit murder after murder. Ultimately she ends up, as a psychiatric wreek, wondering if all the perfumes of Arabic would wash the blood off her hands.

Cleopatra, belongs to a class by herself.

"Age cannot wither, nor custom stale their infinite variety."

She may be called the tragic flaw in Mark Antony's life. Like a sorceress, she entices him back from the call of duty. And ultimately their love is no poignant, so powerful, that it leads them to their death. But what a difference between Romeo and Juliet who also die for each other!

This brings us to another theme of shakespeare's , which is as relevant today – the issue of love, there are several kinds of love depicted in Shakespeare, which find their parallels in today's world. For instance, love that fails as in the case of Ophelia – She dies because she lacks courage and confidence. Juliet is forced to die due to the enmity of the Montagues and Capulets. Cleopatra chooses to die for the sake of love. We have already seen cases of love leading to happy married life. Shakespeare also has a 'dig' at the difference between love before marriage and love after marriage. He says

"Men are April when they woo,

December when they wed!"

Quite a feminist sarcasm, don't you think?

Shakespeare, the philosopher, is as relevant today as he was 450 years ago. Consider Hamlet's famous soliloquy , "To be, or not to be, that's the question".

How often have you and I felt like Hamlet? How often have we felt that life is too much to bear?

Or consider the famous lines from "As you like It"

All the world's a stage

And all the men mere players.

They have their exists

And their entrances.

And one man, in his time,

Plays many parts

His acts being seven ages.

You are a son to your parents, a father to your children; a husband to your wife; a boss to your colleagues; a master to your servants; a citizen in your country; a member of a club and so on.

And in your life, you pass through several stages, from an infant "making and perking in the mother's arms" to a decrepit old man "sans eyes, sans teeth, sans everything, walking on all fours.

Isn't this all true of us today as it was of men once in Shakespeare's times?

Shakespeare will continue to live forever because he is the most quoted of all English writers – in fact of all world writers. The irony, in fact, is that we keep quoting Shakespeare without knowing that we are quoting Shakespeare! Here are some "quotable quotes" to shock you into awareness.

Polonius in Hamlet advises his son Laertes:

"Neither a borrower, nor a lender be."

In the Merchant of Venice,

"All that glitters is not gold"

In Hamlet,

"there is nothing either good or bad, but thinking makes it so".

From Henry IV Part II,

"Uneasy he is the head, that wears the crown".

In Midsummer Night's Dream,

 "The course of true love never did run smooth".

From As You Like It,

"Sweet are the uses of adversity,

Which, like the toad, ugly and venomous,

Wears yet a precious jewel in the head,

To get back to the question, "Will Shakespeare survive the test of time?", Is he a man for all seasons?" What is your answer? I'm sure it is a resounding "Yes; he will live forever!" We love Shakespeare because we find a "Hamlet" procrastinating in ourselves. There is a Macbeth with unbridled ambition in each one us. There is a Lear in you and me, "more sinned against than seaming". We quote repeatedly from Shakespeare because he says things which are perennially true; because he brings before us a panorama of people who are familiar with – Kings and clowns, heroes and villains, philosophers and idiots, criminals and victims – a very colourful but neat, real world; because he deals with themes like love, jealousy, ambition, courage, confidence, impatience..." which will always continue to haunt us as long as human beings live in this world!

Thank you Shakespeare, for being there! We love you, we adore you, we worship you! We need you!

Long live Shakespeare!

Shakespeare Lives 2016
English Language Teachers Association of India

Report of the National Seminar on
CONTEMPORARY SHAKESPEARE: CULTURE, LANGUAGE AND POLITICS
in the School of Distance Education, University of Kerala on 6 & 7 September 2016

Dr. C. A. Lal

The National Seminar on **Contemporary Shakespeare: Culture, Language and Politics** was organised by School of Distance Education (SDE), University of Kerala on 6 & 7 September 2016 at the Senate Chamber in the Main Campus of the University of Kerala. This was jointly organised with ELTAI and the British Council as part of a series of seminars in several major Indian cities to commemorate the 400th death anniversary of William Shakespeare. The National Seminar in Trivandrum was partly funded by the University of Kerala and had the academic support of the *Littcrit* journal and E-Prof, a forum for English professionals based in Trivandrum.

