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From the Editor's Desk

Teacher Entitlements

Teachers have rights—not just fundamental rights as any other citizens are entitled to, but professional privileges, too. Well, this claim is good for teachers; but what about teaching? Teacher is an individual, teaching is a joint process in which the learner too has equal entitlement, if not more. One thing may sound very interesting: Who frames the rules of/for teaching? Teachers—not parents or public or politicians! That is why they design the 'content and structure of teaching-learning' ('curriculum', as you put it in the sophisticated way) in such a way that teachers will ever remain comfortable; they will always be safe; and they have less burden than the learners.

Otherwise, why those supposed to be called 'educationists' have reserved the right for asking questions exclusively for the teaching community? Why have the poor learners been always situated at the receiving end? Just imagine, some crazy dictator of a Utopian land orders a role reversal with immediate effect! "All teachers must answer all the questions of all the students related to their subject at the prescribed level." For example, a primary teacher should answer all the questions of all the subjects she is appointed to teach up to the level of Class 8. Or, a high school teacher of physics is answerable, or responsible to clear all the doubts in her subject in the syllabuses of Class10 and below. If the same rule is applied to the university level, as well? That crazy, funny dictator will have to recruit thousands of teachers afresh, since the major part of the 'wise old gen' might have taken voluntary retirement.

Just try to compare two divisions of the same grade in the same subject in progress in two classrooms. In the first, the teacher asks 50 short answer questions, after teaching a unit; and all the students answer all the questions correctly. In the other class, it's the last day of the unit; and by this time, students in general, working in pairs, have already framed 50 questions and answered them in a quiz competition between two groups. In which class, in your opinion, learners have accumulated bits and pieces of information, and in which class they have processed the bits and pieces of information into knowledge? Which of the two possessions is going to last for long?

The next point is related to the 'formal inauguration' of each unit/lesson. Who is entitled to step into a new unit first? How many of the teachers, far in advance, urge their learners to come prepared with something or other related to the new unit –questions, relevant materials such as newspaper reports, films, publicity materials, products etc? Most of us still believe that it is impossible or at least very difficult for the learners to 'start' a new unit or lesson, which is there already in their coursebooks for months. Some of them might have already gone through the pages out of curiosity. Do we do justice to their igniting curiosity?

The next question is whether learners too have rights and entitlements. How many of the teachers have realized the fact that the objectives listed in the preamble of the syllabus and illustrated at the beginning of each unit are the simplified version of the Constitution? You may wonder how the objectives listed in the coursebook of a primary class can be interpreted as the 'children's version' of the great Constitution! Yes, the objectives are promises and assurances offered by the State to its children, in terms of their right to education. The moment we come across a statement like "By the end of this academic year, the learner is expected to listen to simple folk tales of their land in English, and comprehend the content and the message", the Union and State governments together are assuring the learner that the promise will be, fulfilled; their future will be taken care of by both the agencies!

Yes, the children have been waiting for long! And, their parents too, to hear their children communicating in English. Newer and newer policies come from the nation's and state's capitals; discussions by self-styled educationists

in air conditioned halls go on for days and months, short-sighted politicians fight over silly issues as usual, teachers' organizations carefully check whether any additional workload has been suggested in the new 'avatar' of the national policy, crores are spent on meetings and discussions, modules and schedules are written and rewritten, thus the farce goes on and on. The undergraduates leave the university, after twelve years of learning English as a compulsory component of their education and three to five years of English as their 'medium of instruction'!

Long live the rights and entitlements of teachers!

P. Bhaskaran Nair
(Editor)

Obituary

A blessed life well lived: A loving tribute to
Dr. C. Narayanan Nambiar
(1937 - 2023)

The teacher, who was lovingly addressed as C.N by the teachers and his beloved students, has become an eternal memory. He had been active in the profession of a teacher for 67 years. It is sure that even if we make a thorough search, we can never see such an astonishing personality. Dr.C.Narayanan Nambiar, who was residing in Taliparamba, Kannur (Dt) was in possession of many rare and exceptional capabilities. At the age of 18 years itself he passed T.T.C and became a primary school teacher and after graduation, he acquired B.Ed. degree and joined as a high school teacher at Chapparappadavu High School. Later he worked as H.S.A at Seethi Sahib High School Taliparamba and M.M.High School, Mahe and later he became the Headmaster at Thayineri S.A.B.T.M High School, Payyannur.

At that time Thayineri was considered to be a little backward educationally. It was due to the capability of Sri.C.N that the school produced cent percent result for S.S.L.C in 1987-88. From that year onwards the school has always been producing good results for S.S.L.C. Surely the full credit goes to Mr.C.N. Receiving the State award for the best teacher in the year 1989 was another golden feather in his Cap. He retired from service in the year 1992. Even after retirement he didn't want to be idle. He worked as the Principal at Ramanthali Vadakkumbad High School and Modern School, Taliparamba. It was after his retirement from regular service that he acquired further qualifications like M.A, M.Ed. and Ph.D. His quest for knowledge was impeccable and rare which cannot be found in many others. After acquiring all these qualifications he worked at Taliparamba K.E.Sahib training college, Sree Narayana college, Mahe and Payyannur Vidya Mandir College. To be very frank he worked till he was 81 years. This feat is really incomparable and unimaginable.

It was during the service at Seethi Sahib High School that I got the opportunity to meet Mr.C.N as my mother Smt.A.Subhara was also a teacher at the same School. I do remember the day when a function was conducted by ELTIF in honor of his acquiring Ph.D at his residence on 2018 December 9th. It was on that day that Kannur International Airport got inaugurated and we all watched the first flight, take off on T.V. While delivering felicitation, my mother wished her sincere colleague, to have the power to shoot and achieve greater and greater heights like an aero plane through his achievements. For him, teaching was a sacred mission. Through his own dedication and hard work he himself proved the spirit of saying "A teacher must always be a student." Even when he was incapacitated and tired due to illness, the attitude and willingness he showed to his old students, friends and colleagues is indescribable. As a result of being a victim of prolonged diabetes he had to forfeit one of his legs. Still he took life as a challenge and refused to take rest and volunteered to be a part of any official programme. He wrote, edited, translated and published during the days of illness. It was at such a time that he participated in ELTIF programs with sincere interest and co-operative outlook.

I am sure that even after his demise, his spirit cannot keep silent or idle. Definitely he will be guiding or inspiring us with sincere blessings. May His Soul Rest in Peace.

Dr. A. Deveka
Moothedath H.S.S. Taliparamba

Reports of ELTIF Fortnightly Online Lectures
Lecture 38 (15 Oct.2022) **Dr. P P Ajayakumar**
(Professor of English &Former Pro Vice Chancellor, University of Kerala)

Topic : English in India: Demystifying the Canon

Report by Dr. AC Sreehari,
Dept. of English, Payyanur College Payyanur, Kannur (Kerala)

This time ELTIF presents a different perspective on the role of English in India in general, and in the academic sphere, in particular. The perspective is different in this case, because so far ELTIF has been projecting the views of language teachers and researchers; here Prof. PP Ajayakumar perceives English from the angles of a teacher of literature and that of a policy maker too, since he has been a part of many decision making academic bodies. His views have been summarized below.

While studying the developments of a foreign language in an alien land, one cannot ignore the cultural changes int brought into that new land and its culture. The speaker traces the multifaceted changes in the Indian society during and after the colonization. The role of English language in India has been debated from the moment of its introduction in India. It has been viewed as a language of the colonizers and as a tool in their hands to subjugate Indians. It has also been hailed as an agent of change and the instigator of renaissance in India that transformed Indian society. It is true that even after Independence, English continues to occupy a prominent position in India. Spreading over divergent areas like the civil administration, legal system, education and the media, not to speak of the wide variety of day-to-day activities in life, the influence of the English language is widespread and deep. It is time for us to take stock of the role of English in Indian society and to place it in the right spot. The talk attempts to trace the growth and development of English in India and to scrutinize its role in our society. In India, we have many languages, cultures, opinions, and English is often considered to be a language of the colonizer and so, most often, is considered as an outsider to Indian tradition. In every aspect of our everyday life there is the influence of English in every walk of life. It is part and parcel of the day today's life of India.

It is often considered as a foreign language and a debate is going on regarding the use of Hindi in various sectors.

Even after 75 years of Independence, the foreign language is still part of Indian society. If a language remains for such a long period as vibrant in India that means it has some kind of potential and it has some relevance in the Indian context. We must understand why English is with us today. There are certain misconceptions about English. The right kind of attitude is to be taken, suitable for the present situation.

We know the history of the language in India, how the British traders introduced the language way back in the 17th century. The East India Company started trading with India and later in the 19th century, the British government took over the power from the company. The company had only taken away whatever precious things available but later the scenes changed. The English language was popular only among the upper-class people of India and was used mainly for the purpose of trade.

The second chapter of Terry Eagleton's s Literary Theory, titled "The Rise of English" talks about the spread of the language in different parts of the world, not because of the greatness of the language but because of political reasons.

English language and literature had been used as an alternative for religion, as religion was losing its control over the society in England. Literature was used as a cementing force to hold together different groups of Britishpeople. English literature was introduced in their universities and also in India. Eagleton is of the opinion that the literature was used as a tool to bring unity among people in the Britain and in the colonies to establish hegemony over the colonized people.

We thought that English literature was the greatest literature and William Shakespeare

was the greatest writer. Dr Ayyapa Paniker, a renowned Indian writer in English was bold enough to reduce the importance assigned to Shakespeare in the syllabus of Kerala University and made him one among the authors. The action was very symbolic and clear.

After the retirement of Paniker, in two years' time, the next Board of Studies brought back Shakespeare, taking him for the greatest of all writers which absolutely is not true. While conducting the PG Viva, we come to learn that mostly Wordsworth would still be our favourite poet.

We have several misconceptions regarding English studies. Some of the English intellectuals thought of reforming Indian society. Indian intellectuals joined them. Raja Ram Mohan Roy thought that English was the most suitable language for India to come out of superstitions that would bring the philosophy of equality and brotherhood, transforming our society. There would be equal opportunity and a kind of socialism could be brought in.

It was not a one-sided political agenda. English was to be introduced to India as the Sanskrit system of education would keep India in darkness, said Raja Ram Mohan Roy. He preferred English not for its greatness but as an alternative to Sanskrit, to transform Indian society. Thus, to some extent, Sanskrit was replaced by English. In the past, Sanskrit had established hegemony over local languages. Sree Narayana Guru stated that he was made a sage by the British. People of the lower castes were not allowed to learn Sanskrit. The upper caste people who were studying Sanskrit went to study English for better prospects. So they were in favour of admitting the lower strata of the society to Sanskrit classes. That was how Guru got a chance to learn Sanskrit.

It was told, when ships arrived, people crowded before it for English newspapers and magazines. There was a mad rush from the youngsters for English. So, schools, colleges and universities were established in Calcutta, Bombay and Madras. There were several divergent reasons for the reception of English in India. All students irrespective of caste were taught in schools and colleges. Brennen School and College in Thalassery which taught English were open for students of all castes when many institutions did not do it.

Post-Independent politics was not able to assign a clear role to English, Hindi and the regional languages in the curricula. Debates and discussions went on for long. There existed a conflict of the orient and the occident and a group of scholars argued for the introduction of English as a medium of instruction and others for the regional Indian languages. In the end, English was positioned as a compulsory language for study at the school level, and the medium of instruction at the university level.

English was to be promoted in India, according to the Dalit intellectuals as well. To them English has the potential to liberate them from caste prejudices. Indian languages are full of such prejudices. Certain terms, including Malayalam, phrases and practices, that keep the lower section of the society in shame are very much supportive of the upper caste people. Comparatively, in the Indian context, English was free from such caste prejudices and better than Sanskrit and regional languages. The downtrodden people came up because of the introduction of English. Ambedkar became a leader mainly because of his knowledge of English. He went outside India, studied in major universities. For the Dalit intellectuals it was a liberating force.

