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Contents

From the Editor's Desk

Neeed, a Humanistic Approach to Second language Testing.

This year, April was really the cruellest month for students -- a month of delayed exams, due to the pandemic. Whether the usual March or the exceptional April, exams are painful for students.

Are exams socially approved versions of ragging? I doubt so. Like those who were once victims of ragging in the past celebrate ragging later: teachers who were victims of exams in the past rejoice in conducting exams.

Any day's newspapers may have something to announce or comment on exams; but little on teaching, and nothing on learning. The reason is simple—any self-styled 'educationist' can preach on testing and prescribe norms for evaluation. This half-baked knowledge does not enable them to speak on teaching-learning. That means, exams are any man's (and woman's too) cup of tea.

There are teachers who 'celebrate' exams—those who are unable to enjoy teaching. They are cynics. Indian exams, beginning with the entrance test to pre-KG admission to IAS, IPS or above, in general, are a special kind of theatre performances where you see only villains and comedians on the stage.

I am talking about the so-called exam ethics. The Indian mindset, for reasons unknown, has been giving undue reverence to examinations. To justify this reverence and divinity attached to exams, myths have been created and propagated. Suppose, teachers attribute the same degree of reverence and seriousness to teaching as well? Just imagine, for the sake of fun, a teacher observing at least the same degree of punctuality in the exam hall and in the classroom throughout the year! The same seriousness, reverence, and sense of responsibility! Don't we see a mismatch between the two performance of the same person—a teacher and an examiner?

One reason for this mismatch in behaviour or the lop-sidedness between the two aspects of the academic activity—teaching and testing—is that the latter is more accountable to the public; more tangible for the society for verification. In other words, the society cannot judge so easily whether a teacher teaches well, as it can judge whether the same teacher performs justly in testing. Yes, teaching seems to be more abstract than testing. That again means, there seems to be a mismatch between teaching and testing. Why does assessing teaching become more elusive than assessing learning?

Indian exams are overshadowed by sadism. Examiner-turned teachers derive pleasure in inflicting pain on learners. For some teachers, exams seem to be wrestling; in the end they throw their opponents (the learners) out of the ring.

That is why Indian exams are prefixed or suffixed by instances of student - suicide. In fact, they are not suicides; they are murders. Dropping out of schools after failing the annual or public exams are also mild versions of suicide/murder.

I have read about an ancient royal sport in which the king and his men (maybe women, too) used to watch the fate of a slave or prisoner thrown to a lion in a ring—deriving pleasure while the lion devours a human being! In the exam hall, the learner is armless, helpless, hopeless.

What right do we have to prescribe a uniform test for the students who come from socio-economic backgrounds of poles apart? What moral right do we have to impose an iron grid of the same size and shape on the head of a child who has been put to starvation by the state for long and on the head of an overfed one? When the state doesn't provide even a square meal, let alone cloth and shelter, what moral right does it have to impose the so-called 'standardized tests' on the starving ones?

Should exams, or technically speaking, testing and evaluation, be impartial as they claim to be? I personally don't think so. Exams must be partial—helping the disadvantaged, boosting the morale of the so-called "backward children".

P. Bhaskaran Nair
(Editor)

Gopinath Mohanty's Novel *Harijan*: A Text for Multiple Interpretation

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Abstract

Dalit literature has taken a different shape now and it has been flourishing with creative as well as critical works. Dalit writers have been writing about their life and culture keeping themselves in the subject position. At this juncture, a translation of an Odia novel called Harijan published by Aleph in 2021 has appeared. Written by the eminent Odia novelist the novel was published in Odia in 1948, the novel deals with problem of manual scavenging. In this paper, I would like to study the novel to explore the way the dalits have been represented by Gopinath Mohanty . I also discuss the scope of the novel as a text for multiple interpretation.

Key Words: Dalit literature, Harijan, Odia novel.

Scholars of Dalit literature broadly divide its history into three phases. The first phase is the early phase where the dalits have been depicted as subjects by writers such as Munshi Premchand, Mulk Raj Anand, T. S. Pillai, U. Lakshminarayana, UR Anathamuthyan so on. Here the dalitsare in a subject position. The middle phase describes the origin of dalit literature where dalit writers themselves depicting their life story after being influenced by the teachings of Mahatma Phule and Dr. B. R. Ambedkar. Here we find the works of the pioneeringdalit writers like Arjun Dangle, Daya Pawar , Joseph Macwan and so on. The third phase is the current phase where dalit writers emphasizes ondalit aesthetics, their cultural capital and so on. Here we have writers such as Sharan Kumar Limbale, Bama, Sukritharani, Meena Kandasami, Sheoraj Sigh Bechain,BasudevSunani, Akhila Nayak, ManoranjanBypari,Mouli Biswas, Paul Chirakkarode and others. One can note that the dalit literature has taken a different shape now and flourishing with creative aswell as critical works.

It is in this time, we witness the appearance of an English translation of an Odia novel called Harijan published by Aleph in 2021. Written by the eminent Odia novelist the novel was published in Odia in 1948, the novel deals with problem of manual scavenging. Mohanty is known as a humanist. He is regarded as a pioneer in giving voice to the marginalized sections of the society. He wrote as many as five novels on the tribal theme. They are Amrutara Santana, Paraja, DadiBudha, Sibabhaiand Apahancha. Mohanty was also influenced by Gandhiji. His novel Sibabhai is based on Gandhian ideology. Here two dedicated Gandhians work among the tribals in the Koraput region. Gandhiji visited Odisha eight times between 1921 and 1945.So his teachings and messages must have influenced Gopinath Mohanty. Though Harijan deals with a social problem , it does not read like a propagandist novel but a work of art that is complex with issues with the fine craftsmanship of the writer.

The story of the novel mainly revolves around a Mehentar Basti called Nakadharapur in the outskirt of a city. Nakadharameans holding one's nose or closing ones nose to get rid of smell. Non-Mehentars who pass through that basti have to walk closing their nose with the end o corner of one's dhoti or gamuchha because they think that it stinks. Whether it stinks or not the stigma does exist among people as the Mehentars clean open

latrines. They live in inhuman condition. They slug from dawn to dusk doing manual scavenging against their will for a meager wage. In that basti Jema Mehantarani, a middle aged woman lives with her daughter called Puni who is fifteen years old. Jema cleans the latrines of the rich and upper caste people. Adjacent to the basti stands Abhinash babu's palatial house which is contrasted with the basti. Abhinashbabu isa sexual perverse. He seduces Jema. He has also seduced Jashoda, his maid servant. His son Aghore also befriends Puni and seduces her in his house. Puni is perhaps elated to be in a relationship initially but later she develops hatred for Aghore. She thinks that Aghore is selfish and opportunist. She says: "Like all wealthy people he was an opportunist. When his own interests were at stake he could bow his head to anyone" (281). Later Abhinash babu has a plan to build a bigger mansion replacing the basti. The basti dwellers raise a protest against this move. The basti is not merely a clustered of houses but their home for community life, a site of cooperation an commonality. As Puni views life in the basti:" Puni had the feeling , not for the first time, that the world is not such a bad place after all! Her hut, for all its filth and poverty had bound her with ties of love. Her neighbours in the basti not only shared her sorrow s and happiness--- they were her happiness" (281.) In the meanwhile Sania, Puni's lover is arrested and beaten up by the police. This adds shame and humiliation to the people. The basti is set on fire and the Mehentars have to flee to another place near the grave yard far away from the "civilized people."As the novelist says, " A distant spot in the city, near a grave, near a cremation-ground, on swampy ground where no human beings went, surrounded by forests of cactus bushes, mango trees, fig trees, betanasi trees. The city will grow—they are the forerunners. They will remove filth, clean garbage. Set up the basti. After which they will move to some other spot"(322). As always the thedalits and tribals are chased by civilization.

It is to be noted that it is the women who raise their voice against oppression and injustice.

They include Puni, Ranga, and Tabha. This is the special feature of the novel. We hardlyfind this in any other novels on the same theme.

The novel is a wonderful work presenting an age old problem with a reformist attitude and awakening. One appreciates the craftsmanship of the novelist. He does not present it as a propagandist novel but as a work of art inviting multiple levels of interpretation. The relationship between Aghore and Puni is an example of it. It looks like they have a psychological attraction that has turned to physical relationship. This relationship is different from that of jili and the contractor as we find in Paraja. Mohanty's presentation of the world view of the Mehentars is also something to explore. They are happy when they have money and theyenjoy life to the core. Sania in the novel says: "' For this day, yes, I am the owner of Kubera's treasure. Tomorrow it will be gone. Let me wory about that! You are with me today! What value does money have when I compare it with you?' " (P.280). The dalitwriter Bama also presents this in her auto biographical narrative Karukku. Another striking feature of the novel is the use of irony by the novelist. The naming of the characters are ironical. Jema in Odia connotes a princess. But we find that Jema's life has been a life of struggle and hardship. Puni means Purnima or full-moon. But what we find in Puni's life is not the pleasure of a full moon but a life full of fear and anxiety. She is in fear as she thinks that her mother might die any time. She is also anxious that they may be displaced from the basti anytime. In the same manner one can see irony in naming of the novel as we find in Buchi Emecheta's novel The Joys of Motherhood. It is the story of Nnu-Ego who thinks that childbearing will bearing is a blessling. Her children will care for her. But she is despised and rejected by her children at a later age. The novel is termed Harijan and it refers to the Mehentars. The word Harijan which literally means God's people. But they are not treated as God's people by the society but as sub-human and as lesser gods. One can also note the contrast between the Mehentars and the non-Mehentars particularly(Abhinash's

family). The housestands just adjacent to the Mehentarbasti. It is a double storied house standing in sharp contrast to the thatched basti. The members of the basti are struggling to earn their livings but there people in the big mansion live a life of luxury. Children of the Mehentaras are groomed to work as Mehentars but children in the mansion are given lessons in songs and music and reading. Such contrasts are juxtaposed at every alternate chapter. It is said that too much wealth makes one inhuman and lack of it too makes one inhuman. Abhinash and Aghore are example of the former case whereas Sania (Puni's lover) the latter. The difference is that Abhinash and Aghore are pardoned by society but Sania is punished just because he is a Mehentar and it is easy to brand him as a thief.The description of interiority and particularity is another feature that makes the text look authentic. It is worth giving an example of it. As Mohanty describes:

Almost every house had a 'khatapaikhana' or 'dry latrine' at the back which had to be cleaned manually by a mehantarani once in three or four days. It was a tiny, windowless, airless shed with a floor that was raised at least three feet off the ground and had a hole in the centre over which the user usually squatted. The waste dropped into a hole and when it was full, it was dragged out by the mehentarani, cleaned, and put back in place. With her bare hands she scooped the excreta out to the bucket into her basket and carried it on her head to the cart which would transport it to the dumping -ground far away from the city. The mehentarani entered the pit through a trap-door at the rear which had to be lifted another mehentarani.(89) The above mentioned quote is just an example.

There are many instances when we find the novelist giving very minute details of events and spaces. For this reason James Freeman, the famous anthropologist who also worked among the Mehentars says that Mohanty could see things which we generally pass by. He had an eye and an ear for details. Because of Mohanty's sharp observation he is able to give us vivid description of things.

A word may be said about the translation. The translated text reads so well. It is lucid and poetic. Though Gopinath Mohanty's novels are difficult to translate into English, Bikram. K Das does it smoothly. He won the Sahity Akademi award for the translation of *Paraja*. Professor Das has his own theory of translation. He calls it his reading of the text and all readers are happy with it.He has retained many colloquial Odia words like *ki lo, bou, chulipasi, podamuhi, bora, piaji, mudhi, sukhua* and so on. Even proverbs like "peta pos nahi dos" are left untranslated and unglossed (214). He says these can be understood in context. I must say the elaborate introduction to the book by the translator is very informative and will give a general idea about the concept of caste and scavenging. This text will prove to be a great text for understanding of an important issue facing Indian society. It will generate discussions and multiple levels of interpretation. It will awaken us to open scavenging in which nearly 1.6 lakhs people are engaged even today.

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Seminar-Conference-Workshop Notifications

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Using Multilinguality as an Asset to Learn Writing

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Abstract

This paper reports a study that was conducted on a group of undergraduate students whose dominant language is Telugu who had enrolled themselves for a proficiency course in English. The researcher used four stories in both English and Telugu and activated the elements of summary/abridgment writing and enabled the students to apply them to the summary writing in English. It qualitatively analyzed the data and documents the growth in proficiency in writing summaries/abridgment in English when the dominant language is used as an asset rather than an interference.

Keywords: Dominant language, multilingualism, undergraduation, short stories, summary/ abridgment writing.

