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The English Classroom

A Peer Reviewed Bi -Annual Journal



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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 of every year. 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 10 articles contributed by researchers and practitioners of ELT. A brief highlight of each article is given below.

In the article titled, **Designing a Voice-based Interactive Story Chatbot with Own Language Support: A Pilot Study with NCERT Curriculum and Amazon's Alexa**, **Harshitha H**, discusses the design and implementation of a simple rule-based, predictable and controlled conversation flow chatbot instead of the use of the unpredictable generative AI systems among beginner-level learners.

Vezolu Puro and **Noel Anurag Prashanth Nittala** in the article, **Exploring the Role of ICT Integration and Alternative Assessment in Writing: Teachers' Perceptions, Reflections, and Classroom Practices** which is an exploratory mixed-methods study, attempt to investigate the English Language teachers' perceptions, reflections, classroom practices of ICT integrated alternative assessment in writing.

In the article titled, **Translanguaging Activities for Pre-tertiary Level Students: A Teacher's Perspective**, **A. Chris Alvin** and **Dr J. John Love Joy** have examined the use of translanguaging pedagogy in Tamil Nadu pre-tertiary setting with a set of translanguaging-based activities.

In the article titled, **Exploring Elements of Equity in English Textbooks**, **Safa Sidheeq** and **Dr Mahananda Pathak** have examined themes such as human rights, gender, disability, minority representation, socio-economic status, and digital access embedded in the Kerala State Council of Educational Research and Training English textbooks for Classes VIII, IX, and X.

In the article titled, **Employing Artificial Intelligence (AI) Tools for the Continuous Professional Development (CPD) of English Language Teachers**, **Dr. Krishna Chaitanya**

Edunuru and Dr. V. Murali, talk about the ways and possibilities of teachers exploring AI tools to enhance their professional development.

Dr A. C. Sreehari, in the article titled, **Visual Methodology in the Age of AI:**

Integrating Digital Literacy into the English Language Curriculum, proposes a methodology for embedding digital literacy into classrooms; the strategies of which are derived from the courses that merge the popular culture and the AI literacy.

Dr. D. Vishwa Prasad and Dr. Nagaraju Mandly in the article titled, **Assessing Secondary School Teachers' Knowledge in Using AI Applications to Teach English: A Survey**, is a study conducted to understand the level of knowledge the school teachers of English have on AI-supported educational applications and also to find if any training or support system is needed for them to use AI tools.

Krishnasree. G, in the article, **Effectiveness of Open Book Examinations in English Classrooms at Secondary Level Government Schools in Kerala**, shares the findings of a quasi-experimental design in which students have undertaken both open-book and closed-book tests.

In the article titled, **The Class Beyond the Classroom: What Shreyas Iyer's Leadership Teaches English Learners About Failure, Resilience, and Team Transformation**, **B. PadmaSri, K. Sree Raghuram and Dr. M.V. Raghuram** suggest using sports narratives within the English Language Teaching for not only discussing grammar, literature or communicative functions but as a space for character development, for developing emotional intelligence and leadership competences in the learners.

Dr. Jaya Verma, in the article, **Developing Critical Thinking Skills in English Classroom**, states the need for developing critical inquiry among the learners through the Four Ts—Teaching, Text, Task, and Testing.

Designing a Voice-based Interactive Story Chatbot with Own Language Support: A Pilot Study with NCERT Curriculum and Amazon's Alexa

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Abstract

There is an abundance of literature on the use of AI-based tools for language learning. However, there is a growing concern about their use with young learners due to the unpredictability of generative AI systems. This study introduces an alternative to Generative AI-based tools for beginner-level learners by designing a simple rule-based chatbot to provide a predictable, educator-designed, and controlled conversation flow. Informed by classroom observations, the curriculum followed in the school, and the language background of learners, the prototype was tailored to incorporate Hindi language support, enhancing accessibility for the multilingual learners. An exploratory pilot test was conducted, involving five beginner-level English learners, aged 9–10, in a low-resource setting. The mixed-methods research design included Word Error Rate (WER) analysis, an adapted Technology Acceptance Model (TAM)-based perception scale, and semi-structured interviews. The study shows a low mean WER of 24% and a positive perception of the voicebot among learners. The findings suggest that no-code, rule-based AI tools can provide a reliable and accessible option for younger beginner learner groups, enabling educators to design contextualised and curriculum-aligned learning experiences without programming expertise.

Keywords

No-code AI Tools, Multilingual Classrooms

Introduction

In rural India, multilingual learners often have several challenges in developing their oral proficiency in English, including very limited opportunities to practice speaking (Kumar, 2024). This gap persists despite English being a key academic and employability skill (Choudhury, 2021). The present study attempts to bridge this gap by designing a prototype of an AI-based voice-user interface, built for deployment on Amazon's Alexa smart speaker devices or mobile applications. Amazon's Alexa is a widely available Intelligent Personal Agent (IPA) that can perform a number of different functions through spoken interaction. These functions are organised into modules called “skills” for

each specific task. In this study we designed and tested one such module with a group of 4th grade learners in Dehugaon, Maharashtra. Through this process we showcase the use of a custom-made chatbot that is aligned with the curriculum mandated by the National Council of Educational Research and Training (NCERT), as well as utilises Hindi language support for aiding comprehension. Further, we demonstrate the feasibility of building and testing such a module without the need for coding skills by utilising a simple no-code development environment called Voiceflow, that language teachers may utilise. Though teachers use generative AI such as Chat GPT nowadays to develop interactive experiences for learners, it comes with the possibility of producing variable outputs for different users, which can be confusing for young learners and disrupt lesson consistency. This study introduces an alternative approach with a simple response logic to provide consistent, contextualised, and accessible speaking practice in English.

Literature Review

This literature review explores the pedagogical potential of Intelligent Personal Assistants (IPAs) in English Language Teaching (ELT) drawing from existing literature and identifying where gaps remain

Understanding Intelligent Personal Assistants (IPAs)

IPAs, also referred to as voice or virtual assistants, are digital tools powered by speech recognition, natural language understanding (NLU), and speech synthesis algorithms. Prominent IPAs include Amazon Alexa, Apple Siri, Google Assistant, Microsoft Cortana, and IBM Watson. In India, commercial IPA-based ELT tools such as British Council English, Pearson MyPedia, and Macmillan Altura have been deployed via Alexa “skills.” There are also some instances of news articles reporting innovative educators experimenting with IPAs in Indian schools (Desai & Choudary, 2019; Poikayil, 2019; Mishra, 2020). However, these readily available modules are found to be lacking two key components that are vital to their success in low-resource rural contexts, such as the one described in this study. The first is the lack of in-built and intentional support for struggling learners in their “own language” and the second is the alignment with government mandated curricula. In Cook's (2010) words, an “own language” is defined as 'the language which the students already know and through which (if allowed), they can approach the new language'. In this study, English is the “new language”, and Hindi is found to be a suitable “own language” for the learner group. The researcher then used this information to design the chatbot, in alignment with the NCERT curriculum used in that particular school.

The literature on AI-based voicebots in English language learning, specifically IPAs, focus on both learner outcomes, their perceptions, and pedagogical implications. Dizon (2020) evaluated Amazon's Alexa implementation in an English as a Foreign Language (EFL) context and found a notable increase in L2 speaking proficiency. Sing et al. (2019) used Google's AI Assistant in a rural Malaysian context to support reading comprehension. Kim, Merrill, and Sellnow (2020) examined learner perceptions using Davis's (1989) Technology Acceptance Model (TAM) reporting positive attitudes. Dizon (2017) also found positive learner perceptions in Japan but noted a limitation due to Alexa's lack of Japanese language support at the time, reinforcing the need for Hindi support in this study. Another study, (Mousalli and Cardoso, 2020) studied how well the device understood learner speech. This comprehension of learners' speech becomes crucial to the feasibility of use in a low-resource Indian context where learners' language accents may hinder usability. Underwood (2017) explored tools such as Google Voice Search, Alexa, and Siri, for classroom group work, which can be explored in detail in future studies, but is beyond the scope of this paper. There is also some research on Alexa's potential in self-regulated learning (Mousalli and Cardoso, 2016), which is also beyond the scope of this particular study which looks into its use in a formal school setting.

Collectively, this literature review suggests that while AI-based voicebots show promise for enhancing language learning, their effectiveness depends on context, learner support mechanisms, and the voicebot's ability to understand varied speech patterns. We will attempt to add to this by addressing the gap on own language use, custom designed and curriculum aligned use in a low-resource, multilingual ESL setting in India.

Research Methods

Participants

This pilot study was conducted with a group of simultaneous bilinguals, fluent in Hindi and Marathi languages, whose demographics are presented in Table 1. They had acquired both languages parallelly, before the age of 3 years through family and community exposure. English was used primarily in school. Given that the pandemic had induced a complete yet temporary shift to online learning, all the participants in this context were found to be digitally literate, with sufficient

experience in comfortably using devices for educational purposes. Thus, minimal instruction was needed for them to navigate the chatbot interface.

Table 1

Participant Demographics

Number of Learners	5
Age Group	9-10 years (Fourth grade)
Medium of instruction at school	English
Region	Rural/peri-urban area in Maharashtra, India.

Study Design and Tools

The study uses a mixed methods research design to pilot test the prototype. The intervention uses a story called *Pinocchio*, from Chapter 9 of the NCERT Class 4 English Reader, which features a clear and linear narrative structure that can be easily adapted for a voicebot format. The intervention involves learners listening to narrated sections of the story and responding to questions by speaking. The objective of this pilot is to examine the feasibility, usability, and learner perceptions in the given context. Therefore, it is important that we use a combination of qualitative and quantitative methods to have a holistic understanding of the process.

The first tool utilised in the study design is classroom observation to understand the learners' usual in-class interaction and strategies. Then, an adapted Language Experience and Proficiency Questionnaire (LEAP-Q) (Marian et.al., 2007) was administered to gather background information on each learner's linguistic repertoire. This questionnaire was administered as a structured schedule due to the learners' young age and limited ability to complete the questionnaire on their own. Based on these two sources of data, the researcher made important decisions such as the use of Hindi as the language of scaffolding and the selection of text for the prototype.

The chatbot design was then introduced to the learner group. The interactions were recorded through screenshots of the chatbot testing environment as well as manual note-making by the researcher. This is used to calculate Word Error Rate (WER), the formula of which is provided in Appendix 2. Finally, a questionnaire with Likert-scale items inspired by the Technology Acceptance Model (TAM) was administered, to measure constructs like perceived ease of use, perceived

usefulness, and behavioural intention to use the chatbot in the future. This was administered as a pictographic coloring exercise with learners colouring in stars to rate on a 5-point likert scale. This is augmented by semi-structured interviews with each learner on their experiences.

Design of Interactive Story Voicebot

The voicebot used in this study does not use generative AI or Large Language Models. It employs a simpler rule-based logic and pre-recorded audio to administer the interactive story. In addition, own language scaffolding in Hindi is also incorporated at strategic points to aid comprehension when learners face any difficulty. Screenshots of a sample interaction are provided in appendix 1.

The first step was to select and adapt an appropriate text for designing the voicebot. *Pinocchio*, a short and simple narrative was chosen as it was suitable for designing an interactive story-based voicebot, unlike non-fiction or poetry which are less conducive to such dialogic structures. To sustain learner attention and manage cognitive load, the story was divided into 5 segments. Each segment had to be concise and meaningful as these would be delivered in a single uninterrupted audio stretch. Following each segment, a comprehension question is asked to assess the learner's understanding of key details and inferential content. This question-answer structure was important to ensure active listening as well as elicit spoken responses. Once the learner speaks to the chatbot, a tiered feedback mechanism is used if the learner responds incorrectly to the question. It would first offer a hint in Hindi to scaffold understanding and invite the learner to attempt the question again. In cases where this second attempt is also incorrect, the chatbot would explain the correct answer before proceeding to the next segment of the story. Care was taken to ensure that the vocabulary, sentence structures, and pace of narration was appropriate for the target group.

To translate this design to a working prototype, the researcher used Voiceflow, a free no-code development tool, with a graphical user interface for designing and testing. It can also be easily shared among teachers and students using a Uniform Resource Locator (URL). The pre-recorded audio for each story segment was uploaded to separate 'Speak' blocks in the interface. It allows you to define what the chatbot will say to the user. Then 'Choice' blocks are used to present response options for comprehension questions. For each possible choice, the researcher uploads a set of different possible words, phrases, and sentences that a learner might say. The NLU is then trained on this data set to map learner responses to the closest possible match. These are all followed by logic blocks that use an 'If/Else' mechanism to handle correct and incorrect responses. After this design process is completed for all the segments of the story, the researcher runs initial tests with their own voice, and makes

necessary changes. Finally, the researcher introduces the design to the learners in the class. 5 volunteer participants are invited to participate in an individual session with the voicebot, lasting approximately 5 to 10 minutes each.

Results

Technology Acceptance

From the questionnaire, we were able to find a strong positive perception towards using the chatbots amongst the participants and a high degree of agreement among them as shown in Table 2.

Table 2

Ratings from Likert Scale.

Statement	Mean Standard	Rating Deviation
I think the Bot was clear and understandable.	5	0
Learning how to use the Bot was easy.	4.40.	89
I feel comfortable using the Bot on my own.	4.2	1.1
I feel comfortable talking to the Bot.	4.4	0.89
I think that the Bot can improve my overall English ability.	4.6	0.89
I think the Bot helps me improve my fluency.	4.2	1.1
I think that the Bot can improve my motivation to use English.	4.4	0.89
I like using the Bot to learn English.Q	5	0
I have a good feeling about using the Bot.	4.2	1.1
If I had access to the Bot, I would use it to learn English.	4.6	0.89
If I had access to the Bot, I would be happy to use it to learn English.	4.8	0.45

In addition to the likert scale, the researcher also asked 2 questions on their preference for practicing speaking in English with teachers, peers, or with the chatbot. It is interesting to note that four out of five learners reported a preference for speaking to the chatbot over speaking to their teacher during English language tasks. All five learners expressed a preference for the chatbot over speaking to their peers in English. This warrants a need for further research in the area of socio-emotional and affective barriers in practicing a new language with technology.

Word Error Rate

From the analysis of transcriptions of the interaction between the learners and the voicebot, we found that the mean WER was 24%, demonstrating a high accuracy in word identification from learner speech. This indicates that only minimal word recognition errors occurred with these young bilingual learners' speech. This validates the technical feasibility of using such chatbots in similar educational settings.

Learner Perceptions

In addition to the questionnaire, the researcher conducted short interviews with each of the participants. Through inductive coding, the researcher was able to triangulate the findings from the questionnaire with the emerging themes from the interviews presented in Table 3. We see that the learners consistently perceive the chatbot as useful and easy to use. They also comment positively regarding the use of Hindi and mention some challenges in comprehending some segments in English, which may require further language simplification.

Table 3

Student Comments from the Semi-structured Interview.

Code	Description	Student Comment Excerpts
Perceived Usefulness	The learner finds interacting with the chatbot to be useful in their efforts to learn English.	'I think this is very good for me.' 'It is helpful for me to talk in English.' 'I was feeling she improve me in speaking English.'
Ease of Use	The learner feels that interacting with the chatbot is easy.	She was really nice and useful to my English.' 'It was useful to me because I learn English abilities.' 'It is talking very nicely and I am comfortable with him.'
Use of Own Language	The learner feels that the chatbot using Hindi to explain things when needed is a good inclusion to the module.	'मुझे लगा की वो समझा रहा है जो हमें English में properly नहीं आ रहा है। [I felt that it was trying to make me understand things which I couldn't understand properly in

English.]’

’She explained in Hindi also and English also, and she explained in Hindi to don’t understand.’

Challenges	The learners put forward the challenges or difficulties that they faced while communicating with the chatbot.	’One answer was hard and I did not understand that, so I again listen that question.’ ’She is speaking in English, I don’t understand some words.’
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Conclusion

The findings from this study highlight the potential of using an IPA-based chatbot to provide speaking and listening opportunities for young beginner level learners of English in multilingual contexts. The overall feasibility and positive perceptions of the chatbot are well-supported in the qualitative and quantitative data. It also shows that chatbots may contribute to a lowered affective filter (Krashen, 1981), improving learner comfort in interacting in English with the voicebot, as compared with teachers or peers. Further, the learners positively responded to the use of their own language, especially in instances where they faced comprehension difficulties as advocated by contemporary research on translanguaging pedagogies (e.g., Dougherty, 2021; Mashala and Sanders, 2025). As this was an exploratory pilot, the study has certain limitations, including a small sample size and a focus on generating insights for iterative design improvements rather than broad generalization. The prototype’s rule-based NLU system, though now considered outdated with the rise of generative AI, can still support a controlled and predictable learning environment for beginner learners, though more advanced learners may benefit from generative AI systems that allow longer, more open-ended utterances. Despite these limitations, the study demonstrates the potential of educator-created voicebot tools as accessible, low-cost solutions developed using no-code platforms, paving the way for educator-led innovation and the development of open-source templates and design frameworks to enhance scalability. Also, the prototype used here focused only on accuracy, emphasizing the elicitation of correct answers to comprehension questions. Thus, future iterations could include a larger sample and integrate more communicative and process-oriented language tasks, while encouraging the use of Hindi to scaffold learner interactions and employing simple pictographic questionnaires suitable for young learners.

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Appendix 1

Transcript

...

Conversation Started

I learnt that don't tell a lie se Lal

Yes

Conversation Ended
Path not connected.

A person who makes things using wood

Strange

Pinokio

Because he tell lie

Appendix 2

Word Error Rate (WER) = (S+D+I)/N,

where:

S is the Number of substitutions,

D is the Number of deletions,

I is the Number of insertions, and

N is the Total number of words

Exploring the Role of ICT Integration and Alternative Assessment in Writing: Teachers' Perceptions, Reflections, and Classroom Practices

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Abstract

This exploratory mixed-methods study investigates English Language teachers' perceptions, reflections, and classroom practices of alternative assessment in writing, with emphasis on the role and integration of Information and Communication Technology (ICT) in higher secondary education in Nagaland. Using a mixed-methods approach, data were collected from 45 teachers through questionnaires, classroom observations, and semi-structured interviews. Quantitative findings indicate strong theoretical support for formative, student-centered assessment, while qualitative data revealed a persistent product-oriented approach and minimal ICT integration. Reflective practices are often implicit or absent, highlighting a disconnect between beliefs and implementation. The study highlights the need for targeted professional development to bridge this gap, enhance teacher reflection, and promote assessment literacy. Recommendations align with the National Education Policy (NEP) 2020's call for ICT-enabled, learner-centered education, particularly in resource-constrained contexts.

Keywords

Alternative Assessment, ICT Integration, Teacher Reflection, Assessment Literacy, Digital Literacy

Introduction

Writing remains one of the most critical skills in English language education, essential for academic progression and professional development (Naveed & Bhowmik, 2016). It is the most cognitively demanding of the four language skills (Tinh, 2022), requiring linguistic knowledge,

communicative competence, cognitive strategies, and motivation (Tierney et al., 1989; Nunan, 2005). It also serves as a key modality for assessing intellectual growth and critical thinking (Imane & Siham, 2024).

Despite this significance, writing instruction in Nagaland largely follows rigid, teacher-centred methods, emphasising dictated notes, rote memorisation, and surface-level assessment. Feedback is minimal, while large class size, inadequate infrastructure, and limited training hinder reflective and ICT-enhanced practices. This approach limits engagement, reinforcing surface-level learning and constraining independent thought and expression. In this context, alternative assessment strategies offer a potential solution to the mismatch between students' needs and the current system (Kumar & Shobana, 2021; EMN, 2024). The NEP 2020's advocacy for competency-based, formative, and technology-enabled assessment strengthens the rationale for adopting such approaches (Singh & Kaur, 2023; Longkumer & Rao, 2025). These methods are particularly relevant to writing instruction, where iterative feedback, reflection, and collaboration are essential. However, limited empirical research explores how English teachers in Nagaland perceive and apply them. This study addresses that gap, focusing on perceptions, practices, and willingness of the teachers in integrating reflection and ICT in writing classrooms.

Background of the Study

In Nagaland's higher secondary English classrooms, assessment is largely product-oriented, reinforcing rote memorisation. Writing tasks often require reproducing dictated notes, with evaluation focused on grammar and spelling rather than originality, content, or the writing process. This limits reflection and critical engagement, which are central to alternative assessment. Emerging as a response to traditional testing, alternative assessment integrates evaluation within the teaching-learning process rather than treating it as a separate, summative event (Brown, 2004).

The introduction of Four-Year Undergraduate Program (FYUP) and the Choice-Based Credit System (CBCS) marks a shift from traditional rote learning towards skill-based learning. However, classroom assessment practices remain misaligned with these reforms. Despite acknowledging the limitations of standardized testing, schools continue to rely on traditional assessment methods. Dr. Liezietsu (The Morung Express, 2010) stresses the need for formative, feedback-driven assessment models that can promote learner autonomy and reflective learning. Reports like ASER (2024) and Nagaland's SDG Vision 2030 (2021) further highlight these concerns, calling for improved foundational skills and teacher capacity, while exposing persistent policy-practice gaps.

Teacher-centered pedagogy, limited digital literacy, and insufficient professional development in formative assessment continue to hinder innovation in writing instruction (Jamir & Pongen, 2021; Kumar & Shobana, 2021). Longkumer and Rao's (2025) SWOT analysis highlights the dominance of teacher-centered pedagogy and lack of reflective teaching. Additional barriers include inadequate ICT infrastructure and connectivity (Sanyu, 2023), low digital literacy and resistance to change (Mero, 2023; Yepthomi, 2015). Since writing instruction depends on reflection and revision, examining teachers' beliefs, classroom practices, and openness to integrate technology and reflective assessment is crucial to advancing alternative assessment approaches in Nagaland's context.

Significance of the Study

This research is significant for multiple reasons. Firstly, it addresses the gap between NEP 2020's learner-centred, ICT-integrated vision and the predominantly product-oriented reality of writing assessment in Nagaland. Secondly, it contributes to ongoing conversations around assessment reform by shedding light on teachers' perceptions, reflections, classroom practices, and challenges in adopting alternative assessment methods. Thirdly, it identifies the infrastructural, pedagogical, and attitudinal constraints to ICT integration in classrooms. Fourthly, by emphasising reflection as a crucial yet underutilised component in assessment, the study calls attention to the need for teacher training and professional development. Lastly, it responds to local educational needs by offering recommendations aligned with NEP 2020 for more effective, equitable, and context-sensitive writing instruction.

Research Questions

1. What are higher secondary English language teachers' perceptions and classroom practices regarding alternative assessment in writing instruction in Nagaland?
2. How do teachers perceive the feasibility and value of integrating ICT into writing assessment in alignment with NEP 2020?
3. What policy-level and on-ground challenges affect the implementation of ICT-enabled, formative writing assessment in Nagaland's higher secondary education?

Research Objectives

1. To examine teachers' beliefs and practices concerning alternative assessment methods in writing instruction.

2. To explore teachers' readiness for ICT integration in writing assessment, and its alignment with NEP 2020's goals.
3. To identify key challenges, both systemic and classroom-based, that influence the adoption of ICT-supported alternative assessment strategies in writing in the higher secondary education in Nagaland.

Literature Review

Reflective and Formative Assessment

This study draws from constructivist and socio-cultural theories of learning, which view assessment as integral to learning process rather than purely evaluative. Shepard (2001) and Nelson and Drake (1997) position assessment as formative, reflective, and collaborative, emphasizing self-regulation, peer engagement, and feedback cycle in writing development. Teachers' beliefs strongly influence the adoption of reflective, student-centered approaches. Nelson and Drake (1997) present teachers as curriculum theorists and reflective practitioners, emphasizing knowledge, reasoning, and communication, to value process and depth in assessment. This aligns with Dewey's (1993) view of reflective thinking as an intentional act to resolve uncertainty (Kapur, 2016).