English brought status and power to every person who studied it. It empowered people, brought jobs and placements in a post colonial society like that of ours. Spoken English courses in villages and cities offered by several institutions and some soft skill programs have English components even now. All these real life experiences show that English is still an important language. But most often, theoretically we look down on English.

Regional languages are being promoted nowadays but it does not mean that English is to be demoted as English has become one among the Indian languages. It has created multiple impacts. A kind of grafting has happened. English reformed us. It changed the perspectives of the people. The confrontations and conflicts help us to come out. It has its limitations as

well as it creates an inferiority complex among Indians as they look at English as a language of the dominant culture even after independence. It has the power to unite which is not possible for any other language, including Hindi, to bring all Indians together as a link language. English is still being used beyond the theoretical positions that we take.

It is not a foreign language any more. Kamala Das said that the language she spoke became hers. English is used now not as aneocolonial strategy now to dominate but because of other reasons. Creative writers in India, writing in English, are very much established. We must demystify the role of English considering the special situation that India is in. We must learn truth from facts. New perspectives on English are to be there. Why should it remain in our society is to be discussed. It is the need of the hour. Cultural confrontation is there. Nehru adopted a practical solution by accepting the differences and the present policy of introducing Hindi certainly would create difficulties.

The discussion that followed the one-hour talk was quite stimulating. The sociopolitical implications of observing the growth of a foreign language was something new to many participants who were familiar only with the conventional study of the topic 'English in India' exclusively from classroom perspective with curriculum, syllabus and textbooks forming the conventional terms of reference. ELTIF's sincere thanks to Prof. Ajayakumar.

Jawharlal Nehru on English Language

Prime Minister Nehru had inaugurated a conference of education ministers where he expressed his views on the language policy of the central government. A section of the press in India criticized his views.

Nehru was surprised to read the comments in the newspapers. He guessed that a misunderstanding of his views had given rise to the press criticism. Therefore, he issued a clarification to remove the misunderstanding.

In his inaugural speech Nehru had stressed on the need for a number of persons to learn some foreign languages, English in particular. He said this in connection with various development programmes, the second Five Year Plan and the subsequent Five Year Plans.

He contended that for the success of the plans a high standard of scientific and technical education was needed. Knowledge of at least one foreign language was essential for this purpose. Scientists of other countries know several foreign languages in order to be able to read and understand scientific literature published in various languages.

Nehru clarifies that he had not spoken anything against Hindi. He rather spoke something in its favour. He said that Hindi would be more and more used in education and administration everywhere in India except in those states where regional languages would be used. He added that the medium of instruction would be Hindi or other regional languages. He reiterates that he stressed on learning at least one foreign language adequately.

In the circumstances prevailing, English was the foreign language he had in mind, though one could learn other foreign languages, such as, French, German, Spanish, Russian and Chinese. But English was undoubtedly the most widespread foreign language in the world. Two-Thirds of the scientific and technical books in the world were published in English.

Without the knowledge of a foreign language high class technical training cannot be given. It was possible and desirable to give elementary scientific and technical training in Hindi or any regional language. Some scientific books could be translated into Hindi and some technical terms could be built up in this language. But this alone was not enough. Books dealing with higher scientific thought could hardly be translated into Indian languages; changes in science and technology are so rapid that books published today become out of date soon. All scientists in India should be up to date in their knowledge by reading scientific journals published in different languages. It is essential for this reason that teaching and learning of English as a second language should be continued in a big way.

English was the easiest language to learn and it was the most important language in the world. Apart from our economic and technological development knowledge of foreign languages was also necessary for our cultural development. This would enable us to keep in touch with different streams of thought in the world and it would also enrich Hindi which would gradually become a vehicle of new thoughts.

https://www.preservearticles.com/articles/the-place-of-english-in-india-by-jawaharlal nehru/5476

Reports of ELTIF Fortnightly Online Lectures
Lecture 39 (22 Oct.2022) **Dr. G.Rajagopal**
(Former Professor of English, EFL University, Hyderabad)
Topic : (Our) ELT: Past, Present and Future

Report by Dr. B. Nagalakshmi,
(Asst. Professor,SDNB Vaishnav College for Women,Chennai)

Introduction
The ELTIF fortnightly online lecture series launched in November 2020 came to a successful end in October 2022. The valedictory lecture in the series was delivered on 22 October, 2022 by Dr.Rajagopal, former professor of the EFL University Hyderabad. The lecture was significant for chronologically tracing the milestone events in Indian ELT from the post-Independence decade till the present age.

An historical approach may be one way of approaching a phenomenon, especially a social development. Dr. Rajagopal began tracing the history of ELT in India from a pedagogical perspective so that the present generation of teachers and researchers might use it as a springboard for launching their studies. His was a pragmatic approach.

The dawn of Indian ELT
The survey began with reference to the Education Commission which was initiated in 1948-'49 with an inquiry whether English should continue in India, if so, its roles and functions. In 1950 the committee came out with the implication for Hindi to continue as the national language and English to be the co-official language or a socio-political associate language to function in all administrative, judicial and legislative procedures along with Hindi. In 1952 Professor Mudaliyar Commission made reforms in school education and curriculum framing in schools. SampoornanandCommission (1952) emphasised on vocational education under skills development along with feasibility of English at a time India did not have a specific methodology for teaching languages.

By this time, serious inquiries started related to a framed pedagogy for teaching a foreign language and there were books on effective teaching of English. One such example is Jean Forrester's book 'Teaching without lecturing'which laid emphasis uponthe structural approach. An important campaign in Madras was conducted in 1952 for better learning which proposed the Structural teaching approach and methodologies with ingredients such as repetition, practice and chorus drill for teaching English. The New University Education Committee which focused on language education at the university level was formulated and it made a suggestion for a three- language formula for higher education with English and Hindi or any other regional language. The Education Commission of 1964–1966 recommended a modified or graduated three-language formula. Following some debate, the original three-language formula was adopted by the India Parliament in 1968. The Kunzru Commission (1964) took charge of identifying what should be the nature of teaching in independent India and made recommendations for adopting special methods which were not clearly specified.In 1956,the first historical English language teaching institute was commissioned in Allahabad (then Illahabad). Professor CS Bandari and SK Ram took charge of ELT to workoutthe curriculum for teaching educational program in English and to startpublishing Indian textbooks. The first set of Read and Learn SeriesBooks, and Deepak series were significant textbooks produced for India by Indians in India. Another importantevent was the government appointed Central Advisory Board of Education (CABE) Commission, the highest bodythat recommended the three - language formula. During 1952- 1965 Hindi assumed a stature and got established as the national language. The spirit of Indianness and nationalism

was apparent in 1957 and was evident in the initiation and conduct of a national seminar in Nagpur. Professor RN Ghosh from CIEFL attended the conference which focused on school education in a broad sense and worked on national word list similar to Michael West's 3000 wordlist. Professor Ghosh made recommendations on the needs of Indiawith a focus on teacher training not only at school level but at college or university level too, along with setting up courses and curriculum framing in 1958. This initiated the start of courses in phonetics at CIEFL in Hyderabad with the objective of starting teacher training program at college level collaborating with the British Council. Ford foundation joined hands with CIEFL in 1958 and sponsored igloo type language laboratories for video audio lessons. Teachers and researchers visited the UK and the USA with fellowships from the British Council and Ford Foundation, respectively.

The Dynamic 60s and 70s

The vibrant event marked the period of 60s and 70s was the initiation of Secondary Education Commission headed by Kothari (1964). The English part was represented by Professor S. Cohen.Kothari Commissionapproved the three-language formula in 1965and made English as a library language, focusing on reading skills by enabling access to books to all. The Commission emphasised upon developing study skills namely note-making, note-taking, dictionary reference and summarizing. Based upon these recommendations, CIEformed a study group in 1966 with Prof. Cohenas the Chairmanto study all the underlying issues related to teaching and learning Englishas India is a nation with huge population, with large classrooms along with racial differences andclasses. In 1967, the Study Group Report -1 noted all problems related to the recruitment and training of teachers. It was a time when the Anti-Hindi agitation was breeding in the South during 1969. The First Study Group Reportstated that the standard of teaching English in India is deterioratingat the school level. During1969-71, the Second Report recommended that teaching

English needed improvisation in terms of Methods, Materials and Men. To facilitate the production of quality teachers, a new B.Ed. syllabus was drawn along with a recommendation of a 375-word list for curriculum framing. In 1977a landmark seminar was held at CIE Hyderabad along with a lot of regional seminars in other regions of the country that called for syllabus reforms in English. By then literature teaching became more popular,so many researchstudies had come out in linguistics, phonetics and language teaching. In 1977, CIE became CIEFL and new courses in ELT and Foreign Language Studies were started with an objective of language studies to coexist with literature studies. Another landmark event in 1970 was a senior researcher Samir Ahmed Mustafa worked on Nagpur's 3000-wordlist and developed a 5000-word list. During 1969-70, an explosion of opportunities was witnessed with more schools opened with more learners and more teachers --trained as well as untrained. As a result, educationassumed the status of a concurrent list with more freedom for states with the three-language formulafortheir choice. Every state had its own curricula and syllabus. New recommendations were made for starting MPhil.,M.Litt.courses at universities, with the introduction of new fields in language teaching like language testing and assessmentand material development, initiated atCIEFL. ESP courses were introduced with textbooks by the authored by Prof. ML Tikoo, Prof. KA Jayaseelan and so on, for teaching English to the students of technology and business studies. Private publishers such as Orient Longmanwith their celebrated series such as Gulmohar Readers made an impact on ELT and many CIEFL professors started contributing to materials development . CIEFL had a tremendous influence on deciding and designing methodology, materials and assessment in ELT.CIEFL initiated a lot of collaborations with NCERT at national level. The UGC setupa Curriculum Development Centre (CDC) in Hyderabad. CIEFL introduced distance educational courses namely PGCTE and PGDTE. It must be noted in this context

that despite this growth, ELTstill had a lot of difficultiesto reach out to non-urban, remote government schools and tribal schools.

Post-modernist proposals

In the 1970s and 80s, a flood of research in second language such as experimental, theoretical,empirical, pedagogical, bilingual, multilingual, materials-methodological etc. came out with huge data across the world. In India Prof. Shastri of CIEFLdid research in using bilingual methods.Prof. PT George ofCIEFL did research in reading with speed and comprehension. The publication of the Edinburgh course in Applied Linguistics took a new turn with the introduction of new courses in cognitive science and other post-modernist areas. Communicative Language Teaching was introduced by the British to the Arabs to facilitate the oil business enterprise as they wanted tolearn English in three months.This was followed by a major shift in Communicative Language Teaching in India with prof. N. S. Prabhu who questioned the'pre-cooked situation'prevalent so far and explored real-life situations to use English. A monumental publication Communicative Grammar by Leech and Svartvikmarked yet another mark of progress in applied linguistics, which gradually replaced the Wren and Martin Grammar book. New Educational Policy implemented by P. V. Narasimha Ra's ministry focused on the opening of Navodaya Vidyalaya, Open University with more emphasis on administrative aspects rather than anything about ELT. In 2005, NCERT put a thrust on teacher education and introduced pre-service and post- service training for teachers with master trainers. In 2007 the first status paper came out of a committee in which Prof. Amritavalliof CIEFL was a member. This was followed by the second status paper on teaching of English in India which was introduced by a commission of NCERT. A lot of reforms were introduced in textbook production by NCERT and with the subsequent change of government ,the second status report did not have follow-up activities and was later abandoned.