India is a country that is rooted in multilingualism where students who are registered for an undergraduate program often have two or more languages at different proficiency levels, Of which there is usually a 'dominant language' (Casanova, 2013). Unlike for many in the discipline, in this context the term 'dominant language' is used to indicate a preferred language of communication that very often is the mother tongue and in this case, it was Telugu as the study was conducted in the state of Telangana where this language is dominantly spoken as a language of communication. The term 'dominant' is not used as a dominating language. The term mother tongue itself cannot be attributed to the language the 'mother speaks' anymore in India because the country itself is a multilingual one with languages bombarding individuals based on the state, city, or purpose of language use in this country. So, in this study, the term 'mother tongue' is not used as a deliberate move and instead, the term 'dominant language' is used as a 'preferred language' or as the 'more enabled language' (Durairajan, 2016). The knowledge of the mother tongue (in the study understood as the dominant language) is an important cognitive element that decisively affects the order of the second language learning process (Corder, 1992, Gass&Selinker 1992). However, recent research which investigated the effects of knowledge of one language on the learning of another suggested that, regardless of the relationship between the two languages, there can be a positive influence exerted by any known language on the learning of any unknown language (Garcia, 2009). The more enabled language in the classroom can also be the language or resource of metacognitive practices of language learners; it can be "the language of discussion to enable thinking and reflection" (Durairajan, 2012, p.4). This implies that the first language can not only act as a scaffold but can enable the transfer of capabilities across languages. This study focused on improving writing abridgment skills and not the grammar of English.

Stressing the importance of writing in the present globalized context, Lindermann (1987) had referred to writing as an economic power that creates impressions, adverse or otherwise, in an individual's professional field since it is the only established mode of communication that is considered official in social life. To enable writing ability, "brainstorming, planning, and organizing will be done in the homogeneous L1 classroom"(Durairajan, 2016: 11), with the whole class. Students are

encouraged to search for equivalent words in English, once the ideational planning is done, and then asked to compose their essays in English. Feedback, if needed, may also be given in the first language (Durairajan, 2016: 11). To enable reading ability, students could be given texts in English but asked to write their answers in their L1.

The present research focused on the improvement of writing skills of Telugu medium students, who completed their higher secondary education in Telugu medium and joined English medium for their graduation. To teach writing skills, the researcher used culturally appropriate and age-appropriate stories as a reading prompt. The basic assumption in this paper is that the students possess good language skills in their dominant language and use them either with or without awareness when they perform activities in that language. But they may not be conscious of the fact that they can use these skills/ strategies or just a couple of steps in another language (such as English) when they have to function in a similar context. The purpose of the study is to use the elements of story abridgment/ summary writing i.e sequencing the events, maintaining the theme of the story, and maintaining the accuracy of the content, which are used in any story abridgment process in any language in their dominant language writing exercises consciously. Another purpose of this paper is to check whether the students used the same elements during the abridgment process of the stories in English as well. And the final aim of it is to explore whether the students can transfer writing skills from Telugu to English through short story reading and abridgment.

In this study, one Telugu - TS (Subrahmanyam, 2016) and three English-ES1, ES2, ES3 culturally relevant stories with adult characters were used. Parallel stories across English and Telugu were used. Thus, the chosen stories were similar in content and cognitive requirements in both languages. After completion of each story-reading in each language in a stepwise manner, the relevant abridgment task was given to the students, to check their usage of the elements of abridgment

of a story, namely sequencing the events, maintaining the theme of the story, and maintaining the accuracy of the content.

The students (n=15) chosen for this study are multilingual, they know Telugu (very proficient), English (not that proficient), and know Hindi / Urdu / Lambadi languages. The process of data collection was completed in ten days. The students in this studyhave Telugu as their dominant language, but they think that they are not fully proficient in English. They thought that they could not write well in English due to a lack of certain abilities. The researcher had a 2-hour class every week for five weeks to teach the students. In this study, along with the texts and tasks, two research tools were used, namely the researcher's diary, and semi-structured interviews of the students after the teaching was completed. These were used to corroborate and triangulate the findings of the responses in the form of abridged versions of the stories which were collected. The whole study, a brief description of their performance, an analysis of their responses, and wherever possible, a little triangulation from the researcher's diary is presented below in a stepwise manner .

Step 1: The researcher gave TS1 to the students. The researcher instructed the students to read that story for writing an abridgment. The students were given one hour to respond to the task. In this task response, twelve students used the three elements: sequencing of the events, the theme of the story, and the accuracy of the content. Three students followed only two elements of abridgment writing: sequencing of the events, the accuracy of the content. The students consciously/ unconsciously used these elements of abridgment writing in TS. This was noted in the researcher's diary but not revealed to the students at this point in time.

Step 2: After completing the task abridgment in Telugu through TS, the researcher gave ES1 to the students and gave a one-day gap for preparation to do task abridgment writing in English. In this task, eight of the fifteen students did not follow any one of these elements, which are sequencing of the events, the theme of the story, and the accuracy of the story. Three of

them did not follow two elements, which are the sequencing of the events of the story, they completed the task of merging events into one another and the theme of the story. Four of the fifteen students did not write the theme of the story at the end of the abridged writing. The researcher noted in the diary and understood that the students do not know how to write an abridgment of a story in English.

Step 3: After checking the tasks of ES1, the researcher understood that the students are unable to use the elements of abridgment writing in English. By using the task abridgment of TS, the researcher explained the elements i.e.sequencing of the events, the theme of the story, and the accuracy of the story, which were used in TS abridgment writing. The researcher explained that the sequencing of the events indicated the things that happened in the story. The students were expected to write an abridgment of the story step by step. The second element was the theme of the story, meaning from that particular story, the students can acquire some take-away values or instructions about it or the dominant theme. The third element is the accuracy of the story, which expects the students to provide the original story with original characters in precise form by using their own words in abridged writing accurately. The researcher indicated that these elements were common to all languages including English and indicated that they were able to do it with the task that they had done in TS earlier. After this explanation and awareness-raising that was connected to their abilities displayed while working in Telugu the students confessed that they were "tension-free" "happy" and reiterated that they "felt free". One student even remarked that "it is a great surprise ma'am that we can apply the same steps to English also?". Another student got restless and wanted to immediately "try out the ES1 please!". All of them requested the researcher to allow them to revisit and redo the ES1. This time most of the students completed the task of ES1 abridgment in an attempt to practice the elements of abridgment. In the ES1 task, ten students used these elements i.e the sequencing of the events, the theme of the

story, and the accuracy of the story. Three students followed two elements of abridgment, which were the sequencing of the events, and the accuracy of the story. They had written the theme of the story as a side-heading, they did not write anythingin that part. Two students followed the two elements i.e sequencing of the events, the theme of the story, but they did not maintain the accuracy of the story, they just completed the task in their own story with some characters and events missing from the story. They voluntarily asked for another similar story to be given and since the researcher had already planned and prepared for this possibility, she gave them the ES2, and then the responses are twelve students tried to use the three elements i.e sequencing of the events, the theme of the story, and accuracy of the story. three students did not follow the theme of the story.

Step 4: In the task of ES3, thirteen students used these elements i.e the sequencing of the events, the theme of the story, and the accuracy of the story. Two students followed two elements of abridgment, which were the sequencing of the events, and the accuracy of the story. They had written the theme of the story as a side-heading, they did not write in that the theme of the story. Most of the students completed the ES3 task by using these three elements in English abridgment writing.

The study set out to explore the process of story abridgment/ summary writing i.e sequencing the events, the theme of the story, and accuracy of the content, which are used in story abridgment that was in their dominant language, Telugu. The students completed their first abridgment task in Telugu for the story TS1, where twelve students used all the three elements of abridgment writing in Telugu of the story. The remaining two students followed the sequencing of the story and the theme of the story in Telugu abridgment writing. From the statements made in the researcher's diary it can be noted that the students have skills in Telugu abridgment writing because, even while they were submitting most of them took back their answers to rearrange the sequencing of the events, while others took back their answers

to write the theme of the story. This was corroborated in the semi-structured interview, where the students said that they know how to write abridges in Telugu because they are from Telugu medium background.

The study also set out to check whether the students used the same elements in English as well. In the task of ES1 abridgment writing, eight students did not follow any one of these three elements, which are sequencing of the events, the theme of the story, and the accuracy of the story. Three students did not follow two elements, which are the sequencing of the events of the story, and the theme the story. Four students used the theme of the story at the end of the abridged writing. From the researcher's diary, it is clear that the students completed the task ES1 very quickly, for they said that they didn't know how to abridge a story. This was repeated by the students in the semi-structured interview, where most of the students said that they do not know about these elements' of usage in the English language; they also said that they were unable to transfer these elements because they thought that they would make mistakes while using these skills in English.

Another aspect that the study set out to identify was whether the students can transfer writing skills from Telugu to English through short story reading and abridgment. The researcher explained the elements of abridgment in Telugu, which are used in their TS. And explained the possibility of transferring these elements in English abridged writing. The students were excited and redone the task abridgment for ES1 again. In this task, ten students used these elements i.e the sequencing of the events, the theme of the story, he accuracy of the story. Three students followed two elements of abridgment, which were the sequencing of the events, and the accuracy of the story. Two students followed the two elements i.e sequencing of the events, the theme of the story. As per the students' wish and as per the researcher's planning, another task of ES2 was done by the students, and in that task, twelve students tried to use the three elements i.e sequencing of the events, the

theme of the story, and accuracy of the story. Three students did not follow the theme of the story. In task ES2 of abridgment writing, most of the students tried to follow all the three elements of abridgment writing in English. So, the students transferred these elements through a short story reading as an intervention. From the researcher's diary, it is clear that the students said that they tried to transfer writing skills from Telugu to English after the explanation from the researcher and the students said that they gained abilities of how to do abridged writing in English. From the semi-structured interviews, it can be noted that the students said that they obtained the elements of abridgment writing usage in English from Telugu, and they said that before the intervention, they did not have the ability to write abridgments in English.

In the task of ES3 abridged writing, thirteen students used these elements i.e the sequencing of the events, the theme of the story, and the accuracy of the story. Two students followed two elements of abridgment, which were the sequencing of the events, and the accuracy of the story. Two of the fifteen students followed the two elements i.e sequencing of the events, the theme of the story. In task ES3 of abridged writing, most of the students tried to follow all the three elements of abridged writing in English. So, the students transferred these elements through a short story reading as an intervention. From the researcher's diary it is clear that the students said that they were able to easily transfer their writing skills from Telugu to English after the explanation from the researcher. The students also said that they learned how to do abridgment writing in English. In the semi-structured interviews, the students said that they fully understood the usage of the elements of abridgment writing usage in English from Telugu.

The study found that the students do know how to carry outabridgment writing in their dominant language, Telugu,as they followed the required steps using the elements. Even though the students felt that they may not be able to write an abridgment of a story in English, they were able to do so. This was

made possible by enabling the transfer of abridgment skills from Telugu to English, by bringing in three different stories. In each story the focus was on three elements, namely sequencing of the events, the theme of the story, and accuracy of the story, which was reflected in the third English story abridgment written by the students. This study has shown that the skills of abridgment that are a natural part of any dominant language can be used not only as a resource but also as an asset in the language classroom.

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Braj B. Kachru: The Bilinguals' Creativity

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The term bilinguals' creativity is used here to refer to those creative linguistic processes which are the result of competence in two or more languages. The term is not interpreted in the sense of acquisitional inadequacies of the bilinguals in a particular language, as has generally been done in describing the linguistic behavior of the bilinguals' use of "non-native" languages. The concept creativity applies both to an individual bilingual and to a bilingual speech community (or a speech fellowship). The bilinguals' creativity entails two things: first, the designing of a text which uses linguistic resources from two or more—related or unrelated—languages; second, the use of verbal strategies in which subtle linguistic adjustments are made for psychological, sociological, and attitudinal reasons. Examples of such creativity may be drawn from non-native literatures written in English or French, or the code-mixed varieties of languages.

ELTIF Teaching-Learning Materials

ELTIF is planning to develop a 'Material Bank for Rural and Backward Learners'. Teachers and researchers, who are willing to share their teaching-learning materials (print and electronic) are requested to mail them to eltifjournaleditor@gmail.com. They will be first published in the Journal, and later compiled as a handbook for teachers with the name and details of the contributors. – Editor

Lexicalization of Malayalam Compounding

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Abstract

The proposition that compounds are more suited for lexicalization is vastly endowed in the literature of compounding. The lexicalized compounds possess a specific meaning of their own. In the lexical system of grammar, compound interpretation is done through the conjunction of predicates which is mediated by the relational variable R in the compound modification. The additional element, namely Rintegral is claimed to establish the precise relationship between the constituents of a compound. In this conception, we can that Rintegral is somehow responsible for lexicalization.