The inaugural session on 6th September 2016 began with the introductory remarks of Dr P.P. Ajayakumar, Professor of English, SDE and Chief Editor of *Littcrit*. The meeting was presided over by Dr Zeenath K.S, Director, SDE. Dr Lal C A, the Organising Secretary of the National Seminar welcomed the resource persons, delegates and other distinguished guests and participants. The Honourable Pro-Vice Chancellor of the University of Kerala, Dr. N Veeramanikandan inaugurated the two-day seminar. Mr Jalson Jacob, Secretary of ELTAI, Pathanamthitta Chapter proposed

the vote of thanks.

The first plenary session of the seminar was the keynote address by Dr Chitra Panikkar, Professor of English, Bangalore University. She enlightened the delegates on the topic *Unusually Open to the World: Shakespeare, Transformative Contexts*. The second plenary address in the forenoon by Dr Meena T Pillai, Associate Professor of English, University of Kerala was on *The Cultural Studies Avatars of William Shakespeare*. After lunch, delegates attended the various paper presentation parallel sessions in the School of Distance Education.

The second day began with paper presentations, followed by a plenary session by Dr Rajeev Nair, Faculty of English, University College, Trivandrum. He spoke on *Death in Shakespearean Tragedy*. The afternoon plenary talks were by Dr B Hariharan, Professor of English, University of Kerala on *Shakespeare and the City*, and by Dr C S Jayaraman, Professor of English, Amrita Viswa Vidyapeetham University on *Of Bodies and the Body Politic: History in Shakespeare*.

The two-day National Seminar came to an end on 7th September 2016, with the

valedictory session and award-giving ceremony. The two best paper awards sponsored by ELTAI and British Council were given away by the esteemed guest Dr Jameela Begum A, the former Head of the Department of English, University of Kerala and currently Chairperson of the Curriculum Committee, ASAP, Government of Kerala. The awardees were Mr. A. Balu Vijayaraghavan, Research Scholar , EFLU, Hyderabad, and Ms. Smithi Mohan, FDP Teacher Fellow, University of Kerala. In her valedictory address Dr Jameela Beegum commended the organisers and the participants for their invaluable contributions in truly bringing Shakespeare alive in the contemporary age. The participants also gave candid feedback on the plenary sessions and the organising of the seminar.

One of the highlights of the seminar was a rare display organised by E-Prof. It was an elaborate display of events related to Shakespeare, his life and time and works unveiled through the pages of the newspaper *The Bard's Times*. The two-day National Seminar provided an excellent and unique opportunity for teachers and research scholars from all over India with a platform to deliberate and debate on the chosen theme. Over sixty papers presented at the seminar exposed the delegates to varied contemporary perspectives on Shakespeare thereby enriching their knowledge of the Bard and his works which still remain "not of an age but for all time"!

Why join IATEFL ?

The International Association of Teachers of English as a Foreign Language, UK. (IATEFL) is world wide organisational having its Associates, including ELTAI, all over the world. Visit its website www.iatefl.org to know more about it. IATEFL membership gives you access to a worldwide network of English language teachers, plus a host of exclusive benefits: Reduced conference rates Up to 25% off on our Annual Conference which attracts over 2,500 international delegates every year plus reduced rates for a wide range of additional ELT events, seminars and conferences around the world. Apply to be a presenter The opportunity to apply to be a speaker at IATEFL conferences, seminars and events SIG subscriptions Take up individual membership and join any one of our 16 Special Interest Groups as part of your subscription fee. You will receive newsletters and resources from the SIG to which you have subscribed. You can also sign up for additional groups for a minimal cost. Reduced rates on IATEFL publications Purchase our publications for reduced costs plus receive a free copy of our annual Conference Selections publication; a collection of papers presented at the last IATEFL annual conference. Special offers on periodicals Reduced rates and discounts on a range of leading ELT publications Newsletter Six issues of IATEFL Voices, our bi-monthly magazine – and you can contribute articles too! Access to scholarships Nearly 30 Scholarship schemes - many exclusive for members - that offer assistance to attend and present at our main conferences. IATEFL Webinars Invitations to take part in the monthly IATEFL Webinars from leading ELT professionals to support your Continuing Professional Development (CPD)

SBOA SCHOOL & JUNIOR COLLEGE, CHENNAI
SHAKESPEARE LIVES – 2016
Exhibition on 1st& 2nd September 2016
Mrs. Rajeswari enon

An exuberant exhibition was conducted to honour 'The Wizard of Words' – William Shakespeare on his 400th death centenary year by the SBIOA Educational Trust on 1st& 2nd of September 2016 in SBOA School & Junior College.