NEP 2020, the latest in the series, introduced the system of 5 +3+3+4 with emphasis on teaching of English in English Medium schools and teaching in general schools through the mother tongue. It recommends English formally from class 6 onwards for the entire nation. Accountability is attached with teachers who are trained. It insisted on training the untrained teachers and re-training teachers every two years. Teachers are to be continuously assessed. Proposals are drawn with emphasis on new research studies in ELT.

The second partof the speech was summed up witha brief critique on the aspects of the early ELT, pre-twentieth century, the current century and terming the future as 'an open book'. During the discussion session, Prof. Rajagopal clarified the future of ELT as an open book in the sense of lack of rigid direction in English teaching --whether it involves teaching language alone or combining personality development, soft skills etc, in curriculum and testing.

His speech covered the entire gamut of ELT with all significant changes happened from the period of Independence till post-modernist period.

ELTIF Teaching-Learning Materials

ELTIF is planning to develop a 'Material Bank for Rural and Disadvantaged Learners'. Teachers and researchers, who are willing to share their teaching-learning materials (print and electronic) are requested to mail them to *eltiffournaleditor@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

English Language Teacher Empowerment Programme (ELTEP)
Online Workshop 12 (1 Oct. 2022)

Experiential Learning: From World to Word

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Language learning is a continuous process irrespective of age, education, geographical boundaries, nationality, etc. Experiential learning accelerates the learning process involving both the learner and the teacher in a conducive manner, leaving boredom and coerciveness (coercion). Common place as well as funny situations in everyday life can be effective tools in triggering the interest of the learners. Experiential Learning kindles enthusiasm and ignites creativity which makes learning unintentional or un conventional. Dr. Santhosh V M, principal, Payyannur College, in his workshop on 'Experiential Learning : From World to Word' deliberates how such informal situations can be brought to the formal framework of classroom teaching-learning, so that learning a new language and developing critical thinking may occur simultaneously through humorous and enjoyable life situations. Innovation and creativity generate enthusiasm and critical thinking.The image of a human head carved on a watermelon, Dr. Santhosh presented at the very outset, amply explains it. A language teacher, he said, can convert any situation into a teaching-learning activity. Language learning takes place not only in the classroom but anywhere outside.

During the session he hailed the role of ELTIF in promoting English language especially in rural areas, quoting the ELTIF slogan a"Interaction is the key word, democracy is the mode of functioning . All are equal at ELTIF". The motto of ELTIF is "Empowering rural India through English Language education. English for all, all for English."

The words of Alexander K. Trenfor - "The best teachers are those who show you where to look but don't tell you what to see"- inlaid in the teacher-student image he presented affirms the role of teachers in the learner centered education;changed world needs befitting tools as old ones remain futile.Then he cited how physical signatures became irrelevant in the digital era.

Modern tools/techniques rule the roost in the new era; hence the need of selecting appropriate tools. Dr. Santhosh displayed the images of a rat using a computer mouse and a donkey handling a mobile phone. Such images trigger interest in the learner, promote interaction nourish natural learning.

The image of a maze-'Help the cat to reach the milk'- Dr. Santhosh presented, explicitly exposes the mindset of the new age children who prefer easy methods to complex ones. They would draw a direct line from 'cat to milk' instead of finding the zig zag way in the maze. They are reluctant to meddle tasks when life is so simple for them. Here the resource person affirms the need to use different strategies for different groups of learners.

He briefed a three -tier principle propounded by Dr.Kumaravadivelu in his books- 'Micro strategies for Language Teaching' and 'Understanding Language Teaching' to highlight post method pedagogy. They are:
* Particularity
* Practicality and
* Possibility.
a) Particularity: one cannot have the same strategy for different levels of pupils.
   We need to develop particular strategy to particular learning groups/levels.

b) Practicality:Understanding the learner before choosing the material and applying it suitably.

c) Check whether the selected method is feasible in the classroom. He exhorted the language teachers to go beyond the propositions of text book committee and to develop suitable strategies for effective learning.

"How can you make use of the picture in ELT class?" he asked while presenting the picture of two soldiers cooking something in open space, using a shovel. Active interaction took place and many comments and opinions cropped up. The soldiers, he said, used the available equipment (shovel) to serve their purpose(cooking). Dr. Santhosh reminded the teachers of the relevance of mobilizing resources and its multiple application in the classroom.

Multitasking in the modern era was manifested well in his next slide - A man enjoying rice and curries while his left hand was on the mobile placed on the same plate.It can be attributed to his busy life, mobile addiction or multitask like a mother doing many jobs simultaneously. Such images gain momentum in the ELT classes as children are fans of modern gadgets. The image of feast on a plantain leaf, and other variety dishes he displayed, also will work as effective tool in the classroom. Providing some useful expressions - a little, a pinch of, a handful, almost, every, a spoonful, a cup of, garnish, scrape, peel, carve, mash, poach- the teacher can assign tasks such as recipe contest, preparing flow charts etc. Similarly, the image of an orange peeled like a human figure, he presented can be applied to arouse creativity and innovative ideas of the learners.

Digitization spread its wings in all walks of life. Dr. Santhosh presented a wedding card similar to a 'master card' befitting to modern era.The image of a wedding reception where the couple seated on a sofa holding swiping machines in their hands amply displays digital reign. These pictures are rich enough to ignite creativity in children and to accelerate their learning activity. An unusual card displaying names of two bridegrooms and a bride (Rajiv and Sunil wed Manju) evoked curiosity of the participants. Surprisingly, it turned to be a strong message against female infanticide and a pointer to future wedding cards.

Suitable teaching material and its effective application propels learners' interest which reaps better results. Dr. Santhosh reiterated the relevance of pictures to enhance the learning process in the higher classes. He shared the image of a rearview mirror reflecting dry and barren land while the area around remains lush green. Rearview mirror clearly displays that the images are closer than they appear.It warns us of the fast depleting greenery. The message 'Save Nature' beautifully conveyed here would inspire the learners to design posters innovatively. The next slide - a public awareness poster issued be Cancer Society of India- exhibits different pictures of committing suicide; but one catching verbal presentation 'There is an easier way of committing suicide, TRY SMOKING' echoes the risk of smoking.

In Experiential Learning anything can be converted to a teaching material.Teachers in the higher classes can utilize these tools to generate the learners' creativity and critical thinking, and to develop their skill in designing wedding cards,striking advertisements or posters.

Children enjoy playing games. Dr. Santhosh presented two types: Children hooked to mobile games and Children pleasantly engaged in physical/rhyming games. An active discussion followed, bringing out the language components embedded in the latter type. They are:

*Pronunciation

*Rhyme and rhythm

*Vocabulary building

*Tense forms

*Framing questions

*Brief responses, etc.

One of the participants suggested that we can connect it to the humanistic approach of teaching like TPR. (Total Physical Response).

Dr.Santhosh went on to present slides and videos suitable to the teaching learning process. The slide of 'Islamic Niskaram' and 'Vishukkani' performed simultaneously in the

same room of NRIs can be used in the higher classes for different language activities. The picture of a bicycle locked along with a pair of footwear evoke critical thinking, innovation and imagination in the learners. The slide of a potholed road with a caption,'To get a two-wheeler license, you have to ride on '8' symbol is sufficient, to spur the learners' creativity. The slide of a lorry fitted with rail compact device, runs on rail for rail work seems to an aberration when we talk about vehicles run on road/rail. This too can propel creativity/ innovation in children.

The picture presentation of 'Mending Wall' and 'Road Not Taken' by Robert Frost expands the imagination and creativity of the learners. A slide on Female Eye test using ornaments instead of alphabets/numbers opens innovative ideas and critical thinking.

Videos remain an integral part of teaching and learning; hence its selection and presentation assumes significance. Dr. Santhosh played opening part of some videos and asked the participants to furnish the remaining part. The first one was the video of a toddler trying to walk holding his father's hand and seems moving towards his mother sitting opposite. Active interaction followed and many views emerged. The closing part of the video showed the child crossing his mother and toddling directly to the running tap and closing it. Negating the views of the participants, it turned out to be a strong message on 'Save Water' campaign. It will definitely work in classrooms and trigger their creativity, critical thinking and imagination.

Another striking video displaying a child playing on the railway track, his grandmother working on the field and the sight and sound of approaching train left the participants spellbound. Quite surprisingly, the concluding part showed the grandmother dashing to the track and kicking the child out, disapproving the views of the participants.

The next slide was a symbolic presentation of an eye, ear and a mouth with the following messages scrolling on the screen.

Had a bad day?

Feel alone and abandoned?

Convinced nobody cares you?

Then

You are wrong:

There is somebody VERY much interested in everything you do...........

When everybody quits on you, we are here for you.

Do you think nobody cares about your failures in life or in businesses?

Are you sure nobody sees your success and failures

And nobody cares if you live or die?

A spirited interaction emanated and many views spurted. The scrolling continued.

You are wrong

There is somebody VERY interested in everything you do.

We never stop thinking of you.

The participants were dumbstruck to know that it is an advertisement by the Income tax Department. If so, how effective a tool it would be to stimulate the critical thinking of the learners!

Retelling of old parables or stories is another way of acquiring language skills. Dr.Santhosh presented pictures of stories like 'The Thirsty Crow', 'The Hare and the Tortoise', 'The Jackal and the Grapes', 'The Crocodile and the Monkey', etc as examples to be retold or rewritten to expand the (level of) creativity, imagination and critical thinking of the learners. He highlighted the need to choose the right slide for the right occasion by presenting the slide of a hatching board where only one egg is hatched with a caption 'Be different and make the difference'.

Mobile phone has become an integral part of human life, but addiction to it depraves our integrity. The resource person displayed a mobile addicted young mother, holding her baby upside down and walking unaware of it, and a man in the salon glued to his mobile phone while the hair dresser is on work. These interesting videos enhance the critical thinking of the learners which improve their learning prowess.

The success of experiential learning rests on the choice of right materials - different, innovative, interesting and rare - and its

effective application.The image of a JCB he displayed, its base buried in a sand dune with a protruded arm - implies novelty and variety which will drive the learners to newer pastures of learning.

The vibrant Q&A session exemplified the effectiveness of the workshop. One of the participants complimented the choice of simple slides, saying it would inspire the learners, break their inhibition, widen their imagination and enhance the speaking capacity which is being neglected in the education system of Kerala. Dr.P. Bhaskaran Nair, President of ELTIF, cleared the apprehension of using such materials in the college level. He stated that a teacher should be able to identify a particular group of learners - their physical and mental age, their potential, cultural background, etc before fixing the material. A resourceful teacher can expand the same material from lower to the higher level. Every teacher in an educational institution, he said, must be contributing something to the language skills either in the mother tongue or in English. But, he grieved that 99% are least bothered about it. He lamented the deplorable state of college students who are unable to address a formal meeting even in mother tongue. He cautioned the teachers to stop 'hunting methodologies and wait for the latest' but to observe the world around them. The whole world could be brought out like 'a bundle of materials to the class that will furnish methodology'. He commented that the students are worried about their life, but teachers give scant attention to it and continue the futile exercise.

Dr.Santhosh, in his concluding session exhorted the teachers to secure materials from the surrounding, around the group of learners, etc so that the students would be interested in the teacher and in the classroom interaction. He advised them to spend at least ten minutes of the assigned period for language learning and the remaining 30 minutes or more for textual learning.

The workshop opened an array of hope and guidance to the language teachers to carry the baton forward. Dr.Santhosh succeeded in driving the participants to the less trodden path of experiential learning - a way away from conventional learning. It was a very lively, informative and insightful session which deserves huge applause.