ICT in Writing Assessment

ICT functions as both a tool and medium for reflective and collaborative assessment (Bui & Vuong, 2022; Cheng, 2022). Brown (2004) and Shepard (2001) argue that assessment must evolve to be embedded within instruction, guiding improvement rather than simply rank performance (Dewey, 1938; Bamberger & Schön, 1983, 1987). In Nagaland, ICT integration is growing with the Nagaland Board of School Education (NBSE) introducing “Smart Textbooks” with QR-linked multimedia, and the World Bank's “Teach Tool,” for classroom observation (DIPR, 2023). However, barriers exist. While 82% of rural youth aged 14-16 own smartphones, only 69.3% use them for educational purposes (Morung Express News, 2024; PTI, 2025). Teacher preparedness remains limited, with general education overshadowing skill-based learning (Usou & Joseph, 2022; Rhakho, 2023).

Despite these developments, research has not adequately explored teachers' perceptions and classroom practices in ICT-integrated writing assessment. Limited understanding exists of how teachers' beliefs and classroom realities influence reflective, ICT-supported assessment (NagaEd, 2023). Without aligning policy vision, local realities, and teacher agency, reforms risk remaining aspirational (Rikha, 2023). This study addresses the gap by examining teachers' beliefs, practices, and ICT use in writing assessment, using questionnaires, classroom observations, and interviews.

Method

This exploratory mixed-methods study examined English teachers' perceptions and classroom practices of alternative assessment in writing, with a focus on integration of ICT in Nagaland's higher secondary education. The design combined quantitative data from the questionnaire with qualitative insights from interviews and classroom observation. This enabled a better understanding of both the stated beliefs of teachers and actual practices observed in the classroom.

Participants

The participants comprised 45 English language teachers from nine higher secondary colleges in Nagaland. To ensure representation from both urban and rural contexts, five teachers each were selected from five colleges in the urban setting, and five teachers each were selected from four rural colleges. Teachers were selected using stratified purposive sampling to ensure diversity in teaching experience, institution type, and exposure to assessment innovations. All participants were actively teaching writing as part of their English curriculum.

Data Collection Instruments

To understand the existing perceptions, assessment practices, and feasibility of ICT-based alternative assessment, three tools were administered: a questionnaire, classroom observation checklist, and semi-structured interviews. The questionnaire comprised five sections: demographics; beliefs about writing instruction (creativity, reflection, and revision); assessment practices; ICT in Writing Assessment (usage, comfort, challenges, training); and policy awareness (NEP 2020, institutional support, and ICT role in assessment).

Data Analysis

Data from the questionnaire indicated strong theoretical support among teachers for formative, student-centred writing instruction. Almost all respondents valued revision opportunities (97%) and reflection (95%), while 84% emphasised promoting creativity and critical thinking. These responses reveal an emerging appreciation of writing as a process, moving beyond purely linguistic evaluation. However, classroom realities showed a different story. The actual implementation of formative strategies remained limited. While teachers supported reflection and revision in principle, actual practice revealed a gap: 35% of teachers never used peer assessment, and 51% never used self-assessment. One respondent said, "Peer assessment is good, but with my class of almost 300 students, it's not possible"

Responses on ICT integration showed mixed practices. 40% “often” used ICT for writing tasks, yet ICT-based feedback was far less common, with 53% used only occasionally, and 15% never. Comfort with ICT was concerning, with only 24% reporting frequent ease. Connectivity problems were significant, with 73% strongly agreeing that poor internet hindered ICT use. One respondent stated, “I spent more time trying to connect to the internet than teaching”.

In terms of policy awareness, 91% of teachers were familiar with NEP 2020, and all agreed that ICT could help achieve its goals, but institutional support was moderate (64% neutral, 33% agreeing), and access to professional development was low (28% rated it available, 60% neutral). Interview narratives revealed that the policy would be “superficial” without proper training. Concerns also centred on student readiness, where one said, “Students do not cooperate”.

While ICT's potential for real-time feedback and collaborative drafting was widely recognised, barriers persisted, like unstable internet, lack of devices, unreliable electricity, and limited ICT literacy. Some used WhatsApp or Email for feedback, classroom observations reinforced the gap between theory and reality; product-oriented, teacher-centric, minimal expression and discussions, and limited feedback. Teachers acknowledged that reducing class sizes and adjusting schedules would be necessary to make personalised formative feedback feasible.

Discussions and Findings

The findings provide clear insights into the research questions guiding this study. First, regarding teachers' beliefs about alternative assessment in writing, both questionnaire and interview data indicate strong theoretical support for formative, reflective, and student-centred practice. This shows that most teachers valued revision, reflection, and creativity, reflecting an emerging understanding of writing as a process rather than a product. Second, concerning classroom practices, observations and responses reveal a significant theory-practice gap in writing instruction. While teachers endorsed alternative assessments and valued reflection, large classes, heavy workloads, and lack of time and training make sustained implementation challenging. Reflection, although valued, was often absent or minimal, with limited structured opportunities for students to engage in such review. Peer and self-assessment were recognised as beneficial but were vulnerable to becoming mechanical without rubrics or guidance. In most cases, these strategies failed to disrupt the dominant rote-learning culture, where students expect knowledge to be transmitted and assessed through final products rather than co-constructed through iterative processes. This pattern, deeply embedded in the education system, reinforced the continuation of teacher-led, exam-oriented practices. Third, with

respect to ICT integration, it followed a similar pattern with strong conceptual support but ineffective implementation. Teachers made limited use of tools beyond basic document sharing or using PPTs in classrooms. Barriers included infrastructure shortfalls, lack of writing-specific ICT training, and apprehension over student discipline and online distractions. The result was a surface-level use of ICT that rarely transformed assessment into a more reflective, learner-driven process. Lastly, policy adoptions further complicated the picture. The shift toward CBCS and FYUP reforms encourages process-based, reflective, and ICT-enabled assessment. However, in Nagaland's higher secondary context, these reforms often collide with entrenched summative traditions, exam pressures, and resource constraints. Teachers acknowledged the reforms' value but viewed them as aspirational rather than immediately applicable.

After analysis, four systemic barriers emerged: (1) infrastructure deficits with unreliable electricity, poor internet, and lack of devices; (2) insufficient training where professional development was infrequent, generic, and lacked follow-up; (3) entrenched exam culture where summative assessments dominate; and (4) workload pressure, making it difficult for personalised feedback in large. Consequently, teachers resorted to traditional correction methods not out of resistance, but due to systemic and contextual constraints.

Conclusion

This study reveals a gap between policy aspirations and classroom realities in Nagaland's higher secondary writing assessment. Teachers support formative, student-centred principles and acknowledge ICT's potential, yet their practice remains constrained by infrastructure, time, training, and the dominance of a rote-learning culture. Reflection, which is central to both NEP 2020's vision and effective writing development, remains underutilised, often dismissed.

The findings resonate with systemic challenges identified in ASER 2024 and Nagaland's SDG Vision 2030, both of which highlight gaps in foundational skills, digital readiness, and equitable access to quality education. While NEP 2020 provides a roadmap for ICT-enabled, competency-based writing instruction, its success depends on bridging the theory–practice gap through targeted investment and capacity building.

Key priorities include:

- **Infrastructure:** Expand access to devices, reliable electricity, and stable internet to make ICT integration viable.

- **Training:** Deliver sustained, writing-specific ICT and assessment training, with follow-ups.
- **Cultural shift:** Tackle the dominance of summative assessment by embedding reflective, process-oriented practices within curricular requirements.
- **Workload management:** Reduce class sizes or adjust workloads to allow time for detailed formative feedback.

Teachers' willingness to adopt innovative, learner-centred methods is a promising starting point. However, without systemic scaffolding, both material and pedagogical, the reforms envisaged in NEP 2020 will remain aspirational. A context-sensitive, phased approach that aligns policy vision with local classroom realities is essential. Only then can writing assessment in Nagaland evolve into a reflective, equitable, and ICT-enhanced practice capable of supporting the state's long-term educational and developmental goals.

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Translanguaging Activities for Pre Tertiary Level Students: A Teacher's Perspective

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Abstract

This study examines how translanguaging pedagogy redefines classroom participation and meaning-making in a Tamil Nadu pre-tertiary setting. Challenging the confines of monolingual instruction, the research documents how students, drawn from both Tamil and English-medium backgrounds, engage in learning through a set of translanguage-based activities. These activities serve not only as content delivery tools but as catalysts for students to weave together their linguistic and cultural resources authentically. Using classroom observation, analysis of student-produced artefacts, and reflective teacher narratives, the findings reveal that translanguaging strategies stimulate richer comprehension, boost learner confidence, and foster genuine peer interaction. Beyond overcoming language barriers, translanguaging is shown to support the development of metalinguistic awareness, creative expression, and inclusive classroom identity. The discussion acknowledges challenges ranging from resource limitations to standard language expectations and offers adaptive solutions grounded in real practice.

Keywords

Translanguaging, Multilingual, Classroom, Activity, Strategy

Introduction

Translanguaging has emerged as a progressive pedagogical approach that challenges these monolingual paradigms by recognising learners' entire linguistic repertoires as integral to making meaning and learning (Li, 2018; Garcia, Johnson, & Seltzer, 2017). Rather than encouraging strict

separation of languages, translanguaging invites students to draw fluidly on all their languages in ways that best support comprehension, communication, and identity expression. This approach repositions language from an obstacle to a resource, fostering inclusivity and engagement in linguistically diverse classrooms.

Despite increasing interest in translanguaging pedagogy, research exploring the impact of targeted, multimodal translanguaging activities on learner engagement and multilingual competence among pre-tertiary students is relatively limited. The study addresses this gap through systematic observation of student behaviour and analyses of classroom interactions through translanguaging tasks.

This article contributes to this expanding field by examining how varied, task-based activities can be structured around translanguaging principles to make learning more accessible, engaging, and empowering. The study draws on detailed observation of tertiary learner interaction with songs, memes, and videos, illustrating how translanguaging can support multilingual competence and learner confidence.

Literature Review

Theoretical and Historical Foundations of Translanguaging

Translanguaging has rapidly become one of the most significant paradigms in multilingual education, fundamentally rethinking how language functions in classrooms and how learners' linguistic repertoires can be engaged for optimal learning. The roots of translanguaging can be traced to Welsh bilingual education (Williams, 1994) later expanded by Garcia and Wei (2014), who moved translanguaging from a local classroom practice to a globally relevant theory of language and learning. This progression emphasises that languages do not exist as isolated systems within the bilingual mind; instead, speakers mobilise all their linguistic and semiotic resources as part of a single, integrated communicative assemblage (Garcia & Wei, 2014). Translanguaging thus embodies both a way of understanding how multilingual people use language in context, and a set of classroom practices that encourage such flexible, agentic use. Unlike earlier approaches that sought either to keep languages strictly separate or to treat the home language as simply a bridge to the dominant language, translanguaging theory foregrounds learners' agency and creativity in shaping their learning pathways (Otheguy, Garcia, & Reid, 2015). The recognition of translanguaging as a practical theory of language marks a departure from static, code-based models, acknowledging language practices as inherently situated, social, and adaptive (Li, 2018).

Translanguaging is often used interchangeably with bilingual practices, but it stands apart as an inclusive pedagogical framework. Unlike strictly bounded bilingual practices, where languages are used within set boundaries, translanguaging empowers learners to flexibly deploy their entire linguistic repertoire to construct meaning, navigate tasks, and express identity. It goes beyond simply using the mother tongue in monolingual settings.

Translanguaging is also frequently confused with code-switching. While code-switching refers to the alternation between languages for pragmatic or contextual reasons, translanguaging involves a purposeful and dynamic use of linguistic resources. It encourages the blending of languages within individual utterances and activities, positioning multilingualism as a classroom asset.

Translanguaging in Multilingual and Resource-Constrained Contexts

Translanguaging frequently emerges organically as students and teachers negotiate meaning, clarify instructions, and relate school learning to lived experience. Mohanty (2019), writing on the Indian context, observes that for many students, language boundaries do not exist in lived communicative practices; therefore, effective teaching cannot rely on artificial language separation but must instead channel students' natural translanguaging practices for academic development.

In resource-limited environments, translanguaging also acts as a bridge to curriculum access. Heugh (2022) and her collaborators demonstrate that, when teachers facilitate group work and project learning that blurs language boundaries, students with limited mastery in the official language can nonetheless contribute meaningfully using their home language. Multilingual and multimodal resources such as local stories, audio-visual media, or even non-standard spelling and transliteration prove essential for building background knowledge and reinforcing classroom participation (Celic & Seltzer, 2011). Further, translanguaging enables learners to transfer concepts, strategies, and content knowledge across languages, deepening their learning and accelerating biliteracy development.

Objectives

This study seeks to find out the transformative potential of translanguaging pedagogy by examining activity-based classroom practices in a linguistically diverse setting. The objectives guiding this inquiry are,

- To analyse how translanguaging activities influence students' willingness to participate and their overall classroom engagement in a multilingual setting.

- To examine translanguaging strategies such as transliteration, collaborative translation, and visual-semantic that students employ to bridge meaning between languages during diverse activities.
- To identify challenges encountered by teachers and students, such as resource constraints, variation in language proficiency when implementing translanguaging pedagogy.

Methodology

Research Design

The article followed, practitioner-led qualitative study situated in a real educational environment. Instead of relying on controlled experiments, the study adopted a naturalistic classroom ethnography approach, privileging the lived experiences of participants and the emergent dynamics of teaching and learning. The researcher, acting as both teacher and investigator, employed reflective inquiry to capture the multi-layered realities of translanguaging in action.

Activities-based lessons formed the backbone of pedagogical intervention. Rather than imposing strict language boundaries or pre-set linguistic targets, the design encouraged students to use languages, semiotic tools, and collaborative routines which best suited the situation and purpose. The emphasis was on authentic communicative acts explaining concepts, negotiating with peers, and producing creative work that revealed how students orchestrated their repertoires to deepen learning.

Setting and Participants

The study was conducted at St Joseph's College (Autonomous), Tiruchirappalli, for pre-tertiary level students located in Tamil Nadu, India. The participants consisted of 45 students from varied local communities, all with Tamil as their dominant home language, with varying levels of exposure and comfort with English.

Observations

The classroom environment underwent a remarkable transformation as translanguaging was embraced not merely as an incidental practice but as a deliberate pedagogical strategy. Students, who had often been hesitant, began to participate more fully by drawing on their entire linguistic repertoires. The fluid use of Tamil and English, alongside gestures, visuals, and cultural references, created a rich tapestry of meaning-making that transcended simple language boundaries. This shift was palpable from the onset, igniting enthusiasm and collaboration, particularly evident as learners

engaged with the activities. Let us now explore the activities through which this vibrant translanguaging unfolded, and see how the students engaged, collaborated, and expressed themselves within these learning tasks.

Song-Based Activity

The first set of activities centred on Tamil film songs that featured English words and phrases. Songs like “Let Me Sing a Kutty Story” were played, and students were asked to identify as many English words as they could. The classroom quickly filled with animated discussions. Some students wrote the word in Tamil, while others attempted to spell it in English. This activity exemplified the core principles of translanguaging: students drew on their knowledge of both languages, negotiated meaning collaboratively to express their understanding. The competitive element, seeing which group could find the most English words, added excitement and motivation.

Emoji and Symbol Task

Students were given worksheets featuring emojis and symbols paired with words (Appendix: Emoji and Symbol Task Worksheet). The task was to convert these visual cues into written language, using both Tamil and English. Students discussed the nuances of each word, sometimes debating which Tamil word best captured the emotion depicted by the emoji.

These discussions led to the right word or phrase in either language. This not only enriched the vocabulary but also validated the linguistic diversity within the classroom.

Video-Based Activity

This activity involved watching Tamil cooking videos (Appendix: Video Links). Students were asked to take notes on the ingredients and procedures, then retell the process in English. This task required students to listen attentively, extract key information, and collaboratively construct an English version of the recipe. Students worked in groups, with each member contributing. Some students wrote down the Tamil names of ingredients, while others attempted to find the English equivalents. The teacher circulated among the groups, offering prompts and suggestions, and encouraging students to use both languages as needed.

This activity highlighted the practical utility of translanguaging; students were able to access and process information in their mother tongue, then transfer and reorganise it in English. The collaborative nature of the task ensured that even students with limited English proficiency could participate meaningfully.

The Bingo Game

The Bingo game was a classroom favourite (see Appendix: Bingo Word List). Each student received a Bingo card with 25 English words, while the teacher called out Tamil words from a prepared list. Students had to listen carefully, match the Tamil word to its English equivalent, and mark the corresponding square on their card. The first student to complete a row or column shouted Bingo! and won a small prize.

This fast-paced activity required students to rapidly switch between languages, reinforcing their receptive bilingual skills. The competitive element kept students on their toes, and the classroom was filled with laughter, cheers, and the occasional groan of frustration when a word was missed. The teacher observed that even students who were usually quiet or hesitant became animated during Bingo. The game format lowered the stakes and made language learning feel like play rather than work.

Meme Activity

In this activity, seven popular Tamil meme expressions were displayed on the screen (see Appendix: Meme Activity). Students were asked to identify the meaning of each meme and then match the appropriate meme to a series of situational prompts read by the teacher. This task encouraged learners to engage with culturally relevant content, deepening their understanding of humour, context, and emotional cues in both language and culture. As Glasford and Lovejoy (2025) observe, memes provide learners with a culturally resonant platform to reframe classroom material, encouraging playful remixing and deeper engagement with language in context (p. 59).

For example:

- Your friend said he will be there in 5 minutes. “It’s been an hour.” - Vada poche! (disappointed)
- When the teacher says, No homework today. “Happada” (relieved expression)
- “You spent 3 hours cooking, and your brother says, ‘What is this?’” “Enna koduma sir idhu” (pure pain)

Students then created their situations and challenged their peers to respond with the appropriate meme expression. The teacher noted that students frequently code-meshed during these discussions, blending Tamil and English phrases to capture the full nuance of the situation. For

instance, a student might say, “When my mom says, 'No school tomorrow,' I feel happada!” This creative mixing of languages is a hallmark of translanguaging and reflects the linguistic realities of students' everyday lives.

Student Engagement and Affective Outcomes

One of the most striking outcomes of the translanguaging approach was the high level of student engagement. The use of games and collaborative tasks created an atmosphere of excitement and anticipation. Students looked forward to each session, often arriving early and asking, “What are we doing today?”

The affective climate of the classroom shifted noticeably. Students who had previously been anxious about speaking English became more confident and searched for the right word or expression. The teacher's encouragement of translanguaging rather than insisting on pure English seemed to lower the affective filter, making language learning a source of joy rather than stress.

Peer relationships also improved, as students worked together to solve problems, share knowledge, and celebrate each other's successes. The collaborative nature of the activities fostered a sense of community and belonging, with students supporting and encouraging one another.

Translanguaging and Multilingual Competence

The translanguaging activities had a tangible impact on students' multilingual skills. Vocabulary recognition improved as students made connections between Tamil and English words, both cognates and non-cognates. For instance, in the Bingo game, students rapidly matched Tamil words called out by the teacher to their English equivalents, demonstrating growing receptive bilingualism.

Translation tasks, such as retelling a Tamil cooking video in English, required students to engage in complex meaning-making. They drew on their knowledge of both languages, sometimes inventing new expressions or borrowing structures from Tamil to fill gaps in their English. This aligns with recent research showing that translanguaging fosters metalinguistic awareness and creative problem-solving (Garcia, Johnson, & Seltzer, 2017).

The use of proverbs and memes supported the development of pragmatic competence, as students learned to navigate cultural nuances, humour, and emotion in both languages. The collaborative nature of the translation tasks encouraged students to experiment with language, take risks, and learn from their mistakes.

Multimodal Translanguaging

The integration of visual and audio materials- songs, emojis, memes, and film clips, supported multimodal translanguaging. Students used gestures, facial expressions, and even sound effects to convey meaning when words failed them. This multimodality not only made the activities more engaging but also provided additional entry points for students with varying language strengths.

For example, during the emoji worksheet activity, students who struggled with English vocabulary were able to communicate their understanding through gestures or explanations in Tamil. The teacher encouraged this flexibility, emphasising that all forms of communication were valued in the classroom.

Collaborative Learning and Peer Scaffolding

Group-based tasks promoted peer scaffolding, with more proficient students explaining concepts or vocabulary to others in Tamil before attempting English translations. This collaborative dynamic is a hallmark of effective translanguaging pedagogy (Creese & Blackledge, 2015), as it leverages the collective linguistic resources of the group.

The teacher observed that students often took on leadership roles within their groups, guiding discussions, clarifying instructions, and encouraging participation from quieter members. This peer support was particularly important for students with limited English proficiency, who might otherwise have been excluded from more traditional, teacher-centred activities.

Perhaps most importantly, translanguaging pedagogy affirmed the students' linguistic and cultural identities. Rather than treating Tamil as a hindrance to English learning, the activities positioned it as an indispensable resource. Students took pride in their ability to move between languages. The teacher noted that students frequently referenced their home dialects, family traditions, and local experiences during discussions. This validation of their lived realities fostered a sense of belonging and self-worth, reinforcing the idea that all languages and cultures are valuable.

Challenges and Adaptations

Implementing translanguaging pedagogy was not without its challenges. Some students, especially those with limited English exposure, initially struggled to participate in translation tasks. The teacher responded by providing more scaffolding, allowing students to contribute in Tamil and gradually introducing English equivalents.

Another challenge was the occasional tendency for students to continue speaking only in Tamil, without understanding their primary aim to acquire English proficiency. While this was not discouraged, the teacher motivated the students to attempt English sentences, framing mistakes as opportunities for learning rather than failure.

Reflections and Recommendations

The experience of implementing translanguaging pedagogy offers several key insights, Embrace Linguistic Repertoires: Allowing students to use their full linguistic resources fosters confidence, engagement, and deeper learning. Teachers should resist the urge to police language boundaries and instead encourage translanguaging as a natural aspect of bilingual communication.

Leverage Local Culture: Incorporating culturally relevant materials, songs, memes, and videos makes learning more relatable and enjoyable. These materials provide authentic contexts for translanguaging and help bridge the gap between home and school languages.

Prioritise Affect: A positive, low-anxiety classroom climate is crucial for language learning. Translanguaging pedagogy, by validating students' identities and reducing fear of mistakes, creates the conditions for joyful, sustained engagement.

Be Flexible and Responsive: Teachers should be prepared to adapt activities based on student responses and resource availability. Reflective practice and ongoing adjustment are key to successful translanguaging pedagogy.

Conclusion

Translanguaging is more than a set of classroom strategies; it represents a pedagogical philosophy that affirms and values the linguistic diversity of learners. It enables students to draw upon their full linguistic repertoires, resulting in enhanced engagement, multilingual competence, and a strong sense of pride in their identities. The teacher's perspective illustrates the transformative potential of translanguaging, not only in advancing language learning but also in fostering inclusive, affirming educational spaces. Its potential extends across varied educational contexts, highlighting the need for teachers to experiment with innovative strategies, adapt them to local needs, and trust in the linguistic creativity and resilience of their learners.

Appendix

Owing to word-limit constraints, only essential lists and key materials are included here to facilitate activity replication. Certain resources, such as the Tamil film songs used in the Song-Based Activity, were obtained via download for classroom use and therefore no external links are provided.

Emoji and Symbol Task

Yesterday 🌨 @ 📶, I 📱 in @ ₹500. First stop → 🏪 stall, then 🎮 game where I won 🐻. We took 🚂 ride around the 🌲 & screamed 🗣 on 📶. Lunch 🍔 & 🥤, followed by 🎭 show @ 📺 🕒. Before 🏠, I bought 📺 for 🧑. Best day ever!

