

The English Classroom

A Peer Reviewed Bi-annual Journal

Volume 27

Number 1

June 2025

ISSN 2250-2831

Director

Sri Krishnaji S Karichannavar
RIESI, Bengaluru

Chief-Advisors

Dr. Partha Sarathi Misra

Former Director, ELTI,
Professor Assam
Department of English

Dr. Jeyaraj John Sekar

Former Head & Associate
Research
Former Dean of Academic
Policies & Administration
The American College
Madhurai, Tamilnadu

G. Suvarna Lakshmi G

Professor
Department of English Language Teaching
English and Foreign Language University

Editor

Dr. Pooja Giri

Faculty, RIESI
Bengaluru

Editorial Board

Co-editor

Dr. Uzma S Raheel

Faculty, RIESI
Bengaluru



Regional Institute of English, South India

Jnanabharathi Campus, Bengaluru – 560 056

Phone : 080 – 3510 1131

riesi.bangalore@gmail.com

Website : <http://riesi.ac.in>

Reviewers

Dr. Chandrasekharan Praveen

Faculty, ITEP, NIT, Calicut

Dr. Charul Jain

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

Asantha U. Attanayake (PhD)

Former Visiting Associate Professor
The Ohio State University

Dr. Anil Kumar Varsat

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

Dr Mahananda Pathak

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

Dr Deepthi S

Assistant Professor
Department of English
GFGC, Channapatna
Karnataka

Copyright:

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

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

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

Director : RIESI, Bengaluru

Editor : **Dr Pooja Giri**
Faculty, RIESI

Co-editor : **Dr Uzma S. Raheel**
Faculty, RIESI

Publisher : **Regional Institute of English, South India**
Jnanabharathi Campus,
Bengaluru - 560 056.

Edition : June 2025

No. of Copies : 400



Regional Institute of English, South India
Jnanabharathi Campus
Bengaluru – 560 056
Phone: 080-35101131
riesi.bangalore@gmail.com
Website: <http://riesi.ac.in>

The English Classroom

A Peer- Reviewed Bi-annual Journal

Volume 27

Number 1

June 2025

ISSN 2250-2831

| Titles of the Articles and Names of the Author (s) | Page No. |
|--|-----------|
| About 'The English Classroom' | |
| Enhancing Creative Writing Skills through Gamified Learning in Under-Resourced Schools: A Quasi-Experimental Study Bethala. Jyothsna and Dr.M.Udaya | 1 - 19 |
| Audio-Lingual Teaching Tools in Building L2Communicative Skills of Students from Rural West Bengal Kanak Kanti Bera | 20 - 35 |
| Competency-Based Teaching Methods: A Paradigm Shift in Education Silatigui Dembele | 36 - 47 |
| Assessment Practices in Flipped ESL/EFL Classrooms: Innovation and Empowerment Shashank Rautela | 48 - 67 |
| Multilingualism in ELT: Study of PhD theses from Shodhganga Portal Smruti Swaroop | 68 – 82 |
| Redefining English Language Teaching: Technology, Personalization, and Inclusion in the 21st Century Liby P Job | 83 – 92 |
| Leveraging AI Tools in Writing: A Qualitative Study on Undergraduate Learners' Perceptions Badhan Moni and Mais Najeeb | 93 – 102 |
| Redefining English Language Curriculum: Government School Teachers' Perspectives on Globalization and Cultural Diversity through the Lens of Bourdieu's Capital Theory Lakshmi B and Dr. P. Nagaraj | 103 - 110 |
| Designing English Lesson Plans: Exploring the Challenges of Telugu Medium Vs English Medium D.El.Ed Pre-Service Teachers G.G.S.Nageswara Rao | 111 - 118 |

About “The English Classroom”

The English Classroom Journal is a peer reviewed bi- annual journal published in the month of June and December. The main objective of the journal is to publish articles pertaining to English Language Teaching. We hope that the research findings, strategies, techniques, methodology and assessment discussed in the journal would enable the ELT community to imbibe better understanding and insights for further research ideas and for classroom practices. In this issue there are 9 articles contributed by researchers and practitioners of ELT. The brief highlight of each article is given below.