Key words: lexicalization, adjective-noun combinations, noun-noun combinations

1.Introduction

This paper aims to state that compounds are prone to be more appropriate to become lexicalized than phrases. Tarasova (2013: 20) rightly highlights that lexicalization is a diachronic process but the traces it leaves in the form of lexicalized lexemes have to be dealt with in synchronic grammar. In the case with nominal compounds, the process of lexicalization moves a compound away from being pragmatically interpretable to being indivisible lemmas which we might not even be able to analyse on the level of structural representation (Bauer (1983: 50). The lexicalized compounds are no longer derived by a productive morphological process, their phonological form undergoes changes, and they possess a specific meaning of their own, which may be relatively independent from the meaning of the constituents- these are the main features of lexicalized compounds (Tarasova 2013: 21). In turn, for such semantically opaque compounds, their meaning is not predictable from the meaning of the constituents.This paper starts looking into the nature of traditional transformational derivative view on compound interpretation which is done through the conjunction of predicates and makes an attempt to link this concept to the idea of lexicalization. The paper is structured in the following way. It begins by looking into the nature of traditional transformational derivative view on compound interpretation which is done through the conjunction of predicates and makes an attempt to link this concept to the idea of lexicalization. This is followed by a discussion on some fundamental notions about the semantics of compounding. The rest of the paper focuses on lexicalization. We will see how the traditional idea of predicate conjunction and the relational variable R in the compound modification template may be responsible for the lexicalization phenomenon.The final section summarizesthe discussion and the final conclusions, the paper arrives at.

2. Semantics of compounding

One fundamental question in the literature of compounding is whether compound interpretations must be derived and stored directly in the lexicon, appearing essentially atomically in sentential derivations (Giegerich, 2009, Jackendoff, 1975). It is, as proposed by Lees (1960, 1968), suggested that compounds are obtained from base sentence representations via transformations in such a way that the compound population growth can be spelled out into its base sentential representation The population grows. Downing (1977, pg. 840), propounds that the constraints on N+N

compounds in English cannot be characterized in terms of absolute limitations on the semantic or syntactic structures from which they are derived. On the other hand, Jackendoff (2010) proposes a set of compounding relations rendering the set of viable relational interpretations enumerable through a system which is more constrained than that of Lees, allowing any sentence to instantiate the relation. In this paper, I won't discuss any sort of transformational derivative view on compounding as explicated in the works of Lees (1960), Jackendoff, (1975), Levi (1975), Downing (1977), Giegerich (2009), Hacken (2009), etc., but rather focus on the extant view that the process of compounding and their properties thereafter can be viewed as entities in the lexical system of modern language as highlighted in Olsen (2019), who well-examinedFanselow (1985)'s and Jackendoff (1999, 2002, 2009)'s insight into the origin of compounds vis-à-vis grammar. Within the literature of compound in the lexical system of grammar, compound interpretation is done through the conjunction of predicates which is mediated by the relational variable R in the compound modification template as given in (1) below.

(1) Modification template (Bücking, 2010:256)
$\lambda Q \lambda P \lambda x [P(x) \wedge R(x, y) \wedge Q(y)]$

The above template tells us that there are two predicates conjoined in such a way that their external variables are related via an unspecified relation R. Bücking (2010) argues that compounds name concepts and are closely associated with the denotation of 'kinds'. Compounds, on the other hand, describe objects and are compositional, which a compound lacks of. The relation R is instantiated as the identity function when the modification template applies to phrases while R will be instantiated as a relation associated in an integral way with one of the predicates of the construction.

(2) [blauer Tee]
$= \lambda x TEA (x) \wedge IDENTITY(x,v) \wedge BLUE(v)$
$= \lambda x. TEA(x) \wedge BLUE (x)$

The German noun phrase blauer Tee 'blue tea' in (2) receives the interpretation of 'the set of x

which are tea and blue'. But, the corresponding compound Blautee carries the interpretation via the integral relation as 'the set of x which are tea which stand in an integral relation to v which is blue', as shown in (3) below.

(3) [Blautee]
$= \lambda x. TEA(x) \wedge Rintegral (x,v) \wedge BLUE(v)$

This is how the compositional meaning of the noun phrase contrasts with the more flexible meaning of the compound.

In a similar fashion, we can think of the Malayalam examples like the following one that patterns with the German ones shown above.

(4) paʧʧamarunn
Green medicine
a. medicine which is green (modifier-modified0
b. Ayurvedic medicine (lexicalized)

The above two meanings can be represented as
$[a] = \lambda x MEDICINE (x) \wedge IDENTITY (x,v) \wedge GREEN (v)$
$= \lambda x .MEDICINE (x) \wedge GREEN (x)$
$[b] = \lambda x. MEDICINE (x) \wedge Rintegral (x,v) \wedge GREEN (v)$

However, the second case (b) raises the question of whether the variable R is responsible for the lexicalization phenomena. In the next section I will discuss the case of lexicalization focussing on the Malayalam compounds.

3. Malayalam compounds from a lexicalization perspectives

In Malayalam the following examples show that many words are lexicalised, i.e. come into the lexicon as whole units. Since the entire lexicon of a language resides in the collective inter-subjective memory of a linguistic community, a Malayalam speaker realizes the availability of these compounds:

(5) Adjective + Noun
a. paʧʧamarunn
   green medicine
(i) Medicine which is green. (modifier-modified)
(ii) Ayurvedic medicine (lexicalized)
b. paʧʧakkaɽɪ
   green dish
(i) dish of green colour

(ii) Vegetables
c. paʧʧakkuʈɪra
    green horse
(i) Horse ofgreen colour
(ii) Grasshopper (the insect)
d. karɪɖɪnam
    black day
(i) unlucky day when bad things happen

Noun + Noun
a. puḷɪrasam
    tamarind flavour
(i) a dish
(ii) sour taste
b. kɑːḷarɑːʈrɪ
    ox night
    "Sleepless night"
c. kaḷḷɪmuɳʈ
    lady thief
    "lungi"
d. ʈalakkeʈʈ
    head tie
    "heading"
e. kuʈalpaɳam
    tubemoney
    "black money"
f. karɪɳʧaɳʈa
    black market
    "market in which goods or services are
    traded illegally"
g. kuʈɪrapaʋan
    horse gold
    "sovereign"
h. kuʈɪraɕakʈɪː
    horse power
    "unit of power"
i. kuʈɪjɑːna
    pit elephant
    "doodlebug"

In terms of transparency, all the above compounds can be placed under the semantically opaque compounds because their meanings cannot be predictable from the meaning of their constituents. These compounds are, in the sense of Libben (1998), are monomorphemic in the minds of language users. To be precise, while kuʈɪrapaʋan can be analyzed into kuʈɪra 'horse' and paʋan 'gold', the meaning of kuʈɪrapaʋan 'sovereign' does not have anything to do with the meaning of kuʈɪra;hence it is a single lexical item.

In Sajila (2015:132), I discussed the formations of compound nouns which were of mainly two types. First, it is deletion of phrasal component or grammatical particle inside the word and the whole becomes compound nouns. Second, it is simply combining two words and forms new compound words. In these combinations morphophonemic changes are taking place. Nouns combine with nouns freely and productively to form compounds. In noun - noun compounds, two nouns are combined together and form new compound word. In this formation a noun freely combines with other nouns and forms compound words. In this category type subtypes are coming. Due to the semantic changes these combinations are again classified. In noun-noun compound, one comprises a large number of subsets in which members are co-hyponyms having their super ordinate lexeme which forms the second element of the compound. In the case of endocentric compounds, one member of the compound functions as the head and the other as its modifier, attributing a property to the head. When the compound formed is the hyponym of the head element, it is called endocentric compound. For example, in the compound varṣakɑːlam 'rainy season', kɑːlam 'season' is the head and varṣam functions as the modifier. This is called an endocentric compound.In this way, we can have endocentric compounds such as teːṅṅa 'coconut'+ veḷḷam 'water' >teːṅṅɑːveḷḷam 'coconut water', teːṅṅa 'coconut'+ pɑːl 'milk' >teːṅṅɑːppɑːl 'coconut milk', teːṅṅa 'coconut'+ eɳɳa 'oil' >teːṅṅɑːyeɳɳa 'coconut oil', eḷḷu + eɳɳa 'oil' >eḷḷeɳɳa 'gingerly oil', etc. This type of compounding appears to be more productive among noun compounding in Malayalam.The term "exocentric compound" is used to refer to a particular type of compound, namely, the compounds that lack a head. The meaning of an exocentric compound may or may not be compositional (derivable from its parts) but not any component serves as the head.Exocentric compounds (called a bahuvrihi compound in the Sanskrit tradition) are hyponyms of some

unexpressed semantic head (e.g. a person, a plant, an animal etc), and their meaning often cannot be transparently guessed from its constituent parts. If a compound is not a hyponym of both the elements of the compound, but of an unknown head, then such a compound is called an exocentric compound. The compounds are not the hyponyms of the grammatical head of some unexpressed semantic heads. Since the semantic head is unexpressed in such compounds. In the compound trikkaṇṇan'god Sivan', the head is unknown. In Malayalam, this type does not appear to be a productive formation.

Many Malayalam compounds illustrate, as I would like to suggest, different processes of lexicalization and reanalysis. The meaning of many compounds, including some ofthose in (5), is not derived componentially. The following examples show that there are possessive compounds whose second element issemantically inalienable with lexicalized metaphorical interpretations even though the possessive interpretation for compounds is not possible:

6.

Modifier-gen Noun	Lexicalized Form	Gloss
kaṭalɪnɽekara	kaṭalkkara	sea shore
maraṱṱɪnɽeṭaṭɪ	maraṱṱaṭɪ	log
puṯajuṭeo:ram	puṯajo:ram	rivers bank
kɪḻɪjuṭekuṉ	kɪḻɪkkuṉ	young bird
ko:ṯijuṭeɪɽaʧʃɪ	ko:ṯiṟaʧʃɪ	chicken

The first elements in these are in the genitive casebefore reaching the stage of lexicalization. Lexicalized form is done via deletion of genitive marker. Here, I consider a construction to be lexicalized in case it serves as the specific concept in the sense of Blank (2001).

To talk about lexicalization,Giegerich (2009) pronounces that it is a gradient phenomenon and although the notion of lexicalization is intuitively appealing, it is rather poorly defined in literature. However, the notion of lexicalization is,within Cognitive Linguistics, tied to the so-called 'degree of entrenchment' of a unit (cf. Schmid 2007). Here, the term 'entrenchment' is supposed to convey the idea that a lot of what speakers say is based on pre-packaged units that are 'entrenched' in our memory so deeply that their activation is practically automatic. The running idea here is that when units are entrenched, they have achieved the status of conventional items (Langacker 1990) and their activation becomes automated to the extent that they have been used before. So Langacker (1987) suggests that constructions fall along a continuous scale of entrenchment in cognitive organization. Consider the following compounds:

(7) a. me:l 'above'+ mɪːśa 'cloth'
    >me:lmɪːśa 'moustache'

In (7) above, spatial element me:l 'above'showing space combineswith nouns to form a compound noun.Theconventionalized figurative meaning of 'moustache' cannot be available from the meanings of the constituting elements.However, the native speaker knows the meaning of such compound and within the speech community it has got its place in the common usage. Tarasova (2013) remarks that the meaning of lexicalized compounds is often reported to be accessed directly from the lexicon, since they are lexical items and thus should have a lexical concept node in the same way as other lexical items. These lexical items have a name for a particular concept. Crucially, from very beginning of its existence, compounds seem to contribute a particular complex concept and this leads us to the thought that compounds are more suited for lexicalization (Härtl 2015). It seems that Bücking(2009, 2010) just contrasts adjective-noun (AN) compounds to AN phrases in German mainly because he focus on novel constructions by leaving out the very influence of lexicalization and introduces an additional

element, namelyRintegral to establish the precise relationship between the constituents of a compound. In this conception, we can that Rintegral is somehow responsible for lexicalization.

4. Conclusion

We see now that compounding is something representative of a subsystem of grammar somewhat distinct from ordinary syntax and morphology. The present paper makes an attempt to explore the properties of this subsystem and its place in linguistic theory. Compoundsare found to be used as naming units thatbecome lexicalized. In the current paper, it is discussed that there is available route for the lexicalization of compounds in languages like Malayalam in particular. Apreliminary investigation like this I have conducted, reveals that lexicalized compounds, not the phrasal ones, are on the rise in Malayalam.

Notes

1. Lees (1968), within the framework of early Chomskyan grammar, makes an assumption that nominals, superordinate term to referring to different types of nominalizations as well as N+N compounds in English, are not in themselves sentences, but rather noun-like versions of sentences.
Lees furtherconsiders that any compound should have just one meaning which is assigned to it in a given context. A compound can have different deep structures corresponding to different meanings:
Cat milk – the milk for the cat
Cat milk – the milk from the cat
Consequently, the interpretation of compounds is explained in terms of purely grammatical knowledge. Grammar is considered responsible for the semantics of compounds.