Basic Principles of Experiential Learning

The following is a list of experiential learning principles as noted from the (Association for Experiential Education, 2011, para 4):

- Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis.
- Experiences are structured to require the student to take initiative, make decisions and be accountable for results.
- Throughout the experiential learning process, the student is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative and constructing meaning.
- Students are engaged intellectually, emotionally, socially, soulfully and/or physically. This involvement produces a perception that the learning task is authentic.
- The results of the learning are personal and form the basis for future experience and learning.
- Relationships are developed and nurtured: student to self, student to others and student to the world at large.
- The instructor and student may experience success, failure, adventure, risk-taking and uncertainty, because the outcomes of the experience cannot totally be predicted.
- Opportunities are nurtured for students and instructors to explore and examine their own values.
- The instructor's primary roles include setting suitable experiences, posing problems, setting boundaries, supporting students, insuring physical and emotional safety, and facilitating the learning process.

Source:https://www.niu.edu/citl/resources/guides/instructional-guide/experiential-learning.shtm

Using ePortfolio Assessment for Teaching Speaking Skills

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Abstract

This paper attempts to introduce language educators to the process and benefits of ePortfolio assessment (EPA). While the positive impact of EPA on students' language skills has been established by various empirical studies, the use of EPA for teaching speaking skills has been a less explored domain. This paper demonstrates the application of EPA for teaching speaking skills through the three stages of preparation, practice and evaluation. It describes in detail the training provided to the students; how speaking samples were saved; how EPA was implemented in the classroom; how rubrics, rating scales and checklists were used in the classroom and how self- and peer-assessment were carried out. Moreover, it elaborates upon the role of students, the role of the teacher and the difficulties and challenges faced during the process. The study demonstrates that EPA is a valid teaching tool and can be successfully practiced in a regular college language classroom context in India. The detailed description of the process of using EPA in the classroom will enable ESL/EFL teachers to practice EPA. Teachers and future researchers can also explore measures to overcome the possible difficulties mentioned in the study.

Key words: ePortfolio assessment, speaking skills, ESL, EFL, case study

Portfolio assessment is a type of classroom-based assessment (CBA) that facilitates the collection of information necessary to scaffold learners, modify teaching and grade learners in the classroom (Rea-Dickins, 2001, 2008). As opposed to standardized assessment, CBA integrates assessment with the teaching-learning process. Angelo and Cross (1993) have discussed a set of features of CBA:

- *Learner-centred*: CBA focuses on enhancing learning while encouraging learners to be active participants in the process of learning and assessment.
- *Teacher-directed*: It allows autonomy to the teacher in deciding what to assess, how to assess and how to utilize the information gained through assessment. It also encourages teachers to reflect on their teaching and make necessary changes in their instructional practices to maximize learning.
- *Formative*: It is formative as its primary aim is to facilitate learning and not evaluation or grading of students.
- *Context-specific*: CBA is designed keeping in mind the specific needs and characteristics of the teachers and students and may vary from class to class.
- *Ongoing*: The process happens on a regular basis as the teacher engages students in various activities involving language use, keeps collecting information about their progress and addresses students' needs in a dynamic manner.

E-portfolio assessment (EPA), an electronic version of portfolio assessment, embodies all these features of CBA. It involves collection and sharing of classroom artifacts in electronic form reflecting students' ability to use language. These artifacts can be screenshots of write-ups,

audio clips containing academic conversations/ speeches, pictures of notes, MS Word files, blog entries, etc. The teacher encourages students to assess their own and peers' performance by going through these artifacts using rubrics, rating scales and checklists provided to them by the teacher.

Theoretical foundations
EPA is situated in a theoretical framework that includes social constructivism, reflection in learning and Assessment For Learning (AFL). Social constructivism views learning as a social and collaborative process. The social environment is a driving force for development (Vygotsky, 1978). A learner can reach the level of potential development ('zone of proximal development') through supervision from a teacher or by collaborating with peers. According to Vygotsky, traditional assessments test one's abilities at a certain point, and fail to capture abilities which are in the process of development. He recommends unification of instruction and assessment, and a collaboration between the examiner and examinee, as a development-oriented activity. EPA places learners in a developmental stage ('zone of proximal development') wherein they perform tasks both independently and in collaboration with their peers and teacher, who also provides regular and continuous feedback. The learners thus undergo a developmental shift and improvement in language skills.

Learners participating in EPA are required to reflect on their speaking performance. Such reflection enables them to identify areas for improvement and make efforts to better their performance. Thus they are able to monitor their performance and make progress in association with self, peers and the teacher. This aspect of EPA is grounded in Dewey's theory of reflection in learning. According to Dewey, reflection is an "active, persistent and careful" (1933, p. 118) process that results in learning.

AFL is another theory that provides a foundation for EPA. AFL views assessment as a learning-centered process, and stresses on the method of elicitation, interpretation and acting upon evidence of learning (William & Black, 1996, p. 540). In the context of teaching academic speaking, EPA involves the periodic collection and storage of evidence of students' speaking performance in classrooms. The evidence of learning is interpreted through self, peer and teacher assessments. The student then acts upon the feedback provided, to bring about an improvement in his/her academic speaking skills.

Using EPA for teaching speaking skills
The positive impact of EPA on students' language skills has been established by various empirical studies. The application of EPA for teaching speaking skills has been a less explored domain. However, a review of research available on the use of EPA of speaking skills (Cabrera-Solano, 2020; Cheishvili, 2018; Mathur & Mahapatra, 2022; Wulandari, 2019; Yekta & Kana'ni, 2020) indicates the effectiveness of EPA in aiding improvement in speaking skills.

The use of EPA for teaching speaking skills requires careful planning and implementation. McMillan (2015, p. 820) lists five steps which are essential in achieving the goal of formative assessment, which is to enhance student learning and motivation. These steps are:
1. Establishing criteria for evaluating student learning and understanding;
2. Collecting evidence of student learning and understanding;
3. Providing feedback to students on their progress toward reaching learning targets;
4. Involving students in self and peer assessments; and
5. Using instructional adjustments to help students learn.

Yang et al. (2017, p. 15) have suggested four strategies to be adopted by teachers in HEIs for the effective implementation of ePortfolios:
1. Analysis of students' learning needs and contexts for using ePortfolios;
2. Constructive alignment between learning, teaching, and assessment;
3. Scaffolding of students' learning progress through task design;
4. Capacity building and sustained support for

students and teachers.

The following sections discuss the three stages of preparation, practice and evaluation while using EPA for teaching speaking skills.

1. **Preparation** - This entails creating self- and peer-assessment rubrics, training students in saving and sharing samples of speaking, and creating speaking tasks. A broad and diverse range of available rubrics can be examined, and adapted to suit the requirements of a classroom-based implementation. The teacher can refer to rating scales used in tests such as IELTS speaking test, Cambridge English Advanced Speaking Test, Pearson Test of English (PTE) Academic Speaking Test, TOEFL iBT Speaking Test, and described in Common European Framework of Reference for Languages (CEFR). The teacher can choose and modify the descriptors as per their need. The rubrics finalized for use will then be utilized by students to assess their own speaking and also of their peers.

EPA involves the saving of students' speaking samples, over a period of time, in the form of an ePortfolio. The ePortfolios may be maintained in Google drive (Cabrera-Solano, 2020), on blogging platforms like Wretch (Huang & Hung, 2010), or even in learning management systems like Lore (Cepik&Yastibas, 2013). The students need to be appropriately trained before EPA driven teaching of speaking skills is undertaken. Training should be imparted in recording classroom-based speaking, selecting audio clips for the ePortfolio, editing audio clips, uploading audio files, sharing the files/folder with peers and the teacher and respecting the privacy of classmates.

The assessment of students' speaking skills is carried out by evaluating their performance in the speaking tasks agreed upon in the classroom. Speaking tasks should be such that they allow students an opportunity to demonstrate competencies in the core components selected for testing speaking. They may vary in terms of length of response required and level of cognitive ability necessary for successful completion of tasks. The tasks should be in alignment with the syllabus taught, close to real life experiences/situations, fair and ethical.

2. **Practice** -ePortfolios are beneficial to academic curriculum and students' development when they are student-driven and linked to academic goals (Nguyen, 2013; Richards-Schuster et al., 2014; Tonogbanua, 2018). A well-designed ePortfolio implementation, according to Bolliger and Shepherd (2010), makes the learners empowered, motivated, reflective and interactive. Gonzalez Mujico (2020) claims that integration of ePortfolios becomes meaningful to students and improves learning when it is based on sound educational principles which are in alignment with the curriculum. An appropriate curriculum and learning design, along with specific goals, are therefore necessary for the integration of EPA into classroom teaching of speaking skills. The teacher is required to create a syllabus for teaching speaking skills to students in the classroom. This syllabus should cater to clearly defined objectives and anticipated outcomes. The syllabus may be competency-based and focus on components that are integral to academic speaking contexts like asking and answering questions, expressing views and opinions, and making presentations. During the course of teaching, students are instructed to maintain ePortfolios and periodically save samples of their classroom speaking as evidence of learning. Students also engage in self- and peer-assessment with the help of pre-designed rubrics and rating scales, and offer feedback to their peers. The teacher facilitates the process of assessment and feedback and enables students to identify areas for improvement.

3. **Evaluation** - Students participate in self- and peer-assessment and are encouraged to provide feedback to peers. This feedback is consolidated by the teacher and used to make students aware of areas where they have done well and those that required improvement. Classroom observations are made by the teacher with respect to EPA as an instructional

strategy, student participation in self- and peer-assessment, the role of feedback provided by the teacher and peers, and the feasibility of using ePortfolios in the classroom. The teacher makes reflective notes on these and revisits them. The students' progress is checked by assessing the speaking samples submitted by them. The teacher can make necessary changes in the next academic cycle/semester to make the implementation of EPA more effective.

Case Study

In this section, I present my experience of using ePortfolio assessment (EPA) in an undergraduate classroom. The use of EPA comprised three stages - preparation, practice and evaluation.

Stage I: Preparation
At the outset, I identified the frequently occurring communicative contexts that required students in a classroom to speak in English for academic purposes. Four common contexts formed the basis for the four task types that I used for the EPA. The tasks consisted of responding orally to a written prompt, answering short and extended response type questions and participating in discussions. I then designed the syllabus and corresponding lesson plans for delivering the content. As per my lesson plans, students would be required to participate in self- and peer-assessment. I therefore created checklists, rating scales and rubrics for assessment. The rubrics for evaluation were adapted from 'Qualitative aspects of spoken language use', proposed by CEFR, and speaking rubrics of the TOEFL iBT Test. It consisted of five bands (similar to CEFR bands), and each band corresponded to a range between two scores. Task completion, fluency, organization, and language use constituted the criteria for evaluation. In addition to this preparation, I also trained the students to enable them to participate in EPA. My students were aged between 18 and 19 years, and were pursuing their bachelor's degree at a reputed college in Hyderabad. They used English as a second language, and had no previous experience of EPA. Prior to the commencement of ePortfolio-based instruction, I taught my students to create folders in Google Drive, record classroom-based speaking, select audio clips for the ePortfolio, edit audio clips using freely available software such as Audacity, upload the audio file to a folder in Google Drive, share the files/folder with peers and me, use checklists, rating scales, and rubrics for self- and peer-assessment and provide productive and focused comments and feedback. The students were also sensitized towards respecting privacy and instructed to take permission from peers and the teacher for recording audio clips.

Stage 2: Practice
After making all necessary preparations, I implemented the EPA in my classroom. The students were taught the pre-designed syllabus with EPA as the instructional strategy. This strategy involved the development of the syllabus components, task completion by the students, self- and peer-assessment, and consolidation of feedback followed by my comments. A competency-based approach was applied to the creation of eportfolios. Students selected samples of their own speaking in a classroom setting and submitted such samples that demonstrated their performance in pre-identified skill/sub-skill areas. The students participated in self- and peer-assessment of the speaking samples submitted by them, gave self-explanations and also, offered oral feedback to their peers. Subsequently, I consolidated and classified the feedback, and then informed the students about areas in which they had performed well and areas that required further improvement. I also provided oral corrective feedback when requested by individual students.