Bethala. Jyothsna and Dr.M.Udaya in the article, **Enhancing Creative Writing Skills through Gamified Learning in Under-Resourced Schools: A Quasi-Experimental Study** discuss the effects of gamified pedagogy in enhancing creative writing competencies among students of IX grade.

Kanak Kanti Bera, in the article, **Audio-Lingual Teaching Tools in Building L2 Communicative Skills of Students from Rural West Bengal**, records the findings of an experimental study conducted using audio-lingual materials on one set of students and only written texts on the other set.

The article titled, **Competency-Based Teaching Methods: A Paradigm Shift in Education**, by **Silatigui Dembele** examines the fact that Competency-Based Teaching methods help to develop the skillset and knowledge of the students at their own speed and thereby making learning more meaningful and faster.

Shashank Rautela, in the article, **Assessment Practices in Flipped ESL/EFL Classrooms: Innovation and Empowerment** explores creative and alternative modes of assessment which are in line with the principles of a flipped classroom instead of the traditional mode of assessment.

The article titled, **Multilingualism in ELT: Study of PhD theses from Shodhganga Portal** by **Smruti Swaroop** analyses seven theses to understand the methods of integrating multilingualism in classrooms, and teachers' willingness to practice it.

Liby P Job, in the article, **Redefining English Language Teaching: Technology, Personalization, and Inclusion in the 21st Century** shares the findings collected through survey, interviews and classroom observations regarding the integration of advanced technology in ELT.

Badhan Moni and **Mais Najeeb**, in the article titled, **Leveraging AI Tools in Writing: A Qualitative Study on Undergraduate Learners' Perceptions** explore the perception of foreign students in using AI (Artificial Intelligence) to complete the written tasks assigned by their teachers.

Lakshmi B and **Dr. P. Nagaraj**, in the article, **Redefining English Language Curriculum: Government School Teachers' Perspectives on Globalization and Cultural Diversity through the Lens of Bourdieu's Capital Theory** have gathered views from government school teachers of Kerala on the role of English in a globalized world.

G.G.S.Nageswara Rao, in the article, **Designing English Lesson Plans: Exploring the Challenges of Telugu Medium Vs English Medium D.El.Ed Pre-Service Teachers** presents the difficulties faced by Pre-service teachers with Telugu medium background in designing lesson plans to teach English compared to those from English medium.

Enhancing Creative Writing Skills through Gamified Learning in Under-Resourced Schools: A Quasi-Experimental Study

Bethala. Jyothsna
Research Scholar
Dept. of ELE
EFLU, Hyderabad
joshmb234@gmail.com

Dr.M.Udaya
Associate Professor
Dept. of ESL Studies
EFLU, Hyderabad

Abstract

Creative Writing (CW) plays a pivotal role in language acquisition, enhancing proficiency, fostering creativity, and promoting critical thinking. However, conventional pedagogical approaches and the scarcity of resources pose significant challenges in mastering CW, particularly in under-resourced educational environments. This quasi-experimental research investigates the effects of gamified pedagogy on CW competencies among 28 ninth-grade students in a government school located in Sitaphalmandi, Hyderabad. The study's intervention comprised gamified activities, with pre- and post-intervention assessments conducted to evaluate advancements in writing proficiency. Additionally, qualitative feedback from students provided deeper insights into the study. The results reveal that gamified learning substantially improves writing skills, student engagement, and motivation, thereby addressing challenges inherent in resource-limited contexts. This study highlights gamification as a potent strategy for enhancing language learning outcomes, offering significant implications for educators and policymakers. By converting constraints into educational opportunities, gamified pedagogy facilitates equitable and engaging learning experiences in settings with limited resources.

Audio-Lingual Teaching Tools in Building L2 Communicative Skills of Students From Rural West Bengal

KanakKanti Bera

Associate Professor of English,
PanskuraBanamali College (Autonomous),
Panskura R.S
Department of Linguistics, University of Calcutta,
Kolkata-
kanakkbera@gmail.com,

Abstract

The paper reports the results of an empirical study of how audio-lingual method can impact students' communicative skills in English as L₂. Experiments were conducted with the Bangla-speaking +2 level students from the rural areas in Medinipur, whose communicative skills in English as L₂ remain very weak for different reasons. It is hypothesized that drilling sessions, if conducted using audio-lingual materials (ALMs), can significantly improve their ESL proficiency. The test subjects were divided into two groups, [+ALM] group (they had to go through training sessions in communicative English using ALM) and [-ALM] group (they were taught with written materials only). Either group underwent long sessions of drills followed by the final evaluation. Results confirm our hypothesis that the group having the audio-lingual aids can display a better progress in social interaction and communication in English (that involves both listening and speaking). Compared to their pre-drill performances, the [+ALM] group significantly displayed an improvement by 39.74%, whereas the [-ALM] group could register a meager 07.14% improvement.