The inaugural session had a great start with the Presidential address by Mr.R. Balaji , Associate Secretary, SBIOA Educational Trust. Dr. Mangaiyarkarasi, National Co-ordinator – ELTAI highlighted the session – 'Why we celebrate Shakespere?' The inaugural address was by Mr. Neil Sarkar, Head, English Language Centre, British Council, South India. Mr. G. Olivannan, CEO Emerald Publishers, Founder President of Chennai Literary Association & Book Club of India, gave his key note address.

Dr. Archana Saldana – HOD, Dept. of English, Anna Adarsh College for Women and Dr. D. Thomas Franco RajendraDev, Secretary & Correspondent SBIOA Educational Trust enlightened with their special address.

Dr. S. Rajagopalan, Patron – ELTA, Dr. SrimathiKesan, Director, Space Kids India, Mr. Bharathi Krishna Kumar, Writer and Director felicitated the session with their awe-inspiring thoughts.

The exhibits were displayed in 15 rooms. SBOA School & Junior College and Global School focused on the Life history of Shakespeare, Globe Theatre, and Amusement Arcade with enlightening games and puppet shows. The supernatural characters in The Mystique in the Mastermind, Shakespeare's Garden of Emotions captivated the attention of the audience. Hindi, Tamil and French Dept. also displayed the great works of Shakespeare in a very effective manner through their exhibits, models and acting skills.

SBOA Mat. & Hr. Sec. School Chennai made the birds sing, hearts woo, souls cry and tempers grow through their depiction of Shakespeare's art in this exhibition. SBIOA Model Mat. & Hr. Sec. School impressed the public with their Shakespeare themed Restaurant with a perspective to cater not to the need of taste buds but to please those with a penchant for literature and gave a panoramic view of Shakespeare which invited the applause of the audience.

Various competitions like Quiz , Mono acting, and Enacting Scenes from Shakespeare's plays were conducted. Many schools and few colleges took part in the competitions. Medals were awarded to the prize winners and Trophiess to the winning schools.

The enactment of scenes from The Merchant of Venice,Julius Ceaser,King Lear, Two gentlemen of Verona and Othello brought to life the richness of the Bards literary skills.

Putting together an exhibition of this kind was not just a challenge to the organization skills of the students and teachers but also gave the students an insight into the debt we owe the Bard for his contribution to English and that apart from the wealth of plays and poems he wrote , a number of idioms and phrases in common use today, are his gifts to the language.

In an age where Science exhibitions were the norm for schools ,this exhibition came as a breath of fresh air.

We are grateful to Dr.S.Rajagopalan ,Patron of ELTAI for giving us this opportunity to conduct this great event and Dr. Mangai Wilson ,National Co-ordinator ELTAI for her support .

The exhibition is a proof that Shakespeare Lives even in 2016 Four hundred years after his death.

GUIDELINES FOR OUR CONTRIBUTORS

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

REQUIREMENTS

A4, Font size: Times New Roman 12, Double Spaced, Margin of 1 inch on all four sides. Title of the article should be in Caps, bold, centered.

Abstract in about 150 words

Full paper should not be in more than 2000 words.

Articles should be sent only as **AN EMAIL ATTACHMENT – AS A WORD DOCUMENT to eltai_india@yahoo.co.in** with a copy to ramanipn@gmail.com (CDs and Hard copies will not be accepted.)

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

Preference will be given to the articles submitted by our members.

Shakespeare Alive 2016

National Seminar on Reframing Shakespeare in the 21st Century

13th August 2016

Report Dr. G.A.Ghanshyam

The national seminar "Reframing Shakespeare in the 21st Century" under the aegis of Shakespeare Alive 2016, organised by ELT@I Bilaspur Chapter and D.L.S.PG. College, Bilaspur was held on 13th August 2016 at D.L.S. PG. College, Bilaspur.