Stage 3: Evaluation
The evaluation was carried out to assess the progress of the students and identify required measures to strengthen the use of EPA. Students collected their speaking/conversation clips from different classes. These samples were evaluated using the rubrics created for

assessment. The evaluation was done by the students themselves, by peers and by me. The purpose of the evaluation was not to assign scores or grades to the students. In fact, the aim of evaluation was to

- inform students of the progress they had made;
- show students the areas where they had done well and areas that required improvement.

My classroom observation helped me gain insight into the following aspects:

- ePortfolio assessment as an instructional strategy;
- student participation in self- and peer assessment;
- role of feedback provided by teacher as well as peers;
- feasibility aspect of ePortfolio use in the classroom;

I also interviewed a few students to collect additional information. The students were interviewed on three different occasions - at the beginning of the EPA, during the implementation of EPA and at the end of the EPA. The purpose of the initial interview was to gain information about the following aspects:

- students' experience of how speaking is taught;
- quality of tasks and activities used in the classroom for teaching speaking;
- the quality of feedback received from the teacher;
- The impact of speaking classes on their academic speaking skills.

The second interview, conducted during the implementation stage, was held to record students' responses and experiences during the implementation. Students were asked about how they found EPA, how it engaged them, the kind of feedback they received and whether EPA contributed to the development of their academic speaking skills. The final interview once again collected information about students' experience of EPA.

Conclusion

This paper is written as an attempt to introduce language educators to the process and benefits of ePortfolio assessment. It was my experience as a college teacher of English that prompted me to explore alternative methods of classroom-based assessment. My interaction with students enabled me to identify the gap between students' needs and the outcomes of traditional methods of teaching speaking skills. Enhancement of speaking skills requires teaching, assessment and feedback to go hand-in-hand in a learner-centric classroom. Conventional methods often fail to facilitate such an amalgamation. EPA, on the other hand, allows students to reflect on their work, recognize their strengths and weaknesses, improve their performance and keep a track of their progress. A significant outcome of this process is that students learn to speak well and gain confidence in the process.

EPA takes time to be mastered. Teachers are likely to face challenges in terms of managing time, using technology, keeping students motivated and engaging them in self- and peer-assessment. Teachers in a college/university can collaborate and utilize EPA as an instructional strategy which, in turn, may lead to its effective implementation. My study demonstrates that EPA is a valid teaching tool and can be successfully practiced in a regular college language classroom context in India. My experiment is limited to my classrooms and therefore, I expect language educators to adapt it after taking into account various factors such as students' access to mobile phones and internet, the willingness of the management to allow such experimentation and their own preparedness to undertake the activity.

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A Critical Review of the National Education Policy 2020

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Abstract

National Education Policy has been approved by Union Cabinet of India in 2020. This policy has brought new paradigm shift in education as it has focused upon the multidisciplinary holistic education with multiple entry-exit option with a renewed importance on the creation of Regional Language, Freedom to School Readiness, Reforms in Higher Education, multilingualism etc. It has structured the school to 5 + 3 +3 + 4 design. Though the policy document has emphasized on many significant aspects yet it has some drawbacks in terms of a proper road map of implementation and planning. This paper will attempt to present a brief critical review of the policy draft of National Education Policy 2020 with an emphasis on school education. The study will involve qualitative analysis method and data will be obtained from secondary sources mainly from research papers and journal articles. The paper will attempt to comment criticality on the some of the aspects of NEP 2020 based on the existing research. It will try to identify the gaps so that proper measures can be adopted to address the same.

Key words: NEP 2020, Critical review, School education, Gaps, planning and implementation.

Introduction

National Education Policy has been approved by the Union Cabinet of India in 2020. This policy has brought a new paradigm shift in education as it has focused upon the multidisciplinary holistic education with multiple entry-exit options with a renewed importance on the creation of Regional Language, Freedom to School Readiness, Reforms in Higher Education, multilingualism, etc. It has structured the school to 5 + 3 +3 + 4 design. School education in India, as well as Assam, has been facing some challenges and from time-to-time various commissions and policies have been formed to address such issues. NEP 2020 also has suggested various approaches and methods to address the gaps in the education system to achieve a holistic and inclusive environment. It is important to critically analyse the policy documents so that we can gather a composite view of the same. Thus, this study aims to critically analyse the policy document of National Education Policy 2020 to find out the gaps that have remained so that proper measures can be taken to address the same.

Objectives of the paper:

The basic objectives of this paper are -
1. To identify the gaps in NEP 2020
2. To discuss and analyze the issues arising out of the gap in NEP 2020
3. To suggest some measures to address the gaps in NEP 2020

Methodology:

The study is descriptive and qualitative in nature. The study has included only secondary data, for example, articles, reports, journal articles, newspaper articles, dissertations, etc. The study is based on reviews of existing research and can be used as a base for further research in this area.

Review of Literature:

Many have regarded NEP 2020 as obscure and unrealistic to some extent.

"I read it and in the first instance felt happy, but soon realized that I had just been transported into an ideational world of words, acronyms, and prosaic imagination, away from the real educational world of people and institutions along with their handicaps and capabilities" (p.

603, Govinda).

It seems this policy rather flies into a situation where "unlimited financial resources are available, supported by highly motivated human resources and high-efficiency administrative system, and with free access to frontline technological devices and artificial intelligence algorithms." (p. 604).

"The measures suggested in the NEP indicate a lack of critical understanding of the ground realities of education in an unequal society. It does not provide a coherent perspective of the means of providing quality and equitable public education. Neither is it epistemically sound. It blurs the boundaries of the core constitutional values of equality, fraternity, and justice, essential to the education of democratic and secular citizens." (Batra, 2020. P. 597).

The article by Kumar also identifies how there are loopholes in the policy as it seems it has failed to highlight how to operationalize the said recommendations (Kumar, 2021).

Gaps in NEP 2020 and Discussion:

Many have regarded NEP 2020 as obscure and unrealistic to some extent.

1. It's a mere re-establishment of earlier proposals:

   This policy re-establishes some earlier proposals that have been made in earlier policies, which proposals are now become obliterated due to the lack of infrastructure facilities on the economic ground and due to lack of manpower. A new policy has to be prepared after analyzing the previous challenges and problems faced but "Unfortunately, the documents of the MHRD do no such thing. They are silent on key concerns of equity and quality that seemed to plague the current system of education" (Rai & Palit, 2016. P.446). The policy has not referred much to the NCF 2005 and RTE Act 2009.

2. There's no clear roadmap for implementation:

   NEP 2020 is not addressing the pendemic problems and for not giving importance to the ground realities of an unequal society. It has talked about different equitable and quality education but it is important to

notice that how it has not explained how we can achieve that equitable education. As education is on the concurrent list, much of its spending is carried out by the state. Therefore, to strengthen the support, the centre needs to give economic support and offer additional investment; but it is not clear "as to where the extra resources are going to come from to support the NEP 2020" (Menon 2020; p. 601). It is an inevitable fact that without resources and support from the center it will be difficult to cope with the education domain of the state "without adequate funding would mean pushing these institutions further into near starvation and chronic anemia" (Menon 2020; p. 602).

3. The policy is highly imaginative and fails to recognize the lack of infrastructural facilities in schools to impart quality education:

   The policy is highly imaginative, as it is undeniable that our schools and colleges are yet to be equipped with high-quality infrastructure to facilitate learning. Many schools do not have electricity connections and in such a situation this proposal is obscure that digital learning should take place in schools. The competent authority should check upon the ground realities and challenges related to infrastructure, utilization of funds, poor economic conditions of schools, and lack of human resources, and after restructuring all these problems they should propose some realistic approaches and strategies to quality teaching and learning process. The state should emphasize recruiting capable teachers based on merits and thereafter, prepare a roadmap for the rural, semi-rural, and urban places separately.

4. Proper utilization of Manpower:

Teachers in schools are most often assigned with many unrelated government duties of conducting the census, doing election duties, and providing meals. In many places schools are run by single teachers and for that single teacher, it is challenging to teach all five classes equally, these are some

ground realities. As the needs of the students will differ depending on their background, therefore, specific strategies have to be developed to tackle the issues. Practical classes as well as field studies were added to the syllabus so that students can get a first-hand experience in the field. These provisions are made to make them see the real, practical picture.

Conclusion and recommendations:

Thus, from the above discussions, it is clear that there are some existing gaps in the National Education Policy as many have argued it to be imaginative without having a proper roadmap for its implementation. However, we cannot deny the good changes it has brought in education with holistic learning with multidisciplinary education with provisions of multiple entry and exit. The policy has given particular importance to the strengthening of the mother-tongue of the students so that education happens at its best. As students can learn and internalize best in their mother tongue, therefore, it is commendable as the policy has proposed to use their mother tongue till class V or preferably till class VIII. On the other hand, to address the gaps following measures can be followed:

A proper plan for implementation of the suggestions made by NEP 2020-

1. The center and state have to strengthen the infrastructural facilities to benefit the students.

2. It should dive deep into the ground realities to understand the challenges and issues that are there so that a proper, background-friendly strategy can be prepared to solve the issues.

3. Despite being unimaginative and ambiguous there has to be proper planning of financial support and instructions regarding how to use the funds and what facilities have to be installed in the schools to follow the recommendations made by NEP 2020.

4. Schools should be made student friendly, and the problem of lack of teacher should be addressed by clearing the vacancy as soon as possible so that no students are deprived of education.

5. NEP 2020 highlights the need for equitable and justifiable education for all but it is notable how the government is failing to shift the educational movement towards government schools. Parents in today's society are more inclined towards private schools; but this is in a way failure of education as a whole, as these institutions are solely mechanized, marks oriented which hamper a child's socialization process thus they do not realize the social ethos and values. Instead of the privatization process, the government should work on delivering an equitable education for all.

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Effective Use of L1 as a Scaffolding Tool to Enhance the Listening Skills at the Primary English Classroom

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Abstract

The problems involved in learning the L2, i.e. English, should be treated at the Primary Level itself. Considering this issue this article focuses on the Primary Level Second Language learners.The learners get to listen to English neither at home nor in the school. On the other handListening skill is the entry point for any language learner to get acquainted to a second or foreign language but listening skill is less cared for and catered to in most of the rural Indian schools. Therefore, the present study aimed at improving the listening skills of the chosen primary level learners.The researcher has incorporated Vygotsky's Social Constructivist theory to study the Second Language learners' development of language in the context of their social status. Also the Additive Bilingual Approach was adopted for the study as it was believed to help the learners to learn the target language with the help of their mother tongue. This approach retained the mother tongue (L1) Tamil while learning the target language (L2), i.e. English, in this case. This article focused on both cognitive and communicative development of the Primary Level ESL learners. Instead of directly focusing on the listening skills the present study aimed at the cognitive aspects which would eventually help the learners to listen and comprehend the target language; in other words, the study aimed at attaining improved cognition (Understanding andRemembering) that will assist the learners to be comfortably listen to the target language, i.e. English in this case.

Introduction

The listening skill is the crucial skill in a teaching/learning process. A report submitted to the Ministry of Human Resource Development by the IIT Madras in 2014 on "ICT @ School Scheme in Tamil Nadu – An Assessment" states that Information and Communication Technology (ICT) was implemented in eight districts including Coimbatore. This ICT scheme was implemented in 143 schools out of 258 High Schools/ Higher Secondary Schools in Coimbatore. It was implemented only 55%of the scheme in Coimbatore (47). Since this ICT scheme was not implemented in Primary schools no technological features were made available for the primary level students. Moreover the schools selected for the present study included both primary and middle schools but the focus group of learners of the present study was from the primary level (Class IV). Therefore no technological tool was used to teach Listening skills but activities and games were conducted instead. In addition Listening skill was integrated with the Reading and Speaking skills in the classroom teaching as well as in the activities conducted.