Today @ 🏠, we had 📺 fair 📺. I helped @ the 🏠 where we sold 📺, 📺, 📺 & 📺. A 🎤 competition started 🎵, and 🏆 went to my best friend 🧑. We earned ₹2500 📺 & donated 📺 to 🏠. The day ended with 🍰, 📺 & 📺 group clicks 📺.

Video-Based Activity

- <https://youtu.be/8OjHrSckLuo?si=myRQGmURiUiI9x3o>
- <https://youtu.be/PVcAhAxQcgM?si=yQDxH3nNTBiBij3D>

The Bingo Game

1. ஆர்வம் - Interest
2. அனுபவம் - Experience
3. அறிவியல் - Science
4. வேலை - Work
5. கல்வி - Education
6. அமைதி - Peace
7. எதிர்காலம் - Future
8. முயற்சி - Effort
9. கணினி - Computer
10. ஓய்வு - Rest

Responsibility	Patience	Hope	Rest	Science
Solitude	Future	Work	Knowledge	Progress
Success	Nature	Effort	Brotherhood	Research
Achievement	Profession	Education	Freedom	Peace
Respect	Growth	Experience	Unity	Friendship

Change	Future	Freedom	Technology	Research
Right	Progress	Tolerance	Strength	Talent
Guidance	Friendship	Character	Nature	Education
Fear	Work	Experience	Wish	Travel
Separation	Patience	Growth	Effort	Profession

Meme Activity



Vada Poche!

Kanava irnthalum oru
niyayam venama da

Happadda!



Enapa ethetho
solreenga Sollu nee than
periya aal aache

Enena solran
paarunga

Enna koduma
Saravanan ithu

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Exploring Elements of Equity in English Textbooks

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Abstract

This study explores the representation of educational equity in Kerala State Council of Educational Research and Training (SCERT) English textbooks for Classes VIII, IX, and X. Using an exploratory qualitative design and a framework adapted from UNESCO's "Textbooks and Inclusive Education" (2020), the research investigates how equity-related themes such as human rights, gender, disability, minority representation, socio-economic status, and digital access are embedded in the textbooks. The study employs content analysis and semi-structured teacher interviews to triangulate textual findings with classroom perspectives. Data sources include the textbooks, teacher handbooks, relevant policy documents, and semi-structured interviews with experienced high school English teachers in Kerala. Findings indicate progressive but inconsistent integration of equity themes. While there is a strong emphasis on elements like citizenship, gender and socially underprivileged groups, representation of disability, minority, and intersectionality are quite limited. By situating this analysis within the broader Indian context, the study contributes to the limited body of research examining inclusivity and social representation in regional English textbooks, particularly those developed by Kerala SCERT, which has often been celebrated for its progressive educational model. The study highlights the need for more inclusive and critically engaging textbook content and offers recommendations to educators, curriculum developers and policymakers to support more inclusive and socially responsive English language education.

Keywords

Educational equity, SCERT, English textbooks, Kerala, inclusivity, UNESCO framework

Introduction

Education is a fundamental human right and a key instrument for achieving social justice. It holds the potential to empower individuals, transform societies, and bridge systemic inequalities. Classrooms are now being recognised as increasingly diverse - where students differ in socio-economic status, gender, language, ability, and cultural backgrounds, and the concept of educational equity has become central to educational reform and practice. Unlike equality, which focuses on providing the same resources to everyone, equity takes into account learners' specific needs and challenges, offering differentiated support to ensure fair and meaningful learning outcomes for all.

Educational equity has been conceptualised as both a goal - ensuring quality education for all regardless of background - and a process involving inclusive curriculum design, culturally responsive pedagogy, and the removal of structural barriers that limit participation and success. Bell (1997) emphasises that social justice education must be democratic, participatory, and affirming of human diversity, aiming for the equitable distribution of resources and recognition. In India, this vision is reflected in policy documents like the *National Education Policy (2020)*, which stress the importance of inclusive teaching materials that respond to learners' varied identities.

In the context of English language education, textbooks serve as powerful tools. They construct knowledge, shape learners' identities, and influence their awareness and values. Language teachers are not only facilitators of linguistic competence but also cultural mediators who introduce students to diverse worldviews. Thus, the representational choices in English textbooks - who is visible, whose voice is heard, and how diversity is framed - play a pivotal role in either challenging or perpetuating social inequities. Textbooks that foreground inclusive values and portray diverse communities fairly can foster empathy, critical thinking, and civic awareness in learners.

Kerala, known for its progressive educational policies and high literacy rates, recently undertook a curriculum revision aimed at enhancing inclusivity. Despite these efforts, there remains limited systematic research on how Kerala's SCERT English textbooks translate policy-level commitments to equity into classroom realities. Existing studies on Indian textbooks have largely focused on gender or language representation, leaving gaps in intersectional analyses that account for elements like disability, class, and digital access. This paper investigates how English textbooks developed by Kerala SCERT for high schools reflect the principles of equity and inclusivity, going beyond gender to explore a wider range of social dimensions.

Research Questions

Against this backdrop, this study seeks to critically examine the extent to which Kerala's high school English textbooks align with the broader goals of educational equity and inclusivity. To guide this inquiry, the following research questions are posed:

1. What elements of educational equity are present in Kerala state board English textbooks for Classes VIII, IX, and X?
2. In what ways do these textbooks promote inclusivity beyond gender sensitivity?
3. What areas require further enhancement to ensure a more equitable representation of diverse learners?

Literature Review

Equity in education has evolved from a simplistic focus on equal access to a broader area that emphasises fairness in outcomes, recognition of diverse learner needs, and redistribution of opportunities. As UNESCO (2017) states, equity implies that “every learner matters and matters equally.” Guerrero (2022) frames equity as a dynamic process to achieve equality, where teachers and educational systems adapt to meet learners' varied needs. This resonates with the Indian educational policy documents - particularly *National Education Policy 2020 (NEP 2020)* and the *National Guidelines and Implementation Framework on Equitable and Inclusive Education (NGIFEIE) 2021–2030* - which emphasise inclusive and accessible materials, gender sensitivity, multilingual instruction, and representation of socio-economically disadvantaged learners. These frameworks affirm that textbooks should reflect diverse identities, challenge stereotypes, and ensure digital and linguistic accessibility for all students.

Scholars such as Corbett-Burris (2016) and Valiandes et al. (2011) further stress the importance of differentiated instruction and student-centered teaching to meet academic standards. The 2018 report by the Organisation for Economic Co-operation and Development (OECD) suggests that equity is a powerful means to promote social mobility, calling for learning materials that reduce background-based performance gaps. Gutierrez (2009, 2012) frames equity at the intersection of dominant (achievement) and critical (historical disadvantage) axes, advocating for both academic excellence and social justice.

Despite these progressive aspirations, existing textbook evaluation frameworks are limited in terms of analysing elements of equity. Generally, these frameworks focus on a range of pedagogical and content-related criteria for the analysis. Shak et al. (2022) identifies nine common

themes of evaluation criteria, including language skills, learning activities, content topics, cultural content, and appropriateness for students. While some of these, such as “appropriateness for students,” touch upon the suitability of the material for diverse learners, and “cultural considerations” examine cultural representation, they do not necessarily form a cohesive and thorough evaluation of equity. These criteria exist as individual categories within broader frameworks, rather than being integrated into a systematic assessment of how a textbook promotes fair and just learning opportunities for all. Moreover, several commonly cited frameworks - such as those proposed by Sheldon (1988), Cunningsworth (1995), and Byram and Morgan (1994) - tend to focus on aspects like pedagogical effectiveness, linguistic accuracy, and intercultural content. While valuable, these models often overlook the structural and intersectional dimensions of equity, such as those related to caste, class, disability, language background, or geographic location. In this context, the need for a comprehensive, equity-focused evaluation framework becomes quite apparent.

Methodology

This study adopts a qualitative, exploratory research design to examine the representation of equity in English textbooks published by SCERT, Kerala for high schools. The primary data sources consisted of six SCERT English textbooks - Part 1 and Part 2 for each class. Supplementary materials included Teacher Texts issued by SCERT, national and international policy documents (e.g., NEP 2020; NGIFEIE 2021–2030; OECD, 2018), official press releases and reports from the Kerala education department, and semi-structured interviews with three in-service English teachers. The interviews, conducted in two phases via phone calls, provided contextual insights into how equity themes in textbooks are interpreted and enacted in classroom practice.

Data Analysis

The analysis of the textbooks was guided by a six-category framework adapted from the background paper prepared by UNESCO titled *Textbooks and Inclusive Education* by UNESCO for the 2020 Global Education Monitoring Report. The framework comprises six categories: (1) Human Rights and Citizenship, (2) Minority Groups, (3) Gender, (4) Disabilities, (5) Socially Underprivileged Groups, and (6) Access to and Representation of Technology. Each category included guiding questions that assessed representation, inclusivity, avoidance of stereotypes, and responsiveness to learner diversity (see Figure 1).

A deductive coding approach was applied to the textbook and teacher text content, using the pre-established categories to identify relevant themes. In contrast, teacher interview data were

analysed inductively, allowing themes to emerge from participants' responses regarding their experiences and interpretations. Policy documents and official statements were also subjected to thematic analysis to triangulate findings and situate textbook content within broader educational discourses on equity.

Figure 1

Framework for Textbook Analysis

	Category	Focus	Guiding Questions
1.	Human Rights and Citizenship	Representation of rights, responsibilities, inclusion of social groups, and the idea of citizenship	- Are human rights and citizenship represented inclusively (across gender, caste, religion, disability, and social class)? - Is there a critical reflection on discrimination?
2.	Minority Groups	Ethnic, religious, and linguistic minority representation	- Are different minorities represented? - What types of minorities are included (ethnic, caste, religious, etc.)? - Are they represented in a stereotypical manner?
3.	Gender	Gender roles, balance in representation, and presence of diverse gender identities	- Are the texts appropriately gendered? - Is there a balanced representation of boys/girls, men/women in text and visuals? - Are there elements of gender bias? - Are gender identities represented beyond binary norms? - Are there stereotypical portrayals of gender or sexuality?
4.	Disabilities	Inclusion and portrayal of people with disabilities	- Are people with disabilities represented in texts and images? - Are they shown as passive, dependent, or in stereotypical roles? - Do they appear in everyday contexts or only care-related settings? - Are various types of disabilities included?
5.	Socially Underprivileged Groups	Representation of socio-economically disadvantaged communities	- Are different social classes, especially underprivileged groups, represented? - Are they portrayed in stereotypical or deficit-based ways?
6.	Access to and Representation of Technology	Integration of technology and digital literacy, promoting equitable and inclusive access	- Are digital tools meaningfully included? - Is there equitable representation of learners with varying access to technology? - Are digital learning tools shown as inclusive (e.g., screen readers, captions)? - Is digital literacy encouraged for all, including underprivileged or disabled learners? - Does the text promote responsible and ethical use of technology?

Findings and Discussion

This section discusses the key findings of the textbook and teacher text analysis, triangulated with teacher interviews, using the six-category analytical framework adapted from UNESCO's *Textbooks and Inclusive Education* report. The discussion also integrates teachers' perspectives to contextualise textbook content within classroom realities.

Human Rights and Citizenship

The SCERT English textbooks demonstrate an explicit commitment to civic values and national identity. The inclusion of the Indian Pledge, the Preamble to the Constitution, and sections on fundamental rights in the initial and final pages of the textbooks point to the institutional effort to create awareness of India's constitutional ideals. Selected literary texts like Chekhov's "Vanka" (see Figure 2) and Adichie's "The Danger of a Single Story" provide a platform for learners to engage with issues of child rights and cultural stereotyping. However, while these texts are valuable since they deal with the broader themes of human rights and citizenship, most activities that follow these texts fall short of fostering critical engagement with these concepts. The lack of reflective or debate-oriented tasks limits students' opportunities to question societal structures or apply these ideas to their lived realities.

Figure 2

All children have rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are boys or girls, what their culture is, whether they have disability, whether they are rich or poor. But a majority of them are denied their rights in many ways.

Here is the story of a boy who faced a lot of difficulties and was forced to leave his grandfather to work as an apprentice to a shoemaker in Moscow.

Vanka

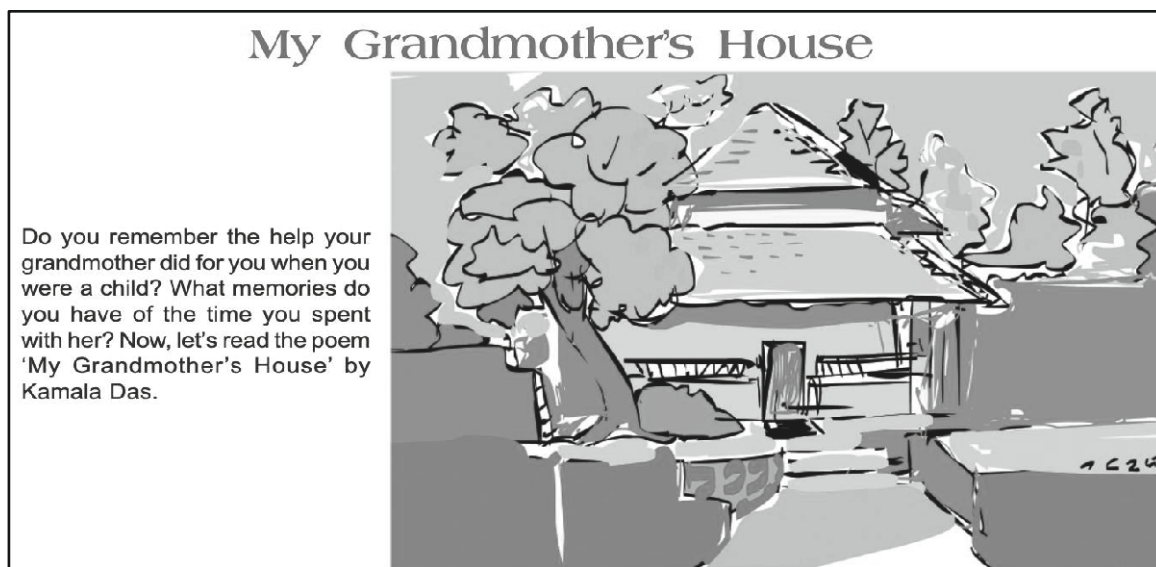
1 Nine year old Vanka Zhukov, who had been **apprenticed** three months ago to Alyakhin the shoemaker, did not go to bed on Christmas eve. He waited till his master and mistress and the senior apprentices had gone to church, and then took from the cupboard a bottle of ink and a pen with a rusty nib,



Minority Representation

While the textbooks include a range of stories from international cultures (contexts) - including Japan, Iran, South Africa, and Latin America - there is a notable absence of Indian minority communities, particularly those relevant to Kerala. Although no overt stereotypes were found in the textbooks, this absence of localised minority narratives limits the curriculum's ability to reflect the lived experiences of many learners and undermines the goals of equity and inclusion. It is to be noted that even though the textbooks rarely center minority experiences, many of the learning activities are designed to be dialogic and collaborative. Group discussions, opinion-sharing, and tasks connecting lessons to students' experiences (see Figure 3), culture and local environments provide openings for inclusive classroom practices. Teachers are encouraged - though not systematically supported - to draw on learners' socio-cultural backgrounds during classroom interactions. This indirect approach may help surface minority perspectives organically, but it heavily depends on individual teacher initiative and student's willingness to share. Moreover, the emphasis in curriculum on moral values - compassion, empathy, fairness - acts as a broader framework for promoting tolerance and coexistence, even if minority representation remains minimal in the core content.

Figure 3



Gender

Gender representation is one of the more progressive dimensions of the SCERT English curriculum. The presence of female protagonists, women in leadership roles, and portrayals of men engaging in domestic tasks (see Figure 4) reflect an intention to challenge traditional gender norms.

This approach aligns with Kerala's broader gender-sensitisation policies in education. However, while binary gender roles are interrogated, there is minimal reference to non-binary or LGBTQ+ identities. This lack of representation overlooks a critical dimension of contemporary inclusivity and suggests an area for future curriculum development.

Figure 4

a. Read the following passage.

Dad had cooked breakfast before Mom woke up and as I had done all my homework, I joined Dad in the kitchen. Mom had worked late the day before and slept on a bit longer. My little brother sat in a corner of the kitchen with the toy car that my uncle had brought him last week. Mom woke up and was happy to see us prepare breakfast. She took some chocolates which she had kept in the fridge. I had seen them before, but never ate any without her permission. She gave us two each and gave Dad none as he had eaten his share the day before. It tasted better than those we had tasted at Aunt Pinky's house.

Disabilities

Representation of disabilities within the textbooks shows early efforts but remains limited, and is often in the form of narratives of inspiration and resilience. Figures such as Helen Keller and Bethany Hamilton are presented in ways that highlight perseverance, yet these portrayals are frequently decontextualised from everyday life. Such framing tends to reinforce ableist tropes or 'supercrip' stereotypes, where people with disabilities are either invisible or idealised. The lack of normalised portrayals - such as disabled individuals in ordinary social, educational, or professional settings - points to a missed opportunity to challenge stigma and promote genuine inclusion. Moreover, the representations across the textbooks from all three classes lack in providing a clearer understanding of what entails 'disabilities'. Most portrayals focus on physical or sensory disabilities, leaving cognitive, invisible, or neurodiverse conditions largely unaddressed. Teachers also echoed these gaps, noting that while texts on disability evoke empathy, they do not translate into classroom discussions on accessibility or accommodation. One teacher remarked, "Students admire Keller's perseverance but don't think about the ramps missing in their own schools."

Despite these gaps, the textbooks do attempt to promote inclusive values indirectly through activities encouraging empathy, critical thinking, and research on 'success stories'. However, such inclusion remains superficial without sustained engagement. The reliance on teacher discretion to foster deeper discussions further reinforces the need for more intentional curricular design. Encouragingly, recent revisions to the curriculum indicate a shift towards better inclusivity, such as

involving disabled artists to do textbook illustrations. If followed thoughtfully, these changes could move disability representation beyond tokenism or inspiration, offering more grounded, diverse, and humanised portrayals that align with the broader goals of equity and inclusivity.

Socially Underprivileged Groups

The SCERT English textbooks for Classes VIII to X progressively engage with issues of social class and the representation of underprivileged groups. In Class VIII, references to poverty are subtle and symbolic, with moral lessons conveyed through general themes like empathy and cooperation. Class IX introduces a more critical lens, featuring texts like “The Toilet” that explore intersections of race, gender, and class. Stories of working-class individuals are handled with nuance, though occasional deficit-based language still appears. By Class X, the representation of poverty becomes deeper and more emotionally resonant, as seen in texts like “Vanka” and “My Sister's Shoes.” Chimamanda Ngozi Adichie's “The Danger of a Single Story” encourages critical reflection on how marginalised people are portrayed. However, as one teacher observed, these lessons “*rarely ask students to connect poverty with local realities like migrant workers or caste-based labour*,” showing how global framing can overshadow regional inequities. Including Kerala-based examples could make these lessons more relevant.

In short, while not all portrayals are equally nuanced, and some still rely on sentimental framing, the textbooks increasingly offer underprivileged figures as storytellers, survivors, and agents of change. This progression across classes suggests a growing curricular commitment to cultivating empathy, critical literacy, and socio-political awareness - key components in building an equitable educational space.

Digital Accessibility and Technology

The SCERT English textbooks for Classes VIII to X integrate technology in ways that align with the NEP 2020's vision for digital literacy. Activities such as web page design (Class IX), video creation using open-source tools (Class X) (see Figure 5), and QR code-linked content (see Figure 2) reflect a shift toward digital engagement and multimodal learning. The Teacher Text for Class VIII also encourages tech-integrated pedagogy, guiding educators in the use of ICT tools.

However, these efforts often assume uniform access to devices, internet, and digital literacy, overlooking Kerala's socio-economic and infrastructural disparities. Many students in rural or low-income contexts lack smartphones, reliable internet, or exposure to ICT, making their participation in

tech-based tasks difficult. The absence of offline alternatives or low-tech pathways limits the inclusivity of these initiatives.

Moreover, the textbooks do not represent the experiences of digitally marginalised students. There is little acknowledgment of the challenges faced by learners without access or those requiring assistive technologies. Teachers are also not provided sufficient guidance on differentiating instruction for students with limited digital access. While introducing tools like Gnome Subtitles and promoting open-source software is a step forward, meaningful digital inclusion requires more. Future textbooks must embed equity-focused design by offering low-bandwidth options, showcasing diverse user experiences, and incorporating tasks that are adaptable to different access levels and learner needs.

Figure 5

Conduct a seminar on the topic 'Save the Earth.'

We observe June 5th every year as World Environment Day for creating awareness about the conservation of nature. Let us **make a documentary** on this topic for public awareness.

- Collect videos/pictures of natural disasters
- Collect pictures and videos showing the human activities that lead to these disasters.
- Shoot and record your narration, anchoring, discussions etc.
- **Edit it using appropriate software. (e.g. audacity, open shot video editor etc.)**
- **Add titles and subtitles. (e.g. Gnome subtitle)**

Start now



Teacher Perspectives

The teachers viewed equity as offering tailored support based on students' diverse backgrounds and saw it as largely linked to issues like gender, disability, and civil rights. One teacher explained, “*Equity means ensuring that every student gets what they need to succeed—even if that means doing different things for different children.*” They often extended textbook content with local examples and discussions but faced challenges due to limited training, rigid curricula, and weak institutional support. Their inclusive practices were mostly informal and driven by personal initiative rather than policy or institutional support.

Conclusion and Implications

Kerala's SCERT English textbooks reflect a genuine effort to promote equity, especially in terms of gender and civic values. However, representation of disability, regional minority groups, and socio-economic diversity remains underdeveloped. The study recommends the following:

- Include localised stories that reflect Kerala's diverse communities
- Integrate disability as part of everyday narratives, not just inspirational tropes
- Design teacher training modules on equity-oriented pedagogy
- Develop textbook evaluation tools grounded in intersectional equity

Future research could expand this analysis to other subjects and explore student responses to textbook content to complement teacher perspectives. Additionally, developing systematic evaluation rubrics or checklists could help educators and policymakers assess inclusivity more effectively. The findings also underscore the importance of training teachers to implement inclusive classroom practices. As textbooks remain central to Indian classrooms, ensuring their inclusivity is imperative for achieving equitable education.

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Employing Artificial Intelligence (AI) Tools for the Continuous Professional Development (CPD) of English Language Teachers

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Abstract

Professional development of various individuals is interlinked with adopting emerging technologies in the current era across all the domains globally. In the digital era, English language teachers are no exception; the adoption of artificial intelligence (AI) tools has become an important avenue for their ongoing professional growth. The objective of the study is to explore how the use of AI tools equip teachers to be more skilled in using new methods of language teaching, customizing language materials, evaluating and giving feedback, developing self-paced learning, and contributing to their growth. The study adopts a theoretical and conceptual research design with an aim to explore how AI tools enhance language teachers' professional development. Further, it draws upon existing literature and educational technology framework i.e. Technological Pedagogical Content Knowledge (TPACK) to construct a structured argument. The findings of the study reveal that use of AI tools in teaching helps teachers in personalizing their learning, improving their professional competency and accessing global sources, besides a few challenges. Further, it implies that ethical use of AI and need-based training in AI tools contribute to teachers' lifelong professional growth.

Keywords

Artificial intelligence (AI), English Language Teaching, Continuous Professional Development, Self-paced learning.

Introduction

The present world in academia emphasizes on the essence of integrating Artificial Intelligence (AI) into the education domain due to practical advantages in bridging skill-gap and enriching teaching competence and methodologies. The concept of AI in the field of English language teaching is discussed at the global level as it facilitates personalized learning; learner engagement and educators' empowerment for a promising future. Hence, Indian government is making aspiring plans to democratise AI in the educational institutes to ensure inclusive access to quality education for all the learners.