2. 2 Levi (1975) proposes that there are twelve core relations constrains that are deletable in compound formation. This also accounts for the semantics of compounds containing nominalizations of verbal roots in terms of the argument structures of the root verbs. She claims that all complex nominals are derived by either of the two syntactic processes: predicate nominalization and predicate deletion.
Abstract predicates such as CAUSE, HAVE, MAKE, BE, USE, FOR, FROM, IN, ABOUT, may be deleted in the process of transforming a relative clause construction into the complex nominal: 'cake with apples' → apple cake. See (Levi 1975) for further detail.

3. 3 In Sajila (2015:137), I elaborated the case of case marker deletion. For example, the compound sınıma:bhra:ntuisthe output out of the deletion process of Sociative case-o:ṭuḷḷa from the components sınımayo:ṭuḷḷabhra:ntu.Similarly, we can find the following pattern:

Case Markers	Compound	Dissolution
Accusative case	pa:kkuveṭṭı 'an instrument which cuts coconut'	pa:kkıneveṭṭuṉṉatu (-ıne is omitted)
Dative case	ho:mappura 'house of doing homa'	ho:mattınuḷḷapura, (-attınuḷḷa is omitted)
Instrumental case	te:ṅṅa:kkaRı 'a curry prepared with coconut	te:ṅṅakoṇṭuḷḷakaRi (koṇṭuḷḷa is omitted)
Genitive case	marappoṭı 'the dust of timber'	marattinRepoṭı (–ınRe is deleted)

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Group Discussion--Factors Affecting Students' Optimal Participation

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Abstract

One of the most important goals of language teaching is to help our students become competent communicators with optimal perfection in various aspects of language use. Therefore, teachers must help students actualize their potential in their mastery of various language skills. They must become fluent and confident in using English and handle different types of situations well with communicative competence. As teachers, our goal is to ensure that they develop confidence, and speak on topics not given to them, but those come to them. We expect them to speak reasonably well with adequate knowledge and on persuasion. The need of the hour is to interact well, speak well, and handle communicative situations effectively and appropriately.However, one area that has baffled the author of this article is the domain of effective participation in group discussion. Why are students unable to participate cogently in group discussions? Is it the lack of confidence? Is it the lack of knowledge of the topic? Is it the presence of fear that others would judge them? Is it the fear of being ridiculed? Do they have less speaking opportunities in their classes? What prevents them from volunteering and participating as much as the teacher expects them to? A multitude of factors could be responsible for students' lack of effective participation in group discussions. This paper will discuss these issues and suggest some solutions that the author has found in his research.

Keywords: Group discussion, competence, apprehension, knowledge, effectiveness,

Introduction

One of the most perplexing facets in life is why human beings are unable to achieve their potential to achieve their goals. Is it fear that inhibits people from fulfilling their goals? Are some individuals genetically predisposed to fail? Are some individuals genetically predisposed to succeed?

In our classes, some students are extroverted and some are too introverted. Some may have a negativity bias and be plagued by it while others may be very dynamic and take up challenges to succeed in whatever they do. Teachers are happy when their students' performance is optimal. So, how do we defineperformance? We are, of course,dwelling on language performance. The goal of every teacher is to ensure that their students improve their communication competence. They must speak in a manner that is deemed effective, appropriate, and ethical.

Today, participating effectively, in group discussion is vital and has become a paramount feature of one's worth and competence. Group discussions are the norm almost in every recruitment exam. How effectively students can begin a conversation or discussion, sustain interest in it by adding more to the content, cooperate with others showing sense of being comfortable in the company of others, and exhibit leadership skills that determine his chances of being recruited. In fact, when companies come for campus placements, the first thing that is done is conduct a group discussion. It has become a filtering tool. It has become a screening round before technical rounds take place. In fact, a group discussion is an eliminating round in one sense.

A group discussion is a platform where 8-12

people are seated in a circle. They are given a topic and are asked to express their views. They are also given 2-3 minutes to jot down their ideas on the given topic. Then, the recruiter asks them to begin the group discussion.

What are the common qualities that are expected from students in a group discussion? Leadership is a quality that recruiters expect students to have in a group discussion. Leaders provide a direction to the group. They are also knowledgeable. They have a vision. They know what they are talking about. They empower others. They do not demean or deride anyone in public. Others feel confident and optimistic in their presence.

The second trait that is seen in a group discussion is enthusiasm. Participants must be enthusiastic about the topic and their own participation.At the same time, they are not over enthusiastic and unintentionally prevent others from expressing their views. Enthusiasm is infectious. It motivates people around to participate and express their views too.

The third quality is the knowledge of the topic given. Students should have knowledge of current events happening in the country and the world. For this, they must read the newspapers, watch panel discussions and debates in TV, and know what is happening in society. They must also be cognizant of the latest events in society and the world, the impact on people at the national level and international level, and also the consequences. These factors will give them confidence to speak, participate, and present their views most effectively. However, this too has a rider. Being knowledgeable about the topic does not mean speakers can be arrogant or contemptuous towards others. They must not resort to silencing others and dominating the entire process.

The fourth trait that is central to success in a group discussion is the extent to which people are accommodative and how they exhibit team playing skills. Being an effective team player is one of the most important skills expected of students in today's world. We cannot work in isolation. Good team players are respectful of others, open-minded, empathetic, and altruistic. Only when these qualities are present in individuals, organisations and relationships prosper and thrive. That is the reason why placement companies place a heavy emphasis on team playing skills.

The fifth critical skill is nonverbal communication. Maintaining eye contact, a good sitting posture, and smiling are the requirements.

The fifth defining parameter in group discussion is good listening skill. Listening involves empathy and respect. Only those who believe in respecting others' views are respectful of others and listen to them attentively.

Methodology: With the above parameters in mind, the author of this paper observed the performance of his students in group discussion. First, inputs were given on the dos and donts of group discussion. The students were also informed about the importance of listening, politeness, empathy, dynamism, leadership, and team playing skills. Later, a topic was given. They were told that they would be given 3 minutes to prepare. However, they must not use cell phones to get the data. They must think and jot down ideas.

Observations: The performance of the students in the first group discussion was abysmal. Lack of eye contact, too many pauses, lack of initiative, absence of a direction to the team, and lack of enthusiasm were conspicuous. The teacher, in fact, asked the observers in the class to give their views on how their classmates performed in the group discussion. Following were the impressions of the observers:

1. The discussion was going dull and was unenthusiastic.
2. Not all were participating in the group discussion.
3. There was no leader who was giving a sense of direction to the group.
4. Some students hardly participated.
5. Some students did not speak till the last minute.
6. Only some students were active and knowledgeable.
7. The sentence construction ability of some students was not very poor.
8. Some students began on a confident note but stopped abruptly.

9. Some students did not follow any rules of group discussion.
10. Some students finished what they wanted to say in just 20 seconds.
11. No discourse markers/linkers/signposts were used.
12. Most of the time, the participants were beating about the bush.

The entire class had a discussion on what had happened in the group discussion. The teacher pointed out the importance of avoiding these things for the next team that was going to participate. The things that were especially highlighted were the importance of active participation, enthusiasm, listening, being a good team player, and following the protocol of the group discussion.

Performance of the second team: The second team which participated did a reasonably good job compared to the first team whose performance was disastrous. The second team began on a positive and enthusiastic note. Out of the eight participants, five participants showed a lot of enthusiasm and interest. They were quick to come up with their views. However, discourse markers were remarkably absent. Two students could not participate effectively. In fact, they waited for somebody to give them an opportunity to present their views.

Findings: What were the qualities of those competent students who performed well in the group discussion? Some of the things observed by the author in these students were as follows:

1. Ability to take initiative.
2. Accuracy in language.
3. Knowledge of the topic.
4. Self-confidence.
5. Desire to share their knowledge with their co-participants.
6. Enjoying the process of participating in the group discussion.
7. Speaking to share more than self-aggrandising
8. Taking risks despite their own limitations.
9. Openness to feedback despite speaking very competently.
10. Willing to listen to others with open mindedness.

Now, the author's observations of the students who did not perform well in the group discussion are as follows:

1. Inability to take initiative.
2. Low self-confidence
3. Poor command in vocabulary.
4. No knowledge of the topic.
5. Low self-esteem.
6. Inability to propose ideas
7. Unsure of what to talk or say or express.
8. Poor sentence construction ability.
9. Hesitations and ambiguity in what they must or have to say in the group discussion.

Conclusions: This study showed that many students experienced apprehension and uncertainty in the group discussion. They had a desire to participate but when it came to actual group discussion performance, they could not participate due to a multitude of factors. They were passive observers and forgot their role and identity due to nervousness. Lack of knowledge of the topic, low self-esteem, fear of being judged, and nervousness wreaked havoc in their ability to participate.

Recommendations: Students need to participate well in group discussion as it is a group activity. At least after listening to others, they must come up with their ideas and contribute to the group discussion. They must realise the importance of group discussion and hone their skills.

The following are the recommendations based on the study done:

1. Teachers must sensitize the students about the importance of group discussion.
2. Students need to be informed that group discussion is not an impossible task.
3. Reading, researching, planning and practicing are crucial to one's performance in group discussion.
4. The teacher could allot the topics to the students in advance in the initial stages.
5. Students should be encouraged to frequently take part in group discussions.
6. Group discussions should be regular and frequent activities in classroom teaching-learning process.
7. Model group discussion should be played to motivate the students.
8. Students should be encouraged to use

discourse markers.

9. Exercises in functional grammar should be given to minimise grammatical mistakes.

10. Learning activities should be designed to improve sentence construction ability of the students.

11. Group discussion is not as difficult an exercise as is imagined. It is just like another skill that people can master with commitment and sincerity.

Performance in group discussion is critical to students' success. They cannot afford to neglect this aspect. Teachers, on their part, must give sufficient opportunities to students to participated in group discussions. Various topics related to societal, economic, and technical issues could be given for practice. At the end of every group discussion, the teacher should give constructive feedback to students. It must be noted that group discussion like any other skill can be mastered with wide reading skills. Students also must be cognisant of the fact they have a responsibility to update themselves with current events at the national and international level, maintain notes, and frequently participate in group discussions.

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*Group discussion as a means to attain Language Socialization

What is language socialization?

Learning to think, act, and speak like an expert in specific physical, temporal, cultural, and ideological spaces is a necessity to function successfully in any community. A primary way that humans become socialized to act and interact in culturally appropriate ways is through the use of language. Language socialization (LS) refers to the process by which individuals acquire, reproduce, and transform the knowledge and competence that enable them to participate appropriately within specific communities of language users. Thus, LS is fundamental to social life, given that all community members engage in practices of LS at numerous points in their lives, whether as relative experts or as relative novices. Within LS research, language is regarded as a 'dynamic social practice' that is constantly 'contested' and 'in flux' among its users (Duff and Talmy 2011, p. 96). LS thus offers a theoretical and methodological framework for understanding how linguistic and cultural competence are developed through everyday interactions within communities of practice. Based in the traditions of human development and linguistic anthropology, LS is concerned with both 'socialization through the use of language and socialization to use language' (Schieffelin and Ochs 1986, p. 163). LS researchers take a cross - cultural perspective to make visible the intersections between language and culture in the processes of learning and teaching. Such a perspective not only recognizes the existence of biological and psychological attributes in these processes but also importantly acknowledges considerable variations due to cultural factors and sociohistorical conditions (Garrett and Baquedano - López 2002, p. 341). In addition, because of its concern with cultural specificity, scholarship on LS pays close attention to how socialization occurs in culturally meaningful learning spaces, and how these practices may be linked or kept apart across different kinds of spaces.

[Extract from Language Socialization Across Learning Spaces by Jin Sook Lee and Mary Bucholtz. In Language socialization across learning spaces by Lee, Jin Sook Bucholtz, Mary . https://escholarship.org/uc/item/4h89b3z0 Publication Date 2015]

* Title by the Editor.

Reports of ELTIF Fortnightly Online Lectures
Lecture 32. (15 January 2022) **Dr. Ganga Mahto**
(Faculty, Regional Institute of Education, NCERT Bhopal)

Topic : Language Pollution

Report by Bhagyalakshmi Mohan
(Faculty, Govt. Bharthidasan College for Women, Puducherry)

Karl Marx, pointing to the many dangers that Industrial Revolution and the resultant mass production of goods "contributed" to the material growth and social decline in humanity, cautioned the day in which machine was going to be the master of man. The production of 'more than enough goods' would distance the product from the producer, since the processes of production derive not from the producer's sweat or blood but from the friction of machines.

