The English

Classroom

Bi-annual Journal

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The English Classroom

Bi-annual Journal

CONTENT

About 'The English Classroom'

We are overwhelmed by the responses we have received to the current issue of our journal 'The English Classroom'. However, we have not been able to include all the articles in this issue for want of space and due to other constraints. Only those articles which contribute to the advancement of available information in the field have been selected for publication in this issue of the journal.

The paper by **V Sandhya and Dr Shrimathy Venkatalakshmi** critically analyses the practices of Communicative Language Teaching, through a short survey, in a tertiary level classroom. She moves on to discuss the post method era where teachers adopt and adapt different approaches and methods based on their reflections to bring about desired learning outcomes in students.

Sofiya K M and Dr A Hameed look at the need to create a creativity fostering environment in the language classroom in order to promote literary creativity. Their study suggests that conscious planning and purposeful implementation of activities on the part of a teacher are crucial in enhancing literary creativity among students.

In the next paper, **M Bhuvaneswari and Dr R Nandhini** analyse the recommendations made by Dr Muthukumaran committee to bring about reforms in the Tamilnadu school education system that resulted in the implementation of Equitable Education System (Samacheer Kalvi Thittam) in the whole state.

Dr Shoba K N, in her study, looks at the need to integrate the theories of learning within a lesson plan through the example of teaching writing a letter of application in a tertiary-level classroom.

Dr Deepa Mary Francis and Dr S P Dhanavel, in their paper, emphasise the significance of improving the reading skills of low English proficiency (LEP) students through newspapers in order to develop their writing skills.

Dr Lina Mukhopadhyay's paper urges us to treat writing as a process and looks at ways of helping students through the several stages of writing task.

She also cautions that teacher preparation is crucial in teaching writing as a process and in enhancing students' writing as well as metalinguistic skills involved in writing.

Sajida Sultana examines the importance of socio-cultural and linguistic factors in the education system of madrasas in her paper. She makes an attempt to relate the social foundations and institutional culture of madrasas, i.e., the admission process, classroom structures, and the background of teachers and students with a special focus on madrasas in Hyderabad.

Sheeba H examines the value of class tests as diagnostic tests that can provide feedback to support each learner's learning processes. She argues that these tests help in gathering a great deal of information about students' attitude, knowledge and understanding of the subject that he/she is learning.

In the following paper, **S Sharon Grace** calls for teachers' involvement in activities that promote their professional learning and understanding of various complexities of teaching. The paper lays stress on the importance of Continuous Professional Development for English Language Teachers at the tertiary levels of education.

Kavita Singh S, in her paper, discusses the relevance of critical pedagogy to promote critical thinking among students by exploring the possibility of introducing Paulo Freire's pedagogy in the tertiary level education in Tamil Nadu.

Philip Sunil Solomon and Dr Suganthi S Kumar analyse the factors that contribute to the proficiency and professional development of English language teachers. The paper highlights the significance of supporting and strengthening English language teachers through self-development activities, peer support and teacher development groups, and a vast range of other resources.

The paper by **Abirami C and Dr Shrimathy Venkatalakshmi T** examines some of the remedial courses offered in engineering colleges in Tamil Nadu and propose a remedial ESL syllabus for vernacular medium students studying in such colleges.

We hope the papers published in this volume of 'The English Classroom' pave the way for further research and dissemination of knowledge in the field. We would like to congratulate and thank all the authors for their wonderful contribution to the field of English Language Education.

We are thankful to our Chief Adviser Prof Jacob Tharu and the Advisers. Prof Mohanraj and Prof Rajgopal have done a commendable job in editing all the articles selected for the current Number of the journal. We are sincerely indebted to all of them for their tireless efforts which helped in the publication of this journal.

Dear readers, your comments, suggestions and constructive feedback are always welcome.

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Editor   Editor-in-Chief

(Ravinarayan Chakrakodi)   **(Zohra Jabeen)**

</div>

English Language Education - from a Past Method to the Post Method era in India

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Abstract

Language is the primary medium through which education is imparted in schools and colleges. Language Education refers to the process and practice of imparting a second or a foreign language. English Language has lived in India for more than two-hundred years. The use of English language in India was supported and encouraged owing to various reasons. Some of the reasons are: a wider access to knowledge and power, trade and commerce, upward social mobility, international networking and diplomacy, better employment opportunities, etc. Therefore, English gained the status of a second language in the Indian context. Such a setting offers greater opportunities for students to use the language both for professional and communicative purposes. This being the case, it is in the purview of the education system to provide the necessary language skills for students, to wade through their social as well as professional journey with ease and effectiveness.

Key Words

Communicative Language Teaching (CLT), The Past Method (also referring to CLT), Post Method Pedagogy (PMP), English Language Education (ELE), English as a Second Language (ESL), Communicative Competence.