One of the major problems for teachers in the ESL context is lack of custom training programmes to train teachers in AI based CPD. Teachers being the agents of change and progress, they require special training to employ sophisticated tools to complement traditional methods of teaching. In spite of many pre- and in-service trainings conducted, many teachers are ill equipped to adopt technology enabled teaching, due to lack of modern approach. Such programmes follow top-down approach where trainers deliver sessions being unmindful of teachers' actual problems in their local contexts. An experimental study conducted by Barnová et al (2020), highlighted the significance of technology enabled professional development programmes and their advantages for teachers to keep pace with the changing times in the field of education.

In a similar context, Hennessy et. al. (2022) emphasized the essence of technology awareness for teachers and its role in developing teaching and learning. Referring to the context, Demonte (2013) mentioned that equipping teachers with the technical expertise would significantly boost their confidence and resourcefulness in improving their learners' socio-linguistic competence.

Literature Review:

The Role of AI in Empowering English Language Teachers' CPD

The rapid rise of AI in the form of Natural Language Processing (NLP), Machine Learning (ML), Generative AI and Adaptive Platforms stimulates the scope of how AI can empower CPD of the English language teaching (ELT) professionals. The recent existing body of research viz. systematic reviews, research papers and syntheses recognize four recurrent affordances such as sophisticated methods, measurable formative feedback, personalization of learning, tools for evaluation and lesson plan/design (Tan, 2024). It facilitates teachers in bridging the gap in adopting techno-driven teaching methods, personalizing learning employing AI-powered diagnostics and content from the adaptive platforms. These developments are likely to be helpful to bridge the gaps of ELTs in pedagogical

technique as well as content awareness, thereby it facilitates CPD (Tan, 2024).

Research in the field of Applied English language teaching presents that there is possibility of the CPD of the teachers through ready-made and customizable worksheets, micro-learning activities, and simulated classroom games, if they can adopt intelligent tutoring systems, pronunciation tools, automated writing assessment tools and large language models (LLMs) (Crompton 2024). In addition to this, case studies highlight the CPD of teachers who employ various AI tools to download activities, reflect on classroom-based tasks and transcripts, and rehearse feedback strategies aligned with iterative series of professional learning and development using generative tools such as ChatGPT and AI-powered language evaluation platforms (Crompton, 2024). As major part of the literature in the respective field remains theoretical and analytical rather than empirical, it does not support adequately its argument about its influence on outcomes of the learner and classroom practices (Crompton, 2024).

In addition to these, the literature in the area presents certain significant themes pertaining to teacher agency, ethics and preparedness. Analysis of qualitative studies and practitioner-focused reports often present teachers' lack of preparedness for AI's penetration in the current times; struggle of CPD in adopting and managing AI literacy; pedagogical regulation of AI suggestions and prompt design (Edmett, 2024). In continuation of this, the study cautiously mentions that any form of poorly designed and executed AI-CPD will have adverse impact on the teachers either by over-automating the judgement or deskilling or embed proprietary biases from vendor platforms into pedagogical choices (Edmett, 2024). Such critical observations stress on the fact that all forms of CPD programmes should prioritize agency of teachers along with assessment skills instead of adopting the mere tools.

Considering from the methodological perspective, this domain exhibits certain weaknesses. Majority of the studies (Hubbard, 2025 and Tan, 2024) are conducted on a short-term pilot and small-scale basis whereas the long-ranging studies evaluating continual teacher change are uncommon (Tan, 2024). While analyzing it from the quantitative studies perspective, it presents that they conflate teacher self-reported confidence often with change in instructional strategies. It remains as a significant yet inadequate substitution for classroom practice. Apart from this, there exists a serious concern pertaining to the publication bias concerning positive case reports viz. early-adopter schools, vendor collaborations. These aspects not only artificially inflate apparent effectiveness but also obscure concerns of equity regarding infrastructure and access.

While presenting about practical frameworks, which integrate CPD models of teachers with AI-literacy, Hubbard (2025) mentioned reflective phases and TPACK models. Giving justification for CPD, he said that CPD designs combine aspects such as modules of AI-literacy (understanding model limits); scaffolded practice (adaptation of lesson and simulated feedback); and critical reflection (assessing AI outputs against pedagogical aims). Such find blend redresses both techno-optimism as well as techno-skepticism by giving teachers the role of assessing AI suggestions actively rather than adopting them passively.

Additionally, there still exist research priorities and gaps. The areas, which remain largely unexplored, are how to track AI-based CPDs influence on instructional strategies and learning of learners through longitudinal, mixed-methods and robust studies; assess the equity implications via comparative studies exploring the high resourceful vs low-resourceful contexts is required to surface equity implications (Tan, 2024; Crompton, 2024). In addition, government initiatives and policy documents such as AI-literacy teacher training programs show growth and development.

The literature review, briefly, presents positive sign in the early stages that AI technology contributes to English language teachers' CPD through multiple means. Some of the key aspects include personalizing the learning, measuring formative feedback, evaluation and practice-oriented tools. In contrast to this, there are certain methodological limitations, ethical implications, concerns, and equity related challenges, which temper those claims. Therefore, it can be stated that future CPD through AI must combine technical skill building with robust evaluation, policies and critical pedagogies, which safeguard learner privacy and teacher agency.

The following section presents research design, with aims, objectives and theoretical underpinning of the study.

Research Design

A theoretical and conceptual research design is used in the study. The key purpose is to explore how the use of AI tools in teaching contributes to English language teachers' CPD. The study being a non-empirical one, it gathers the necessary data from the existing literature available and it uses Technological Pedagogical Content Knowledge (TPACK), an **educational technology framework** to build a structured argument. Moreover, the TPACK is used as an analytical framework to evaluate the advantages and disadvantages of integrating the AI technology as a tool for teachers' CPD.

The study aims at exploring how the use of select AI tools can enhance English language teachers' CPD in the ESL context.

Research Objectives:

1. To evaluate the select AI tools critically in contributing to the English language teachers' CPD.
2. To discuss advantages and challenges in the integration of AI tools in CPD.
3. To recommend best practices for AI-assisted CPD.

In order to assess the potential of the AI sources for the CPD of ELTs, the select tools were analyzed employing the TPACK framework, which is drawn from Mishra & Koehler, (2006).

The following tables 1 and 2 provide information about TPACK framework in lucid details.

S.No	Domains/Abbreviation	Awareness/Knowledge	Example
1	CK-Content Knowledge	Subject/domain knowledge	Phonetics, word stress, Intonation, reading comprehension.
2	PK- Pedagogical Knowledge	Methods and strategies for effective teaching.	Integration of skills, Technology enabled teaching, conducting online quizzes.
3	TK-Technological knowledge	Use of digital tools effectively.	ELSA Speak, ChatGpt & Rewordify

Table 1 (Source: Mishra & Koehler, 2006)

The following are the intersections of the TPACK, which provides further details of analysing practical utility of the tools and their role in the CPD of the teachers.

S.No	Abbreviation	Awareness
1	TCK: Technological Content Knowledge	Integrating technological tools in their respective domain field/subject.
2	TPK: Technological Pedagogical Knowledge	Integrating technological tools in using teaching methods creatively

S.No	Abbreviation	Awareness
3	PCK: Pedagogical Content Knowledge	Effective use of methods which are in line with their domain field/subject
4	TPACK: The integrated knowledge of technology, pedagogy and content	Enables effective teaching with integrating all the aspects of TPACK

Table 2 (Source: Mishra & Koehler, 2006)

The following section focuses on *the analytical perspectives and practical utility of AI Tools for English Language Teachers' CPD*.

AI Tools for English Language Teachers

1. **ChatGPT:** In the broad professional development frameworks, ChatGPT, being a dialogic scaffold, facilitates teachers to enrich their self-reflective practices and decentralises knowledge generation by questioning traditional notions of teachers' expertise and authority. It develops meditative practice as teachers involve in raising questions iteratively about the inputs of AI and their own pedagogical outputs. Nevertheless, such involvement requires **critical digital literacy**, because relying on AI-produced inputs uncritically leads to superficial development of linguistic competence rather than profound pedagogical insight.
2. **Quillbot:** Its usage goes beyond a mere paraphrasing tool to a metalinguistic meditator that strengthens teachers understanding in textual revisions and academic writing. It trains teachers in noticing linguistic options in real-time, syntactic restructuring, and rewording. In addition, it equips teachers with the skill of critically reflecting on writing aspects of cohesion, coherence, register and authorial voice, which are generally ignored in traditional writing sessions. However, absence of the supervision and excess dependence leads to poor writing abilities and formulaic expressions. Contrary to this, it can also foster stylistic awareness and mastery over writing process, which leads to CPD.
3. **Write and Improve:** It functions as an automated formative assessment and a reflective feedback mechanism. It provides deeper insights for teachers about feedback awareness and interpretation of algorithmic evaluation analytically. It acts not just as corrective source but a reflective feedback system. While teachers are using this, their critical ability to evaluate tasks, use rubrics for each parameter of writing and evaluation criteria and standards are

improved. Further, teachers compare their feedback with AI's feedback and reflect critically and it lead to their CPD.

4. **ELSA Speak:** This tool shifts teacher's role from a mere evaluator of accurate responses to reflective facilitator of phonological knowledge. By providing accurate and instant feedback on stress, intonation and pronunciation, it achieves more than what a teacher could possibly achieve in a large classroom scenario. In addition, it disrupts traditional role of a teacher from an instructor of speech sounds to an active explorer of new strategies of teaching pronunciation, accent neutrality and intelligibility. Nevertheless, teachers should deal with bias of western pronunciation standards besides navigating between linguistic variety and intelligibility.
5. **Rewordify:** It is a tool for simplification of lexicons and enrichment of comprehension in addition to transforming how language teachers approach differentiated instruction and text accessibility. It facilitates teachers exploring the relationship between comprehension of the content and complexity of lexicon besides developing teachers' pedagogical knowledge of gradation of vocabulary. It further grooms teachers to customize vocabulary activities, reading comprehension tasks and analysis of a text as per their students' proficiency levels without compromising semantic aspects of the content. Its usefulness does not limit to simplification of content but provides profound insights to teachers about how they can dexterously scaffold activities and tasks pertaining to the lexicon and comprehension aspects.
6. **ReadTheory:** It facilitates teachers by being an adaptive tool for systematically enriching reading comprehension. It customizes complexity of the texts, reading tasks and comprehension activities based on learners' inputs. From the CPD context, it fosters teachers' assessment literacy, material-designing ability, modification and adoption of reading materials suitable to their learners' domain specialization. The integration of tool in classrooms leads to adopting an important teaching approach i.e. data-driven reading pedagogy, which gradually results in responsive teaching in addition to tailoring interventions, teaching strategies, content and complexity to meet specific syllabus goals. Hence, it leads to CPD of teachers by connecting **data-driven assessment** with humanistic instruction that is grounded in learning and excelling of the individual learner.
7. **TED-Ed:** It is a platform known for its multimodal knowledge mediation, which brings various pedagogical aspects together such as visual literacy, storytelling, conceptual clarity,

deeper insights into content and English language learning. Professionally, it transforms teachers' role from a mere consumer of knowledge to creators of knowledge. Further, it moves from dependence to independence i.e. transmission of content to curation of inquiry-based learning experiences. It employs stories, which reflect various cultures with animated narratives and encourages critical media pedagogy among its users. From the PD point of view, it develops digital storytelling, animation affects, multimodality and diverse dimensions of learning among the teachers.

8. **Mentimeter:** Being an engaging tool, it acts as interactive audience-response that provides a novel dimension to learners' participation and teachers' feedback. It transforms the routine classroom pedagogical deliberations to dialogic knowledge development from traditional monologic delivery considering learners responses and correspondent feedback. From the PD perspective, teachers develop digital quiz creation and assessment for engaging learning experiences of their learners. It transforms teachers' notion of assessment from individualistic to collaborative and communicative aiming at promoting critical thinking, deep reflections, engagement and inclusive participation.

The purpose of mapping select AI tools with TPACK elucidates whether these tools support CPD of teachers. It presents advantages and limitations.

Mapping AI Tools to TPACK – Advantages and Limitations

S.No	AI Tool	Function in ELT CPD	TPACK Domains	Example in CPD Context – Advantages and Limitations
1	ChatGPT	Trains teachers to generate ideas, lesson plans, activities and custom materials.	TPACK	Designs grammar lessons; integrates accurate content knowledge (CK); AI automation and technological knowledge (TK) and Effective activity design pedagogical knowledge (PK) in general; However, it lacks pedagogical awareness in specific context.

S.No	AI Tool	Function in ELT CPD	TPACK Domains	Example in CPD Context – Advantages and Limitations
2	QuillBot	Enhances teachers existing assessment skills, feedback mechanism and knowledge of rubrics.	TCK/TPK	It enhances teachers' skills in rewriting complex texts to suit varied backgrounds of students; develops their teaching content and accessibility. Conversely, QuillBot does not develop critical reflection and academic writing skills.
3	Write and Improve	Develops teachers' awareness of Common European Framework of Reference (CEFR) evaluation and focuses on nuances of feedback criteria, accuracy, coherence, content quotation, style).	TCK/TPK	Teachers can enhance their ability in assessing writing samples and their respective rubrics at a higher level. Nonetheless, its restricted feedback system does not improve higher order writing competencies.
4	ELSA Speak	Fosters segmental features (phonetics, intonation and word stress) through game-based pedagogical teaching strategies.	TCK/TPACK	Teachers get opportunity to practice accentual patterns, phonetic sounds (CK) and intonation through AI based teaching techniques (PK). However, the tool ignores regional and intelligible varieties of English.
5	Rewordify	Provides various need-based/text-based worksheets on words, content, knowledge Language of users.	TPK/TPACK	Teachers are able to generate materials (CK) and adjust lessons to learners' abilities using AI strategies (PK). However, over simplification of language reduces

S.No	AI Tool	Function in ELT CPD	TPACK Domains	Example in CPD Context – Advantages and Limitations
6	Read Theory	Equips teachers with the nature of RC questions and content which gives an edge to guide students; and it contributes to CPD.	TPACK	critical engagement and nuanced understanding of the users. Teachers learn construction of RC tests (CK); use AI for assessing students (TK) and modify necessary pedagogical aspects to develop learners (PK). Nevertheless, it has limited capacity to promote pedagogical or reflective learning.
7	Quillionz	Trains teachers in technical tools to create many interactive and sophisticated quizzes and polls.	TPACK	Teachers master designing polls, quizzes (CK), employ AI for tests (TK), and apply necessary pedagogical modifications (PK). However, the auto generated questions lack relevance, depth and awareness of context.
8	TED-Ed	Provides video materials on many subjects, integrates all the skills of language and trains teachers in material designing.	TPACK	Teachers gain insights about content creation (TK), evaluation parameters, generate skill integrated materials (PK) and pedagogical application. However, many videos are not in line with the specific curriculum needs of learners.

Table: 3

The tabular column presents each tool's contribution to CPD in ELT, the respective TPACK domain, its intersection along with advantages and limitations. Based on analysis, the following findings are drawn from the study.

Findings and Conclusion

The section presents research findings aiming at critically analysing the role of select AI tools in CPD of English language teachers across four domains personalization of learning, material generation, assessment and feedback strategies. From the analysis, it is drawn that ChatGPT enriches CPD by facilitating them to explore novel teaching materials and lesson planning, but it lacks contextual pedagogical awareness; and teachers customize to their needs. In the case of QuillBot, it assists in CPD by improving text rewriting and rubric-based assessment though; it limits development of critical reflection and academic writing skills. Regarding ELSA Speak, it enables teachers to use tech-driven pedagogical teaching practices to impart phonetics, word stress and intonation skills; nevertheless, it overlooks regional and intelligible English varieties.

Further, Write & Improve tool enhances teachers' awareness of rubrics and assessment, but it does not provide critical feedback on advanced writing competencies. Another tool Rewordify enriches teachers' pedagogy in designing vocabulary materials, simplifying texts, but it lacks critical engagement and nuanced language understanding. In addition, ReadTheory fosters assessment skills, reading comprehension strategies, and test design but offers limited pedagogical and reflective learning opportunities. Regarding, the ability of designing interactive quizzes and attaining technological awareness, Quillionz helps teachers but its auto-generated questions often lack depth and contextual relevance. Furthermore, TED-Ed inspires content creation and design skill-integrated materials, but the relevance of multimedia materials to learners' curriculum needs is to be verified.

The study highlights the potential of AI tools integration in teaching and its contribution to professional development of English language teachers. On the flip side, there are pertinent issues viz. overdependence, digital divide, bias of tools, unethical AI use, risk of critical thinking and loss of self-confidence of the users which require critical deliberations and further investigation to maximize its benefits for teachers' professional and institutional development. Finally, the study highlights that continuous support and training are crucial to explore the positive side of the AI for the greater good.

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Visual Methodology in the Age of AI: Integrating Digital Literacy into the English Language Curriculum

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Abstract

In the contemporary hybrid classroom environment in the post-pandemic scenario, the ability to decode and critically engage with digital texts has become a central educational necessity. With the rise of artificial intelligence (AI) image/animation generation and the dominance of digital media in public discourse, both students and teachers must develop vigorous digital literacy skills. This paper integrates insights from cultural studies, posthumanist theory, and contemporary pedagogy to propose a methodology for embedding digital literacy into classrooms. It draws on foundational concepts from recent research on AI-driven media, while incorporating strategies from innovative courses that merge popular culture and AI literacy. Practical modules involving large language models, AI-assisted creative production, and critical cultural analysis are embedded within the discussion. Special emphasis is given to classrooms where linguistic diversity, resource disparities, and evolving student habits present distinct pedagogical challenges. By combining theoretical insights with concrete activities, the paper aims to prepare learners to navigate, critique, and ethically engage with a digital platform shaped by algorithmic production, networked authorship, and ideological framing.

Keywords

Visual Methodology, Digital Literacy, AI-Generated Images/Animations, Critical Viewing, Multimodal Pedagogy, Large Language Models, Multimedia Education

Introduction

Literacy in the twenty-first century extends far beyond the printed word or textbooks.

Students are now engaged in a world where meaning is increasingly conveyed through images and animations — photographs, paintings, films, advertisements, infographics, reels, memes, and AI-generated visuals — often before it is encountered in textual form. Television, cinema, social media, and online platforms are primary sites of cultural engagement today. In this context, digital literacy must be understood not as an enhancement to traditional literacy but as a foundational skill necessary for both public participation and personal expression. The reach of images, toons, and animations have expanded dramatically. Mobile devices, high-speed internet, and algorithmic feeds have created an atmosphere in which visuals reach audiences within seconds, often stripped of their original context and meaning.

A visual methodology is evolved to the use and analysis of visual materials to understand and interpret social, cultural, and political realities. How images are produced, circulated, and interpreted, and how they construct meanings about identity, power, and difference are examined. It explores the intersections of gender, caste, race, class, sexuality, and other social categories, revealing how visuals reinforce or challenge systems of privilege and inequality. It is a way of studying society through images, focusing on what visuals show, and how they reveal or resist social hierarchies.

In this visually mediated world, Large Language Models (LLMs) capable of producing both visuals and textual descriptions have further blurred the boundaries between the real and the simulated (Stokes & Price, 2017). Large Language Models (LLM) are Artificial Intelligence (AI) tools trained on huge amounts of text to understand and generate human language and visuals. LLMs learn linguistic patterns from data, predict and produce words in context for tasks such as writing, translation, and conversation. LLMs mimic human communication by processing information and generating contextual responses. Examples include ChatGPT by OpenAI and Gemini by Google DeepMind, which demonstrate the expanding influence of such models in everyday digital interactions.

The pedagogical challenge is therefore to equip students with the skills to interrogate visual language — whether human-made or machine-generated — for their aesthetic qualities, cultural codes, and ideological functions. This challenge is compounded by what posthumanist thinkers identify as the dissolution of the traditional humanist subject into a networked, technologically entangled actor whose cognition, perception, and agency are distributed across human and non-human assemblages (Hayles, 2008; Pepperell, 2023).

Literature Review/ Context of the Study

Rajan Gurukkal (2025), Vice Chairman of the Kerala State Higher Education Council, raises a question about how higher education should be designed for Generation Alpha, children born after 2010. He notes that the first wave of this generation is about to enter tertiary education. It is unjust that Baby Boomers, now aged, are responsible for designing the educational framework for this brand-new generation. He acknowledges the uncertainty surrounding what these learners wish to study, how they prefer to learn, and why (p. 139).

Gurukkal argues that the new generation requires advanced tools and technologies to acquire skills aligned with their interests. Having grown up with digital devices that shaped their cognitive and social sensibilities long before entering higher education, this generation demands new pedagogical responses. It is therefore imperative to examine their learning styles, and expectations, and to reform curriculum to accommodate their tech-savvy dispositions. A learning atmosphere that could integrate students into a twenty-first-century global knowledge community remains largely inaccessible. Gurukkal attributes this to ill-equipped institutions, outdated pedagogies, and teacher-centric models. These factors have transformed higher education from a curiosity-driven, guided self-study pursuit into a system that often fosters disengagement.

Under the direction of the Higher Education Council, a Four-Year Undergraduate Programme (FYUGP) has been introduced across universities in Kerala. The Board of Studies in English, Kannur University, has designed new-generation multidisciplinary courses for the first semester, including *Visual Mediations* and *Artificial Intelligence (AI)*, in addition to *Film Narratives*. The curriculum and syllabus exemplify this shift toward future-oriented learning aimed at instilling curiosity and promoting heutagogy (Kannur University, 2024).

The National Education Policy (NEP) 2020 (Ministry of Education, 2020) emphasizes the integration of innovative technologies; hence, a critical study of how media produce dominant ideologies becomes imperative. The policy also underscores the importance of multilingual and multicultural learning environments, encouraging learners to engage with issues of race, class, and cultural identity. Accordingly, both the curriculum and assessment practices at Kannur University have been reconfigured to align with these goals.

A review of research on how artificial intelligence (AI) is being used in classrooms in the United States was conducted by Jaramillo and Chiappe (2024). They examined 130 studies and found that many current school curricula contain gaps in the effective integration of AI. The study suggests

that AI should be used to help students think critically, solve real-world problems, and make connections across different subjects. The authors also emphasize that schools and teachers can use these findings to design better lessons and plan future research on how AI influences learning. This provides a valuable global perspective for educators and policymakers.

The present study identifies existing gaps and seeks to address them further by drawing on student feedback and teachers' action-taken reports collected between 2020 and 2024 by the Internal Quality Assurance Cell (IQAC) of Payyanur College, Payyanur, one of the premier institutions affiliated with Kannur University (Payyanur College, 2024). This article proposes a model for teaching English that prioritizes practical classroom applications over purely theoretical discussions of AI.

Theoretical Framework

The academic study of visual media across the globe is built upon a long theoretical tradition. Theodor Adorno and Max Horkheimer (1944) coined the term '*culture industry*' to describe a system that standardises cultural products to maintain dominant ideologies. Although their critique emerged in a mid-twentieth-century mass media context, it is relevant in the contemporary debates about the digital media.

John Berger's (1972) *Ways of Seeing* is foundational for understanding how visual perception is socially and politically mediated. His famous statement — “Men look at women. Women watch themselves being looked at” (p. 47) — reveals the gendered dynamics of representation, and this principle can be extended to interrogate how caste, class, and cultural identity are framed in media nowadays.

Stuart Hall (1997) reframed culture as a dynamic process of meaning-making, rejecting static definitions. Hall argues that audiences interpret media texts through dominant readings depending on their cultural and social positioning. This insight is particularly relevant in multilingual, multicultural classrooms, where students' interpretations of the same image may vary significantly.