Competency-Based Teaching Methods: A Paradigm Shift in Education

Silatigui Dembele

PhD Scholar in English Language Education,
At the English and Foreign Languages University,
Hyderabad
dembsilatiguiphd23@efluniversity.ac.in

Abstract

The paper investigates whether Competency-Based Teaching leads to better results and helps students pay more attention in class, as compared to traditional teaching. Through Competency-Based Teaching, important abilities are established, so students can develop based on their speed. Information for this quantitative study was collected from 150 respondents, who were teachers, students, and administrators, using a survey. SPSS 22.0 software was applied, and linear regression was chosen to check how CBT techniques relate to the dependent variables used in the study. It is found that CBT methods have a meaningful positive connection to success in learning, explaining over a third of the whole variation and a moderate positive influence on how much students participate, explaining 16.1% of the variation. According to these findings, CBT techniques increase a person's knowledge, skill set, and involvement, which make learning more special and faster. This research deals with Competency-Based Learning, engagement, methods, and approaches.

Assessment Practices in Flipped ESL/EFL Classrooms: Innovation and Empowerment

Shashank Rautela

School of English Language Education
The English and Foreign Language University, Hyderabad
autela.shashank666@gmail.com

Abstract

While ESL/EFL educators have increasingly embraced flipped learning as an innovative and engaging pedagogy, a parallel transformation in assessment practices becomes imperative to realize its full potential. Conventional assessment methods, often tethered to exams and written assignments, fall short in accommodating diverse learning preferences and modalities, and do not allow learners adequate choice in how they want to demonstrate their knowledge, diverse skills and abilities, and unique talents. Such methods may not align with the goals of flipped learning, leading to negative washback effects (Brown & Hudson, 1998). Building upon this, and considering the emphasis on flexibility and learner autonomy in flipped learning environments, this paper explores creative and alternative assessment strategies that align with the core principles of flipped learning and reflect the dynamic nature of flipped classrooms, ultimately empowering learners to become self-directed and independent learners. Through practical examples and implementation guidelines, including sample tasks and rubrics, it seeks to empower teachers to design and implement innovative assessment techniques in flipped ESL/EFL classrooms.

Multilingualism in ELT: Study of PhD theses from Shodhganga Portal

Smruti Swaroop

Research Scholar

Veer Narmad South Gujarat University

phdsmrutivnsgu@gmail.com

Abstract

Though NEP 2020 advocates multilingualism in classes and Lightfoot's research shows that it influences learning positively, not much research has been conducted on multilingual teaching practices and their implementation. Therefore, this paper draws on scholars and reports to understand the importance of multilingualism in classrooms in the review of literature section. Then, it bases its research on an investigation of PhD theses from ShodhGanga on possible methods to integrate multilingualism in English classes and its challenges. Analysis of the data reveals that teachers are willing to practice multilingualism in class but require greater guidance/professional development and support from school authorities and parents. Additionally, they have to be equipped with teaching strategies and learners' feedback on those strategies. This research is limited to the seven theses published between 2020 and 2024, therefore, it recommends wider studies, including longitudinal studies of learners consistently immersed in a multilingual environment. It concludes that multilingualism is a resource, and sustainable models for multilingual education need to be explored to achieve the objectives of the NEP.

