

The English Classroom

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About “The English Classroom”

The English Classroom Journal is a peer reviewed bi- annual journal published in the months 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 8 articles contributed by researchers and practitioners of ELT. A brief highlight of each article is given below.

In the article titled, **TESL through Short Form Videos in India: An Explorative Study**, **Saroj Kumar**, discusses the use of Short-form videos (SFVs) which is now the recent phenomenon in teaching-learning. Taking selected popular teachers available on YouTube, the study tries to assess and analyze the efficacy and challenges of using SFVs by comparing its principles with that of Grammar Translation Method.

Anand K and Dr. Latha Nair R., in the article titled, **English at a Crossroads – The Need for a Definitive Language Policy in Indian Higher Education**, engages with an important policy debate concerning the future of English in Indian higher education. The findings based on the survey conducted on Indian educators, the paper gives recommendation on what could be done to address this concern.

Dr. Nagendra Kottacheruvu, in the article, **Speak to Learn, Learn to Speak: Translanguaging in Indian ESL Classrooms**, tries to answer the question whether translanguaging improves the speaking fluency among ESL learners. The paper argues Indian English speakers switch between regional languages to English, therefore translanguaging offers a way to fill in the gaps in meaning making and hence improve participation.

In the article titled, **Linguistic Marginalisation in Multilingual Spaces: An Ethnographic Study of Khortha Language in Jharkhand**, **Shams Raza**, and **Dr. Nagaraju Mandly**, have examined language practises and ideologies surrounding in semi urban Bokaro. The paper expresses concern regarding the reduced use of Khortha under the dominance of globalised and institutional languages.

In the article titled, **Language Difficulty or Language Disorder? A Study of School Teacher Awareness of Developmental Language Disorder in Kerala**, **Dr. Lakshmi B** and **Dr. P. Nagaraj** have attempted to examine the awareness of Developmental Language Disorder (DLD) among school English teachers in Kerala and state that, DLD awareness should be integrated into ELT teacher education and professional development to ensure inclusivity in the classroom.

In the article titled, **The Shadow of the Mother Tongue: L1 Interference in the English Oral Proficiency of State Residential School Learners in Telangana: A Case Study**, **Sridhar Vanarasi**, contributes discussion on cross linguistic influence and phonological transfer within multilingual educational settings in Telangana. The study shows that through multilingual-sensitivity pedagogy and intensive pronunciation training, the English speaking skills of the learners could be improved.

In the article titled, **Developing an Integrated Vocabulary Teaching Toolkit for Undergraduate Students Using the ADDIE Model: A Needs Analysis Approach Aligned with NEP 2020**, **Yadha Lama** and **Sai Archana M** attempt to develop a vocabulary toolkit to address an issue of lexical incompetence among undergraduate students. The toolkit includes several practical activities such as Model United Nations debates, vocabulary learning through music, online vocabulary games, etc.

Jushmi Gogoi, in the article titled, **Teachers' Professional Development: A Composite Review**, appropriately situates the discussion within national policy frameworks such as the National Policy on Education (1986, 1992, and 2020) and connects teacher development with broader educational quality and institutional reform. The paper proposes that by consolidating dispersed literature into an integrated framework the study contributes to comprehensive understanding of TPD and proposes future research directions.

TESL through Short Form Videos in India: An Explorative Study

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Abstract

Short-form videos (SFVs) have become one of the prime media of entertainment, mass communication, marketing and to an extent in online teaching globally. Since SFVs are a relatively quiet recent phenomenon in teaching-learning, they have not yet become a part of formal learning. In the Indian context, it has been observed that a few teachers have started using this online platform for TESL in non-formal contexts and some of them have been successful in catching the attention of a large number of views in a short period because of its characteristics like, attention-grabbing, sharable, easy to consume, cost-effective, engaging, etc. In such a situation, it becomes academically interesting to explore the possibility, efficacy, problems and challenges related to the use of SFVs for TESL. The study uses the select SFVs of some of the popular teachers available on YouTube. The study tries to assess and analyse the select SFVs from the perspective of the established frameworks of TESL.

Keywords

Short-form Videos (SFVs), TESL, Non-formal Education, Online Teaching

1. Introduction

Short-form videos (SFVs) have become one of the prime media of entertainment, mass communication, marketing and to an extent in online teaching globally. India too has started witnessing exponential growth in the consumption of SFVs because of affordable smartphones and cheaper internet data plans. SFV consumption has started skyrocketing with the help of some online platforms like Instagram Reels, MX TakaTak, Moj, Josh and YouTube Shorts. The tech-savvy Indian youngsters find SFVs easily accessible because of their availability in quick and snappy format and they provide an easy and convenient way to consume content on the internet. In such a case, the future of SFVs seems promising. According to RedSeer Consulting, “The

English at a Crossroads – The Need for a Definitive Language Policy in Indian Higher Education

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Abstract

The New Education Policy (NEP-2020) marks a seismic shift in India's higher education, particularly regarding English Language Teaching (ELT) and its role as an instructional medium. This paper critically examines whether English remains a colonial relic or has evolved into an integral part of India's indigenous linguistic identity. It underscores a critical paradox: the universally acknowledged value of the English language and the declining viability of traditional English departments. Drawing on a mixed-methods survey of Indian educators, the study examines how the policy shift influences students' preparedness for global careers, research collaborations, and economic participation, along with registering the concerns of the educators. This paper uses the findings of the survey to generate meaningful discussions based on historical and theoretical insights, and bring in recommendations on what could be done to address these concerns.