Sundar and Marathe's (2010) research into algorithmic bias underscores the necessity of AI literacy as an integral part of visual literacy in the age of machine learning. Burnett, C., & Merchant, G. (2020) call for media literacy that interrogates ownership, production contexts, and socio-political implications and explore the role of multimodal literacy in post-pandemic classrooms, where hybrid learning and digital platforms dominate.

Posthumanist theory connects with these traditions by challenging the idea that humans are always at the centre of media studies. Scholars like Katherine Hayles (2008) argue that technology is not just something humans use, but an essential part of how we think, act, and experience the world.

Seeing is (not) Believing

The familiar maxim '*seeing is believing*' rests on the assumption that vision provides direct access to truth. Critical viewing challenges this notion, asserting that all images are constructed ones shaped by decisions about framing, lighting, editing, and composition. In the AI context, these questions also apply to training data, prompt engineering, and the algorithms themselves. For example, if an AI is prompted to create an image of a “scientist,” the results may twist toward certain genders or ethnicities, reflecting biases embedded in its training data.

Posthumanist pedagogy enhances critical viewing by acknowledging that in AI-mediated contexts, the “creator” is no longer solely human. The image emerges from a distributed agency involving programmers, datasets, algorithms, and end-users (Hayles, 2008). The act of interpretation thus becomes a negotiation across human–machine boundaries.

Digital Literacy as Curriculum

The course framework for the Four-Year Undergraduate Programme offered by Kannur University demonstrates how digital literacy can be integrated through a revision of the traditional English Language and Literature curriculum and syllabus (Kannur University, 2024).

For example, the multidisciplinary course on Visual Mediations starts with modules such as “Defining Visual Narratives,” “The Rise of Video Essays,” and “Video Games as Twenty-First-Century Art.” As part of internal assessment, students may create digital stories using photos and videos, analyze advertisements for cultural meaning, and explore how digital platforms shape culture and social dynamics. Teacher-specific modules may involve helping students examine digital performances for their artistic and cultural impact and encouraging them to use digital media in creating contemporary art.

The Digital Space and the Death of the Teacher

The digital space has transformed literary production. Creative writers can now explore multidimensional ways of presenting their work by combining text with sound, motion, interactivity, and visuals. Electronic literature demands participatory readers, challenging the traditional authorial

hierarchy. In the digital sphere, authorship has become fluid. Digital poems and stories, often found in apps and websites, push boundaries through multimedia interaction. Digital literature also extends literary space to diverse voices often excluded from the traditional publishing arena.

Platforms such as interactive websites offer authors dynamic canvases for reader engagement, where creators and consumers — and teachers and students — co-produce meaning. Fanfiction, included in the syllabus, exemplifies participatory culture in which authorship is decentralised, as digital texts are often intertextual and remix-based, aligning with poststructuralist notions of intertextuality, deconstruction, and the death of the author. In the classroom, the 'death of the teacher' metaphorically signals the shift from instructor-led transmission to student-centric co-learning with AI and peer networks.

Integrating AI Literacy into Digital Pedagogy

Once smartphones or tablets are available in all homes and schools, online applications featuring competitions, assessments, enrichment materials, and communities for shared interests will be developed. These will function as group activities for students, under the appropriate supervision of parents and teachers, and will enhance the initiatives outlined above. Every classroom will be transformed into a smart classroom, enabling the use of digital pedagogy and thereby enriching the teaching–learning process through online resources and collaborations (Ministry of Education, 2020).

AI literacy complements digital literacy by enabling students to critically engage with machine-generated texts and images. The *English and Artificial Intelligence* course framework of Kannur University in Kerala demonstrates how large language model (LLM)-based pedagogy can be integrated into humanities curricula (Kannur University, 2024).

The undergraduate English curriculum of the university comprises four modules that approach AI from a theoretical perspective. A fifth, teacher-specific module designed for internal assessment includes activities related to all four modules and beyond. Instead of relying on rote learning as in the end-semester examinations, internal assessment can incorporate collaborative, open-book or gadget-based examinations that promote critical and creative thinking. These assessments should be structured according to the Revised Bloom's Taxonomy, with C-type (Creating) tasks receiving the highest priority and maximum time allocation. A sample framework for English classrooms in general could be structured as follows:

- **Module 1: Introduction to LLMs** – Students input grammatically incorrect sentences into an LLM, analyse the AI's corrections, and discuss the logic of sentence construction. They also examine anonymous human- and AI-written texts to identify authorship and compare outputs from different LLMs for style and accuracy.
- **Module 2: Literature and AI** – Students generate stories using LLMs, compare them for originality and thematic coherence, and contrast AI-generated poems with human-written ones. They prompt AI to interpret literary quotes and then debate its analysis.
- **Module 3: Culture and AI** – Students create fictional characters with LLMs, examining how identities are constructed, and prompt AI to describe events like marriages, evaluating the cultural accuracy and potential bias in its descriptions.
- **Module 4: Art in the Age of AI** – Students translate regional stories into English (and vice versa) using AI, and generate images to debate originality, and copyright.

These modules move beyond treating AI as a mere tool, framing it instead as a co-participant in meaning-making — an approach deeply aligned with posthumanist pedagogy (Pepperell, 2023).

Cultural Case Studies and Ethical Debates

An English language class might compare AI-generated festival posters with human-designed ones, analysing whether AI captures local cultural nuance or defaults to generic, globalised imagery. In literature, students could compare human and AI translations of a regional short story, then analyse AI-generated cover art to see how visual interpretation interacts with text.

In another application, advertising students could dissect real political campaign posters alongside AI-generated “ideal” versions, exposing how framing, composition, and symbolic imagery are used for ideological purposes. The Malayalam sci-fi film *Android Kunjappan Version 5.25* (Moonshot Entertainments, 2019), included in the English and Artificial Intelligence course framework, offers a localised cultural perspective on posthuman themes. The film examines the tension between human connection and technology through the story of a conservative father and his robot companion, inviting reflection on empathy, dependency, and resistance in human–machine relationships.

Posthumanism as Pedagogical Paradigm

Haraway's (1991) assertion that “we are all cyborgs” articulates a reality where artificial

joints, pacemakers, robotic surgery and even everyday interactions with intelligent devices blur human–machine distinctions. In this sense, posthumanism is not merely a theoretical abstraction but a lived condition shaped by widespread technology.

The concept of the posthuman represents a transformative moment in our understanding of identity, consciousness, and existence. In *How We Became Posthuman*, Hayles (1999) deconstructs the liberal humanist ideal of the autonomous, rational subject, instead portraying the posthuman as symbiotic, dynamic, and networked — constituted through relationships with cognitive machines, environments, and emergent processes.

Applied to digital literacy education, this perspective means teaching students not to position AI as an external threat or mere tool but to recognise it as part of the cognitive and creative apparatus through which they already operate. This reframing is crucial in resisting both technophobia and uncritical techno-utopianism (Pepperell, 2023).

Challenges and Institutional Responsibilities

Challenges to implementing AI-integrated digital pedagogy include technological access, teacher readiness, and ethical sensitivities. Rural educational institutions may lack high-speed internet or AI-capable devices. Teachers require professional development in both visual and AI literacy to effectively guide students in critical engagement with digital content. Political and cultural sensitivities must be navigated with clear classroom guidelines and contextual framing to avoid polarisation.

Moreover, as posthumanist theory reminds us, the digital divide is not merely about infrastructure but about the uneven distribution of agency in networked systems (Hayles, 2008; Pepperell, 2023). Algorithmic biases, profit-driven platform filtering, and linguistic hierarchies shape whose voices are amplified and whose are silenced (Sundar & Marathe, 2010). Addressing these inequities must be a central component of any visual methodology in the AI age.

Conclusion

In the AI-mediated media landscape, visual literacy must evolve to incorporate AI literacy. The ability to decode, critique, and ethically produce both human- and machine-generated imagery is essential for informed citizenship. Integrating critical viewing with AI engagement fosters analytical, creative, and ethical capacities, empowering students to navigate and shape the twenty-first-century media environment.

A posthumanist perspective deepens this endeavour by recognising that the classroom is already a human–machine assemblage. Here, learning emerges from the interplay of human cognition, algorithmic processing, and multimodal representation. A visual methodology that embraces this hybridity prepares students not only to interpret the media of their present but to shape the media of their futures.

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Assessing Secondary School Teachers' Knowledge in Using AI Applications to Teach English: A Survey

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Abstract

Artificial intelligence (AI), with every passing day, is spreading its wings in various spheres of life, especially in education, to make learning more interesting and engaging, while also promoting equity, accessibility, and inclusivity. AI has demonstrated its ability to handle any context of teaching and learning. AI can be used in myriad ways to make learning enjoyable and meaningful. Hence, the study was conducted to determine the level of knowledge school teachers teaching English possess regarding AI-supported educational applications, the proficiency of teachers in using AI-based tools for teaching and assessment, the barriers preventing teachers from effectively using AI-supported applications, and the training or support system needed to improve teachers' readiness to use AI tools.

Keywords

Education, School Teachers, Technological Knowledge, AI-Based Tools, Adaptive Learning Platforms, Automated Grading, Equity, Accessibility, Inclusivity, Qualitative Analysis.

Introduction

The integration of Artificial Intelligence (AI) in education is transforming teaching and learning by delivering personalised experiences, streamlining assessments, and providing data-driven insights. AI-supported educational applications, such as adaptive learning platforms, automated grading tools, and virtual tutors, are being widely adopted in schools around the world. The successful implementation of technology hinges on teachers' expertise and skills in their teaching practices. In India, where digital education is advancing rapidly, it is crucial to assess whether school teachers have the knowledge to effectively utilise AI-supported applications and their readiness to incorporate them into teaching and evaluation processes.

This research investigates teachers' awareness of AI tools to integrate them into classrooms, with an emphasis on their use in instructional delivery and student assessment. The findings aim to identify gaps in teacher education and contribute to policy recommendations for improving AI integration in educational settings.

Significance of the Study

This research aims to contribute to the field of AI in education by presenting empirical data on teachers' knowledge and readiness within the Indian context. The findings are intended to inform teacher education programs, curriculum development, and policy frameworks to facilitate effective AI integration in schools. Identifying gaps in knowledge and readiness helps us promote equitable access to technology-enhanced education, in tandem with the objectives of India's National Education Policy (NEP) 2020 regarding digital transformation.

Research Objectives

1. To assess teachers' current knowledge and understanding of AI-supported educational applications.
2. To assess teachers' skills in using AI-based tools for teaching and assessment.
3. To identify barriers and challenges faced by teachers in adopting AI-supported educational applications.
4. To recommend strategies for enhancing teachers' capacity to use AI tools in education effectively.

Research Questions

1. What is the level of knowledge among school teachers regarding AI-supported educational applications?
2. How proficient are teachers in using AI-based tools for teaching and assessment?
3. What barriers (e.g., training, infrastructure, or attitudinal) prevent teachers from effectively using AI-supported apps?
4. What training or support systems are needed to improve teachers' readiness to use AI tools?

Literature Review

The adoption of AI in education has been extensively researched, indicating its potential to enhance learning outcomes through personalised instruction and efficient assessment (Chen et al., 2020). Various studies demonstrate that AI tools, including adaptive learning platforms (such as Smart Sparrow) and automated grading systems, can enhance student engagement and decrease teacher workload (Holstein et al., 2019). Successful integration of these technologies necessitates that teachers possess sufficient technological knowledge and maintain positive attitudes toward AI (Celik, 2022). Research conducted in developing countries, including India, reveals that teachers frequently lack training in digital tools, face infrastructural challenges, and may be apprehensive about AI due to unfamiliarity or concerns regarding job displacement (UNESCO, 2021).

The Technological Pedagogical Content Knowledge (TPACK) framework emphasises the integration of technology, pedagogy, and content knowledge by teachers (Mishra & Koehler, 2006). Research indicates that many teachers may lack the technological component of TPACK, particularly regarding AI tools (Kim & Lee, 2023). Additionally, teachers' readiness to adopt technology is influenced by factors such as training, institutional support, and self-efficacy (Ertmer & Ottenbreit-Leftwich, 2010). This research aims to investigate AI-specific knowledge in the Andhra Pradesh secondary school context, an area that has not been extensively studied.

Methodology

1. Research Design

This study will employ a survey method to obtain a thorough understanding of teachers' knowledge. The study will measure knowledge, skills, attitudes and barriers.

1. Population and Sampling

- a. Population:** Secondary school teachers (Classes 6-10) in urban and semi-urban schools in Andhra Pradesh teaching English.
- b. Sample Size:** 24 teachers from 20 schools (10 urban, 10 semi-urban) in Andhra Pradesh.
- c. Sampling Method:** Purposive sampling to ensure diversity in school types (government, private, aided), teacher experience, and subject expertise.

3 Data Collection Methods

Questionnaire:

A questionnaire has been developed to measure teachers' knowledge, skills, and confidence in using AI-driven applications.

The questionnaire comprised 30 closed-ended questions with multiple-choice or Likert-scale responses. The questionnaire, administered to 24 teachers, covered five sections: Demographic Information, Awareness of AI Apps, Knowledge of Specific AI Features and Tools, Applications in English Teaching, and Knowledge of Benefits/Challenges.

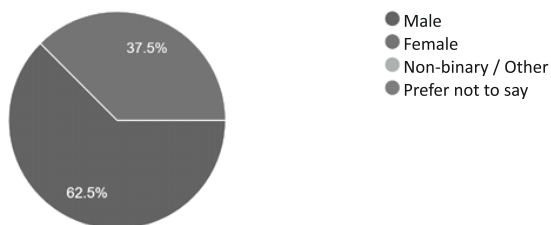
Data was collected from 24 respondents, primarily from government schools, with varying demographics and teaching experience.

Data Analysis - Questionnaire

Section 1: Demographic Information

1. What is your gender?

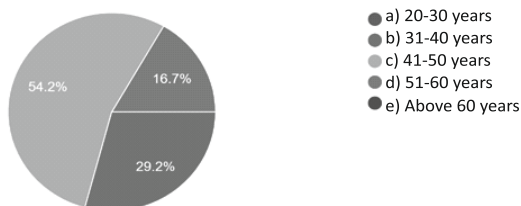
24 responses



The sample includes 62.5% males and 37.5% females. This male-dominated representation may be indicative of the teaching workforce in the surveyed region, which could limit the diversity of perspectives presented.

2. What is your age group?

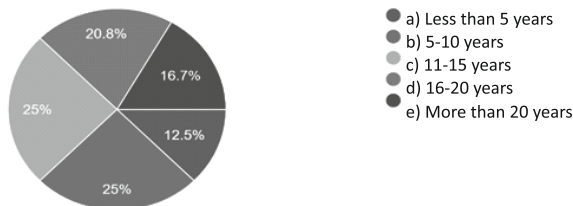
24 responses



54.2% of the teachers are aged 41-50 years, 29.2% are aged 31-40 years, and 16.7% are aged 20-30 years. The majority being in the mid-career range indicates a potentially stable demographic representation which may have different levels of familiarity with technology compared to younger teachers.

3. How many years have you been teaching English at the secondary school level?

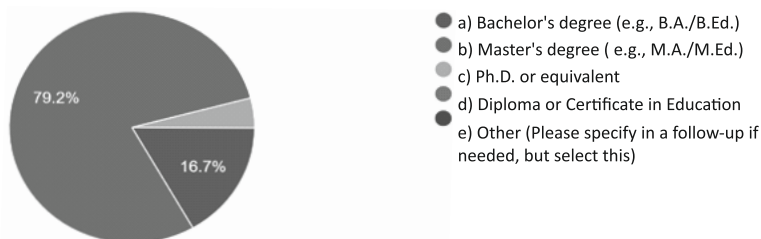
24 responses



The distribution of teaching experience among the staff is as follows: 25% have 5-10 years of experience, another 25% have 11-15 years, 20.8% have 16-20 years, 16.7% possess over 20 years of experience, and 12.5% have less than 5 years. This composition reflects a range of experience levels among teachers, which may impact their familiarity with modern technology.

4. What is your highest education qualification?

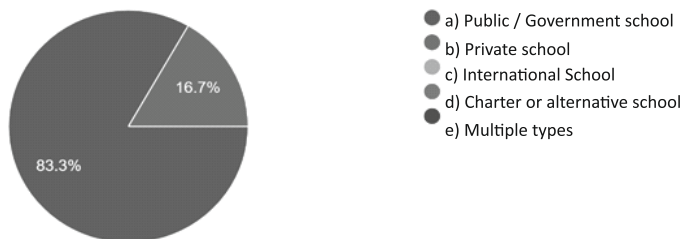
24 responses



79.2% of teachers hold a Master's degree, 16.7% hold a Bachelor's degree, and 4.1% hold a Ph.D. The high levels of educational attainment indicate a significant academic foundation, though it does not necessarily imply proficiency in technology.

5. What type of secondary school do you primarily teach in?

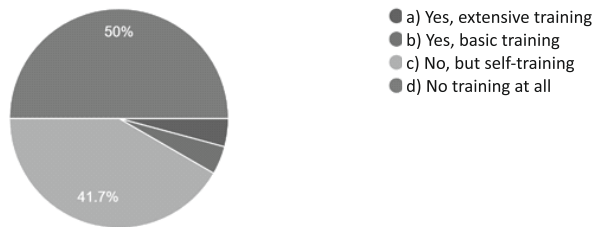
24 responses



Approximately 83.3% of educators work in government schools, while 16.7% are employed in private schools. The majority of teachers in government schools may indicate potential resource constraints that could affect the adoption of AI technologies.

6. Have You received any formal training or professional development on AI in education?

24 responses



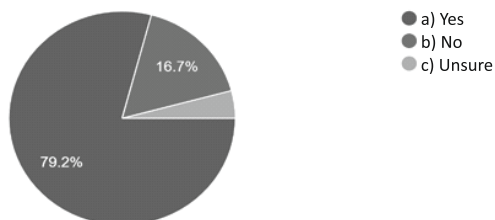
According to the data, 50% of individuals have no formal training, 41.7% are self-taught, 5% have received basic training, and 3.3% have undergone extensive training. The absence of formal training may pose a significant barrier to the integration of AI.

This sample consists primarily of males who are mid-career professionals, highly educated, and employed in government schools. They generally do not have formal AI training and predominantly rely on self-directed learning.

Section 2: Awareness of AI Apps in Education

7. Have you heard of Artificial Intelligence (AI) apps being used in teaching?

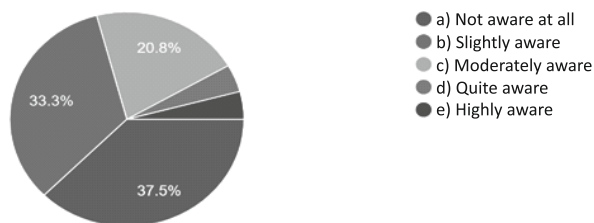
24 responses



Approximately 79.2% of teachers are aware of AI applications in teaching, while 16.7% are not aware, and 4.1% are uncertain. This indicates a high level of general awareness, although a minority does not have exposure to these applications.

8. Are you aware of AI apps for teaching English?

24 responses

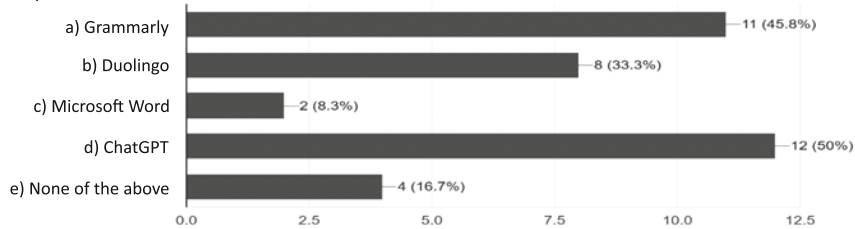


The data indicates that 37.5% of respondents are not aware, 33.3% are slightly aware, 20.8%

are moderately aware, 5% are quite aware, and 3.4% are highly aware. Together, over 70% of respondents exhibit low to no awareness, which suggests a limited level of knowledge on the subject.

9. Which of the following is an example of an AI app commonly used in language teaching?
(Select all the apply, or "None" if unsure)

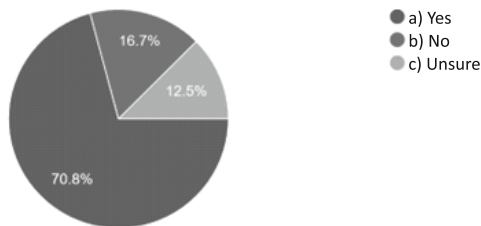
24 responses



Fifty per cent of respondents identified ChatGPT, while 45.8% recognised Grammarly. Duolingo was identified by 33.3% of participants. 8.3 per cent incorrectly chose Microsoft Word, and 16.7% selected none of the options. The recognition of AI tools appears to be moderate but shows variability among respondents.

10. Are you aware that AI apps can generate personalized learning paths for students?

24 responses



The survey shows that 70.8% of respondents are aware that AI can generate personalised paths, while 16.7% are not aware, and 12.5% are unsure. This indicates a relatively strong awareness of adaptive learning among the participants.

11. Do you know if AI apps require internet access to function effectively in classrooms?

24 responses



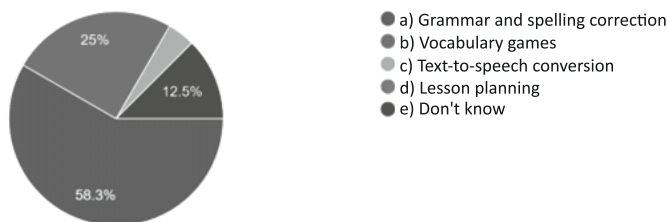
The data indicate that 33.3% of participants believe AI applications always require an internet connection, while another 33.3% indicate that most features need internet access. Additionally, 4.2% believe these applications can function offline, and 29.2% reported being unsure about the technical requirements. The level of uncertainty regarding these requirements is significant.

The key aspects of this section indicate that while a majority of teachers recognise the presence of AI in education, their knowledge regarding specific tools and technical requirements is often limited. Additionally, there is considerable uncertainty surrounding the subject.

Section 3: Knowledge of Specific AI Features and Tools

12. What is the primary function of Grammarly as an AI tool in English teaching?

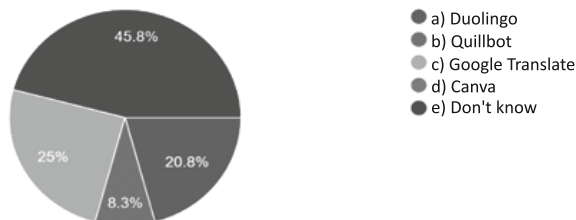
24 responses



The data indicate that 58.3% of respondents accurately identified grammar and spelling correction as Grammarly's primary function. In contrast, 25% selected vocabulary games, 12.1% chose text-to-speech, 2.1% indicated lesson planning, and 12.5% were unsure. Overall, the understanding of Grammarly's primary purpose is moderate, though it seems to be influenced by various misconceptions.

13. Which AI app is known for using gamification to teach vocabulary and pronunciation?

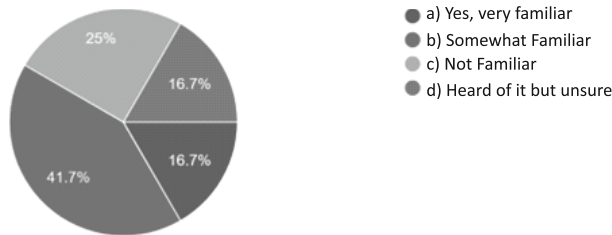
24 responses



Only 20.8% of respondents correctly identified Duolingo, while 45.8% were unsure. Additionally, 25% selected Google Translate, 8.3% chose QuillBot, and 0.1% identified Canva. The low recognition of gamified tools suggests a possible knowledge gap among participants.