Dr. Ganga Mahto started his presentation with a video as he was dealing with language and technology. In a class, a teacher asks the students what they wanted to become. One girl responds that she wants to become a smart phone as she wants to stay close to her parents. Commenting on the response, the speaker e compares the present situation of technology use with the situation earlier. Earlier human emotions were important. But now people are increasingly glued to their screens. Life seems to be extremely difficult without smart phones. Due to the increased dependence on technology, human beings are losing some of their skills. For example, the capacity to remember phone numbers. Nowadays, mobile phones are capable of storing so many numbers and because of this, people are not concerned about memorising numbers any more. Due to the development in the field of Artificial Intelligence, the perspective of human learning is changing and machines are learning to think and suggest. Machines are also learning linguistic intelligence. They speak languages with better accuracy than most humans do. Development of smart speakers has happened. He brought in the ideas of Noam Chomsky who assumed that a kind of language organ within the mind is part of the genetic makeup of humans and the system capable of constructing unlimited number of sentences is unique to human beings.

With this brief introduction, the speaker entered the day's topic, 'language Pollution'. He referred to to a paper presented by Roland Gross on 'language pollution' at International Semantics, Denver Colorado in August 1969. He mentioned Ronald Gross' idea of today's language as mechanical and dead, and increasingly polluted. After 50 years also, Gross' idea is relevant as the interference of technology has severely polluted the language Further, he spoke about how technology has polluted language. Pollutants damage the quality of language and thus, the capability of language to convey the feelings of people is lost. Language is unable to convey the feeling, emotion and warmth of the speaker that qualifies it as the human language. He, then, moved to the notion of language pollution and discussed it by usingthe ideasof purity vs impurity, interference of machines, machine language, impure language, mixing of unwanted elements, limited intelligibility etc.

He talked about the language of social media where shortcuts and slangs are used. He gave examples of new short coinages (ASAP, RIP, OMG, BTW), vowel less words (lrn,nfrl), letters for words (l8r, gr8), symbols for words, first few letters of words (dept, com) etc used in social media. He qualitatively analysed the response of people he obtained after posting "HD to all" and talked about the effect on short forms on written language. It changes the standard spelling, adds new substandard abbreviations to the vocabulary and nonformal language is mixed with the standard language.

Then the speaker talked about the use of emojis. He had conducted a survey with students of 12th standard and asked them why they were using emojis. They responded that it was easy

to use. The speaker refers to it as a backward move as we are going from words to symbols. It affects the written communication as it is emerging as a new language in which words are replaced by symbols, sign language is replaced by verbal language. It makes the sender misunderstood and creates adverse psycho-emotional effects on the readers. He cites the example of Moby Dick which was translated into 2013 by Benenson and the instance of emoji with laughing face and tears selected as the word of the year 2015.

Dr.Mahtotalked about word clouds and the use of phrases. One of the common phobias is poor grammar and spelling and the reasons can be the effect of technology and the use of concocted phrases. It affects the language in which sentences are replaced by phrases,increase in the use of slang, formal language is replaced by informal language. He added that physical/virtual keying and text to speech conversion or vice versa have adverse effects on handwriting and thus it replaces writing and makes the process more mechanical. It makes machine language more effective than human language.

Dr.Mahto then dealt with machine translation and its adverse effects. The word-to-word translation generally fails to convey the real meaning and it is emotionally detached. He gives the example of "My King Son" translated from Hindi instead of "My lovely son". He spoke on the effects of transliteration of language on phonology and writing. It affects the pronunciation, lacks warmth of the language and can be a threat to the script of source language. Also auto correction tools like spell checkers, grammar checkers, word suggestions that may create problems by doing hilarious auto correction. Machine decides the words to use and it makes us stop remembering words. He talked on the effects of mechanical greeting that is monotonous and lacking warmth. Visual advertisements deliberately made or ignorantly made make the language informal by replacing the original words, grammar or word category. He talked about Rap songs in which slang/vulgar language is used and uncensored online videos in which anyone can make and post any content online which changes even the social notions of language that becomes informal, offensive, abusive, unacceptable and inappropriate to the youths who are using these sites more. He cautioned about the limitations of smart speakers in which they come with artificial language and readymade replies. In order to speak to them we have to speak like machines. Machine cannot understand emotions or perceive moods. Thus, the humans speak like machines and machines speak like humans. He said that call centres are following a mechanical language. He gives the examples of certain trans- human movies like Avatar, Transformers, Transporters etc. He said that machines wouldcontrol the humans as they have interchanged their roles and this affects the language. He says that-tech addiction is a mental disease and we are unable to live in a tech-less society. The speaker argues that the teacher's role is also reversed as students are consuming a lot of materials and teachers are becoming learning counsellor. He concludes by problematizing language pollution or language change and pose questions regarding the ways to purify it. He asks whether the technology or teacher can be language filters or whether it is better to avoid social media and technology. He concluded by asserting that "no app can replace lap".

Dr.Mahto's arguments need not be taken as anti-technological; as a student of linguistics, he was just observing and reporting the developments in the sub-field of 'language change' within the area of sociolinguistics; he was indirectly cautioning about the danger of language getting mechanised, knowing very well that language change is a natural process, a sign of biological becoming. No member of a speech community can stop natural developments filtering into language; nor is it desirable to deny entry to changes into language either—it may be cited as an instance of unhealthy 'puristic fallacy' in future. As a teacher and trainer Dr Mahato was arguing for the need of drawing border lines—how much of these technology-driven changes can be permitted to enter the four walls of academic language—spoken, as well as written.

Reports of ELTIF Fortnightly Online Lectures
Lecture 33 (5 March 2022) **Dr. B. Padmanabhan**
(Assistant Professor, Department of English & Foreign Languages,
Bharathiar University, Coimbatore)

Topic : Cognitive Approaches to Literary Studies

Report by Dr, Leena AK
(St. Joseph's High School Chathiath, Ernakulam)

Winds of change, if left unnoticed because of our inherent academic complacency or if ignored by our callous non-professionalism, may do great harm to the academic field in general, and to literary studies in particular. As teachers and researchers, or even students at the advanced level, we must be aware of the developments in our field, asserts Dr. Padmanabhan in his lecture on 'Cognitive Literary Studies". While developments in the field of science and technology may be more concretely manifest both in their processes and in the end products, changes in humanities especially in Literature may remain rather abstract. It is a fact that the state of being abstractpushes the study of Literature to the back stage when options are left open before students.

Dr. Padmanabhan began his lecture by emphasising the importance of cognitive literary studies and elaborating on how they differ from traditional modes of criticism and how they supplement additional sources for the interpretation of literary studies. He discussed the age-old misconceptions about studying literature. The study of literature was not a serious pursuit for many, and people used to neglect or ignore it in the past. But people in the twenty-first century are well aware of the emerging areas of research and their contributions. He spoke about medical humanities and established that literary elements can be used for therapeutic purposes. He cited Mariam Wulf, APJ Abdul Kalam, and Liza Sunshine.

Cognitive literary studies, according to Dr. Padmanabhan, is an interdisciplinary study that deals with concepts such as consciousness, reading, memory, attention, social behaviour, and empathy. It also attempts and succeeds in providing fresh perspectives on literary texts and the creative process. The primary focus of the research is human intelligence and cognition, ranging from basic to higher order functions. Cognitive literary studies are derived from a variety of disciplines including psychology, linguistics, anthropology, philosophy, and computer science. Later, he talked about his first approach to literary studies. For a variety of reasons, it was initially ignored. According to him, the main reason is that it has not been empirically or scientifically validated. However, because literature is a product of the human mind, it should be studied alongside the human mind. He went on to talk about Mark Turner, who is a fervent proponent of cognitive models. He then discussed the flaws of traditional critical theories. Literature is thought to be based on human cognition, but contemporary literary theory is based on unsubstantiated notions of how the human mind is isolated and fragmented, and thus fails to provide a comprehensive account of human nature. Later, he discussed some recent developments in cognitive literary studies. These theories are largely based on the concepts of embodied cognition, which contradicts previously established claims of the difference between the biological brain and the mind. Cognitive scientists believe that both are integrated and positioned within. They outrightly reject the notions of brain, mind binary. George Lackoff and Mark Johnson in their work, *Philosophy in*

the Flesh explain how this new interpretive method can help in understanding philosophical questions about the human mind. One of the most important topics in recent times has been the study of the human mind and its significance in literature. The brain was established as the material site of human thought process by Romanticism. The interest in the functions of the human mind was heightened by Freudian psychoanalys is and reader response theories.

The second half of the twentieth century saw the development of computational models of the human mind. Poststructuralist theorists promoted relativism as an antidote to positivist reductionism. Other critical approaches, such as gender studies and postcolonial studies, situate social and cultural contexts. Many critical approaches either fully or selectively reject all aspects of literary art, such as the author, text, and reader, context, or attempted fragmentary interpretation of literary texts. However, cognitive literary studies always strive to be comprehensive and inclusive; in other words, it distinguishes itself from other critical methods by incorporating all influencing factors of literary creation and reception. These theories, in his opinion, are not used to replace any existing belief system, but rather as a supplement or an attempt to achieve inclusiveness in literary interpretation rather than as an entirely new method. However, it incorporates both humanistic and scientific approaches to literary studies. Furthermore, literary interpretation is used to understand not only how language and information processing work, but also how the human mind works. He later moved on to neuroaesthetics. He explained how imaginative blending occurs or how readers mentally produce images created by the author. He described how emotions produced in literature, film, and theatre are perceived by the reader or audience. He discussed 'Affect,' an emotional experience; a central primordial function of the brain is knowledge seeking, which it accomplishes through the formation of concepts.

He also spoke about seminal texts and influential authors in this field, including Raven Tsur's *Cognitive Poetics*, Lackoff and Johnson's *Metaphors We Live By*, and Nigel Fabb. Morris Halles Halle used Generative Linguistics concepts to investigate the intersections of literary discourse and human mental processes. The cognitive narratology of Ray Jackendoff is based on the idea that human thought is structured around stories. Joseph Caroll's works aided in the development of cognitive approaches that incorporate biological and cultural aspects of human cognition. The discovery of mirror neurons opened up entirely new avenues for the study of literature based on the principles of theory of mind. Mar and Oatley investigated how readers' engagement with fictional worlds influences their minds and selves, as well as how it contributes to the development of social skills. Mary Thomas Crane is regarded as a forerunner in the development of cognitive historicism. Cognitive literary theories, according to Lisa Zunshine and Ellen Spolsky, can be integrated with cultural theories. The speaker expanded on the term "cognitive historicism" by comparing how a particular literary text was read in the 18th century with how it is read today. According to him, it is the externalisation of a person's ideas, beliefs, intentions, and preferences. On both personal and social scales, cultural production is understood to be embedded within dynamic systems of meaning-connectivity or knowledge networks.

The speaker then discussed how cognitive theories approach a text, which is known as 'cognitive narratology.' The reader reads the author's shadow stories, which are either narrated or left unsaid. In essence, fictional narrative is the presentation of mental functioning. According to Alan Palmer, most poststructuralist narratives lack a coherent flow of thought. Cognitive narratology investigates how stories across media interact with the interpreter's mental states and processes, giving rise to narrative experiences. He also discussed fictional and nonfiction print narratives, computer-mediated narratives such as interactive fictions, e-mail novels, and blogs, comics and graphic novels, and cinematic narratives.

Next, Dr. Padmanabhan examined how we

experience story telling in face-to-face mode and how it differs from others. The majority of behaviour theories accept gender issues. Cognitive theories are not based on behavioural theories, and such thoughts are never allowed. They advocate scientific validations to explain why social behaviour is considered a social taboo. It offers new perspectives on sexuality and queer behaviour. He also discussed cognitive postcolonial studies and cited various literary texts related to colonial psychology, such as Frantz Fanon's *Black Skin and White Mask*s and The Wretched of the Earth, to elucidate his point. He concluded by providing insights into cognitive disability studies that deal with sensory, perceptual, and social disorders. Cognitive theorists look for scientific explanations for why and how this failure occurs.

The one-hour lecture shifted the listers from the conventional modes of literary criticism, that was more or less "the content+style analysis" type to an amalgamation of multitudes, internal and external to the text. The lecture also outlined the roots and routes of cognitive approaches to works of art that might have got triggered from studies in cognitive linguistics.

Cognitive Linguistics

Introduction
Cognitive linguistics is an interdisciplinary approach to the study of language, mind, and sociocultural experience that first emerged in the 1970s. Cognitive linguistics is characterized by a commitment to the inseparability of meaning and form in the study of language. It also takes the view that language reflects general aspects of cognition rather than adopting a modular view of mind. A further feature of the approach is the view that language is best studied in the context of use and indeed emerges from it. Cognitive linguists have predominantly focused on two general areas of inquiry: the study of language organization (cognitive approaches to grammar) and language as a means of studying aspects of conceptual structure (cognitive semantics). Cognitive linguistics is an increasingly influential approach in cognitive science, social science, and applied linguistics.