The actual process of learning happens through assimilation and accommodation. When a learner is introduced to a new problem or learning he/she would first relate it to their previous/ already existing knowledge. During this process the already existing cognitive structure provides meaning to the learners i.e. the already existing knowledge from the L1 would provide the meaning to understand a word/concept in the L2 which the learner learns through a new experience.

Pathak mentioned that the process of scaffolding, in one sense, allows assimilation and accommodation to happen and made possible by placing the activity within the learner's Zone of Proximal Development (23). Bruner introduced the concept of scaffolding, a process of supportive dialogue, by which adults/teachers/peers give assistance to a learner to perform an event/task which is beyond the learner's ability. The Zone of Proximal Development refers to the gap between the actual development and the potential development. At this level

the child should obtain some learning gains through the instructions provided. The level of potential development refers to an action, function or skill, which the child could not acquire independently but could make it under an adult guidance or in collaboration with the more competent peers. Also teaching should be ignored otherwise it would not be resulted in effective learning (Lui 3).The instruction with each child's ZPD is neither too difficult nor too easy but it rather challenges enough to help the child to develop new skills. In the beginning learners would be receptive to instruction with their ZPD as it aims at the next logical level of their skill development. Though it is difficult to

identify which student is ready for more challenging task and which student needs additional assistance in a class, ZPD keeps evolving.Therefore by employing the scaffolding technique in L2 teaching, the researcher manipulates the L1, which is considered as known/familiar knowledge, to assist the learners to understand the unknown/ unfamiliar concept which lies in their 'Common Underlying Proficiency' (CUP) as Cummins' Developmental Interdependence Hypothesis "addresses the functional interdependence between the development of L1 and L2 skills" (Cummins, James 227)
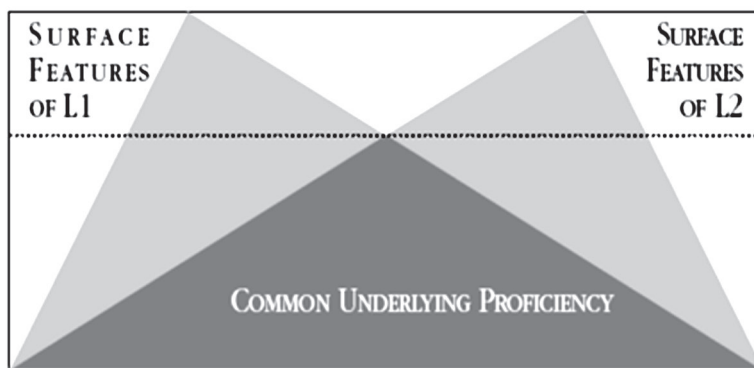

Fig. 1. The Dual Iceberg representation of Bilingual Proficiency (Cummins, Jim, "Teaching," 5)

The Common Underlying Proficiency promotes the learners to comprehend the target language (L2). The present study considers 'cognition' as the learners' ability to understand and remember the same to comprehend and pick up the L2.

On the other hand Vygotsky's Mind in Society clearly shows that the social and cultural factors make a huge impact on the development of cognition. "All of Vygotsky's research and theories are collectively involved in social constructivism and language development such as cognitive dialogue, the zone of proximal development, social interaction, culture and inner speech." (qtd. in Powell and Kalina 243) According to him, social interaction and culture-oriented activities are necessary for proper psychological development. People with more knowledge than the learners must

also involve in these activities. Therefore, in the social constructivist environment, the learners experience their level of understanding and get assistance to move to the next level. (246)

"From a Vygotskian point of view the essence of cognitive education lies in providing learners with new psychological tools that can shape either general or more domain-specific cognitive functions". (Kozulin et al. 16) Considering the feasibility of Vygotsky's theory in the Indian ESL learning scenario the present study adopts the same. The samples selected for the study were from the schools listed below in Coimbatore, a city in Tamilnadu, a South Indian State.

1. School A - Panchayat Union Middle School, Edayarpalayam (PUMSE)
2. School B - Panchayat Union Primary School, Kalveerampalayam (PUPSK)
3. School C - Panchayat Union Middle School, Vadavalli (North) (PUMSVN)

4. School D - Panchayat Union Primary School, 49 Goundampalayam (PUPSG)
5. School E - Government Primary School, Urumandampalayam (GPSU)
6. School F - Panchayat Union Middle School, Vadavalli (South) (PUMSV)

The parents of most of the learners have only had their school education. Many of the parents were found illiterate. Only few parents have had either diploma or degree. Most of the learners could not get guidance from their parents. They could learn English only in their school, from their teacher. In this situation one cannot simply use direct method or any other method that demands using only English in the classroom, because the learners cannot understand it. This is why Additive Bilingual Approach has been adopted for the study. In Additive Bilingual Approach though the tutor uses English as the medium of instructions the learners' mother tongue will also be used as a scaffolding tool in teaching English. The concept of scaffolding is an expansion of Vygotsky's Zone of Proximal Development. Wood et. al, define scaffolding as a process "that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts" (90) Also they mention that scaffolding needs the adults "controlling those elements of the task that are initially beyond the learners' capability, thus permitting him to concentrate upon and complete only those elements that are within his range of competence" (90)

LOCATING THE ZPD
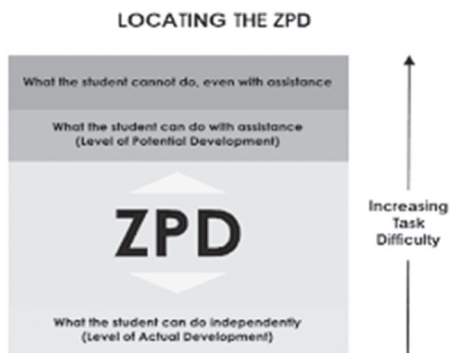
Complementarily, Vygotsky's social interaction could be employed as scaffolding technique inside the classroom through peer interaction, interaction between the learners and the tutor or seniors or adults. This aspect provides more opportunity to practice English in oral form. During the activity the tutor assists the learners either by eliciting response from them or by allowing them to take assistance from their friends.

Description of the Classes Handled

In total 30 instruction hours was spent for each class in the Experimental group. These classes covered the following aspects of second language learning:

• Listening

a. Listening for specific information
b. Listening in detail
c. Listening for individual sounds

A separate module was prepared for the classes handled which included various activities for the above mentioned listening skills. It also incorporated the lessons from the prescribed text book. Few activities were designed separately for the lessons given in the text book and few were taken from the online source. The activities prepared for listening skills were comprised of both cognitive and linguistic elements. The following are the lists of cognitive and linguistic elements that were focused in the teaching session.

Cognitive Elements	Linguistic Elements
1. Find	1. Vocabulary
2. Comprehend	2. Meaning

F The classes handled in each school are described in this article. To avoid ambiguity and to ensure precision in description a few sample lessonsare discussed.

Listening:

To develop the learners' listening skills few activities (Blindfold walk, Spelling Messenger, Put in order, Guess what it is, and Listen and draw a story) were conducted in the classroom. "Blindfold walk" was conducted in the first Listening class. The researcher divided the class into groups. She drew on the blackboard the picture of a butterfly without antennae. One student from each team should come forward to take the blindfold and draw the antenna. His/her team members would guide him to reach the board giving instruction like: go forward, one step right, two steps left, two steps backward etc. Similarly the researcher also used images like rats and elephants in other classes and the learners were asked to draw the tail. As the activity was fun-filled the learners in all six schools enthusiastically participated in it.

In Spelling Messenger the learners were divided into groups and each group consisted of three members. One would stand facing the board and the other would stand at the back. The student standing at the back would be given a word. The third student would run to the student standing at the back to receive the first letter of the word. He would secretly tell the first letter to his team member. The third student would have to run to the student facing the blackboard and would tell the same letter, so he would write the first letter on the board. Again he would go to the student standing at the back to receive the second letter. At the end of the process the actual word would be written on the blackboard. This activity was conducted for two to four groups simultaneously, depending upon the space available in the classroom. The first team who would write the word correctly would win the game. Also if one group was given a four letter word, all the other groups were given four letter words. This was to make the game even more interesting.

The game Put in Order was conducted to develop the learners' ability to remember words and to enrich their vocabulary. This game was conducted in the first ten minutes before going into the lesson as a warm-up game. Different sets of flashcards of vegetables, animals, birds, nouns and verbs were used. The learners were divided into groups and each group was given a set of flashcards. The instructor read out the name of the vegetables in a certain order. The learners should arrange the flashcards in the same order. The group that would arrange the cards in the right order would be the winning team. This would be repeated in different orders and the marks for each group would be noted down. At the end of the game the marks scored by each team were calculated and the winning team was rewarded.

Guess what it is was more like a riddle game. The learners were divided into groups. An object or an animal or a person was described. The instructor gave the description sentence by sentence to encourage the learners to find out the answer. The learners were allowed to discuss with their group members before giving the answer. The group that found out the right answer was the winning group.

In Listen and Draw a Story a story was narrated first and once the narration was over, the learners were supposed to choose one scene from the story and draw/paint that scene. The learners had to listen to the story carefully to get the appropriate picture. The learners were permitted to get their doubts clarified in the course of their drawing. The learners found this activity very interesting. It also helped them to develop their listening skills, understanding ability and to recollect information from their memory.

Summary

As stated at the introduction of this article the activities aimed to improve the listening skills were integrated with reading and speaking skills. In all the six schools selected for the study, the learners performed better in Speaking than in Reading comprehension. This is probably because the Primary Level ESL learners generally tend to imitate what they listened to in a second language without any big inhibitions. Reading and answering the comprehension questions was found difficult

by them probably because they have not had proper training in reading. Therefore it is quite evident that the learners' listening skill has developed which is inferred from their performance in the classroom, their oral responses to the researcher's questions and instructions. With better Listening the learners could comprehend and remember thetarget language better. Thereforethe learners' stated listening skills were enhanced by developing their cognition(i.e. Understand and Remember)

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Use of mother tongue in the second language class: Positive or negative influence?

Pule Phindane

The role of mother tongue in second language learning has been the topic of much recent debates and controversies. This study explores the use of first language (L1) in learning teaching of English as second language (L2) in primary school. The main aim of this article is to establish to what extent and in which instances first language (L1) is used and response of second language educators when they hear first language (L1) in their classroom. Most educators feel that the use of First Language (L1) should be minimised and they feel guilty if they use it a lot. When challenged they find it difficult to say why. Against the use of First Language (L1), it is the general assumption that English should be learned through English, just as you learn your mother tongue using your mother tongue. On the other side, the idea that the learner should learn English like a native speaker does, or tries to 'think in English', is an inappropriate and unachievable thought. The data obtained showed that Second Language (L2) teachers used L1 mainly to provide feedback; teach new vocabulary; explain grammar; build rapport; manage the class; give individual help to learners and save time in lengthy task explanations.

Source: http://end-educationconference.org/wp-content/uploads/2020/06/2020end081.pdf

Book Review

Sudha Murthi's *The Mother I Never Knew*

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A search for the past. Did you ever look for your past? Did you ever search for your childhood friends? For a taste? For the smell of a perfume that you used in the precious moments of yore? But there were two men who were searching for their past/birth respectively in Sudha Murty's novella 'The Mother I Had Never Knew'.

Novella may be a type of genre in which a story with a compact and pointed plot. A narrative prose fiction whose length is shorter than that of most novels, but longer than most short stories. English word novella derives from the Italian novella, feminine of novella, which suggests "new".