14. Are you familiar with how ChatGPT can be used to create writing prompts for English Classes?

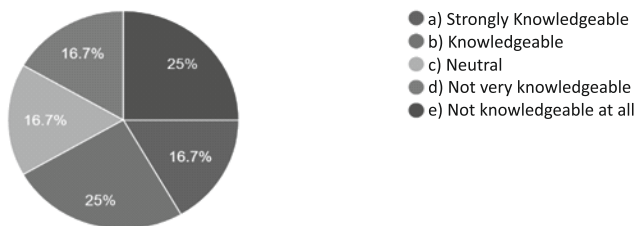
24 responses



16.7% of individuals are very familiar, 41.7% are somewhat familiar, 25% are not familiar, and 16.7% have heard but are unsure. Overall, a moderate level of familiarity is present, though there appears to be a lack of depth in familiarity.

15. What extent do you know about AI tools like ELSA Speak for improving students' speaking skills?

24 responses



The distribution of knowledge regarding speaking-focused tools is as follows: 16.7% of respondents indicated they are strongly knowledgeable, 25% reported being knowledgeable, 16.7% remained neutral, 16.7% categorised themselves as not very knowledgeable, and 25% identified as not knowledgeable at all. This distribution indicates a variation in knowledge levels among individual teachers.

16. Which feature of AI apps like Microsoft Teams or Google Classroom integrates AI for real-time feedback on assignments?

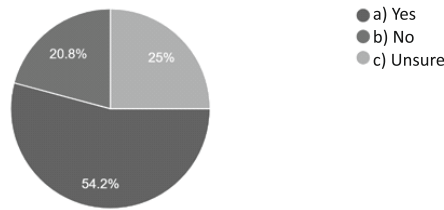
24 responses



The data indicate that 54.2% of respondents are unaware of the AI feature. The results also showed that 16.7% selected automated grading as a feature, another 16.7% chose video conferencing, 12.5% indicated file sharing, and 0.9% opted for calendar integration. This suggests a significant lack of awareness regarding the AI capabilities integrated into the platform.

17. Do you know if AI apps such as Read&Write use natural language processing (NLP) to assist with reading comprehension?

24 responses



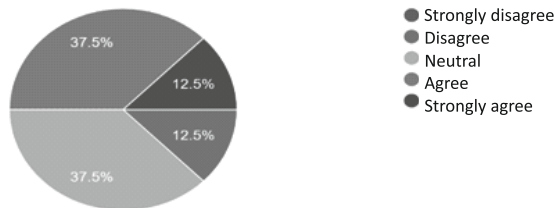
The data reveal that 54.2% of respondents are aware that the technology uses natural language processing (NLP), while 20.8% are unaware, and 25% are unsure. This indicates that awareness of advanced AI features, such as NLP, is moderate but not universally recognised.

This section indicates that teachers possess partial knowledge of specific AI tools and features. There is a correct identification of tools such as Grammarly and the use of NLP, but there are significant gaps in recognising gamified tools and platform features.

Section 4: Applications of AI in Teaching English

18. Can AI apps help in differentiating instruction for diverse learners in English classes (e.g., adapting content for different proficiency levels)?

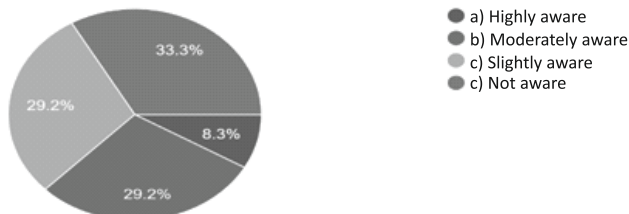
24 responses



37.5% of respondents agree, and 12.5% strongly agree that AI aids differentiation in learning. Additionally, 37.5% remain neutral, while 12.5% disagree with this statement. This indicates moderate support for the role of AI in accommodating diverse learning needs.

19. To what degree are you aware of using AI for assessing students writing skills automatically?

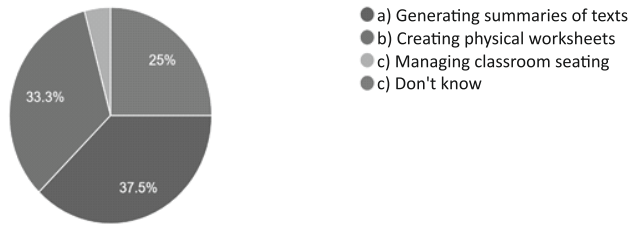
24 responses



Awareness of automated grading among respondents is categorised as follows: 8.3% are highly aware, 29.2% are moderately aware, 29.2% are slightly aware, and 33.3% are not aware. Overall, the data indicate that awareness of automated grading varies from low to moderate

20. Which of the following is a correct application of AI in teaching English literature?

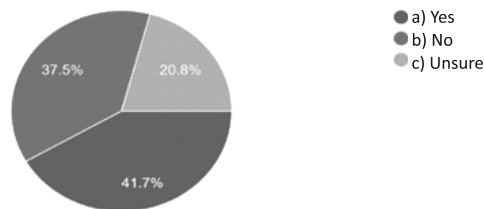
24 responses



The data indicate that 37.5% of respondents correctly identified generating summaries as an application of AI, while 33.3% incorrectly selected worksheets, 4.2% chose seating management, and 25% stated they did not know. This suggests that misconceptions about AI applications may be present.

21. Are you knowledgeable about integrating AI apps like Kahoot! with AI enhancements for interactive English quizzes?

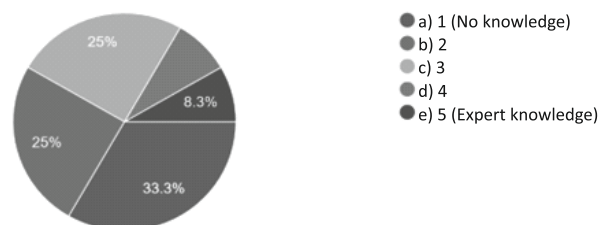
24 responses



41.7% of respondents are knowledgeable about interactive tools, 37.5% are not knowledgeable, and 20.8% are unsure. The knowledge of interactive tools among participants is varied.

22. Rate your knowledge of using AI for translation support in multilingual English classrooms.?

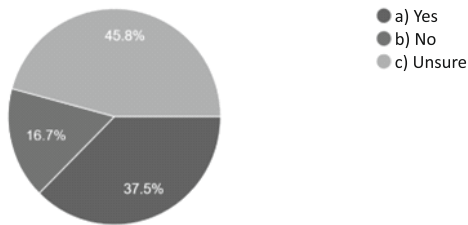
24 responses



In the survey regarding knowledge of translation support, the results showed the following distribution: 33.3% of respondents reported having no knowledge, 25% indicated a low level of knowledge (rated 2), 25% rated their knowledge as moderate (3), 8.4% reported a high level of knowledge (4), and 8.3% classified themselves as experts (5). Overall, the findings suggest that knowledge of translation support is predominantly low.

23. Do AI apps like Otter.ai primarily assist with transcribing spoken English lessons for review?

24 responses



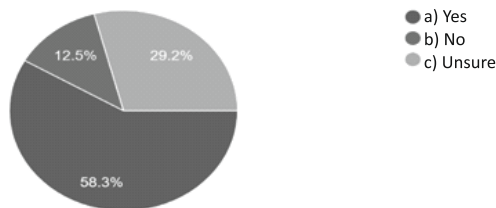
37.5% of respondents believe transcribing tools assist in transcription, while 16.7% disagree, and 45.8% are unsure. The high level of uncertainty may suggest limited exposure to transcription tools among the respondents.

The significant points of this section are that teachers acknowledge various practical applications, such as differentiation and summaries. However, there is limited awareness of specific uses, such as automated assessment and transcription, which is accompanied by notable uncertainty.

Section 5: Knowledge of Benefits and Challenges

24. Are you aware that AI apps can increase student engagement in English learning through interactive elements?

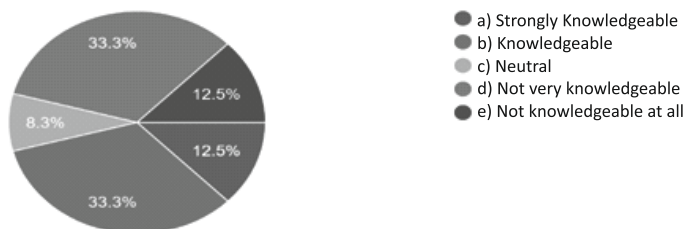
24 responses



The survey indicates that 58.3% of respondents are aware that AI can enhance engagement, while 12.5% do not believe this, and 29.2% are uncertain. This suggests that awareness of the engagement benefits associated with AI is moderate, but not universal.

25. What extent do you know about data privacy challenges when using AI apps in schools?

24 responses



The distribution of knowledge regarding privacy issues is as follows: 12.5% of respondents indicated that they are strongly knowledgeable, 33.3% considered themselves knowledgeable, 8.3%

were neutral, 33.3% reported being not very knowledgeable, and 12.5% identified as not knowledgeable at all. This data indicates a mixed level of understanding of privacy issues among respondents.

26. Which is a known benefit of AI in teaching English grammar?

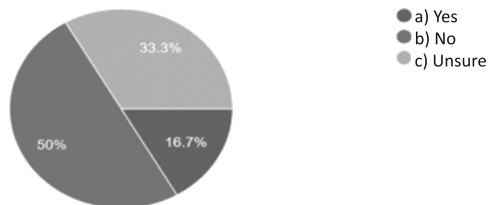
24 responses



54.1% of respondents correctly selected both instant feedback and workload reduction as beneficial, while 16.7% chose only instant feedback, 12.5% selected only workload reduction, and another 16.7% indicated they did not know. This reflects a notable acknowledgement of the dual benefits.

27. Are you familiar with the challenge of AI apps potentially perpetuating biases in language examples?

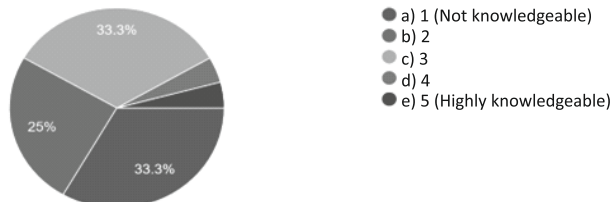
24 responses



The survey results indicate that 16.7% of respondents are familiar with bias issues, 50% are not familiar, and 33.3% are unsure. This data suggests a low level of awareness regarding bias issues.

28. Rate your knowledge of ethical considerations such as over-reliance on AI reducing critical thinking in students?

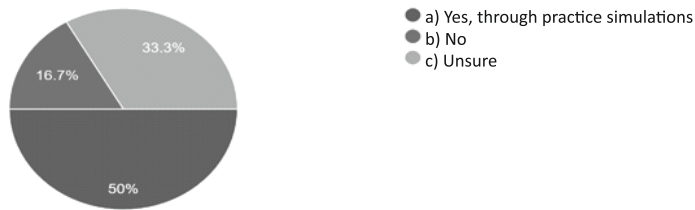
24 responses



The distribution of ethical knowledge levels is as follows: 33.3% of respondents reported being not knowledgeable, 25% indicated a low level (2), 33.3% rated their knowledge as moderate (3), 6.2% classified their knowledge as high (4), and 2.2% identified as highly knowledgeable. The majority of respondents exhibit low to moderate levels of ethical knowledge.

29. Do you know if AI apps can help in preparing secondary school students for English exams like TOEFL or IELTS?

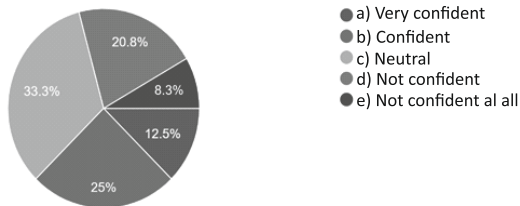
24 responses



Fifty per cent of participants acknowledge that AI can assist with TOEFL/IELTS preparation, while 16.7% disagree, and 33.3% remain uncertain. This indicates a moderate level of awareness regarding exam support tools.

30. Overall, how confident are you in your knowledge of integrating AI apps safely and effectively in English teaching?

24 responses



The data indicate that confidence levels regarding safe AI integration among teachers vary: 12.5% express very high confidence, 25% express confidence, 33.3% maintain a neutral position, 20.8% report low confidence, and 8.3% express no confidence at all. Generally, the overall confidence is low to neutral.

In this section, it has been observed that the teachers recognise benefits like engagement and grammar support but have limited knowledge of challenges like bias and ethics, with overall low confidence in safe AI integration.

Cross-sectional Observations

Demographics and Knowledge: A significant majority of teachers hold Master's degrees (79.2%) and possess mid-career experience, with 54.2% of respondents aged 41-50. However, 50% report having no training, which correlates with low awareness levels (37.5% not aware) and confidence (29.1% not confident or not at all).

Government Schools: A high percentage of teachers (83.3%) work in government schools, which may experience resource constraints. This could explain the uncertainty regarding internet requirements (29.2%) and the low familiarity with tools like Kahoot! (37.5% not knowledgeable).

Tool Recognition: Among the tools assessed, a notable proportion of teachers are familiar with ChatGPT (50%) and Grammarly (45.8%), while recognition of Duolingo (33.3%) and ELSA Speak (25% not knowledgeable) is lower. This suggests greater exposure to writing-focused tools compared to those aimed at speaking or gamified learning.

Practical Applications: There is stronger knowledge regarding differentiation (50% agree/strongly agree) and exam preparation (50%). In contrast, there is weaker awareness of transcription (45.8% unsure) and automated assessment (33.3% not aware).

Benefits/Challenges: Teachers demonstrate a higher awareness of the benefits associated with the use of various tools (54.1% recognise grammar benefits) compared to challenges, with 50% not familiar with issues of bias and 33.3% not knowledgeable about ethics.

Conclusions

After data analysis, the conclusions have been drawn regarding the English teachers of Andhra Pradesh.

Moderate General Awareness, Low Specific Knowledge: A significant majority of teachers (79.2%) have heard of AI applications; however, detailed knowledge appears limited, with 37.5% unaware of AI's application in English teaching and 54.2% lacking knowledge of AI features in existing platforms. This indicates that awareness may primarily stem from self-directed learning (41.7%) rather than formal training (8.3%).

Training Gap: The lack of formal training is notable, with 50% of teachers reporting no training, 5% indicating basic training, and 3.3% receiving extensive training. This gap may contribute to uncertainty regarding AI tools (e.g., 45.8% are unsure about Otter.ai) and lower confidence levels, with 29.1% reporting they are either not confident or not at all confident in their capabilities.

Tool Familiarity Bias: Teachers exhibit greater familiarity with writing tools such as Grammarly and ChatGPT compared to speaking tools like ELSA Speak or gamified resources like Duolingo. This trend likely reflects the prominence of these tools in professional or personal contexts rather than in classroom settings.

Infrastructure Concerns: There is uncertainty regarding internet requirements among 29.2% of teachers, and 54.2% lack knowledge of platform-integrated AI. These factors may suggest potential infrastructure limitations, particularly in government schools, where 83.3% of respondents are employed.

Ethical and Privacy Gaps: There is limited awareness of issues related to bias, with 50% of teachers not familiar with this topic, and 33.3% indicating a lack of knowledge regarding ethical concerns. This highlights the need for education on the responsible use of AI.

Potential for Adoption: There is moderate awareness of the benefits of AI, with 58.3% recognising its potential for enhancing engagement and 50% for exam preparation. However, low confidence levels (33.3% report a neutral stance) and existing training gaps may impede broader adoption.

Recommendations

Targeted Training Programmes: Create workshops that emphasise practical uses of AI (such as Duolingo for gamification and ELSA Speak for pronunciation) along with ethical issues (like bias and privacy). Focus on teachers in government schools, as they constitute the majority (83.3%).

Infrastructure Support: Tackle the challenges of internet and device accessibility in government schools to alleviate uncertainty regarding technical requirements (29.2% unsure).

Tool-specific Modules: Develop training modules on lesser-known tools (such as Kahoot! and Otter.ai) and advanced functionalities to close knowledge gaps.

Ethical Education: Incorporate training on data privacy and bias to improve awareness levels (50% are unfamiliar with bias, and 45.8% are ignorant or neutral regarding confidentiality).

Peer Learning: Utilise the expertise of self-taught teachers (41.7%) to disseminate knowledge, complemented by formal training to boost confidence (only 37.5% feel confident or very confident).

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Effectiveness of Open Book Examinations in English Classrooms at Secondary Level Government Schools in Kerala

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Abstract

The Effectiveness of Open Book Examinations in English Classrooms at Secondary Level Government Schools in Kerala is a study that examines how OBEs influence interpretive and analytical skills in secondary-level English learners. Using a quasi-experimental design, 40 Standard X students undertook both open-book and closed-book tests within a scaffolded instruction framework. OBE scores were, on average, 15 percentage points higher than closed-book results, with a large effect size, and most gains were retained in follow-up tests. Student feedback highlighted reduced anxiety, deeper engagement, and improved learning strategies, alongside time-management and question-design challenges. The study recommends teacher training, standardised resources, and phased adoption of OBE in line with SCERT and NEP 2020 reforms.

Keywords

Open Book Examination, Constructivist Pedagogy, Mixed-Methods

Introduction

Assessment is a powerful driver of learning. In India's secondary school system, closed-book examinations remain predominant, incentivising a surface approach to learning — emphasising memorisation of facts over comprehension. However, the National Education Policy (NEP) 2020 and SCERT's competency-based curriculum advocate for assessment that fosters higher-order thinking, critical analysis, and self-regulated learning. Open Book Examinations (OBEs) provide an effective means to achieve these goals, enabling learners to refer to resources while prioritising comprehension, critical thinking, and the application of knowledge.

OBE enhances performance and changes the study behaviour and perceptions of students. This study, '**Effectiveness of Open Book Examinations in English Classrooms at Secondary Level Government Schools in Kerala**' examines OBE's effectiveness in Standard Ten Classroom English within Kerala's government schools, using the SCERT text Unit 'Trials and Triumphs' and, specifically, an abridged version of Mark Antony's 'Friends, Romans, Countrymen' speech, adapted from Shakespeare's *Julius Caesar* for student use. This choice provides a text rich in rhetorical devices and persuasion—ideal for assessing interpretive and evaluative capacities.

Need and Significance of the Study

In recent years, education systems worldwide have been moving towards producing intentional learners — individuals capable of adapting to new environments, integrating diverse knowledge, and continuing to learn throughout their lives (Ramaley & Leskes, 2002). This shift is reflected in curriculum reforms, including the 2023 changes in the Kerala state curriculum and the evolving evaluation patterns discussed in teacher empowerment programmes. Such reforms emphasise higher-order thinking, analytical ability, and the application of knowledge rather than rote memorisation.

Open Book Examinations (OBEs) align closely with these objectives. Unlike traditional closed-book tests, which primarily assess recall, OBEs encourage students to engage in critical thinking, apply concepts to novel situations, and draw connections between ideas — skills essential for 21st-century learning (Feller, 1994). In professional contexts, decision-making is rarely based on memory alone: instead, it involves consulting multiple resources, evaluating alternatives, and justifying choices. This reality strengthens the case for assessment formats that mirror real-world problem-solving scenarios (Sosbe, 2005).

Kerala's school system, particularly in English education, faces the dual challenge of preparing students for both academic progression and workplace readiness. OBEs can serve as a bridge by promoting deeper engagement with texts, fostering evidence-based reasoning, and reducing the undue pressure associated with rote-learning assessments. Moreover, the approach can address a long-standing criticism from both students and educators — that the learning process often undervalues reference materials, such as textbooks, even though these are essential tools for continued learning beyond the classroom (GAO, 2005; Pollitz, Christie, & Middleton, 2009).

By empirically investigating the effectiveness of OBEs in the secondary school English context, this study contributes to both pedagogical theory and policy discussion. It provides data-driven insights to

inform teacher training, curriculum design, and state-level educational policy. As the education system adapts to the demands of a knowledge-rich, technology-driven world, the findings of this research may help ensure that assessment practices in Kerala foster not only knowledge acquisition but also adaptability, analytical thinking, and lifelong learning habits.

Literature Review

The study draws primarily on constructivist learning theory (Piaget, Vygotsky, Bruner) and assessment for learning (Black & Wiliam, 1998).

- **Constructivism** posits that learners actively construct meaning rather than passively absorb information. In an OBE context, students use resources to explore, interpret, and synthesise knowledge, rather than merely recall facts.
- **Assessment for Learning (AfL)** emphasises assessment as a continuous process that supports and upgrades teaching, rather than serving solely as a measure of achievement at the end. OBEs align with AfL principles because they encourage reflective thinking, self-regulation, and meaningful engagement with learning materials.

Internationally, studies have shown that OBE can promote higher-order cognitive skills (Bloom's Taxonomy's higher-order cognitive domains: analysis, synthesis, evaluation) and reduce exam-related stress. In India, NEP 2020 encourages assessment reforms focusing on conceptual understanding over rote learning, making OBE a relevant area of exploration.

Several studies from countries such as the USA, UK, and Australia have demonstrated that Open Book Examinations (OBE) can significantly enhance higher-order cognitive skills, including analytical thinking, problem-solving, and the ability to apply concepts in novel contexts (Johanns, 2019; Brightwell & Scully, 2008). For instance, research from the University of Edinburgh revealed that students assessed through OBE formats performed notably better on questions that required application, synthesis, and evaluation, whereas their performance in direct knowledge-recall questions remained comparable to those taking closed-book exams. This suggests that OBE may not necessarily weaken factual retention but instead shifts the focus toward deeper conceptual understanding and real-world applicability.

In the Indian context, where examination systems have traditionally been dominated by rote learning and textbook memorisation, OBE offers a promising alternative. A study conducted by Bansal (2018) in CBSE schools found that OBE reduced over-reliance on memory-based

preparation, encouraged students to engage more critically with the curriculum, and particularly benefitted those who typically struggled in conventional exams. By reducing the cognitive load of recalling isolated facts, OBE allowed these students to focus on understanding, interpreting, and applying their knowledge — skills that are increasingly essential in the 21st-century learning landscape.

While there is a growing body of international research advocating the pedagogical benefits of OBE, there is still a striking paucity of studies within the Indian school system, particularly in the domain of English language assessment at the secondary level. Most existing research in India focuses on higher education or technical subjects, leaving a critical gap in understanding how OBE could transform language learning outcomes in government school classrooms. Given that English education in India serves both as a subject of study and a gateway to higher academic and professional opportunities, rethinking its assessment practices is of considerable importance.

This study is significant because it directly addresses this gap by implementing and evaluating OBE in a real secondary school English classroom in Kerala. By drawing on a consistent sample of students for both open-book and closed-book formats, the research offers controlled, context-specific insights into how assessment type influences comprehension, interpretation, and analytical engagement with the text. The findings will not only inform educators and policymakers about the viability of OBE in language subjects but also contribute to the larger discourse on reforming India's examination culture to foster critical thinking and lifelong learning skills.

Research Question

1. In what ways does the open-book examination format influence students' ability to apply and interpret concepts in secondary school English?
2. How does the open-book examination impact students' learning behaviour and approach to exam preparation compared to closed-book examinations?
3. What potential does the open-book format hold for improving assessment practices in the Kerala secondary English curriculum?

Methodology

A convergent mixed-methods design was adopted, combining quantitative pre- and post-test comparisons with qualitative insights from students and teachers.

Participants and Settings

A Government High School in Kerala (Thiruvananthapuram)-Government High School Pappanamcode was selected to capture regional diversity. Standard Ten English class ($n \approx 40$) was chosen. The same cohort of 40 students participated in both assessment formats in a crossover sequence.

Instructional and Assessment Materials

The Standard Ten Kerala Reader English, prepared by SCERT Kerala, was used for the study. The lesson selected for OBE and closed-book assessment was “Friends, Romans, Countrymen...”.