Myths and Facts about Creativity and the Need for Inclusion of Creativity Fostering Environment in the Language Classroom

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Abstract

The present paper discusses the myths and facts about conceptions of creativity and how this acts as impediments in the enhancement of literary creativity in the language classroom. Development of creativity in children has been identified as one of the important objectives of language learning. Though there are studies focussing on the development of creativity in the classroom, they do not yield a comprehensive picture of how creativity can be nourished in a regular language classroom. Anchoring on the socio-cultural theories of the development of creativity, the researcher argues that literary creativity can be promoted in the language classroom by providing a 'creativogenic environment' for students. The study demands a conscious and purposeful planning and implementation of the activities on the part of the teacher and a change in the student perceptions of creativity. The study has implications for teacher education curriculum and student learning.

Key Words

Creativity, literary creativity, socio-cultural theory, creativogenic environment, perceptions of creativity.

Uniform System of School Education in Tamil Nadu - An Overview

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Abstract

Education is indispensable and it is the greatest tool which eradicates illiteracy and ignorance among the public. Each and every state in a country has the onus to provide quality and equal education for all students as they are the future of the country. They should be shaped well and molded into good and responsible citizens. The school education is expected to equip the students with a strong base of knowledge of literacy in all its dimensions and help them specialize in academic skills, including life skills and other proficiencies. In India, different streams of school education were followed by many states including Tamil Nadu. Imparting education through various streams led to social, economical and psychological disparities among students. In order to eliminate the differences, Tamil Nadu State Government made an initiation to provide equal and standard school education throughout the state in the year 2010. This paper brings under its purview the formation of the committee which scrutinized the various boards of school education in the state, the recommendations of the committee, objectives of the common education system and the important changes that administrate the system.

Key Words

Equitable education, samacheer kalvi thittam, scholastic assessment, co-scholastic assessment, continuous and comprehensive evaluation, activity-based learning (ABL), formative assessment (FA) and summative assessment (SA)

Integrating Learning Theories into Lesson Plans for Effective Language Pedagogy

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Abstract

Lesson plans are crucial elements of the teaching and learning process in any classroom not to mention their overbearing impact on the pedagogical processes on language teaching. Every educational context demands a specific plan of action taking into consideration the learner's proficiency level, learning styles, the content for instruction and the instructional strategy adopted. Though the prescribed textbooks offer lesson plans based on the theories of learning, forged for specific age-groups, their blind implementation have only led to dissatisfying results. This study proposes the need to integrate the theories of learning within a lesson plan in the context of the English classroom. To prove by example, the paper uses a lesson plan to teach writing a letter of application which is part of the language curriculum of any tertiary-level classroom. By a conscious incorporation of behavioural, cognitive and social constructivist techniques, any lesson plan can be made an effective instructional tool.

Keywords

Lesson plans, behaviourism, cognitivism, constructivism, learning theories, letter writing.

Developing the Writing Skills of Semi-Urban and Rural Engineering Students through Reading Skills

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Abstract

Successful completion of college education generally enables students to get good jobs. However, employability of graduates depends on their proficiency in English too. In spite of acquiring knowledge about their areas of study, semi-urban and rural students find it difficult to compete with students who speak English fluently. This paper emphasises the significance of improving the reading skills of low English proficiency (LEP) students and foregrounds the fact that extensive reading inside and outside the class will definitely help them improve their writing skills. The students with low reading ability need to pay attention to factors like vocabulary, collocation, lexical chunking and sentence formation while reading any material. In order to help these students develop writing skills through reading skills, the newspaper can be considered as an ideal teaching material. The possible ways of using newspaper in the classroom to draw the attention of these students to these factors are discussed in this paper.

Key words

Reading skills, writing skills, vocabulary, collocation, lexical chunking, sentence formation

How can we teach the process of writing in ESL classrooms?

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Abstract

In this paper we discuss ways to raise ESL teachers' awareness on what constitutes 'writing knowledge' and how to teach 'writing as a process'. Teaching the process is explained at three stages of execution – planning, executing, and revising. It explains how teachers can plan for what would go into each stage and also ways to increase task complexity. Such strategies are likely to help students produce output that leads to their interlanguage development. The writing stages, if discussed with the students, are also likely to raise their metawriting knowledge as students can monitor writing by self assessing if they have been able to fulfill the task requirements. Hence, teachers can approach the teaching of writing as a combination of task-specific and generic skills and help students understand the process systematically and experience language growth thereby.

Keywords

Educational And Socio-Cultural Setting in Madrasas

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Abstract

Teaching of English in *madrasas* (schools) is an example of going beyond the confines of the language that is present in the personal and educational environment of the students. They have to experience a new culture, a new way of thinking and acting.