The seminar had an impressive inaugural with distinguished guests gracing the occasion. The Chief Guest of the session was Dr. G. D. Sharma, Vice Chancellor, Bilaspur University; Chairperson – Prof. R. V. Shukla, Retd. Professor of Botany; Keynote Speaker, Dr.AmolPadwad, J. M. Patel College, Bhandara (M.S.); and Special Guests – Mr.Basant Sharma, Chairman, Governing Body, D.L.S. PG. College, Bilaspur and Mr. Ashok Joshi, Principal, D.L.S. PG. College, Bilaspur. The session commenced by paying homage to Goddess Saraswati and lighting the lamp. The Guests on the dais and off the dais were then presented saplings which were later planted in the college garden. The guests were introduced by Mrs. Rima Dutta, Faculty, D.L.S. PG. College. Dr. G. A. Ghanshyam, National Vice President, ELT@I presented the Convenor's address. He spoke about the Shakespeare Alive 2016 and the significant role that Shakespeare plays in learning the English language. In his welcome address Mr. Joshi welcomed the guests and the delegates to the seminar and

wished them a fruitful day ahead. Mr.Basant Sharma praised the initiative and efforts of team ELT@I. Prof.Shukla pointed out the eternal charm of Shakespeare and the importance of language. The Chief Guest, Dr. G. D. Sharma revealed his vision of teaching beyond the confines of classrooms and stressed on the need of developing imaginative faculty that is mostly associated with arts and literature among the students. The session came to an end with the vote thanks rendered by Mr.Parth Sharma who thanked the guests, dignitaries, delegates and staff of D.L.S. PG. College.

The inaugural session was followed by the key note address by Dr. Amol Padwad, entitled "Selfie with Shakespeare". The session was chaired by Dr. Gulshan Das, coordinated by Dr.Prasenjit Panda and Dr.Tanjeen A. Khan was the rapporteur. Dr. Padwad discussed the inspiration for his presentation through a discussion of the Michael Pennington's article and a selfie with Shakespeare taken by college students. Going back to the precursor of the popular selfie, the "Patel Shot", Dr. Padwad discussed the eternal popularity of Shakespeare and the challenges in teaching his plays to the students.

The first technical session of the seminar

had 09 paper presentations and was chaired by Dr. Amrita Kasture and Mr.Shailesh Mishra was the rapporteur. Topics ranging from a re-reading of the plays of Shakespeare from a post-colonialist stance; unearthing of racism to a discussion of the translation of the plays; defeminizing of Lady Macbeth; contemporariness of female characters to a cinematic adaptation of Hamlet. The session presented an eclectic collection of articles that touched upon the various multitudinous aspects of the playwright's works.

The second session of the day, scheduled after lunch also presented many more aspects of the dramatist's vision and art. The session had 07 paper presentations and was chaired by Dr.Jyoti Patil and Mr.Vidya Bhushan Sharma was the rapporteur. The topics covered by the presentations ranged from Shakespeare's attitude towards life, to his undying popularity, the presence of wit, poetic beauty and analysis of his women characters.

A highlight of the technical sessions was participation by research scholars and postgraduate students, whose active participation, interest and insight enlivened the scholarly deliberations. The presentations were judged for two best presentation awards by the jury – Dr. Gulshan Das and Dr. Basumati Nadig.

The seminar came to its culmination with the Valedictory session in the evening. Mrs. NiharikaBarik, IAS, Divisional Commissioner, Bilaspur, was the Chief Guest and Dr. Sheela Tiwari, Retd. Principal, Govt. Bilasa Girls' College,

Bilaspur was the Chairperson of the session. Mr. Basant Sharma, Chairman, Governing Body, D.L.S. PG. College, Bilaspur and Mr. Surinder Singh Chawla, Director, Career Point World School, Bilaspur were the Special Guests. The session began by presenting the dignitaries on the stage with saplings. Mr.RakeshDighrasker presented the report of the seminar. The prize distribution of the Inter-School Competitions held as a part of commemorating the 400th Death Anniversary of William Shakespeare – Shakespeare Alive 2016 was carried out next. Mrs. Barik gave away the prizes for Oratory, Drama and Quiz competitions to the winners. The two best paper presentations were also awarded by the Chief Guest. The First Best Paper award with a cash prize of Rs. 1500/- was won by Dr. Prasenjit Panda, Asst. Professor, Guru Ghasidas Vishwavidyalaya, Bilaspur and the Second Best Paper award with a cash prize of Rs. 1000/- by Mr. Vikas Chandani, Research Scholar, Guru Ghasidas Vishwavidyalaya, Bilaspur. The certificate of the Best Chapter Award won by Bilaspur Chapter for the second time was presented by Mrs.Barik to the members of the chapter.