It calls for a structured, bilingual education model, positioning English as a service language, and calls for strategic policy interventions.

Keywords

English Language Teaching (ELT), New Education Policy (NEP-2020), Language Policy, Multilingual Education, Linguistic Diversity.

Introduction

Since the early 2010s, with the rise of nationalist politics, India's higher education landscape has increasingly shifted towards prioritising regional languages over English as the

Speak to Learn, Learn to Speak: Translanguaging in Indian ESL Classrooms

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Abstract

Teachers have long recognized that learners use various languages in the multilingual classroom to make meaning and understand themselves. However, it is only in recent years that translanguaging as the functional use of any available resources, including those of various languages, in the process of learning has emerged as a valid pedagogical approach in language education. In the Indian English as a Second Language (ESL) classroom, language learners switch between regional languages and English when speaking, thinking, and making meaning. In this context, the paper argues that translanguaging offers a way to fill in the gaps in meaning and increase participation. This paper examines the theory of translanguaging and its application to the Indian ESL context to enhance speaking. The study reviews the application of translanguaging in ESL classrooms with reference to strengthening speaking and arguments of literature and personal field observations on the utility of translanguaging in assisting learners to participate in spoken interaction. The data analysis shows that by allowing learners to use the full range of their available linguistic repertoire, translanguaging offers a deeper cognitive involvement, helps scaffolding of the process of making meaning, and encourages language learners to be more confident in spoken interaction. The findings also show that translanguaging has had a direct impact on speaking fluency and general speaking competence. The paper concludes that translanguaging can be effectively used as a pedagogical tool to strengthen spoken English provided it is used with specific intent and not randomly.

Keywords

Translanguaging, ESL, India, Speaking Skills, L1, Multilingual Pedagogy

Linguistic Marginalisation in Multilingual Spaces: An Ethnographic Study of Khortha Language in Jharkhand

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Abstract

This paper explores the marginalisation and transformation of Khortha, a regional language spoken widely in Bokaro and across Jharkhand, within the dynamics of a globalising India. Despite being a language of everyday communication, cultural identity and oral tradition, Khortha remains marginalised in education, administration and public discourse. The study adopts an ethnographic qualitative approach to examine language practices and ideologies surrounding Khortha in semi-urban Bokaro. Drawing on reflexive fieldnotes, classroom observations and semi-structured interviews with Khortha speakers in Bokaro, the study examines how linguistic hierarchies shape language use and identity in multilingual spaces. It argues that while Khortha continues to serve as a marker of cultural belonging, it faces challenges of erasure and reduced prestige under the dominance of globalised and institutional languages. The paper calls for greater recognition of Khortha within educational policies and discourse studies while positioning it as both a site of resistance as well as resilience in the face of linguistic homogenisation.

Keywords

Linguistic Marginalisation; Multilingualism; Khortha; Ethnography; Language Ideology; Socio-linguistics

1. Introduction

Jharkhand, located in eastern India, is characterised by its immense cultural plurality and linguistic diversity, including tribal tongues such as Santhali, Mundari, Ho and Kurukh, as well as non-tribal Indo-Aryan languages like Nagpuri, Kurmali and Khortha; while Hindi functions as the state's official language & English holds a prestigious role as the medium of higher education, administration, and aspirations for socio-economic mobility. Within this complex

Language Difficulty or Language Disorder? A Study of School Teacher Awareness of Developmental Language Disorder in Kerala

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Abstract

Developmental Language Disorder (DLD) is a neurodevelopmental condition that affects children's ability to understand and use language. While international scholarship has increasingly recognised DLD, the concept remains largely absent within English Language Teaching (ELT) discourse in India. In Kerala, where English proficiency is strongly linked to academic mobility, limited awareness of language disorders may lead to misinterpretation of common language difficulties in mainstream classrooms. The mixed-methods study examines the awareness of DLD among school English teachers in Kerala. The study has been carried out in two phases. The quantitative phase involved a survey of 200 English teachers from government, aided and private schools to assess knowledge of DLD and familiarity with its characteristics. The qualitative phase included semi-structured interviews with 15 participants to explore the subject in a deeper way. The findings of the study indicate low awareness of DLD and frequent confusion with other learning difficulties. The study argues the need to integrate DLD awareness into ELT teacher education and professional development to strengthen inclusive classroom practice.

Keywords

Developmental Language Disorder, ELT, Inclusive Education, Teacher Awareness, Kerala.