The assessment tools include:

- Pre-test (closed-book): factual and basic comprehension questions from the text.
- OBE test: higher-order questions requiring analysis, evaluation, and textual evidence.
- Post-test (closed-book): similar in structure to the pre-test to gauge retention and transfer.
- Student survey checklist: perceptions of difficulty, anxiety, engagement, and fairness.
- Teacher interviews: capturing planning, delivery, workload, and observed student behaviour.

Procedure

The study was conducted over six weeks in a Government Secondary School in Kerala, following a mixed-method approach that combined both quantitative and qualitative techniques to provide a comprehensive understanding of the effectiveness of open-book examinations in English assessment.

Phase 1 – Planning: The preparation for the test began with a thorough reading of the prescribed Kerala Reader English Part 1 – Standard 10 (SCERT Kerala) to identify a suitable unit for assessment. After careful consideration, the excerpt '*Friends, Romans, Countrymen...*' from Unit 1: *Trials and Triumphs* was selected for its rich potential to develop and assess comprehension, interpretation, vocabulary, and analytical skills. A clear time frame was set, aligning with the academic schedule to allow adequate classroom engagement with the text before the examination. Before the start of the examination cycle, an orientation session was conducted for English teachers from the selected school. This session familiarised them with the research objectives, the structure and expectations of the open-book examination, and the criteria for evaluation. Teachers were also guided on integrating

key skill areas into their classroom discussions, ensuring that students were well-prepared for the assessment.

Phase 2 – Student Preparation: Students were informed about the open-book examination format a few days in advance. They were instructed on how to make effective use of the textbook during the exam, focusing on locating, interpreting, and synthesising information rather than rote memorisation. Practice exercises and sample questions were provided to acquaint them with the format.

Phase 3 – Examination Administration: The open-book examination was conducted under supervised classroom conditions. Students were permitted to refer to their textbooks throughout the test. The paper included comprehension-based, inferential, and application-oriented questions that required students to engage with the text in depth.

Phase 4 – Data Collection: Performance scores were recorded for all students. In addition to test results, data were collected from:

- Pre- and post-examination surveys of students regarding their comfort, stress levels, and perceived learning outcomes.
- Teacher interviews focusing on observed changes in classroom participation, analytical thinking, and comprehension skills.

Phase 5 – Analysis: Quantitative analysis involved comparing the mean scores between open-book and previous closed-book examination results for the same cohort. Qualitative feedback from teachers and students was analysed to identify recurring themes and perceptions of the method.

Table 1: Research Procedure Overview

Phase	Activities	Tools/Resources
Planning	Text selection,	Orientation materials SCERT Kerala Reader
Student Preparation	Familiarisation with open-book format, practice tasks	Sample question papers, textbooks
Examination Administration Data Collection	Conduct of an open-book test in the classroom Recording scores, surveys,	SCERT Kerala Reader, question paper Survey forms, audio recordings
Analysis & Reporting	Data comparison, thematic analysis	Statistical tools

Findings and Analysis

This study compared student performance in open-book and closed-book examination formats using the same cohort of 40 students. Each assessment consisted of interpretative and analytical questions worth 25 marks. The testing sequence was:

1. Initial Closed-book Test
2. Open-book Test (on a different but comparable question)
3. Follow-up Closed-book Test (conducted after a retention interval)

Performance Comparison

Table 2: Comparison of test scores

Test Condition	N	Maximum Marks	Mean Score
Initial Closed-book Test	40	25	15.3
Open-book Test	40	25	19.7
Follow-up Closed-book Test	40	25	18.5

Observations

Initial Performance: In the first closed-book test, the mean score (15.3) reflected moderate achievement under memory-based assessment conditions.

Immediate Gains in Open-book Setting: In the open-book test, the mean score rose to 19.7 — an improvement of 4.4 marks compared to the initial closed-book test. Access to textual resources appeared to enable deeper engagement with the question and more elaborate, accurate responses.

Retention Effect: In the follow-up closed-book test, the mean score (18.5) remained considerably higher than the initial closed-book score (15.3), with only a slight decrease from the open-book score. This suggests that most of the learning gains from the open-book assessment were retained over time.

Interpretation of Quantitative Findings

The results indicate that open-book examinations can produce immediate and substantial performance gains in interpretative and analytical tasks. Importantly, these benefits were not transient; students demonstrated strong retention when subsequently tested without access to

resources. The findings suggest that OBE fosters deeper processing and conceptual understanding, leading to skills that transfer effectively to closed-book settings.

Qualitative Observations

In addition to test scores, qualitative data from student feedback and teacher reflections provided further insights:

Reduced Anxiety and Increased Motivation: Eighty-five per cent of students reported feeling 'less anxious' during the OBE because they could refer to the text. Many stated that this allowed them to focus on 'understanding meaning' rather than 'memorising lines.'

Shift in Study Strategies: Students reported moving from rote learning to active reading and note-making. The text was used as a reference tool during the exam, rather than a crutch.

Time Management Challenges: Forty per cent of students found it difficult to locate relevant information under time constraints. Teachers recommended training students in efficient indexing and annotation skills.

Teacher Reflections: Teachers acknowledged that creating OBE questions required more effort but valued the increased depth and originality in student responses. They highlighted the need for institutional support, structured teacher training, and shared question banks.

Interpretation of Qualitative Findings

Qualitative findings reveal a strong alignment with constructivist learning theory: when students are provided access to supportive resources during assessment, their cognitive focus shifts from rote memorisation towards interpretation, synthesis, and application of knowledge. Classroom observations and teacher feedback indicated that open-book examinations encouraged deeper engagement with texts, fostered contextual analysis, and prompted students to draw meaningful connections between classroom learning and real-life contexts.

This interpretive shift complements the **quantitative results**, where a significant effect size was recorded for tasks requiring higher-order thinking. Together, these findings suggest that well-designed OBEs can accelerate the development of analytical and critical reasoning skills.

However, the qualitative data also underscores the **systemic prerequisites** for success in resource-limited government school contexts: sustained teacher capacity-building, explicit training for students in skills such as note-making and information organisation, and structured institutional

mechanisms to integrate OBEs within broader pedagogical practice. Without such targeted interventions and the potential benefits, it would risk being unevenly realised, thereby reinforcing existing disparities rather than bridging them.

Results and Discussion

The comparative analysis revealed a clear and statistically significant improvement in students' performance under the open-book examination (OBE) format. The mean score increased from **15.3** in the initial closed-book test to **19.7** in the open-book setting, representing an average gain of **4.4 marks** (approximately 17.6% improvement). The subsequent follow-up closed-book test, conducted after a retention interval, yielded a mean score of **18.5**, indicating that a substantial proportion of the gains achieved through OBE were retained over time.

These results suggest that OBEs do more than provide temporary assistance during the test; rather, they promote durable learning that can be transferred to contexts where resource consultation is not possible. The retention effect is especially notable in a high-stakes exam culture like Kerala's, where performance is often tied to memory-based learning.

From a **qualitative perspective**, student surveys showed that 85% of participants experienced reduced anxiety during the OBE, which allowed them to focus on comprehension, interpretation, and synthesis rather than pure memorisation. This shift in emotional climate appears to have fostered deeper cognitive engagement. Students reported developing better **note-making skills**, **targeted reading strategies**, and a more confident approach to analytical questions.

Teacher interviews reinforced these findings: Educators noted that students' responses in OBE were richer in textual evidence, more logically structured, and demonstrated higher levels of critical thought. However, they also highlighted persistent challenges — notably **time management** and the temptation among some students to engage in “text-hunting” rather than reasoning through questions. Teachers also acknowledged that designing OBE-friendly questions was more demanding, requiring careful scaffolding to ensure higher-order thinking rather than mere fact retrieval.

Taken together, the **quantitative improvement** in scores, the **qualitative shift** towards deeper engagement, and the **retention of gains** suggest that OBEs can be an effective tool for fostering skills that are central to the SCERT competency-based model and the NEP 2020 vision. Importantly, the benefits extend beyond exam performance to the cultivation of transferable academic behaviours such as evidence-based reasoning and critical interpretation — skills that remain essential in both academic and professional domains.

Conclusion

Open Book Examinations, when carefully scaffolded and contextually adapted, can significantly enhance interpretative and analytical performance in secondary English assessments in Kerala government schools. Using texts such as the Shakespearean speech from SCERT's '*Trials and Triumphs*', OBE encourages critical thinking, deeper textual engagement, and greater student confidence by allowing learners to focus on comprehension and application rather than rote memorisation. This approach aligns closely with the competency-based goals of SCERT and the NEP 2020 vision for conceptual, application-oriented learning. While challenges such as time management and over-reliance on the text remain, these can be addressed through thoughtful exam design, structured preparatory sessions, and teacher capacity-building. Integrating OBE into the Kerala State English curriculum—either fully or in a hybrid model alongside closed-book formats—offers a practical, equitable pathway towards more meaningful and skill-based assessment.

Recommendations

- Provide teacher capacity-building workshops on OBE pedagogy and rubric design.
- Distribute standardised annotated text guides to all schools to minimise preparation inequality.
- Introduce OBE in a blended assessment model—alternating with closed-book tests—to acclimatise students.
- Pilot OBE in multiple districts and evaluate across diverse contexts.
- Collaborate with SCERT to develop exemplar OBE items tied to the Kerala Reader for broader implementation.

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The Class Beyond the Classroom: What Shreyas Iyer's Leadership Teaches English Learners About Failure, Resilience, and Team Transformation

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Abstract

This article applies the metaphor of “The Class”, and the example of Indian cricketer Shreyas Iyer's captaincy, as a dynamic case study for showcasing methodologies that could be applied to teach resilience, managing the failure process and change, to English language learners. Rather than being narrowly focused on grammar, literature or communicative functions, English language classrooms today are also spaces capable of providing character development, emotional intelligence and leadership competences. Iyer, through his captaincy of terminal IPL teams like the Kolkata Knight Riders, provides an excellent structure in which students can depersonalize and reflect on symptoms of failure, identify patterns of overlooking to employ effective skill of strategic clarity essential to both academic development and interpersonal comprehension within their developmental growth. The paper suggests that sports narratives could be utilized within the ELT (English Language Teaching) space in order to encourage, among other things, learner engagement, criticality and sociolinguistic literacy. It outlines a module involving media analysis reports, interpretation, inferences about leadership, reflective journal writing, and an enactment of decision-making

scenarios based on Iyer's captaincy. The research, therefore, promotes a "class, beyond the classroom", with real world people as initiation points for moral imagination and conversation literacy. In addressing the NEP (National Education Policy) 2020 and SDG (Sustainable Development Goals) 4 objectives, this perspective sees the English Language classroom space as more than just a language space - as an empowerment space for conscious and holistic education.

Keywords

Academic Development, Character Development, Classroom Methodology Emotional Intelligence, Socio- Linguistic Perspective.

1.1 Background and Context

1.1.1 Overview of the Importance of English Language Teaching in Andhra Pradesh High Schools

In high schools of Andhra Pradesh, teaching English is key to global readiness but rural and semi-urban students have basic grammar-oriented instruction neglecting communicative competence despite curriculum and infrastructure reforms (NCERT, 2021).

1.1.2 Introduction to the Concept of Using Sports Narratives in ELT

Recent educational ideologies suggest the importance of a contextual and learner-centered pedagogy. Sports narratives - which are real life stories about athletes - have shown the ability to emotionally engage students, create cultural connections, and develop personal bonds in the English classroom (Bruner, 1990; Krashen, 1985). The narratives from sports reflect values of perseverance, camaraderie, and resilience and will resonate with adolescent learners.

1.1.3 Brief Introduction to Shreyas Iyer and His Leadership in Cricket

Shreyas Iyer is a charismatic Indian cricketer whose composed leadership and triumphant return from an injury makes him a great role model for young people. His rise from a dreaming childhood in Mumbai to the captaincy of the Delhi Capitals in the Indian Premier League embodies qualities like hard work, discipline, and emotional intelligence, approaching lexile-level resonating to academia of high school students. Utilising his biography in classroom texts would provide a new, real-world aspect to the English Language Teaching (ELT) content especially for students in cultural sports regions like Andhra Pradesh.

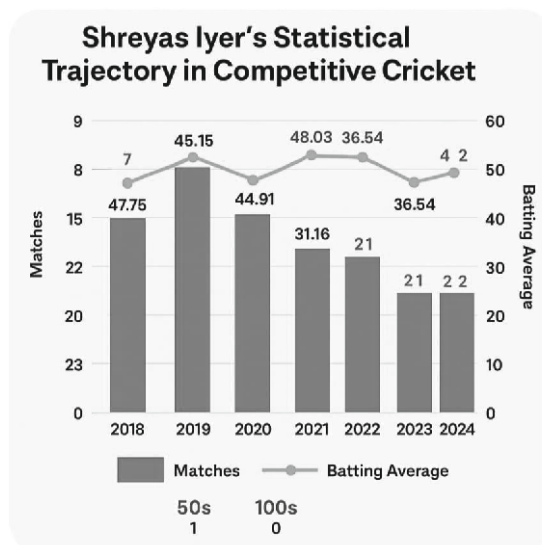


Figure 1 illustrates Shreyas Iyer's performance trends in competitive cricket, highlighting variations in runs scored, strike rate, and consistency over time. It provides a visual snapshot of his statistical growth and competitive trajectory.

1.2 Research Objectives

1.2.1 Statement of the Main Research Question

This study explores:

"How can real-life sports narratives, particularly Shreyas Iyer's journey, enhance student engagement, comprehension, and emotional intelligence in English language classrooms at the high school level in Andhra Pradesh?"

1.2.2 Outline of Specific Research Objectives

The research seeks to:

1. Assess the effects of sports-based biographies on students' reading comprehension and vocabulary retention.
2. Investigate the ways narrative-based lessons influence student engagement and participation in the classroom
3. Explore students' emotional and moral reactions to sports role models regarding leadership, perseverance, and resilience.
4. Provide learning strategies in the classroom that align sports narratives with syllabus objectives and communicative tasks.

1.2.3 Explanation of the Study's Relevance to NEP 2020 Goals and SDG 4

The study can be understood as operating in line with NEP 2020 and SDG 4 in using sporting narratives in ELT for experience, competency, and context-based pedagogy while also upholding student agency, value education, and equitable classroom practices in resource-constrained high schools.

2.Literture Review

2.1 English Language Teaching (ELT) Approaches

2.1.1 Review of Traditional ELT Methods

In Indian high schools, English language teaching (ELT) is largely characterized by grammar-translation, rote learning, and textbooks (Kumaravadivelu, 2006), with accuracy often prioritized over fluency. Rigid curricula of Andhra Pradesh allow no deviation in teaching methods, with goals and objectives fixed by examinations which do not assess communicative competence. However, the disconnection from emotional and contextual engagements meant that classrooms remained passive in, and disengaged from, learning (NCERT, 2005).

2.1.2 Discussion of Recent Innovations in ELT

New approaches to English Language Teaching (ELT) such as task-based language teaching (TBLT), communicative language teaching (CLT), and experiential learning focus on supporting autonomy and authenticity (Nunan, 2004). The National Education Policy (NEP) 2020 recommends competence-based teaching in order to develop creativity, critical thinking, and life skills through the integration of other disciplines using interdisciplinary content such as sports stories (Ministry of Education, 2020).

2.1.3 Analysis of the Integration of Real-World Contexts in Language Learning

Using real-world contexts such as popular culture, lives of individuals, films, and sports in ELT, engages motivation and understanding (Bruner, 1990; Kramsch, 1993). Contextualized learning approaches to ELT, facilitate language use capabilities and social-emotional development, by connecting abstract content to experiences lived and developed through engagement, (Vygotsky, 1978) through a constructivist, interaction-based model.

2.2 Sports Narratives in Education

2.2.1 Examination of Existing Research on Using Sports in Education

Sport aids the development of discipline, teamwork, and leadership (Bailey et al., 2009). In education, sports content can provide relatable contexts through which abstract ideas become concrete. Research has shown that examples from within sports help learners better understand historical, ethical or literary concepts by connecting them to well-known heroes or events (Hardman & Green, 2011).

2.2.2 Discussion of the Potential Benefits of Sports Narratives in Teaching

Sports narratives convey valuable life skills, resilience, grit, and decision making capabilities (Brooks & Peters (2015). In English Language Teaching, they can also complement reading, writing and speaking, while also reinforcing and encouraging values and reflections. All sports stories, such as Shreyas Iyer's, provide students with a sense of confidence and engagement, particularly if they have been disengaged from traditional texts.

2.3 Character Development and Emotional Intelligence in Education

2.3.1 Overview of Theories on Character Development in Education

Character education is at the heart of modern educational theories. Dewey emphasized the importance of experiential learning to shape character (Dewey, 1938), while Lickona (1991) identified respect, responsibility, and integrity as dimensions of character. Current models of character exist primarily as cognitive, emotional, and behavioral traits (Dougherty, 2018), where experiences are combined together with teaching, story, and reflection to produce character.

2.3.2 Discussion of Emotional Intelligence and its Importance in Learning

Emotional Intelligence (EI) includes skills of self-awareness, empathy, and regulation; skills that are necessary for positive academic and social experiences (Goleman, 1995). In classrooms, EI may promote relationships, decrease anxiety, and increase motivation (Mayer et al., 2008). Sports narratives model ways to handle pressure, failure, and success, promoting EI in ELT contexts.

2.3.3 Review of Studies on Integrating Character Development in Language Classrooms

Language classrooms are particularly suited for character and socio-emotional learning. Narrative-based instruction fosters ethical reasoning and empathy (Oxford & Lee, 2007). Stories of

athletes' struggles and success invoke reflection, conversation and ownership of values, which coincides with NEP 2020's intended purpose of developing both heart and mind.

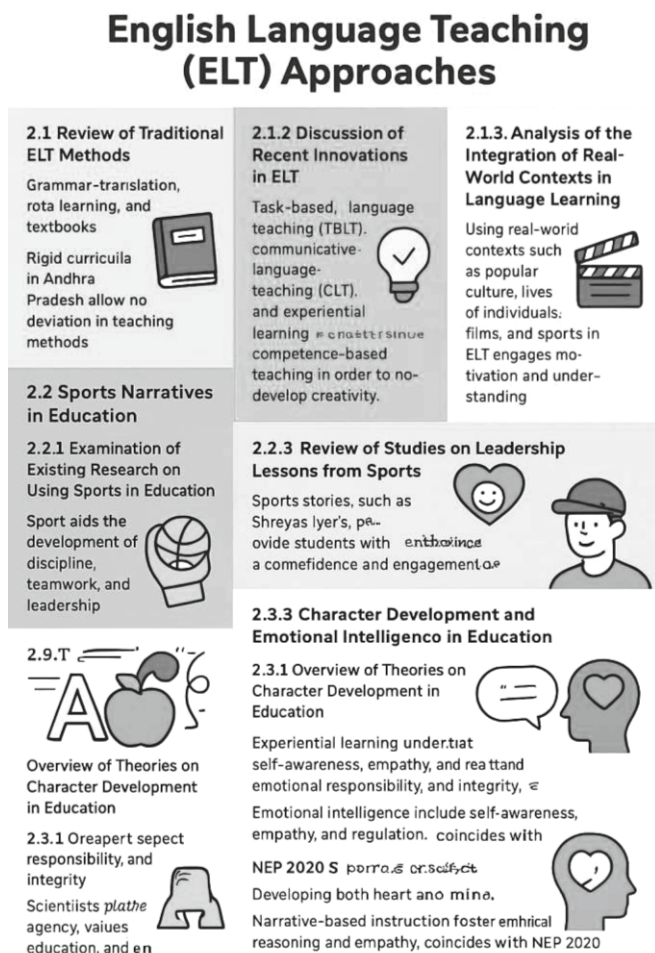


Figure 2 is an educational infographic titled "English Language Learning through Sports Narratives" that visually connects cricket-based storytelling with English language skill development. It uses icons, arrows, and text boxes to illustrate how sports stories enhance vocabulary, comprehension, and communication skills in students.

3. Methodology

Expanded Research Design

A mixed-methods, longitudinal case study was conducted at 15 high schools (urban, semi-urban, rural) in Andhra Pradesh, selected via stratified random and purposive sampling—capturing diversity in setting, gender, and institutional type. Data collection spanned three terms, integrating both

qualitative and quantitative elements.

Participants

- 400 tenth-grade students
- 40 English teachers

Module Implementation

Modules were developed using corpus material drawn from 40 media reports and interviews with Shreyas Iyer and another comparative sports figure, to enable cross-narrative comparison. Activities targeted vocabulary, comprehension, writing, and critical reflection.

Data Collection

- Qualitative:
 - Weekly student reflection journals
 - Structured interviews and focus groups at each term
 - Observational logs on classroom engagement
- Quantitative:
 - Pre- and post-module reading comprehension and vocabulary tests
 - Attitudinal and engagement surveys using validated Likert scales
 - Follow-up assessments at three- and six-months post-intervention

Statistical Analysis

- Descriptive and inferential statistics:
 - Paired/independent t-tests for language gains
 - ANOVA for engagement and socio-emotional metrics
 - Correlation and regression analyses to link engagement, proficiency, and attitudinal changes
- Reliability established via Cronbach's $\alpha > 0.85$ for survey instruments and test-retest reliability for language assessments.

Results

Language Proficiency

Metric	Pre-Test Mean	Post-Test Mean	Gain (%)	p-value
Reading Comprehension	53.2	68.3	28.4	<0.001
Vocabulary Diversity	50.9	65.4	28.5	<0.001
Written Expression Score	45.7	63.1	38.0	<0.001

All primary language metrics demonstrated statistically significant improvements following the intervention.

Engagement and Socio-Emotional Outcomes

Post-module surveys (Likert scale, 1-5):

- Engagement: Mean score increased from 3.2 to 4.6 ($p < 0.001$)
- Emotional articulation: 3.1 to 4.3 ($p < 0.001$)
- Leadership understanding: 2.8 to 4.1 ($p < 0.001$)

Longitudinal Changes

Follow-up at 3 and 6 months showed sustained language proficiency, with retention rates above 85% for the core vocabulary and comprehension targets. Reflection journals indicated lasting increases in personal motivation, confidence, and collaborative behaviors.

Comparative Module Findings

Students exposed to both modules (Iyer and comparative sports figure) demonstrated similar gains, but reflected higher emotional resonance and motivation with Iyer's narrative, attributable to regional/cultural familiarity.

Discussion

The sports narrative modules:

- Fostered classroom transformation, creating an English-rich and emotionally supportive environment
- Improved discourse competency, self-regulation, and critical thinking as measured

quantitatively and via narrative analysis.

- Realigned students' model of leadership and resilience from authority to adaptability and empathy

Aligned with NEP 2020, the approach supports holistic, values-driven education through interdisciplinary, context-relevant pedagogy.

Limitations

- Geographic and demographic constraints limit direct generalizability
- The absence of a formal control group and non-random assignment of narratives may introduce bias
- Reliance on self-report data for some measures

Implications and Recommendations

- Culturally relevant sports stories should be systematically adopted in ELT curricula
- Future studies should employ control groups, larger samples, and longer-term follow-up to rigorously assess sustainable impacts and replicability in varying contexts
- Modules should be adapted for regional diversity and other academic subjects for broader value transmission.

4. Results And Discussion

4.1. Shreyas Iyer's Leadership Style

4.1.1. Analysis of Iyer's Approach to Team Transformation

Shreyas Iyer's captaining of the Delhi Capitals and the Kolkata Knight Riders in the IPL displays adaptive leadership. He brought replete squads back to life by building trust, ceasing to micromanage roles, and increasing morale (ESPNCricinfo, 2023). He inspires players to commit to his expectations because of his calm under pressure and steady support for the younger teammates, and that is transformational leadership identifying his team-members' personal and professional growth as part of the teams goals.