Foundational Works
Cognitive linguistics emerged from research conducted by prominent scholars working on the West Coast of the United States during the 1970s and 1980s. Most notable among these are Ronald W. Langacker (Langacker 1987–1991), who developed the theory of cognitive grammar (see Cognitive Grammar); George Lakoff (Lakoff 1987), who applied work on categorization to metaphor, lexical semantics, and grammar; and Leonard Talmy (Talmy 2000), who studied the conceptual basis of grammar. These three researchers are widely considered to be the founding fathers of the enterprise. Also foundational ware Lakoff and Johnson 1980, which developed conceptual metaphor theory (see Conceptual Metaphor Theory) and Johnson 1987, which developed the theory of image schema (see Image Schema Theory) that grew out of work on conceptual metaphors. Other important work that has proved to be foundational was developed in Fillmore 1982 on frame semantics (see Frame Semantics) and Fillmore, et al. 1988, which provided the basis for the theory of construction grammar (see Construction Grammar). Fauconnier 1994 developed the theory of mental spaces (see Mental Spaces Theory), which later gave rise to conceptual integration theory (see Conceptual Integration Theory).

English Language Teacher Empowerment Programme (ELTEP)
Report of Workshop 5 ((1 January, 2022)

Films in the Second Language Classroom: Some Methodological Issues

Resource Person:
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Two streams of thought influenced ELTIF in initiating a formal discussion on films on a platform meant for second language instruction. Though the workshop was the first of its kind on an ELTIF platform, practical experiments with films have been a part of ELTIF programmes (meant for teachers as well as students) for long. The first stream of thought was the changing perspectives on language teaching materials. The definitions of instructional materials have started to liberate themselves from the conventional notions of textbooks and language practice books. In such a context, ELTIF thought of crossing the borders and reaching the pastures of authentic materials. The second line of thinking that brought film studies to ESL discussions was the developments in the field of studies in language and literature that blended with them cultural studies, too. It is against this background, a workshop on film studies becomes relevant in the ESL situation.

Dr. A.C. Sreehari's online workshop on Films in the Second Language Classroom, conducted by ELTIF as part of English Language Teacher Empowerment Programme (ELTEP), on 1 January 2022 elucidates the possibilities of films in making the second language classroom more lively, entertaining and effective. Dr. Sreehari started his workshop by emphasizing the digital proliferation of mobile devices. The primacy of printed textbook is lost as it has partly been replaced by virtual platforms. Films can be used as visual texts that can help learners use their imagination, creativity and multisensory relations to reconstruct meaning out of the varied hints provided by images and audiovisual patterns. After describing the scope

of films in the language classroom, Dr Sreehari further familiarized the participants with the technical aspects of film-making by screening several videos and images as examples. The details of the ideas conversed in the workshop are presented below.

Learning a second language provides an opportunity to acquire a new wor(l)d view. Printed textbooks give ample scope for imagination. They give 'suggestions.' The word pictures and thence the mental pictures that we construct out of words, have more scope for creativity. The pictures given along with the words actually delimit the scope. 'To suggest is to create; to describe is to destroy'. In today's world we are exposed to images. Images also suggest things. So, reading images is highly imperative. Moving images have begun to replace written words since more than a century. The digital revolution, the proliferation of mobile devices, the increased ease of capturing and editing video, and the emergence of video distribution sites such as YouTube has eased the use of films in classrooms as learning tools.

Learning a language has become a process affected by all the senses. We acquire knowledge mostly through the eye, and that, because of this fact, moving pictures revolutionized educational methods by supplanting both teachers and textbooks. Films may be used as a "supplement" rather than a "substitute" for traditional educational methods. A film can place language in context. It can provide with real-life language input. Films can be used to practice listening and reading, and as a model for speaking and writing. Visuals support learning as facial expressions and gestures together can create an

idea concrete. They make the language learning process more entertaining and enjoyable.

At the same time, the impact of using film and audiovisual materials in the second language classroom is to be addressed. Seeing is [not] believing. Discussions, role plays, reconstructing a dialogue or summarizing can be done. Further deliberations are to be made to liberate oneself from the dictates of the visuals as verbal pictures do. Classics for example continue to exert their influence on viewers and how they impart perennial interest is to be addressed in classrooms. Is there any ruling ideology at work which gives permanence to certain films, say for example, Pather Panchali (1955), an all-time favorite of teachers in Indian classrooms?

The evolution of the concept of films from an invention that prompted the end of the 19th century scientific curiosity to a 20th century art form and later on to a medium of entertainment, from a medium to record everyday reality, films got transformed to a marketable commodity that is a package of several formulas. Films like follow a certain linear pattern which begins with the crisis of the protagonist, quite often the male and ends by imagining a nuclear family. Although the nuclear in Indian cinema is extended to include more people, this is the predictable form of mainstream narrative films. This narrative strategy is used to suit consumption everywhere. This pattern is legitimized and universalized that reduces everything to rosy love stories. These films tell the spectators what exactly they have for them. Realist films were meant to resist such closures. Italian neo realist, Soviet experiments - montage editing techniques - evolved as part of such attempts to use a different narrative language. Films belonging to this category including films like Pather Panchali but end up imagining nuclear family where girl children are not desired to be part of. Mise-En-Scène is derived from the French term used to refer to single scenes that are representative of a film. It tends to look at what is "put before the camera," This allows the director to convey a lot of message through setting the stage, props, costume, lighting and other vignettes along with the theme and content. The girl child is recaptured by breaking the fairy tale stereotype image in the Tamil film Jai Bhim (2021) with the girl child character called 'Alli' who with her dark - oily skin without hiding behind the coats of powder and wearing lower class signature - costumes but showing stunning confidence through her body language in a scene while seated before the lawyer by holding the newspaper in her hands. As the main or central position in a patriarchal society has most often been occupied by the powerful male, the meaning or the message will almost always be determined by his presence there. It will also determine the point of view. The context of the text will be determined by him. The agency of the girl in the film is still a question that remains to be enquired.

Images of women, constructed to please the potent male viewers, even by art house directors have been critiqued by a new host of women viewers. Out of the industry 21st century short films and women held camera have begun to make changes to the view points to a certain extent.

A change has been attempted to be brought into what Peter Berger, an English art critic, commented some 50 years ago in Ways of Seeing: "Men look at women. Women watch themselves being looked at. This determines not only most relations between men and women but also the relation of women to themselves. The surveyor of woman in herself is male: the surveyed female. Thus she turns herself into an object -- and most particularly an object of vision: a sight".

Camera as a tool also has roles in the making of meanings in films. Camera-angles like long shot and close up decide certain aspects of characters for incorporating or isolating individuals from contexts. Battleship Potemkin (1925) never focuses on single characters and people are not missing in it as in many other films commemorating revolutions. High and low angles are used in films to enlarge or belittle an image according to requirements.

Editing also has crucial roles in films in the production of meaning. Deep Focus is a cinematographic technique to effect depth of field in a realist way, as in Citizen Kane (1941)

to make more directorial control over meaning. Montage is another editing technique used to express the different emotions in an expressionist style as in Battleship Potemkin to create dramatic effect, to rouse emotional intensity in the viewer.

It is necessary to emphasize that classrooms do not produce gender norms in a direct, overly deterministic way, but that the construction of student identities is a process of negotiation and appropriation. It is essential, hence, to critically view the patriarchal world in the words and images that are taught through second language classroom transaction materials.

Dr. Sreehari's presentation with wonderful illustrations and classic movie clips was an inspiring and enlightening one. The participants unanimously commented that the workshop was highly beneficial and informative to them.

Best Film Schools in India

India has some of the best universities and colleges in the world.

Besides acclaimed engineering, medical, and business schools, India is also home to some excellent film schools.

Some are diploma schools, others are fully accredited universities awarding degrees, and some are specific work training institutions. The best film schools in India provide the training necessary for a successful career in Film, TV, and other Media.

Film schools in India are generally open to international students and provide a high quality education for international and local students. Courses are often multilingual. Ok, lets get stuck in!

Best Film Schools in India to Become a Master

1. Film and Television Institute of India, Pune

2. Satyajit Ray Film and Television Institute Kolkotta

3. Whistling Woods International, Mumbai

4. The ICE Institute Mumbai

5. Asian Academy of Film and Television Noida

6. L V Prasad Film and TV Academy Chennai, Thiruvanthapuram & Bangalore

7. National Institute of Design Ahmedabad

8. Digital Academy – The Film SchoolMumbai

9. Zee Institute of Media Arts Mumbai

10. Matrikas Film School Delhi

11. Adyar Film Institute Chennai.

12. Mumbai Film Academy

13. National Institute of Film and Fine Arts Kolkotta

14. Access Atlantech Edutainment Chennai

15. AJK, Mass Communication Research Centre Delhi

16. Annapurna International School of Film and Media Hyderabad

17. Manav Rachna International Institute of Research and Studies Haryana

18. Center for Research in Art of Film and Television Delhi

English Language Teacher Empowerment Programme (ELTEP)
Report of Workshop 6 (5 Feb 2022)

Some Basic Elements of Academic Writing

Resource Person:
Dr. Hitesh Bhakat
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Report by:
Rathamany K
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A beautiful sculpture reminds us of the gifted sculptor, so does a good piece of writing. Writing remains the most difficult of all the language skills and excelling it requires amalgamation of many skills. Academic writing demands further toning up of skills which are essential to bring out fine piece of work. Dr. Hitesh Bhakat, a renowned academician and professor in RIESI, Bangalore has excelled in presenting the required basic skills of academic writing in a style of his own. He could lift the participants from scratch to sculpture and the way he handled the session was wonderful. His mastery in fine tuning the skills and imparting it to the participants is really commendable.

The workshop aims at giving hands- on training to participants on:
• basic elements that go into a fine piece of 'academic writing'(product)
• how they can be logically sequenced to get a complete whole(process)

The broad framework encompassing
a) gathering relevant ideas to the topic
b) generating ideas
c) organising ideas
d) crafting skills
e) sequencing of ideas: principles of organisation
f) logic in writing
g) topic and controlling ideas
h) use of discourse connectors or linkers in writing laid the foundation of the workshop.

Dr.Hitesh set the session in motion with the presentation of the three sub-skills of quality academic writing ,i.e; generating ideas, organising ideas and crafting skills, augmented the momentum.

'Topic and controlling the idea' provided ample food for thought and discussion. Each sentence should contain a topic and controlling idea and in turn, the paragraph too. To drive the point home, he shared a small passage about 'carbohydrates' and a discussion followed. All agreed on the topic 'Function of carbohydrates', but found two sentences found to be misfit or irrelevant. He affirmed,"If there is any 'intruder' or irrelevant sentence, it will destroy the unity and balance of the passage."

Dr.Hitesh then raised a pertinent question,'Why is writing difficult?'. Some responses came up like 'writing is more organised than speaking' and he elucidated the hurdles step by step:

When we sit down to write, we are making decisions on-
• word choice, syntax, grammar, punctuation, spelling
• Purpose, vocabulary, audience, voice, style, tone
• Sequence, structure, selection, content
• Relevance, logic, paragraphs, cohesions

Logic in writing is another vital element he dealt with. He gave a task of jotting down atleast three points on 'Why do middle class families become smaller in size?' so that a nice essay of 5 paragraphs can be prepared. i.e; introduction, first, second and third points form second, third and fourth paragraphs respectively and final conclusion in a logical order.

Multifarious ideas sprang up in the interaction which exhibits how ideas can be generated. It

should be arranged in logical order before we start writing an essay. He elaborated it further in his slide.

❖ Higher the education:
• of women, greater the chances of them being career oriented
• higher the age at marriage
• more the rationalism
• more the accessibility to health services
• of parents, higher the aspiration about the education of their children

He concluded that the logical statement in the above task is 'Higher the education, higher the age at marriage'. Thus he clearly established how a nice essay can be prepared keeping the logic intact.

Another important element in writing is 'unity'. He presented a slide on 'hurricane' to ascertain the relation between 'unity and controlling ideas'. He asked one of the participants to read the given passage aloud. Analysing the passage, he said, 'Hurricane' is the topic and 'exert tremendous power' is its controlling idea. The topic comments on the controlling idea. More number of controlling ideas on any topic can be generated using wh-questions such as what,which when, where, why (if necessary) and how.

Beauty of writing rests in its style. It is important to maintain certain style which he classified into three:
a) Intellectual
b) Emotional, and,
c) Aesthetic.