Sudha Murty, an Indian author, a prolific writer in English and Kannada has written nine novels, four books in technical subjects , three travelogues, one collection of short stories, three collections of non-fiction pieces and two books for youngsters. She was the recipient of the R.K. Narayan's Award for Literature and therefore the Padma Shri in 2006. The Attimabbe Award from the govt of Karnataka for excellence in Kannada literature in 2011. Most of her books were translated into all Indian languages.

The Mother I Never Knew consists of two stories. The first one is Venkatesh, and second is Mukesh. In each novella, the protagonist is trying to seek out his antecedent relations. Together the two novellas present poignant tales of two men, Venkatesh and Mukesh, as they set out on a journey to find out the mothers they never knew. Both men are happy and settled in their respective lives when they come across a shocking truth.Canwe give more importance to human relations? This book has two different stories having a strong emotional appeal to everyone. As the title suggests, in both the stories the son is sort of unaware of the surprise their fate has kept from them until everything is before them and they realise this is all about the mother they never know.

In the novellaVenkatesh, there are twelve chapters and within the first chapter itself the reader got a clear picture about the hero and their family circumstances. "Gauri, babies are delivered dayby day. You'll never find the time to relax or do anything.you've got studied hard, and invested money and energy. .... If you understand the share business, you'll earn many crores within a year with careful investments in the stock market . . .' From this dialogue of Shanta, even her daughter was a doctor, it's easily understood that her was a business mind.

Some phrases employed by the author very effectively. Venkatesh may be a tension free husband and the author used the term 'Madam's husband'. Because wife, Shanta efficiently handled the household matters.

I wanted to precisely state that how this book impacted me.It's not considered only as a story because it is necessary to identify the past or individuality of a person by himself. The term 'mother' may be a greatone in all aspects. But the emotional feeling towards the word "mother' isn'tthe same to all at a time. It's different from person to person. That also happens here.

'Amma, should I buy a cow simply because I have a rope?" This is a warning or an advice that it is not a right decision to act without thinking, to reader too.

Sometimes the reader had arisen an idea that the story is in a dramatic genre, due to the description of dressing or about their home.

The language is straightforward and easy to understand which might be completed in a single sitting. Both the stories give a feel of a Hindi movie. Her books are always inspiring and convey a message.

Book Review

Srividya Natrajan & S. Anand: *Bhimayana: Incidents in the life of Bhimrao Ramji Ambedkar*

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Illustrated by : DurgabaiVyam and
Subhash Vyam
Genre : Biographic Novel
Language : English
Published in : 2011 by Navayana

Introduction:

"Some books are to be tasted, others to be swallowed, and some few to be chewed and digested: that is, some books are to be read-only in parts, others to be read, but not curiously, and some to be read wholly", a very famous quote by Sir Francis Bacon, clearly lays emphasis on the importance of reading. But one type of reading that is missing in the quote is the visual reading, the one we love doing while waiting for a flight to catch or while waiting at the dentist appointment. A book to treat your eyes is simply a book with pictures and if I may say that this principle applies across age groups. We, humans, are visual beings and are surrounded by visuals all around us, especially in this digital world.A picture book for a toddler learning to speak will bea visual treat and a a comic book will be a fascination for a teenager. In comic books or Graphic novels (the more sophisticated term), the visual narratives are generally in a book format designed to portray the story with pictures. It's indeed not a new term in the literary world but very slowly paving its way into the Indian classrooms and yet miles to go!

Bhimayana: Experience of Untouchability is the biography of Bhimrao Ambedkar presented in a unique style of illustrations using the Gond tribal art.The graphic novel unravelsAmbedkar's early life being born into a low untouchable caste in India. The real-life experiences of young Ambedkar facing discrimination every day in his society were presented. The graphic novel presents the narratives under four sections/chapters: Water, Shelter,Travel, and the art of Bhimayana. Book 1 Water shows the initial discriminative incidents in young Ambedkar's life when he couldn't drink water from the same tap in which an upper caste boy drank. This became an unforgettable and humiliating incident in a young boy's life which had ripple effects upon Ambedkar's future life. At this juncture, began his journey to become the greatest icon for the Dalits. Book 2, Shelter is staged around his experiences in the city of Baroda as an adult,when he was kicked out of a Parsi man's hotel for being a non-Parsi and was denied a stay in his Hindu and Christian friend's home either.This made him realize how the poison of untouchability has affected societies outside the Hindu social order too. Book 3 Travel is the account of Ambedkar's travel journey in the city of Nasik while looking into the social boycott by Hindus from untouchables.Book 4,the Art of Bhimayanaushers us into the world of the writers and artists with the creation of the graphic novel. All the processes that were utilized to create this book are exhibited to the readers.The views of the writers and the artists are reflected in the last part as in how Ambedkar's life's work affected their own lives and constantly a parallel is drawn between the past and the present.

This contemporary graphic novel published in 2011 begins with a narrative via a conversation between a girl and a boy who discuss the pros and cons of the caste system and through this conversation, much light is thrown on the beginning of the caste discrimination in the pre-independent India and also why it was needed post-independence and thus throughout the graphic novel several parallel instances from Ambedkar's life experiences and present-day instances are presented to the reader in an unconventional way.

In order to understand and empathize with Ambedkar's views and his rationale behind initiating the reform movements for Dalits, one must understand his life and experiences which

Bhimayana gives an insight to.

"A decent society is a society in which ascending sense of reverence and descending sense of contempt is dissolved into the creation of a compassionate society."

-Dr.B.R.Ambedakar

Source.www.revistadelauniversidad.com

An illustrated page from the graphic novel Bhimayana: Incidents in the life of Bhimrao Ramji Ambedkar shows the Gond art form.

What are Graphic Novels?

"Graphic Novel" is a format, not a genre. Graphic novels can be fiction, non-fiction, history, fantasy, or anything in-between.

Graphic novels are similar to comic books because they use sequential art to tell a story. Unlike comic books, graphic novels are generally stand-alone stories with more complex plots. Collections of short stories that have been previously published as individual comic books are also considered graphic novels.

Major Types of Graphic Novels

Like traditional novels there are endless ways to categorize different graphic novels. There are as many genres and sub-genres as in traditional fiction and non-fiction. The following are only a few of the most predominant categories.

Manga: The Japanese word for "comic" but in the US is used to descript Japanese style comics. Manga is read from top to bottom and right to left as this is the traditional Japanese reading pattern. Though, technically Manga refers to Japanese comics, many think Manga refers to a style rather than the country of origin.

Titles: Death Note, Full Metal Alchemist

Superhero Story: Superhero graphic novels have taken the most popular form of comics and turned what were once brief episodic adventures into epic sagas. Superhero comics are dominated by a few mainstream publishers Marvel, DC, and Darkhorse.

Titles: Batman: Dark Knight Returns, League of Extraordinary Gentlemen, Astrocity.

Personal Narratives ("Perzines"): are autobiographical stories written from the author's personal experiences, opinions, and observations.

Titles: Fun Home, Blankets, Lucky, The Quitter.

Non-fiction: are similar to perzine's in that they are written from the author's personal experience, but the author is generally using their own experience to touch upon a greater social issue.

Titles: Pedro and Me, Maus, Persepolis.

Source: https://www.buffalolib.org/get-graphic/what-graphic-novel

Parenting

Google Map or Paper Map,
let Children Know about their Locality

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Schools may not be able to teach everything that a child needs to know and wants to know. Many such things in fact are prerequisites for beginning schooling, and they must be taught or taken care of by parents themselves. Otherwise, if such basics are ignored, many things taught at school may not be fully understood by children since they may be based on or related to those basic prerequisites cited above. For example, if a child is not told or taught how to identify directions like east, west, south and north at home how does that child later in class 4 or 5 locate the so called the 'Seven sisters' of the North East, quickly in a map reading class, or mark them on the map given along with the question paper in an exam hall? In Kerala, yet another example, the main monsoon is the south-west, whereas in Tamil Nadu the North East wind brings rains. The teacher who teaches the above topics simple take it for granted that all the learners know these directions, quickly moves to the next topic, while those who haven't acquired these basics may be lagging behind, and as a result, they may learn facts by heart in the absence of comprehension. Comprehending and memorizing are entirely two different mental processes. What has been comprehended is internalized, therefore remain steady in mind for quick retrieval when needed, for example, in the exam hall. But, what has been stored in memory may not last for long. Comprehension of facts leads to *regeneration*; whereas memorization leads only to reproduction, without processing or internalizing. Therefore, let's be back on the basics at home.

Four factorsor sign posts together form the notion of locating: (1) The four directions and their combinations like north-east and south-west, (2) the two positions namely right and left, (3) the many 'pre-positions' known as prepositions such as in, on, under, over, above, below, in front of, behind, before, after, through, besides, near, from, away from, to, into, towards etc. and (4) terms referring to approximate distance such as metre and , kilometre. Making use of these terms of four categories, children must be able to locate things and places in simple and straight forward ways. For example,

"The police station is on our right, it's <u>about 50 metres</u> from my house.The ration shop is <u>behind</u> my house. It's hardly <u>100 metres</u> away. We can see it from our back verandah. There's a canal running from <u>north to south</u>, in front of my house. At the market junction, it turns <u>towards east</u>. The old building you see <u>on your right</u> was built by the British, as their police station."

Practice must be given to children in natural contexts with the four factors put together. For example, the distance term 'metre' must be introduced by the age of three or so by letting the child measure something (a piece of rope, ribbon etc.) using a measuring tape. Thus, the child will be able to identify a distance of ten metres as the distance from the gate to the steps leading to the house.

<u>**Report from the field**</u>

Greater Pedagogical Awareness at Wisdom Public School: A Report of the ELTIF Orientation Programme

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Introduction

Considering the demands of the parents and the need of the students, the school is committed to equip the students with adequate level of communication skills in English. Since the present teaching-learning system does not fully fulfil this requirement, a change in pedagogy seems to be inevitable.

Broad aim

The proposal for an orientation programme broadly aims at

(i) enabling all the teachers to communicate naturally inside and outside the classroom (on the school campus during the entire working time) using English, and

(ii) to familiarize the teachers with the recent development in pedagogy.

Specific objectives

(i) To help all the teachers to function in simple English without fear or shyness.

(ii) To get all academic and administrative activities carried out in English in a paced manner (step by step).

(iii) To reduce teaching time by 10% to begin with and 30% to end with, in terms of periods/hours/days through higher rate of learner-involvement.

(iv) To reduce teacher-talk and maximize learner talk/activities in classrooms

Each contact class will have two components: Pedagogy & Communication skills. Each contact day, a particular topic or a broad area of pedagogy will be discussed. A few areas of English language and communication, too. Teachers will be given assignments in three areas, as follows:

(a) Their subject of specialization / the subjects they teach

(b) English communication skills

(c) Teaching methodology and classroom techniques

Online support

Contents of the online classes will be continuation of offline sessions. In addition, teachers are expected to discuss their doubts. They may send in their assignments online, which they will get back with comments, modifications, and suggestions for improvement.

Collaborative work

Teachers can work in small groups at school or in collaboration with others at home. The advantages of collaborative work, thus reach the students, in turn.

Course materials

Print materials will be supplied through the course coordinator (a senior teacher), assisted by two or three younger colleagues. Online materials will reach through WhatsApp groups.

Demonstration classes

Allimportant / newly suggested classroom strategies will be demonstrated to teachers of separate stages—KG, Lower primary, Upper primary, Secondary, and Senior secondary during offline sessions.

Spell1. Teacher Training Program organized in collaboration with ELTIF

Resource Person: Dr. Bhaskaran Nai, Former Associate Professor
 Department of English,
Pondicherry University, Puducherry.