In her address Mrs. Barik expressed her pleasure in being part of such an academic event. She was delighted with the response of students and their active participation. Recounting her own days as a student and her reading of Shakespeare she praised the efforts of ELT@I Bilaspur Chapter for organizing the event. Dr.SheelaTiwari in her address revealed her depth and insight on

Shakespearean plays by narrating the dialogues of The Merchant of Venice. Mr.Chawla spoke eloquently on the topic of the seminar and enthralled the audience with his knowledge of Shakespeare. The seminar came to a successful finale with the vote of thanks rendered by Dr. G. A. Ghanshyam, who thanked the guests for their encouraging presence and support that made this event possible. The co-host of the event, D.L.S. PG. College, the chairman Mr. Basant Sharma and the staff, were profoundly thanked for their cooperation and assistance. Dr. Ghanshyam also expressed his gratefulness to Mr. Surinder Singh Chawla and Career Point World School for their continued support in every endeavour of ELT@I Bilaspur Chapter. Last but not the least he thanked his team of ELT@I Bilaspur Chapter for their dedicated efforts that made Shakespeare Alive 2016 a grand success.

STARTING A CHAPTER — GUIDELINES

1. For starting a new chapter one is required to collect subscriptions from at least 25 teachers and send the total amount collected by a bank Demand Draft taken in favour of ELTAI and send it to our office at Chennai (Address found in our websites www.eltai.in) only by Speed post or courier service.

2. In his capacity as the Convenor of the chapter, the one who collects the subscriptions may issue a temporary receipt, if required. And theELTAI office will send individually to all the members enrolled the formal official receipt with the Membership ID after the receipt of the total subscription amount.

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   i. A free copy of our bi-monthly, Journal of English Language Teaching.
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5. For any clarification eltai-india@yahoo.co.in may be contacted.

Chakrakodi Ravinaryan (2016) *Learn English Teach English: English Skills for Teachers.* **New Delhi, Oxford University Press. ISBN 019946636-X (pp viii + 144) Price Rs 240/-**

Teacher training has undergone a tremendous change in the last four decades. The focus that existed largely on skills of teaching (craft model) has progressively moved to equipping the student teachers with knowledge (applied science model) and later to develop their attitudes to imbibe professionalism in their work (reflective model). However, what remains important to note is that along this path of progress and modifications in teacher development, there haven't been books to meet the demands of the learners. Under such circumstances when we come across a book serving such purposes, one obviously is filled with a sense of satisfaction. The book under review is one such.

In June 2015, a landmark change was ushered in the teacher education programmes offered in India. The B Ed programme which had remained a one-year course was made a two-year course. Two major reasons that prompted change are relevant to the book under review. The first change is seen in the increase in practice teaching sessions, and the second change ushers in content cum methodology as the main pedagogic process.

Apart from a few books that helped a student teacher to cope with content cum methodology, there have been no books in the last two decades. There was a vacuum and this is now being filled by the book under review.

What does *Learning English Teaching English* do? This is a book meant for helping teachers to develop as better teachers of English. This can be used both by in-service as well as pre-service teacher education institutions. My reasons for saying this will become clear before we get to the end of this review.

Let us begin with the structure of the book. The book has six units and each unit has been structured with great care where a balance has been struck between theory and practice. Each unit begins with a task. Later there is a discussion on the rationale for the task and the theoretical support that the task demands. This in many ways reminds one of a process called conscientization, or in simple words helping one become aware of what one already knows. This is specifically what is needed in our teacher development programmes. The book happily moves away from being didactic to being inductive.

The first three units focus on three important language skills i.e. helping the reader to become 'Efficient' reader, listener and speaker. Why not a writer? One may ask. Writing has been taken up at a later stage with an intervening chapter on developing Grammar and Vocabulary. Grammar and Vocabulary are needed to

support one's writing which is a more complex and an integrated skill. Finally, the book ends with a chapter on 'Clear Pronunciation'.

All units have a similar structure and this is done with a purpose. A similarity of structure helps the reader to become familiar with the structure as well as anticipate tasks and explanations while reading a new unit. This is once again a difficult job, but commendably executed by the author. Ravinarayan has provided ample samples of authentic texts for reading, listening and exercises for speaking and writing. On an average there are 10 exercises for each of the skills and helpfully the book carries a key to all the tasks. This is largely to ensure the users to do the task and verify whether they are on the right path of progress.