Intellectual element consists of:
i. Precision in the use of words(is very important in any form of writing, especially academic writing)
ii. Clarity of meaning (when writing in a sentence form)
iii. Economy in the use of words,i.e; write less and express more
iv. Harmony between thought and expression(outward trapping of the author's innermost thoughts)

Emotional : It touches the reader emotionally and generates the feeling to continue reading. Emotional element brings the thoughts clearly before the readers:
a) In it lies his/her force
   (what is the intention of the writer)
b) His/her power of suggestion
   (what do I state and what do I imply)
   He cited a Malayalam proverb 'Karaskarathin kuru paalil ittal kalaanthare kaypu shamippathundo' which means the bitterness of quaker(poison) nut dipped in milk remains unchanged. This implies 'inborn qualities seldom change'
c) His/her capacity to move the reader(by his/her writing to make him/her share his/her own state of mind at the time of writing; it acquires a persuasive eloquence)

Aesthetic style involves vivid narrations of natural beauty, environment,etc which hold the attention of the readers to keep on reading. Aesthetic element comprises the artistic graces of style which enhances
a) Immediate pleasure
b) Its musical quality
c) Its picturesque
d) Its polish
e) Its perfection of form and
f) Beauty and charm(whatever else gives it)
   Practising certain style improves the quality of writing, he reiterated.

Discourse connectors form a vital link in academic writing. They are referred as cohesive elements,connectives, logical connectors, linking adverbials and conjunctive adverbials. It means, connectors established semantic relationships between the sentence they appear in and preceding sentences, and contribute to cohesion.

The facilitator briefed different types of cohesive devices such as ordering, summary, additive, exemplification and reinstatement, result, concession, contrast, cognitive stance, abruptive topic shift. The slide he shared next amply illustrated some of the devices.
• Ordering(first, firstly, second, secondly, third, thirdly, next, then, finally)
• Summary(all in all, in conclusion, finally, overall, to conclude, in sum, in summary, to summarise, to sum up)
• Additive (also, in addition, further, furthermore, moreover)

- Exemplification and restatement (for example, for instance, namely, that is)
- Result (accordingly, consequently, hence, therefore, thus, as a consequence, as a result, so)
- Concession (nevertheless, nonetheless, inspite of that, despite that, still)
- Contrast (by way of contrast, in contrast, conversely, instead, however)
- Cognitive stance (attitudinal)(actually, certainly, indeed, in fact, in actual fact, as it happens)
- Abrupt topic shift (incidentaly, by the way, apropos of)

Devices are essential, but writing remains a non starter sans ideas. He asked why ideas are important and how we can generate it. An active discussion followed in which many opinions sprang up like brain storming, mind mapping, observation, giving situations, giving hints, etc. Content, he said, can be anything under the sun and he classified it into four - things, places, people and ideas. The four ways of generating ideas that he suggested are:

a) See and write
b) Read and write
c) Think and write
d) Ask and write

He analysed a model paragraph based on the picture of Bangalore city and explained how see and write works. He exhorted the participants to comment their views on the other picture.

Once the ideas are crafted, certain issues are also to be considered before we start writing :

1) What am I trying to say?
2) What words will express it?
3) What image or idiom will make it clear?
4) Is this image fresh enough to have an effect?
5) Could I put more briefly/shortly?
6) Have I said anything that is avoidably ugly?

Writing, like a raw material, undergoes certain stages to become a fine piece of work. They are:
- Pre writing : Thinking, reading, notes, drawing, mind maps, free writing.
- Writing : drafts upon drafts, growing the document bit by bit, will incorporate pre writing material
- Revision : Further drafts to craft the document.

He further explained what 'free writing' is. It is a 5 to 10 minutes, uncensored non criticized quick writing, ignoring mistakes. Once it is finished, read, edit or accept the desirable points and discard the rest. So, writing is a process, not linear.

Academic vocabulary finds prominence in academic writing. Dr.Hitesh advised the participants to familiarize with the 400 obiquities commonly used in academic writing and shared valid information on Academic Word List(AWL).

- **Vocabulary Building through Oxford and Coxhead's Academic Word List(AWL).**
- The Academic Word List(AWL) consists of 570 word families that occur reasonably frequently over a wide range of academic texts. This was developed and evaluated by Averil Coxhead for M A Thesis(Coxhead, 2000)
- The AWL word families were selected according to range and frequency. For range, the word families had to occur across disciplines(e.g, the arts, commerce and science). For frequency, AWL word families had to occur over 100 times in the 3,500,000 word Academic Corpus. Additional information about the AWL word selection can be found at: www.victoria.ac.nz/lals/ resources/acaemicwordlist/principles.asp

He emphasized the significance of referring to the dictionary for academic writing. The 5 way method he proposed is :

- Collocation : do research (informal) conduct or undertake research (formal)
- Dependent prepositions : (on impact, under the influence of) just after (reliant on, consistent with)
- Following instructions : focus on doing, demonstrate how/what
- Parts of speech : conclude, conclusion, conclusive, conclusively, inconclusive
- Synonyms : feasible/

workable, (vary from x to y, but range between x and y)

Having finished the tools of academic writing, he projected how to form an ideal essay. It should contain

❖ **Introduction paragraph**
• Background
• Detailed background
• Thesis
• Outline

❖ **Supporting paragraph**
• Topic
• Example
• Discussion

• Conclusion
❖ **Conclusion paragraph**
• Summary
• Restatement of thesis
• Prediction/recommendation

Then, he gave an assignment to establish the given points. After discussing the important points for the argumentative essay, he shared a model answer.

Dr.Hitesh, in his interactive and interesting session, unravelled the right map to explore the realm of academic writing. The skills and techniques he imparted really equipped the participants to shed their inhibitions and difficulties and to scale high in the venture.

What is Academic Communication?

Academic communication involves presenting ideas effectively and formally in a scholastic environment. If you attend an institution of higher education, you can use these skills to contribute to the academic conversation with your teachers and peers.

Academic Communication Defined

Many people intuitively know the proper way to communicate in different settings; for instance, the way you speak to your friends is usually different than the way you speak to your parents. Academic communication, also called scholarly communication, refers to methods of communication that are highly structured and generally only used in pedagogical settings. Academic communication can include the words and structures used to express ideas, as well as the methods by which ideas are disseminated.

Basic Skills

Because the ways in which academics communicate must often be learned, schools sometimes offer courses designed to teach or improve these communication skills. As a student in one of these courses, you will be taught advanced vocabulary, proper grammar, reading comprehension and verbal expression. You'll learn how to write in a formal tone and politely address your reader, whether it is a professor or peer.

In addition to developing high-level communication skills, you might also learn about academia-specific topics, such as how to format a paper to Modern Language Association standards. You also might learn how to write book reviews, research papers and laboratory reports. One element of academic communication that you'll usually learn in college is how to formulate a thesis or academic argument.

Special Circumstances

English as a Second Language (ESL) learners and students with unique learning, speech or hearing needs might require intensive instruction in academic communication. In these cases, special learning techniques are often used to ensure that students learn to communicate academically in the easiest way possible. For example, in the case of ESL learners, this might mean extra practice with pronunciation or complex words used in academic argumentation.

Transmission of Academic Information

When a scholar needs to publish a new discovery, or your teacher needs to inform you of the resources that you can use for a homework assignment, they must use a particular channel of communication. In these cases, academic communication refers to the methods in which ideas are distributed among scholars or students. You can find academic information disseminated in such places as scientific journals, newsgroups, online course management systems and research libraries. **https://learn.org//articles/What_are_Academic_Communications.html#:~:text**

Reports from the field

Muslim Service Society Kadavathur Unit Joins Hands with ELTIF for Women Empowerment

Mathew TA
Vice president ELTIF (Kudiyanmala, Kannur Dt.)

Sahadevan Minni
Member, Executive Committee, ELTIF (Malur, Kannur Dt.)

Pavihtran Kunnapadi,
Member, Executive Committee, ELTIF (Kuthuparamba, Kannur Dt.)

Gangadharan C
Member, Executive Committee, ELTIF (New Mahe, Kannur Dt.)

In a unique move towards social upliftment and self-empowerment, the Muslim Service Society Kadavathur Unit (Kannur District, Kerala) sought the support and guidance of ELTIF in its attempt to gain better social status for the women in its community. A secondary objective of the move was to enhance mother-support at home for the school-going children in education in general and English language education, in particular.

A weekly two-hour programme was launched with about thirty women ranging between 20 to 45years, a few of the grandmothers, too. Incidentally, a grandma in due course of time, said that "It's, we, grandmothers who suit better in taking care of children's education at home, since mothers used to be busy with household chores".

The Women Empowerment programme was inaugurated at the MSS Unit office Kadavathur, a small town on the eastern outskirts of Kannur district on 20th February 2022. At a meeting presided over by   ,   inaugurated the programme,   welcomed the gathering, which included about 30 women too besides the office bearer of MSS. . Dr. P. Bhaskaran Nair, the President of ELTIF outlined objectives and the future course of action. Resource persons of ELTIF, Mr. Gangadharan and Mr. K. Pavithran felicitated the function.

Regular session commenced next Sunday. The objectives were once again outlined in detail. First, to enable the participants to communicate in English so that when they cross the borders of Kerala in future, they would feel at ease in the new surroundings. Quite s few of them had already been abroad for a short stay, especially to the Middle East, where their husbands work. Secondly, a few of them expressed their desire to be an earning member through the mastery of English. Still a few were ready to continue their education through Open school and distance education. However, the common goal of all—including the few grandmothers—was to facilitate better learning environment at home for their children.

The weekly session went off well till the beginning of the month of Ramzan. During the fasting month, the programme was switched over to online mode, which also was well-attended.

Sahadevan Minni

My first day experience at Kadavathur was interesting. All the participants joined the online class in time. There was no one to introduce me. So I requested them to ask personal questions. After that brief session I tried to instil some values in their mind because all of them were mothers. These are the values: Be truthful, Be polite, Be sincere to your job, Be ambitious, Use polite language. I used the last value for the forward movement of my class. I developed a conversation between a vegetable seller and a customer. The shop keeper and the customer used polite language.

The second day I started with positive self talk. I am truthful, I am loving, I have an aim in my life, I am hard working, I am empathetic, I help others to come up in life, I am ambitious, I am a good listener, I am a good speaker, I am unique.

Then to generate language, I used a bedtime story and developed different language skills.

The learners, though adults were so engrossed in the session, that they were reluctant to leave the session, by the end of the allotted two hours.

C. Gangadharan

A separate room had already been arranged to conduct an ice -breaking activity. All of them were led to that room. First of all, the participants (mothers) were instructed to draw a rough picture of a clock showing the marks of time on a piece of paper Certain clues (12, corresponding to the time) regarding the whole participants were prepared earlier. At the time of revealing the clue, they had to find the person concerned and get the sign at the time label quickly. Those who got maximum signs was declared winners. Condition - A person can give only one sign at a time.

Then the whole participants were divided into 5 groups consisting of of 5 or 6 .Five different relevant topics were given for their close examination. After some time, each group was given chance to present their ideas and each member in a group was also given chance to speak. It consumed the whole period of time

K. Pavithran

The lesson I learnt from the adult group was in fact greater than the lessons I taught them. The interaction with this group taught me that the prime force behind learning is not teaching, but the learner's motivation and attitude. Motivation-wise, they were superb. It was a heterogenous group, not only in terms of communication skills, but age, educational classification, financial status and so on. A few stopped their studies half way through their graduation, in their early twenties, a few others midway through their secondary education about two decades ago. Irrespective of these wide disparities, what binds them together is their motivation. None was really happy with their children's communication skills in English, whether the children are in regional language medium or English medium schools. Therefore, they were keen on doing the activities I demonstrated for them so that they would re-do the same back at home for their children.

T A Mathew

Because of my ill health, I have been prevented from doing any regular teaching or training— which were an integral part of my life for decades before the pandemic years. Though I have been doing online sessions of counselling for various groups these days, this invitation to teach English once again was more than welcome to me. I knew well that in the village I might face network issues, still I ventured to take up the duty of teaching adult women thinking that it would give me a little social mobility, though virtual, after the two long years of social distancing. Long years of teacher training experience was my strong support.

Parenting : Taking Care of Children's English at Home
Continued from page 36

In fact, it is impossible to utter these sentences without being supported by gestures and voice modulations, whatever language we speak.
"Come on. Sit here. Give me that rubber, please. Don't erase that way; this way, please. Show me your hand. Not the left hand, the right one. What's it? Ink or blood? I thought it was blood. Where did you get red ink?"
What additional qualification does a mother need, above secondary education to communicate like this in real life situations? What perhaps stopped their education half way was that no body at home communicated like this when they came back from school. Maybe, in the case of many, there was nobody who was equipped with this much of English a generation ago. Now, the situation has changed Mothers, YOU CAN DO IT..

Parenting

Taking Care of Children's English at Home

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Let's consider the following facts, one by one. Among all the stakeholders in education, parents are the most concerned about their children's education and future in general. None among others in a literate society is as conscious in concrete terms, as a parent about the objectives of educating the individual child. The state, the educators, teachers –all are looking at children as a whole, as the learning community; only the parent has a clear idea about the current abilities and future potentials in an individual child—perhaps the child's limitations, as well. Secondly, of the two parents, the mother is more constantly in contact with the child, feeling the child's pulse in terms of needs, desires and ambitions. I'm not underestimating the care and protection provided by the father.