The paper tries to maintain that *the influence of socio-cultural aspects to maintain community identity is important in the educational practices of madrasas.* In this regard, an attempt is made to relate the social foundations and institutional culture of *madrasas*, i.e., the admission process, classroom structures, and the background of teachers and students. The information provided in this paper is gathered through classroom observations and semi-structured interviews with the teachers and students of madrasas in Hyderabad.

The three sections in this paper relate to the theories of social constructivism, community of practice and discussions pertaining to language, society and culture. A relation to these theories reinforces the importance of socio-cultural and linguistic factors in the education system of madrasas of the study.

Key words

Madrasa English education, social factors in language teaching, cultural factors in language teaching, second language planning, differently circumstanced schools

Class Tests as Diagnostic Tests

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Abstract

This paper provides a framework for conceptualising the idea of putting to use diagnostic assessments to bring about substantial changes in learning English. Assessment is the most crucial factor which determines how effective language learning has been. Unfortunately, this factor is least taken into consideration. A point to be noted is that language teachers have been assessing all the while. It is surely being done unconsciously in every English class. But have we been able to judge the capabilities of our learners thoroughly? In all probability, the answer is a big no. Learners are never aware of their inadequacies and so they do not get a chance to rectify their errors. Early identification is extremely significant when it comes to language learning. Recent findings tell us that students who get off to a poor start in learning a language seldom reach the top. They are unable to catch up with the rest of the students till the end of the course. Diagnostic assessment at tertiary level has to be done at a very early stage to ensure that students with difficulties in academic English are diagnosed early. Assessment can provide the feedback to support each learner's learning processes, while maintaining motivation more effectively. A great deal of information can be gathered about students' attitude, knowledge and understanding of the subject that he/she is learning. The results from these assessments are reliable and valid because of their direct relation to classroom instructional goals.

Key words

Assessment, evaluation, testing, diagnostic tests, class tests, washback

Continuous Professional Development and its Role in Reshaping Teachers at the Tertiary Level

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Abstract

This article highlights the importance of Continuous Professional Development for the English Language Teachers. This article is a segment based on the outcome of a washback research study carried extensively with the tertiary level teachers across the state Tamilnadu in South India. There is a strong emphasis on the importance of teacher education in which the teachers' tasks like goal setting and their beliefs and notions about the profession are discussed. Teachers who perform their role in everyday classroom in an EFL/ESL set up are given suggestions to practice their teaching in an effective manner. On the whole, this article recommends teachers to get involved in more events which promote their learning and understanding of various complexities of teaching which at the end would reshape them in the professional aspects such as a good teacher and a tester.

Key Words

EFL (English as a Foreign Language), ESL (English as a Second Language), washback effect, CPD (Continuous Professional Development), LSRW (Listening, Speaking, Reading, Writing), teacher education, tertiary level, teaching goals, testing, evaluation, feedback, computer literacy.

Relevance of Paulo Freire's Critical Pedagogy to the ESL Teachers

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Abstract

The present education system in India is led by the aristocratic system. India is the largest democratic country in the world but still it allows very little democracy in the classroom. In reality the classroom in India is ruled by the autocratic system of teachers, syllabus, committees, administrators and to a great extent politicians. This paper discusses the relevance of critical pedagogy to promote critical thinking among the students, which will in turn help in the social and economical transformation of Indian Economy and the society on the whole. The paper also emphasizes the relevance and possibility of Paulo Freire's pedagogy in the tertiary level education in Tamil Nadu.

Key Words

Democracy, educator, educatee, banking education, dialogue method, problem solving method,

Proficiency and Professional Development of English Teachers

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"Teachers who love teaching teach their students to love learning"

Abstract

English is the language of our neighbourhood, media, library, world and the channel of communication in connecting people across the globe. The role of an English language teacher demands skills of proficiency and professional development in this competitive world. This paper focuses on supporting and strengthening English language teachers in our classrooms by highlighting the need, relevance and usage of English language in academic environment in particular and society in general. The framework and the modalities of the paper are based on the D.Ed., and B.Ed., textbooks titled 'Methods of Teaching English' and 'Pedagogy of English' authored by Prof. Mohanraj (Retd), Prof. Jayashree Mohanraj of English and Foreign Languages University and others. The rest of the books referred to are listed in the references section.

Key terms

Communicative language teaching, Central Board of Secondary Education, authentic materials scholastic, valediction, condolence

ESL Instruction and Mother-tongue Medium Students in Engineering Colleges in Tamil Nadu

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Abstract

This paper which is based on an ongoing study proposes a remedial ESL syllabus for mother tongue medium students who study in engineering colleges in Tamil Nadu. Due to globalization and the phenomenal growth in software and the Information Technology industry, English language communication is one of the prerequisites for candidates who wish to get placed in the industry; the lack of this skill puts learners from mother-tongue medium schools in a tough situation. These students undergo a very stressful journey in both academic and career development. These learners, besides the regular English course which is mandatory, also require a remedial course either before the beginning of the engineering programme or during it. This paper studies some of the existing remedial programmes and also makes suggestions for a remedial programme that is practicable.