There are two chapters that focus on content matter 'Grammar and Vocabulary' and 'Pronunciation' Ravinarayan has provided tasks that can be worked in pairs and groups in these chapters. By mixing tasks with theory, the book strikes a healthy balance between the two. This is in keeping with objective of fulfilling the content cum methodology mentioned earlier in this review. The Foreword by Richard Smith makes this point clear, and I quote:

This book aims not only to enhance the language proficiency of future English language teachers but also to orientate them towards important issues and methods in English Teaching. The challenges of bridging theory and practice in the initial teacher education are well-know and at a time when the curriculum preparation f future teachers is being renewed across India.

The book has yet another quality which needs to be mentioned here. It can be used in the classroom by a teacher and each unit in itself provides a lesson plan for the teacher. The instructions for the tasks are given very clearly and having given the task, the teacher has enough support to discuss the answers as well as provide clarifications. This being the case, a good learner can also use it as a self-study material and stand to benefit. This design further reinforces the objective of providing for content cum methodology as well as catering to the needs to both in-service and pre-service teachers under training.

The book is not without its follies. But these are far fewer compared to the merits and hence can be ignored. Before the book goes for a reprint, I am sure the author will take care to have it properly proof-read. He also needs to check the phonetic symbols with the latest version of IPA symbols as provided in OALD or the latest edition of *Everyman's Pronouncing Dictionary.* With these two changes, the book is sure to find a prominent place in the libraries of all teacher education institutions and more importantly the student-teachers' desk.

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READING ACTIVITY

READING PULP FICTION* (Speed Reading)

Dr. K. Elango, National Secretary, ELTAI & (Formerly) Professor of English,
Anna University. elangoela@rediffmail.com

Objective	:	To enable readers to speed-read and keep on increasing their speed to their maximal level.
Participation	:	Individual
Material	:	Any novel broadly belonging to the category of pulp fiction. (Sidney Sheldon's **If Tomorrow Comes, Tell Me Your Dreams, The Stars Shine Down**/ other novelists, viz. Stephen King, Robert Ludlum, Jeffrey Archer and so on.)
Preparation	:	After benchmarking one's speed, making conscious efforts to gradually increase the speed of reading.

(Procedure:

- Choose a novel of your choice and set a time limit – 10 minutes – and start reading it at your natural pace, avoiding the tendency to skim. Find out how much you have read in 10 minutes.
  - o *To start with, count the number of words in 3 complete lines in a page and divide it by 3 to get the number of words in a line on an average.*
  - o *Count the number of lines in a page and multiply it by the number of words in a line to get the total number of words in a page.*
  - o *Check out the number of pages you have read in 10 minutes and calculate the total number of words you have read by multiplying with the number of words in a page and divide it by 10 to get the number of words you read per minute. Reading speed is referred to as WPM.*
  - o *Benchmarking reading speed is the first vital step to increase one's speed.*

- For the next 10 minutes continue reading from where you have left with the decision to speed-read but not resorting to skimming.
  - ➤ *Follow the same procedure as described earlier to figure out the number of words you have read per minute. If there is an increase in your speed, find out the difference in terms of number of words.*
  - ➤ *Continue to follow the same practice for the next 10 minutes. The same procedure has to be followed repeatedly and regularly over a period of time until one reaches one's maximum level. 250 WPM is considered fairly a good speed in ESL context.*

- Speed reading is not at the cost of comprehension as they have to go hand in hand. So, one has to constantly self-check the level of comprehension while reading. In case the comprehension is low, one has to slow down the speed. Ideally one should aim at 100 percent comprehension for reading to be purposeful. *There are readers who could read up to 2000 WPM with 50% or more comprehension. The world champion, Anne Jones, reads 4,700 WPM with 67% comprehension. Hence, there is a scope to keep on increasing one's speed with practice. The only way to increase one's speed is **practice, practice and more practice.***

Learning Outcomes:
1) *Learners realize that only with constant practice they can increase their reading speed as is the case with any skill.*
2) *Learners understand that with speed reading they can also enhance their ability to comprehend faster.*

Further activity:
Any text (not confined only to fiction) that one reads they should attempt to read it faster as this is a transferable skill.

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Pulp fiction: A literary work whose content is produced by the imagination and is not necessarily based on facts. It also refers to fiction dealing with lurid or sensational subjects, often printed on rough, low-quality paper.

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