Most of the mothers of primary school children these days must have completed at least their secondary education. Irrespective of their performance in English examinations, they have learnt many more words at school, as well. This was perhaps in the reverse order—from word to meaning.

Fourthly, children are willing to accept as intake whatever they are provided with—no question of right or wrong. Children consider everything they get as right. Whatever they produce too is correct for them.

Fifthly, Covid-19 has taught most of us—young and old—how technology helps us in various walks of life, ranging from obtaining life-saving medicines from distant lands to numerous means of entertainment. Parents of school going children have been supporting children in their online learning.

Next, school children in general don't hate English language, many love too, though many fear learning that foreign language. Though vague, some sort of an idea about learning that language of opportunities is there at the back every child's mind. Only those children in very backward areas, or those belonging to extremely backward socio-economic background, don't have the idea of opportunities that education in general and English language education in particular brings to them.

Finally, many of the English words borrowed into Indian languages are familiar to children, not knowing that they belong to a foreign language. For children, they belong to their mother tongue. They never look for the 'meaning' of those words, since they began with meaning and ended up with words as in the case of first language acquisition.

Considering the facts listed above, shall we urge mothers of school-going children to extend a helping hand to their children in 'acquiring' a little more English, bac at home. I chose the word 'acquire' deliberately, knowing(though not fully), its theoretical 'currency value' in research circles. All of us know that a child is "at home" (metaphoricallyor figuratively) when "at home" (literally). That means, anything at home becomes comfortable and acceptable for the child, especially when it comes from mom. Now, let's go into some detail of the proposal made above—mothers assisting children at home with a little bit of English. First let's make a list of instructions and requests that mothers use in day to day conversation with the young ones—do-s and don't-s included. Most of those imperative (sorry for using a jargon) are easy to use in English, and they make full sense to the beginners especially when accompanied by gestures and voice modulations.

Book Review

'The Literature Review: 6 Steps to Success'

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The book 'The Literature Review: 6 Steps to Success' presents a comprehensive view that is needed to refer by every research scholar or any academician. Lawrence A. Machi and Brenda T. Mac Evoy has presented a brief definition about literature review in their book 'The Literature Review: 6 Steps to Success'.

A vivid picture of the importance of the literature review is provided for a better understanding of readers. The book talks about what, why, and how a literature review. Like the title of the book implies, the authors try to explain their views through six steps. Each step is divided into chapters of the book. A sort of bibliography and useful information is provided for all readers as well as new research scholars. Although it is very useful for academics and research scholars, it can be used by ordinary readers to validate basic ideas., The arrangement and presentation of matter or idea is very easy to grasp. Also '4 Supplements' is provided before reference and further reading.

After finishing this book, I was in a point of overflowing with ideas. The authors had tried to convey the fundamental ideas and ways to write the 'review of related literature'. This book is written with the level of understanding of all types of readers in mind. I recommended this book to all the research scholars and educationalists. 'The Literature Review: 6 Steps to Success' is written by two persons collaborate. Lawrence A. Machi is a professor Emeritus of organizational Leadership at the University of California. He has taught research methods and design and has chaired doctoral dissertation research in organizational development. Brenda T. Evoy taught high school English, History, and Science for 36 years. For 8 years, she worked for the California State Department of Education, leading group of education in improving their ability to edit and assess student writing. Research skills were always part of her curriculum

This book is of course, a result of in-depth research of authors. Summary, checklist, and reflective exercises in every chapter makes its easier to perceive. This book is very interesting from beginning till the end. In the beginning a flow chart of literature review which included 6 steps, and it helps reader to easily understand the use as well as the content of the book. It is a chance to learn and understand about writing of a chapter in a dissertation, especially the chapter of Review of Related Literature. This book will seriously help much throughout the research work till finishing the RR chapter. It changed my perspective, gets a clear idea, and ends the doubts of how to begin the collection of review of literature.

Generally, a research scholar has not much time to spent to read a book, especially for understanding how to do something or how to write a chapter, and gets bored. This book is totally different and a mind blowing one. It gives an acute awareness of the concept of literature review. It can attain the reader's attention to other similar works. It will increase the knowledge of the reader. I have read this book once, and then it felt good; so, save the soft copy in my mobile phone for future reference.

(Textbook Link: https://drive.google.com/file/d/1A3k3SFMMyLI5zDtzDz_FthrCl_Iqpriv/view)

The book I read was the fourth edition by Corwin; a SAGE Company (2022).it has 265 pages in total. The 'Contents' section is included in the 7th page of the book. In the Preface it is stated that this book is useful for novices in research & publish, for students & advanced students (to get new tips), for teachers. It is no doubt that after reading this book the reader write the review of literature successfully.

It works in my classroom

*"The verb is in the midst of all"— WH - Question-centred Discourses for Developing Conversation Skills

P. Bhaskaran Nair
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Introduction

The customary reference to the verb as a sequel or subordinate to the subject in a sentence tends to mislead the second language learners. They come to believe that the subject is more important than the verb, which in fact is not true. Any textbook on grammar may tell us that the nucleus or the minimum requirement of an utterance or a sentence is a verb. Learners of English as a second language face problems more with verbs than nouns functioning as subject, object or compliment. Asserting the nuclear position of the verb, the following exercises aim at developing informal conversational skills in children through meaningful exercises.

Children usually are comfortable with WH-question words since they are concrete in their meaning and use. Moreover, these question words have equivalents in their mothertongue, and those English words are familiar to them in average classroom communication and as part of listening to stories as extra exposure provided by teachers. Therefore, WH-questions are used as triggers for initiating children into conversation, beginning with inquiries about the happenings around.

Procedure

Let children look around their class and school surroundings and identify a few activities or events taking place as part of normal life. Let them identify a few actions and the doers of those actions, by working in pairs. Let them choose one action among them say aloud that action word in past tense, to the class or group. For example, *came, left, fell, ran away, finished* and so on. Let others ask him / her questions beginning with WH-question words, preferably beginning with *Who*. Then they can choose a few more from the list below.

W- questions

What (thing or content)
Where (place)
When (time)
Which (specifically what or who)
Who (person or doer)
Whose (belonging or possession)
Whom (person)
Why(reason)

H- questions

How (process)
How many(countable)
How much (uncountable)
How far (distance or extent)
How long (duration)
How often (frequency)

Sample Classroom Activities

Now, let's watch how the activity works. One of the pair says aloud the verb of his/her choice in past tense, based on the happening around. Others, taking turn, inquires of the details using WH-question words. Either the of the pair answers the queries. [Responses by the pair, in italics.]

1. Came

Who came? *The attender.*
Why did he come? *To give something to our teacher.*
What did he bring? *The memo book.*
Where did he come from? *From the HM's office.*

2. Finished

Who finished ? *Bindu*
What did Bindu finish? *Stitching.*
What did she stitch? *A handkerchief.*
Who did she stich it for? *Her younger brother.*

3. Slept

Who slept? *Arun.*
When did he sleep? *During lunch break.*
Why did he sleep at that time? *He had a*

headache.
Where did he sleep? *On a bench in the library.*

4. Stole
What was stolen? *Our gold cup.*
Who stole it? *Don't know. / No idea.*
Which cup? *The basketball cup.*
Where was it? *On top of the shelf in the office room.*
How was it stolen? *By breaking the window.*
When was it? *Last night.*
Learners are free to choose combined action words—words denoting two or more actions, that happened one after the other. Examples below.

5. Came and stopped
What or who? *A goods autorikshaw.*
Where did it stop? *In front of the school cooperative store.*
When did it come? *Some fifteen minutes ago.*
What did it bring? *Notebooks and stationery items.*
How long was it there? *For more than ten minutes.*

6. Fell down and broke
What? *My flask.*
How? *Slipped off my hand.*
When was it? *Just now.*
Which one—the big one or the small? *The small one.*
How much does it cost? *I think, one hundred rupees.*
At a later stage, learners are free to choose action words of past events at home, before school time etc. Examples below.

7. Left
Who left? *My uncle.*
Where did he go? *To Mumbai.*
What is he? *He's an advocate there.*
When did he leave? *Last night.*
How did he go? *By train.*
Why didn't he go by flight? *He likestrain journey.*
Why? *He says, sleeping in an AC coach at night is very comfortable.*
How long does it take to Mumbai? *Around thirteen hours.*
Which part of Mumbai does he live in? *That, I don't know.*

8. Bought
What? *A tricycle.*
Who bought it? *My aunty.*
For whom? *For my younger sister.*
Why? Was it her birthday? *Yes.*
When was it? *Yesterday.*
How much was it? *Three thousand rupees.*
Where did she buy it? *At the big shop, near the town hall.*
What brand is it? *Hero.*
That's fine. *Thanks.*

9. Threw away
What? *A water melon.*
Who threw it away? *Mom and I.*
Why? *It was rotten inside.*
How? *May be over-ripped.*
Were you sure? *Or, may be because of too much fertilizers.*
How much was it? *One hundred and ten rupees.*
Was it such a big one? *Really*
How much did it weigh? *About three kilos.*
So, the whole money went waste? *No, we went and complained to the man.*
What did he say? *He said 'sorry'. He gave us two small ones.*
Were they good? *Really sweet. Dark red inside.*
Sometimes it happens. *True. He knows my father.*

10. Lost
What? *One hundred rupees.*
Who lost it? *Sheeba.*
When was it? *Yesterday, on the way back home.*
How did she lose it? *No idea.*
Where did she keep it? *In her pencil box.*
When was it? *After lunch, she paid the fee.*
And then? *She paid four hundred. Balance she kept in the pencil box.*
When did she notice it missing? *On the way back home. At the baker's.*
Why did she go there? *To buy bread.*
And then? *The baker gave her bread. Asked her to pay later.*
A nice man, isn't he? *People are nice—most of them.*

11. Bombed
Who bombed? *Russia.*
Where? *In Ukraine.*
Why? *Don't know. There is no reason for war.*

Are you sure? *I don't know. The only reason is that Russia has bombs.*

If you have a knife, can you kill others? *It seems so. Otherwise, why should Russia kill thousands of people like you and me?*

Do they kill children too? *They bomb schools, hospitals, and what not?*

Aren't Russians human beings? *Don't blame Russians. They are like us. Ordinary human beings.*

Then who kills thousands of Ukaranians? *One or two or half a dozen idiots decide so.*

What do you mean by 'idiots'? *Do you know the meaning of 'emperor'?*

Emperor is the king of kings—our teacher told us. *Yes. Like that, an idiot is the king of fools.*

So, you mean, all those who start war are idiots? *Not only them, all who support war are also idiots.*

Discussion

You might have noticed from the above contexts and conversations that we need not and do not communicate in full or well-constructed sentences. Only the most crucial parts are enough for communication. It does not mean that we never need full sentences. I'm talking about conversations taking palace in real life situations. All the above conversations are based on real happenings. Secondly, there is an "information" gap in each context. Someone knows something; some others don' don't know it. Naturally, those who don't know inquire of the details; those who posses the information share it with the rest. Communication keeps on developing; a speech community moves on.

A few more classroom activities

1.The Detective Game

For this activity you make up a crime that occurred in a given location, the more gruesome the better and if you can personalise it to your location and environment more the better.

Divide the group into smaller groups of three or four people and then ask them to create their alibis for the morning, afternoon, or evening in question. These people are the suspects.

One group, however, is assigned as being the investigators and they individually quiz different suspects one to one to try and find inconsistencies in their group's stories. This forces each group to consider exactly what they were doing, where and with whom very carefully and in great detail.

After interviewing as many members of each group and making notes about inconsistencies between group members the investigators then confer with each other to decide upon which group' alibi is the most inconsistent. This group are then sent to jail.

Whilst the investigators are discussing this, the suspects discuss which investigator was the best at questioning them and finding out the inconsistencies. The suspects will then announce who this person is, and they earn a promotion. Finally, the investigators announce the losing group which will go to prison.

2.Drama Activities

Acting out a chapter of a book. Pretty much as it sounds. Read through a chapter of a book with students or have them read it for homework before letting groups act out the chapter, or a scene from it.

This works well even if they all act out the same scene as each group will learn from the last and the acting/performance and language should get increasingly better throughout. Alternatively arrange it so that each group acts out the following scene to the last group and so the full story is told.

Storyboard and act out the student's own story. Rather than act out a book, you could have students plan out a story, or at least part of a story on a storyboard. This can give a greater sense of ownership, achievement and 'buy in' from the students.

What happened next. Read the opening of a book and as a 'cliffhanger is reached' pause and have students work together to act out the ending of the story or the next scene at least.

This also works well with videos from YouTube, crime videos work well as do Walt Disney cartoons – even with adult learners for some reason!