Redefining English Language Teaching: Technology, Personalization, and Inclusion in the 21st Century

Liby P Job

Assistant Professor

Department of Linguistic Studies

Yenepoya University

Bangalore

libypjob97@gmail.com

Abstract

The field of English Language Teaching (ELT) is rapidly evolving, driven by technological advancements, globalisation, and the need for inclusive and effective teaching methodologies. This paper examines emerging trends that are transforming the teaching and learning of English. Key developments include the integration of artificial intelligence (AI), augmented reality (AR), and virtual reality (VR), which enhance language acquisition through immersive and personalised experiences. Blended and task-based learning approaches provide flexibility and practical application, catering to the diverse needs of learners. This study is supported by data collected through surveys, interviews, and classroom observations to assess the impact of these evolving trends on learners and educators. The findings highlight a transition from traditional assessment methods to Assessment for Learning (AfL), emphasizing continuous feedback and self-reflection. Additionally, ELT now integrates soft skills development, equipping students with critical thinking, teamwork, and communication skills essential for global interactions. Despite these advancements, challenges such as the digital divide, resistance to pedagogical change, and the need for teacher training and institutional support remain. Nevertheless, the future of ELT appears promising, as innovative methodologies continue to reshape language education. This paper highlights the implications of these trends for educators and institutions, emphasizing the necessity of adapting to these changes to meet the evolving needs of contemporary learners.

Leveraging AI Tools in Writing: A Qualitative Study on Undergraduate Learners' Perceptions

Badhan Moni,

Research Scholar,
School of English Language Education,
The English and Foreign Languages
University, Hyderabad.
badhanmoni88@gmail.com

Mais Najeeb,

Research Scholar,
School of English Language Education,
The English and Foreign Languages
University, Hyderabad.
maisnajeeb0@gmail.com

Abstract

Using digital resources in language learning has been a common phenomenon due to the exponential growth of technology. Language learners are using artificial intelligence (AI), a recent innovation of technology in language learning, particularly in writing. This study aims to explore undergraduate students' perceptions of using AI in their writing tasks assigned by their teachers. It is a qualitative case study conducted with five students enrolled in three different foreign languages departments, namely Korean, Russian and Spanish, at the English and Foreign Languages University, Hyderabad, India. Data were collected using an open-ended questionnaire administered to five EFL students who participated in the study voluntarily. The results of the data analysis revealed that EFL students perceived using AI as highly beneficial for writing their assignments. They used AI since they believed it assisted them in multiple aspects of writing, such as content, organisation, grammar, and mechanics. They frequently used generative AI like QuillBot, ChatGPT, Grammarly and Canva. However, ignorance of plagiarism and loss of originality exposed them to ethical risk, requiring assistance from writing instructors.

Redefining English Language Curriculum: Government School Teachers' Perspectives on Globalization and Cultural Diversity through the Lens of Bourdieu's Capital Theory

Lakshmi B

PhD Research Scholar
Department of English and Foreign
Languages
Bharathiar University-641046
lakshmibchirackal@gmail.com

Dr. P. Nagaraj

Professor and Head
Department of English and Foreign
Languages
Bharathiar University-64104
nagaraj@buc.edu.in

Abstract

English language education in India plays a crucial role in building global communication skills and promoting access to advanced technology. This study examines the impact of globalization on English as a global language focusing on the perspectives of eight government school teachers in Kerala. Even though English is the key to accessing global opportunities, teachers note that classroom practices still accentuate reading and writing over speaking and listening. The study built in Bourdieu's cultural capital theory, uses a qualitative approach conducted over three weeks to explore teachers' views on the role of English in a globalized world. The findings of the study reveal that while teachers value English as a tool for global access, they believe the current curriculum does not sufficiently equip students to meet the demands of linguistic globalization.

Designing English Lesson Plans: Exploring the Challenges of Telugu Medium Vs English Medium D.El.Ed Pre-Service Teachers

G.G.S.NageswaraRao,
Senior Lecturer, D.I.E.T.,
Bheemunipatnam,
Visakhapatnam District, A.P.
ggsnrdiet@gmail.com

Abstract

Designing Lesson plans to teach English is a challenging task for trainee teachers at Primary Level. Pre-Service teachers pursuing D.El.Ed course in D.I.E.T.s with Telugu medium background face more difficulties in designing meaningful, relevant tasks with grammatically acceptable language than the English medium background students. as well. This study is taken to compare the challenges faced by Telugu medium students with that of English medium students in IV Semester D.El.Ed of 2023-25 batch (N=58) in designing their lesson plans in English. The study also attempts to suggest some measures to overcome them. A qualitative approach is followed for data collection by employing a questionnaire and a semi-structured interview. The findings of the study revealed that less than 30% of the English medium pre-service teachers (N=28) experienced difficulties in designing lesson plans in English where as it is more than 50% for the Telugu medium students (N=30).