Key words

ESL Syllabus, engineering colleges, mother tongue students, remedial course

Call for Papers

Some suggestions for writing an article for the *English Classroom:*

Dear Contributors

We are overwhelmed by the responses from all of you and we appreciate your contributions. We are constrained by two factors which decide the inclusion of your write up in our Journal – language use and newness of ideas. We thought we could take a little time and space to apprise ourselves with the qualities of good articles that make them largely acceptable for publication. This is not to suggest that you are already not aware of some of these factors. But a timely reminder is never out of place.

1. Language: Keep it as simple as possible. Your write up is appreciated when it can be read easily. Therefore, use simple vocabulary and avoid using a jargon unless it is inevitable. When you have to use a technical term, please make sure, you also provide an explanation by how it needs to be understood. Secondly, do not use very long sentences. Complex sentences often confuse the reader unless we are highly competent writers.

2. Organize your write up: Abstract should be a real summary of your article. Occasionally we find little connectivity between the abstract and the main write up. Make sure you write the abstract after you complete the writing of your article not vice-versa.

3. Choosing a title for your article is similar to writing the abstract. Keep your title crisp. If possible, capture the title of your article in about eight or ten words. Longer titles are likely to confuse the readers as well as the authors.

4. Provide a good introduction to your write up. This should not be a repetition of your abstract. It should set the right tone and motivate the reader to proceed with reading. Your introduction should help the reader what to expect in the write up.

5. Develop your write up systematically. Do not discuss more than one concept or point in each paragraph. Provide an illustration to help the learner understand your discussion. If the illustration comes from real life it will serve the purpose better.

6. Provide proper links between the paragraphs by recapitulating at the beginning or summarising at the end.

7. Provide a good conclusion. Highlight how what is discussed in the article has practical implications for classroom teaching.

8. Provide a good bibliography and use standard formats. APA style is what we appreciate.

9. Proofread your article thoroughly before you send it to us. Spelling and grammar errors and quaint expressions can make reading painful. If possible check your write-up for anti-plagiarism and attach the results. It is embarrassing for us to read in your write up what we have already read elsewhere.

We hope you take these suggestions in the right spirit. We like to receive more contributions from you, though we cannot assure you that every contribution will be accepted. Besides the constraints mentioned earlier, we are bound by space available and cost involved in producing the journal.

(Courtesy: Dr S Mohanraj)

The English Classroom

Bi-annual Journal

Call for Papers

Volume 19, Number 1, June 2017

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

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

In this regard, articles are invited on your area of interest in ELT to our next issue, Volume 19, No.1 to be published in June 2017.

Kindly send your article on or before **June 15, 2017** by email to: **english@riesielt.org** and copy to the Editor at **ravirie@gmail.com**

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General Instructions:

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

The Content of The Article:

1. Font: Times New Roman
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3. Wherever necessary, use headings, sub-headings, tables and diagrams to make the reading of your article easier.

Referencing Conventions:

1. Please follow APA format for referencing.
2. Alphabetical entries by authors' last names should be made in the reference list. Multiple works by the same author should be listed chronologically.
3. The format to be followed for referencing is given below:

Book by an author
Prabhu, N. S. 1987. *Second Language Pedagogy.* Oxford: Oxford University Press.

Chapter in an edited book
Hamp-Lyons, L. 2006. 'Feedback in portfolio-based writing courses.' In K. Hyland and F. Hyland (Eds.) *Feedback in Second Language Writing: Contexts and Issues.* Cambridge: Cambridge University Press, 140-161.

Article in a journal
Kumaravadivelu, B. 2006. TESOL Methods: Changing Tracks, Challenging Trends. *TESOL Quarterly.* 40(1): 59-81.

Internet source
Richards, J. C. 2005. Communicative Language Teaching Today. Retrieved from www.cambridge.com.mx/site/EXTRAS/jack-CD.pdf dated 23 November 2008.

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   e.g. (Chakrakodi 2015:54)

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About the Journal:

RIESI, Bengaluru, is one of the most important centres for English Language Teaching and Teacher Training and the institute has acquired a reputation for academic excellence in the regional, national and international arena, over the years.

The English Classroom reflects its expanding interest in the field of ELT and it is published in June and December of every year.

Aim:

The aim of this Journal is to provide a forum for teachers, teacher educators, educational administrators and research scholars in the field to share their classroom experience and research findings.

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