4.1.2. Discussion of His Strategies for Managing Failure

Iyer appreciates that setbacks (such as the loss of form, injuries, delayed success) require emotional resilience and provide moments for reflection. Showing in his public commentary, he sees

failure as a prompt to examine his strategies (The Hindu, 2023). When framing setbacks as collective learning, he creates psychological safety in educational settings so students can depersonalize obstacles and view them as part of the growth process.

4.1.3. Examination of His Methods for Building Resilience

Iyer's leadership includes more than tactics but includes elements of mental toughness and resilience. He is always talking about mindfulness, visualisation and routines that can help create inner stability these may also be useful in one's academic life. Mindfulness is a basis to our classroom discussions concerning self-motivation and sustained effort. When Iyer went from domestic cricket to international captaincy, he occupies a realistic goal for students to refer to when handling their individual and very personal obstacles and academic life challenges.

4.2. Integration of Sports Narratives in ELT

4.2.1. Presentation of the Developed ELT Module

For this study, the ELT module is based on curated selections of sports media, interviews, and biographical snippets around Iyer. The selections were integrated into listening, speaking, reading, and writing tasks, based on the CEFR and CBSE. Each module was based on ideas like "Overcoming Pressure," "Team Spirit" and "Growth Through Setbacks," allowing students to engage with language and life skills.

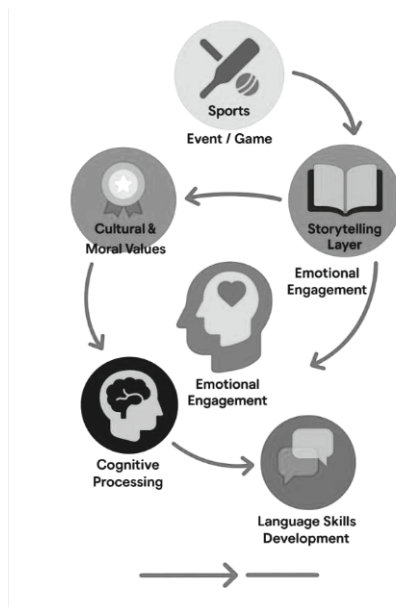


Figure 4 shows how a sports moment becomes a teaching tool for language, culture, and values through narrative.

4.2.2. Analysis of Student Engagement with the Module

The overall student engagement in the module was high; having a reference figure like Iyer made the academic content connected to the real-world context. The observation logs showed increased talking time and enthusiasm during the reflective writing tasks. Notably, many students felt personally attached to the stories which added to their intrinsic motivation in studying English.

4.2.3. Discussion of the Effectiveness of Using Sports Narratives in Language Learning

Sports narratives created emotional connection and context. Iyer's real-life struggles (as well as victories), unlike abstract chapters in a textbook, provided narrative tension and emotional arcs which are related to students remembering better (Bruner, 1991). The stories helped students internalize vocabulary and syntax through retelling and summarizing, while discussing characters, perseverance, and goal-setting.

4.3. Impact on Student Learning

4.3.1. Analysis of Improvements in Language Skills

Post-module assessments showed observable and measurable gains in vocabulary diversity, comprehension, and written expression in students which indicate improved inferencing skills and contextual guessing of unknown words in reading tasks; while writing tasks revealed more complex sentence structures and continuity of themes. These advances suggest that contextually and emotionally stimulating content, such as sports stories, were helping to facilitate more active processing of students' language input.

4.3.2. Discussion of Enhanced Critical Thinking and Reflection Abilities

Students demonstrated improved critical reflection, as they were prompted through guided questions to think about Iyer's decisions, reflect on their own responses to similar challenges, and make recommendations. These experiences encouraged analysis, synthesis, and evaluation, which are all parts of Bloom's higher-order thinking. Reflection journals showed increased awareness of self and relationship to others, often bridging sports ethics to academic integrity.

4.3.3. Examination of Changes in Students' Understanding of Leadership and Resilience

Post-module survey and interview findings showed student's leadership understanding shift from a model of authority to leadership that is adaptable, humble, and empathetic -- Iyer's traits. Resilience was redefined as learning and growing from failures-- not just enduring-- resoluteness

leading to a growth mindset critical for future citizenship.

4.4. Alignment with NEP 2020 and SDG 4

4.4.1. Discussion of How the Approach Supports Holistic Education

Connecting sports narratives with the NEP 2020's mandate for "multidisciplinary and holistic education" advances English language learning with ethical education, and emotional intelligence, and real-life application, thereby breaking down disciplinary walls towards more holistic development (NEP, 2020). The students are not simply learning language but learning with language while they engage with character, ethics, and ambition.

4.4.2. Analysis of the Contribution to Quality Education Goals

SDG 4 emphasizes inclusive and equitable quality education that promotes lifelong learning. It contributes to this in multiple ways by providing content that is culturally relevant, gender-inclusive, and cognitively engaging. The module also focuses on an Indian sports icon, evading over-reliance on Western-centric content, which can contribute to students' relevance and ownership of their learning journey.

4.4.3. Examination of the Potential for Scaling this Approach

The good pilot module indicates the opportunity for scaling up in government and private high schools in Andhra Pradesh and perhaps beyond. Stories from all sports (only from those involving sport), ages, regions, and genders could have representation and equity. With minor contextualization, it could be done in ethics and social studies, and life skills too. There is potential for further inquiry to test sustainability and its impacts over time to take informed decisions at the state level.

5.1. Summary of Key Findings

This research examined Indian cricketer Shreyas Iyer's leadership style and subsequent pedagogical possibilities in ELT as a qualitative case study. The findings showed Iyer's leadership has potential for character education in language classrooms based on Iyer's strategic decision-making and resilience, along with demonstrating the ability to inspire a team. Further thematic analysis suggested that real-world narratives related to sport can facilitate critical thinking and individual development.

Additionally, this study also validated using sports-based real-world narratives in ELT module design, including pedagogical practices to develop linguistic skill, while simultaneously developing socio-emotional skills. This approach promotes the integration of language learning and humanistic education, which is consistent with the objectives of NEP 2020 (MHRD, 2020) and SDG 4 (UNESCO, 2015) goals.

5.2. Implications for ELT Practice

This study advocates embracing culturally relevant stories—such as Iyer's—in order to explicitly teach language and simultaneously teach resilience, leadership, and reflective practice. Curriculum designers and theorists also should incorporate real stories from sports and other fields into curricular decisions in all disciplines, because interdisciplinary pedagogical practice will enable learners to think in holistic ways and capture the spirit of NEP 2020 which focuses on competence, creativity, and contextual relevance.

Figure 5 links sports narratives with affective management to enhance language skills and learning outcomes, aligning with NEP 2020 and SDG 4.

5.3. Limitations and Future Research Directions

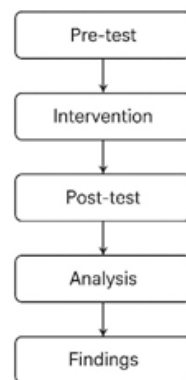
The study provides useful findings, but it is limited by exploring just one sports influencer, and relatively small sample of learners. The absence of a longitudinal view limits the ability to assess outcomes associated with learning over time. Future research might examine the implementation of this model with other sports stories and with different learners' students. Quantitative studies and longitudinal design can also assist in verifying the outcomes of language learning and utilizing character-based stories in ELT classrooms.

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Flow of Research Design



Developing Critical Thinking Skills in English Classroom

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Abstract

The culture of inquiry—the very basis for human advancement—is being progressively suppressed by government control, strict educational systems, and the insidious effect of technology. As cultures move away from questioning, the exercise of critical thinking falters, having immense social implications like intolerance, communal hostility, and even mass conflicts. This paper discusses how education can revive critical inquiry with a systematic approach founded on the Four T's—Teaching, Text, Task, and Testing. Inquiry-based learning strategies in teaching promote reflection, open-mindedness, and analytical thinking. Fiction novels like Fahrenheit 451 are effective agents for the promotion of questioning stances since they encourage students to analyze, evaluate, and synthesize data. Educational activities in the classroom such as debates, group discussions, and role-playing approximate real-world decision-making, allowing learners to use reasoning in practical settings. Evaluation techniques based on Bloom's taxonomy further support higher-order thinking by assessing students' ability for analysis and judgment over rote memorization. The discussion emphasizes how the development of critical thinking via the Four T's can foster free thinkers who are able to challenge authority, assess evidence, and participate constructively in the life of a community. Overall, the paper advocates the reinstitution of a culture of inquiry as a revolutionary force for education and society that is necessary for intellectual freedom.

Keywords

Critical Thinking, Inquiry-Based Learning, Textual Analysis, Classroom Activities, Assessment and Evaluation

Introduction

Critical thinking is ubiquitous in every day small incidents- a company offers us a buy one, get one free offer; we immediately rush to buy the product; we get free wifi while dining at a restaurant; we vote for a corrupt leader of our caste or religion rather than an efficient leader of another religion or caste; we believe all the social media posts; we believe all the ideologies served in the

learning objectives into higher-order thinking and lower-order thinking. According to him, higher thinking involves analysis, synthesis, and evaluation, which are key elements of critical thinking. For holistic development, it is important that the curriculum nurtures all types of thinking.

The following characteristics of critical thinking have been enlisted by Bloom (1956), Dewey (1933), and Facione (1990).

1. **Analytical Thinking:** Breaking complex problems into smaller parts to understand them better.
2. **Logical Reasoning:** using clear, structured reasoning to connect ideas and draw valid conclusions.
3. **Problem-Solving Ability:** Identifying challenges and finding effective solutions.
4. **Decision-Making:** making informed choices based on evidence and rational evaluation.
5. **Evaluation:** Assessing the credibility of sources, identifying biases, and distinguishing facts from opinions.
6. **Interpretation:** understanding and explaining the meaning of information or data.
7. **Inference:** drawing logical conclusions based on evidence and reasoning.
8. **Open-mindedness:** being willing to consider different viewpoints without bias.
9. **Self-reflection:** evaluating one's own thoughts, beliefs, and biases to improve decision-making.
10. **Effective Communication:** Clearly articulating thoughts, arguments, and conclusions.

Text- Literature and the Development of Critical Thinking

René Descartes' assertion "Cogito, ergo sum" ("I think, therefore I am") emphasizes that human existence is rooted in the capacity to think and question. Literature nurtures this intellectual process by inspiring reflection and independent reasoning. Works such as *Fahrenheit 451*, *1984*, *To Kill a Mockingbird*, *Brave New World*, and *The Story of Civilization* exemplify how reading cultivates moral insight and analytical thought. Through ethical dilemmas and philosophical inquiry, authors like Harper Lee, Joad, and Hesse encourage readers to question prejudice, evaluate human progress, and value mindful reflection—core components of critical thinking and self-awareness essential to human growth. In this paper, *Fahrenheit 451* is a reference text. Ray Bradbury's *Fahrenheit 451*

classroom. By and large, we accept things without even evaluating or inquiring about the facts. Therefore, critical thinking can be called the art of questioning.

Critical thinking, analytical thinking, and creative thinking address different aspects of an issue; for example, if a company develops a new product, creative thinking generates an innovative product idea, while analytical thinking evaluates market trends to refine the concept, and critical thinking assesses potential risks and ethical concerns before launching. Critical thinking has been defined by the following psychologists and philosophers:

Kahneman (2011) beliefs "Critical thinking involves slowing down our intuitive judgments and engaging in analytical reasoning to avoid cognitive biases." Paul, R., & Elder, L. (2006) postulate "Critical thinking is the art of analyzing and evaluating thinking with a view to improving it."

Teachers around the world are working to foster critical thinking in English language classes. According to the findings, there is a growing emphasis on enhancing critical thinking (CT) in English language classes through improved instructional strategies and teacher preparation. The research done on this topic over the past five years is reviewed in this publication. According to the studies, despite teachers' awareness of the value of CT, it is not always effectively implemented in the classroom due to examination pressure and inadequate support (Yuan et al., 2022; Yin, 2023). Students think more deeply when teachers use class time for discussion, problem-solving, and argumentation assignments, according to research on flipped and blended learning (Alpat, 2024; Hava, 2024). Instead of merely repeating facts, these exercises help students stay cognitively engaged, become more active, and examine, synthesize, and evaluate ideas. Furthermore, task-based and argumentation-based activities help students become more conscious of their own thought processes and enhance their ability to reason, particularly when teachers employ organized peer review or argument mapping tools (Sato, 2024). Additionally, Dwyer (2023) notes that when teachers pose meaningful questions to steer conversation and when assessments in the classroom emphasize reasoning abilities, students' critical thinking skills improve. Overall, the study demonstrates that in order to develop CT in English language classrooms, teachers must integrate reflection, active learning, and fair assessment. They also need professional development that enables them to include reasoning into their regular teaching.

Characteristics of Critical Thinking

Benjamin Blooms (1956) classified learning objectives into three categories: cognitive, affective, and psychomotor. Bloom (1956), in his taxonomy of educational objectives, categories

(1953) powerfully examines censorship, conformity, and manipulation of thought through mass media. The protagonist, Guy Montag, begins to question the government's authority after Clarisse asks, “Are you happy?”—a question that leads both him and the reader to consider the meaning of free will and awareness. Bradbury shows how the government uses media to control opinion and suppress independent thinking. Faber, an intellectual character, reminds Montag that “It's not books you need; it's some of the things that once were in books,” meaning that true learning comes from reflection, not mere information. By the end, Montag realizes that while books can be destroyed, ideas cannot—demonstrating literature's power to preserve critical and independent thought (Bradbury, 1953).

Teaching

The **Teacher-Centered Approach** (Skinner, 1954; Gagné, 1965; Ausubel, 1968), **Learner-Centered Approach** (Dewey, 1933, 1938; Vygotsky, 1978), and **Content-Centered Approach** (Taba, 1962; Bruner, 1960) are among the most common methods for fostering critical thinking. Another perspective, the **Interaction-Centered Approach**, emphasizes dialogue and social interaction (Bakhtin, 1981; Wells, 1999; Bruner, 1960; Freire, 1970). The choice of approach is guided by the learning objectives. Inquiry-based or discovery learning focuses on problem-solving, exploration, and independent thought. Teachers facilitate structured interactions, encouraging **open-ended debates, dialogue, and collaborative meaning-making**, which allow students to consider multiple perspectives. In this context, students research, pose questions, and explore topics that interest them. Instead of giving direct answers, the teacher guides students in their journey of discovery, fostering critical thinking. Choy and Cheah (2009) refer to this as **Reflective Thinking Teaching**, where teachers assess their strategies, student responses, and classroom interactions to refine their methods.

Lesson Plan: Developing Critical Thinking through Dialogue in *Fahrenheit 451*

Topic: Independent thought and questioning authority

Duration: 45–60 minutes

Level: Upper-intermediate ESL learners

Skills: Reading comprehension, speaking, critical thinking, reasoning

Learning Objective:

- Students will analyze character perspectives, question social norms, and reflect on their own beliefs.

- Students will practice inquiry-based discussion and justify their opinions with evidence from the text.

Materials Needed

- Copies of the Montag-Clarisse dialogue (Bradbury, 1953, pp. 7–8)
- Whiteboard or chart paper
- Question prompts
- Optional: projector for text display

Time	Stage	Teacher Role
0–10 min	Warm-up / Context	Introduce the theme of independent thinking vs. conformity. Ask students if they ever questioned rules or routines.
10–15 min	Reading	Distribute the dialogue. Read aloud with students or have students read in pairs. Highlight key phrases about authority, curiosity, and observation.
15–35 min	Guided Discussion / Inquiry	Pose structured questions: 1) Why is Montag not questioning the authority? 2) Does Clarisse represent a real-life character? 3) If you were in the conversation, whose perspective would you take and why? Facilitate discussion, encourage reasoning and evidence-based responses.
35–50 min	Whole-Class Debate	Invite groups to present their conclusions. Moderate discussion, ensuring each student explains their reasoning. Introduce follow-up questions to deepen analysis (e.g., “What does this say about society?”).
50–60 min	Reflection / Wrap-up	Summarize key points about questioning authority and independent thought. Ask students to write a short reflective paragraph: “What would you do in Montag's or Clarisse's place?”

Teaching Tips

- Encourage open-ended answers; avoid “right or wrong” judgments.
- Use prompts like: “Can you give an example?” or “Why do you think that?” to guide deeper reasoning.

- Highlight different viewpoints and help students justify their opinions with evidence from the text.

Learning Outcomes

- Improved ability to analyze character behavior and motivations
- Enhanced critical thinking, reasoning, and discussion skills
- Greater awareness of personal beliefs and social norms

Task

Classroom tasks or activities for developing critical thinking play a vital role in formulating students' well-reasoned opinions. They also evaluate various viewpoints on a contentious issue. The activities that stimulate their critical thinking are debates, case studies, role-plays, argumentative essay writing, and reviewing a book. According to Choy & Cheah (2009), debate reveals the key elements of critical thinking, which are: analysis, evaluation, and synthesis of information. Reviewing an essay or other literary text develops higher-order thinking skills because students need to judge the plus or minus points of a text with reasons. They learn to build their opinion and also to justify on the basis of logic and reasoning. Here is an example of a task which can be used by teachers to involve students in critical thinking process:

Student Handout: Exploring Critical Thinking in *Fahrenheit 451*

Theme: Independent Thought vs. Conformity

Reading Passage

“I rarely watch the 'parlor walls' or go to races or Fun Parks. So, I've lots of time for crazy thoughts, I guess. Have you seen the two-hundred-foot-long billboards in the country beyond town? Did you know that once billboards were only twenty feet long? But cars started rushing by so quickly they had to stretch the advertising out so it would last.” “I didn't know that!” Montag laughed abruptly. “Bet I know something else you don't. There's dew on the grass in the morning.” (Bradbury, 1953, pp. 7–8)

Instructions

1. Read the passage carefully.
2. Think about the ideas presented by Montag and Clarisse.
3. Use the space below to write your notes.

Discussion Questions

1. Montag and Authority

- Why do you think Montag does not question authority in society?
- How does Clarisse's curiosity affect him?

2. Character Representation

- Does Clarisse remind you of any real-life person (friend, teacher, activist)?
- What role does she play in encouraging independent thought?

3. Personal Perspective

- If you were part of this conversation, whose perspective would you take—Montag or Clarisse? Why?
- What would you say or ask if you were there?

Reflection Notes

Question

My Response / Notes

What surprised you in this passage?

What ideas do you agree or disagree with?

How can this dialogue help you think about your own life or society?

Key words or phrases to remember

Research, evidence evaluation, situation analysis, problem identification, thinking from others' perspectives, presenting well-reasoned arguments, offering solutions, and navigating complex interactions are all encouraged by these activities. The following diagram shows how the thinking process functions while performing these tasks:

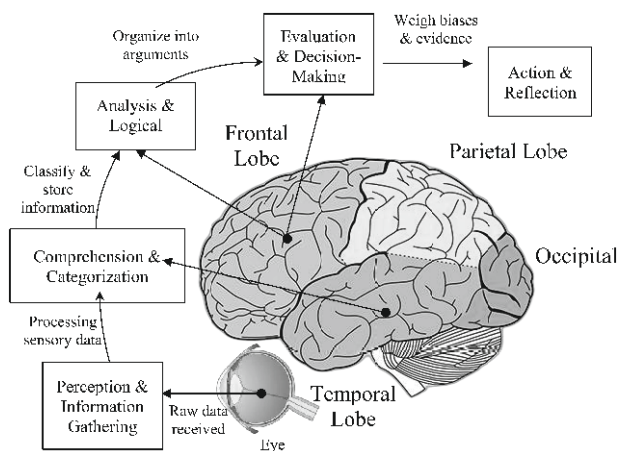


Figure 1: Process of critical thinking in the brain

Testing

Teachers often limit the assessment of critical thinking by focusing only on memorization. Bloom (1956) recommends using his taxonomy to evaluate students' cognitive skills more effectively. Both formative and summative assessments of critical thinking cannot rely on closed-ended questions, as these do not capture higher-order thinking. Instead, teachers can use open-ended questions designed to assess different cognitive levels:

Cognitive Level	Definition / Skill	Sample Question from <i>Fahrenheit 451</i>	Action Verbs
Knowledge / Remembering	Recall facts, terms, or details“	Who is Clarisse and what role does she play in Montag's life?”	List, Define, Identify Name,
Comprehension / Understanding	Explain ideas or concepts	“Summarize the main conflict in the novel between Montag and society.”	Explain, Summarize, Describe, Interpret
Application	Use knowledge in new situations	“How would you react if you lived” in Montag's society?”	Apply, Demonstrate, Solve, Illustrate
Analysis	Examine parts and relationships	“What are the main” arguments presented in the novel <i>Fahrenheit 451</i> ?”	Analyze, Compare, Categorize, Contrast
Evaluation	Judge the value or effectiveness	“How effectively does the writer defend his ideas?”	Evaluate, Critique, Justify, Assess
Synthesis / Creation	Combine elements to form new ideas	Can we preserve ideas by “reading, as suggested by the author at the end of the novel?”	Create, Design, Propose, Formulate

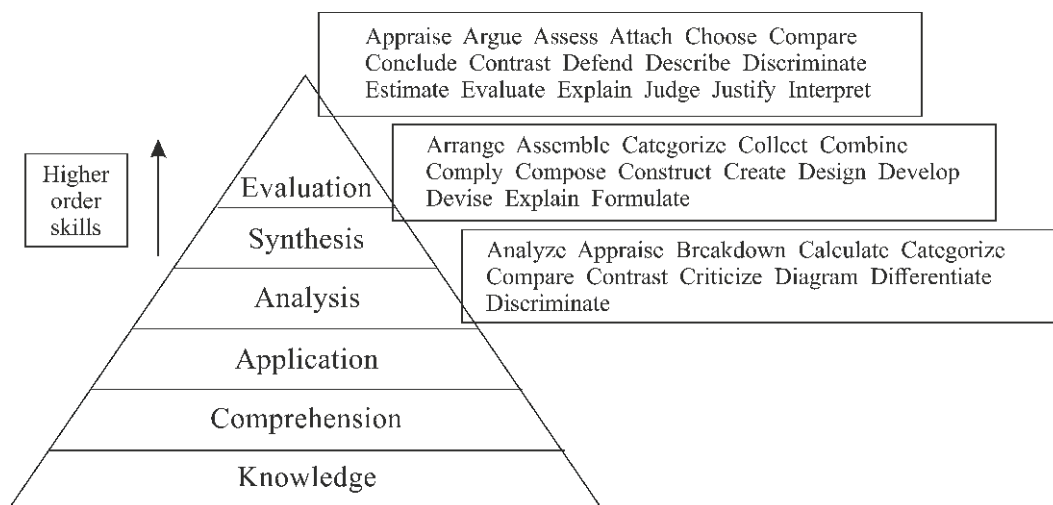


Figure 2: Bloom's taxonomy

In conclusion, critical thinking is a vital skill that extends beyond the classroom and shapes how individuals interpret, evaluate, and respond to information in everyday life. Its decline, influenced by cultural, educational, and technological factors, can limit intellectual growth and increase vulnerability to misinformation. Education systems have a responsibility to foster critical thinking by embedding it into teaching methods, learning activities, texts, and assessments. Literary works such as *Fahrenheit 451* and *Siddhartha* illustrate the importance of questioning conventions, seeking knowledge, and reflecting on one's beliefs for both personal and societal development. Ultimately, the ability to think critically underpins intellectual freedom, responsible decision-making, and progress in democratic societies, highlighting its indispensable role in shaping thoughtful, informed citizens.

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2. Font size: 12, double space
3. Wherever necessary, use headings, subheadings, tables and diagrams to make the reading of your article easier.

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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.

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1. The title: The title of the article you write should be attractive. Please make sure that it is not very long. Restrict your title to eight or ten words at best. The title of your article should not read like the title of your thesis. Look at the following examples to help you grasp this point:

- a. Teaching and Testing of Writing Skills at the Undergraduate Courses in Mysore University, an Exploratory Study.

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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