The Shadow of the Mother Tongue: L1 Interference in the English Oral Proficiency of State Residential School Learners in Telangana: A Case Study

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Abstract

The research focuses on the effect of first language (L1) interference on English oral proficiency in Telangana state residential schools. A sample of 240 students comprising 8 schools with different language backgrounds (Telugu, Urdu and tribal languages) were selected. The oral proficiency tests and reading tasks were used to gather the data as well as the phonological analysis. Analysis was done using statistical tools like ANOVA, chi-square, and t-tests. The results showed that L1 interference has a considerable impact on pronunciation, fluency and intonation. The Urdu speaking learners performed relatively well whereas tribal learners had higher degrees of interference caused by multilingual exposure. It is also found that the gap between the genders is immense and the female students are marginally performing better than the male students. The study shows that the English speaking skills need to be improved by means of multilingual-sensitive pedagogy and intensive pronunciation training.

Keywords

L1 Interference, English Oral Proficiency, Residential School Learners, Telangana, Phonological Transfer, Multilingual Education, Language Acquisition.

Introduction

The role of the first language (L1) in the acquisition of second language is particularly significant in the multilingual context. Language acquisition is influenced by transfer of language knowledge (Odlin, 1989). Negative transfer/interference may lead to phonetic, grammatical and fluency problems when the first and target languages are structurally different (Ellis et al., 1994). Initial formulations of the Contrastive Analysis Hypothesis concerned itself with the manner in which learning difficulties could be predicted based on comparisons of linguistic structures (Lado, 1957).

Developing an Integrated Vocabulary Teaching Toolkit for Undergraduate Students

Using the ADDIE Model: A Needs Analysis Approach Aligned with NEP 2020

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Abstract

This study develops an integrated vocabulary toolkit for Gen-Z learners of English, aiming to bridge the generational gap in vocabulary teaching and learning. Using a mixed-methods approach grounded in the ADDIE model, the research administered a diagnostic vocabulary test to 52 female General English undergraduate students aged 17–18, revealing that most operated at the B1 (intermediate) level. A needs analysis questionnaire completed by 46 of these learners indicated a strong preference for interactive, technology-enhanced, and context-based activities, as well as a clear recognition of the importance of vocabulary competence. The toolkit distinguishes itself from conventional vocabulary materials by embedding lexical development within authentic, socio-linguistically relevant tasks such as Model United Nations debates aligned with the UN Sustainable Development Goals, pop-music-based vocabulary tasks, lexical-approach activities, and technology-supported games. Rather than relying on isolated word lists, it emphasises conceptual clarity, multimodal engagement, and learner agency across listening, speaking, reading, and writing. Qualitative evaluation demonstrates that the toolkit aligns with key principles of India's National Education Policy 2020, including conceptual clarity, creativity, multilingualism, life-skills development, and the use of technology. The study offers a replicable, context-sensitive framework for vocabulary instruction that can inform curriculum design and teacher education for second-language learners and paves the way for future empirical research on implementation and outcome-based assessment.

Teachers' Professional Development: A Composite Review

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Abstract

Teacher training programmes are important for keeping teachers engaged with the curriculum and instructional activities, as well as teaching strategies, that can help them effectively apply their practical knowledge in the classroom. Effective and quality teaching requires teachers to be up-to-date with the recent pedagogies and changes. The National Policy on Education (1986,1992 and 2020) had highlighted the importance of the continuous development of pre-service and in-service teachers. It is a significant factor in a quality teaching-learning environment, the effectiveness of teachers, and systemic reform across international and local contexts. The current paper attempts to develop a composite review by synthesizing existing empirical and relevant studies on teachers' professional development with the intention of outlining the prominent themes, current trends, and research gaps in the stated area. Based on the peer-reviewed articles, studies, and current field of available research, the study adopts a thematic qualitative synthesis approach. The analysis is categorized in different thematic strands: institutional and infrastructural dimensions of professional development, pre-service and in-service teacher training, continuous professional development (CPD) models, technology-mediated professional learning, contextual and policy influences, and challenges in implementation. By consolidating dispersed literature into an integrated framework, the study contributes a comprehensive understanding of TPD and proposes future research directions aligned with context-responsive and sustainable professional learning practices.

Keywords

Teachers' Professional Development, Continuous Professional Development, Teacher Training, Professional Learning, Educational Policy



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3. **Articles** around 2500 to 3000 words in length may be submitted to be considered for publication in the journal.
4. A separate **Abstract** of 100 to 150 words in length should be submitted along with the article.
5. A list of 5 to 10 **Key words** should accompany the article.
6. Author’s name, affiliation, address and email id should be included in the article.

The Content of the article

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Referencing conventions

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Note: Authors are requested to subscribe to the journal.

EDITOR

Instructions to the Contributors

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

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

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

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

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

Courtesy: S Mohanraj
Formerly Professor
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The English Classroom
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Call for Papers

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The Regional Institute of English, South India, Bengaluru has been publishing ‘The English Classroom’, a bi-annual journal (ISSN 2250-2831) for more than 30 years now. We have published scholarly articles on a range of topics in English Language Teaching over the years.

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

In this regard, articles are invited on any area of interest in ELT to our next issue, Volume 28 No. 2 to be published in December 2026. Kindly send your articles to riesi.bangalore@gmail.com by August 14th 2026.



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