Date: 15.10.2022 – 16.10.2022
Venue: Wisdom Public School

As part of the implementation of the project outlined above, the first spell of teacher training programme was arranged on 15 & 16 Oct.2022. The two-day workshop-cum-orientation programme focused on Teaching Methods for the in-house teachers of the school in collaboration with ELTIF. Mr Nawas Ahamed, Secretary of the school presided over the function. Dr B Zulaiha Shakeel, Principal of the school welcomed the gathering. Other trustees of the school Mr. Buhari and Mr Minhaj Mohideen too were present.

The workshop was conducted for the pre-primary, primary and secondary teachers. The aim of the workshop was to enhance the communication skills of the teachers in turn improving the same of the student community. There were also sessions on emerging trends in teaching and learning. Methods of teaching were demonstrated by the Resource Person. Opportunities for teachers to demonstrate their learning ideas too during the session.

Emphasis on all four language skills was given especially the Speaking and reading part. Teachers were given various tips to develop their communication skills. Worksheets were given in all the sessions for the teachers to work out to build better learning. There was a session on Bloom's Taxonomy recapitulating with the modified verbs.

Oral feedback was collected and Mr Kaniraj, the Facilitator of the school proposed vote of thanks. It was decided to sign an MoU between ELTIF and WPS to help improve the teaching-learning process.

Signposts for researchers in Second language Acquisition

1. Blanka Klimova and Marcel Pikhart

New Advances in Second Language Acquisition Methodology in Higher Education

This article summarizes new advances, as described by current research, in the methodology of teaching Business English as a lingua franca (BELF) in the era of mobile learning and provides the reader with hands-on strategies that are useful for BELF classes and applicable in distance learning. The primary objectives of this literature review are to explore the fundamental approaches which should help practitioners in their course preparation, development, and teaching. The paper provides the reader with the most up-to-date strategies for teaching BELF and brings ideas on how to utilize these principles in a mobile learning (m-learning) environment. The methods include a literature review of available articles exploring the research topic, i.e., BELF and its pedagogy, which was performed by finding relevant studies in the Web of Science and Scopus databases. The results indicate that there are three fundamental approaches recommended by the current research on the teaching of BELF, namely task-based activities/case studies, exploitation of authentic materials, and blended learning implementation. In summary, the paper provides the readers with an update on current approaches for teaching BELF in higher education when utilizing modern tools for foreign language learning, such as m-learning, blended learning, and hybrid learning. Keywords: BELF; applied linguistics; teaching strategies; teaching approaches; ESL; L2 acquisition; EFL

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Report from the field

These footprints can't and won't fade out: A report of the three-day workshop at DIET Kasaragod Maipady, Kerala

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[The author expresses his sincere thanks to his students for providing the details of the workshop as input to this report.]

Introduction

A three-day workshop was proposed by ELTIF for the benefit of the trainees of DIET. It was meant for providing more exposure to the trainees outside their syllabus and examinations and for familiarizing them with the problems waiting for them in real classrooms, along with suggestions on how to approach those difficult problems and situations. In short, the programme was meant as a blend of theory and practice, since the resource person, Dr. P. Bhaskaran Nair, former faculty of Kannur University (Kerala), Pondicherry Central University (Puducherry), and Hindustan University Chennai)is currently engaged in teacher development programmes ranging from primary to university level.

Communication skill in English

Day 1: Monday 14th November Session 1: Inauguration

The three- day workshop on communication skill in English began with a prayer song by Ms. Ashwathy and Ms. Afifa, followed by a welcome address by Neethu. Mr Madhusoodhanan, faculty DIET, introduced the resource person Dr. P Bhaskaran Nair and the chief guest spoke for a while and inaugurated the workshop.Mr Yusuf, another resource person offered facilitation.Mr Girish Babu(faculty) also spoke on the occasion and Ms Nishel proposed thanks.

Session 2: General Introduction to teaching profession

A general introduction was given to the fats- changing educational system and correspondingly increasing responsibilities of teachers. He outlined three groups of teachers-those who simply die and get forgotten,those who die but remembered for some more time by some, and teachers who never 'die' though their only their body dies.

Session 3: Central theme pollution (worksheet-based)

The technical session with the theme pollution was done in small groups of three sharing sub topics.A small assignment was given based on the topic.

Session 4: Listening comprehension: A tribute to the old teachers of G.B.T.S Maipady. The following is the abridged version of the transcript of his speech which was meant for the participants to listen and write down notes (study skill). The resource person briefly narrated the context of the workshop-cum-orientation programme.

He told us that his present visit to DIET Maippady was a pilgrimage,or a walk back through the past 57 years.He came back to this good old pedagogy campus once again where he had learned the first lessons of teaching during his TTC days, 1965-6755 years of 'human developments' could not demolish the great tall ruins of a great old teacher tradition. He came all the way to pay tribute to his old teachers: Sri. KC Nair (HM & Maths teacher), Sri. KTN Sukumaran Nambiar (English), Sri. KPK Nambiar (Social Sciences), Sri. PZ Joseph (General Science), Sri. Subramanian (Malayalam). Though the renowned writer and translator Sri. C. Raghavan did not teach him (CR taught Kannada medium classes),

he remembers proudly the man of letters who translated many great works from Kannada to Malayalam (Niranjana: Chirasmarana), and Malayalam to Kannada (MT Vasudevan Nair's Randamoozham and the poems of Ayyappa Panicker).

He clearly remembers his teachers (none alive), especially his English teacher. He could see the same old monuments of GBTS Maippady there again, fortunately for him, butunfortunately for our students!He could even see the metal wire on which the iron bell was hanging from the roof at the northern corner of an old building. It was that bell that woke him (them) up at five in the morning and drove them to the prayer hall, where they all sung prayers from three religions—Islam, Christian and Hindu. It was an academic pilgrimage for Bhaskaran Nair.

Session 5:Outdoor session

The post lunch session was led by Mr Madhusoodhanan that focused on a vocabulary based game. The variety of activity along with a little physical exertion made the session lively.

Session 6: Report writing

The last session of the first day mainly focused on summing the day's events by preparing a brief report of the activities. The first day of the workshop was very useful and informative. I too came to know many new things related to English language and teaching.

Day 2: Tuesday 15th November: Session 1. Speaking and Writing

The first session of the second day started with a discussion on the topic: two essential things for living happily- people wholove us and people for loving. Then, we were told to write a list of jobs that do not require formaleducation, and then to choose one and write about it from our point of view. For example, a farmer, a carpenter, a mason, a fisherman, a fish vendor, and so on. Vocabulary enrichment, related to various occupations was the objective of this task.

Session2. Writing and speaking

The second session focused on 'silly-serious things'. He toldthe participants to go out and pick anything they liked from outside, for example a stone, leaf,flower, twig etc. He too picked up a dry grass and told us the autobiography of that dry grass.Then we were told to write the autobiography of the thing we picked. Then we were paired on the basis of the thing we picked.For example, a pebble and a little sand went together, a dry leaf and a faded flower made a pair, a bud and a tender leaf formed another pair , a piece of ceramic tile and a pinch of cement went together. Then we were asked to establish the relation between the two items in each pair. The session concluded with the awareness that (i) everything has a story, an autobiography to tell, and (ii) nothing exists in isolation, everything goes with some other (s).

Session 3. Speaking

The afternoon session was based on the topic related to food—items of food. It was an interactive session with questions and answers between two groups, related to food like fruits,vegetables,flowers etc. Almost all the things we eat were listed under categories such as foodgrains, pulses, vegetables, fruits, tubers, leaf curries, spices, cooking oil, snacks, milk and milk products, soft drinks, and non veg items. All were named in three languages— English, Malayalam and Kannada (At DIET Kasaragod, one batch each from Malayalam and Kannada speakers is selected.)

Session 4. Writing: (Process description) How various food items are coked

In the last session we were told to select a meal for breakfast,lunch or dinner and write the ingredients required to cook that dish. Then we worked in pairs and described the processes of making that particular dish, for example, parotta, dosai etc.

Day 3: Wednesday 16th November

Session 1. School education from a child's point of view.

This session started with the topic from a child's point of view. What is a school/ a classroom? Who is a teacher?

1. A school is a place where I always want to go.
2. A classroom is a place where I always want to be.
3. A teacher is a person who I always want to be with.

Teacher-child relationship should be very close. Children should feel like going to school even on Sundays. Children should be taught good values required in daily lives.

Session2. English language in use

The RP told us something special about English language and a few things we must remember while using English. There are a few 'powerful' words in each language. In English, they are 'please, 'excuse me', 'sorry', 'thanks', 'never mind' etc. While functioning in English, we must be using these expressions profusely.

An English class is not just a class for English. Every topic can be included in the English class. A teacher can use everything and bring every topic to the English class.

Session 3 Learner assessment of the teacher

He told us that children know about whether the teacher teaches well or not. Childern are good at judging whether the teacher knows the subject well, whether she loves them, whether she knows the art and science of teaching and so on. Teachers should have empathy. Empathy means feeling in another's point of view or being one with the others. If a child is backward in a subject, the teacher should find time to provide extra support to him.

Session 4. Outdoor activity

The outdoor session that followed was led by Mr Madhusoodhanan. It was mainly focused on a vocabulary game. This game helped to know more about a person and to improve our language by interacting with others. It's the last day of the three-day workshop.

Session 5. Valediction

The valedictory session was chaired byDr. K. Raghurama Bhat, Principal in charge, and Dr. M. Vinod Kumar, Mr. Vinod Kuttamath and Mr. V. Madhusoodanan (faculty members) spoke on the occasion.

It was found from the students' statements at the valedictory session that the three-day session gave them courage to speak English, to use whatever little English they have, without fear and shyness. The RP had repeatedly asserted that mistakes are part of life, and mistakes are inevitable part of learning. Without making mistakes, nobody has succeeded in life, nothing has been achieved without mistakes. He also encouraged students to go for higher studies even after getting placed. A teacher should keep on reading, studying, learning, growing.

Signposts for researchers in Second language Acquisition

Ming Cao: *Current Research Trends of SLA and Challenges and Strategies for Native Chinese English-learners*

Cognitive Oriented Perspective

Many researchers contributed to the development of the cognitive oriented research field. Fries (1954), for example, systemically discussed the features of adult English learning including the 5th International Conference on Education, Management, Arts, Economics and Social Science (ICEMAESS 2018) Copyright © 2018, the Authors. Published by Atlantis Press. This is an open access article under the CC BY-NC license (http://creativecommons.org/licenses/by-nc/4.0/). Advances in Social Science, Education and Humanities Research, volume 264 1026 sounds, the structure, the words, the contextual orientation, and so on. Chomsky (1959) disagreed with the perspective of behaviourism by Skinner and presented his own views of language learning in the ways of improving the frame of modern linguistics, psychology, and philosophy. Up to the 1990s, cognitive oriented approaches had many valuable results making teachers and learners understand how the second language (L2) has been processed and adopted. The perspective of Kasper (1997) clearly told us that cognitive processing is the main method for the brain to learn new things. Along with the tremendous growth of neuroscience over the last 15 years, many new findings strongly support the cognitive processing perspective of SLA. For example, event-related brain potentials (ERP) showed that late English learners did not rely on left hemisphere systems for grammatical processing but used both hemispheres to finish the processing (Weber-Fox & Neville, 1996). This evidence shows that English can be acquired by processing in different ways in our brains.

How to write a good abstract to a research paper:
Report of an online lecture organized by St. Thomas College Thrissur

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I was lucky to be a listener of the online lecture 'Academic Writing' organized by the Dept. of English, St. Thomas College, Thrissur which was later uploaded on the YouTube (https://www. youtube.com/watch?v=YXqG1EWZUvQ).As a postgraduate in English, and hoping to do research some time in near future, I was much interested in the topic. Moreover, the speaker was Dr. P. Bhaskaran Nair, my former teacher at Pondicherry central University, a decade ago.

The speaker began his lecture by highlighting the relevance of the topic, 'research writing' as a part of 'academic writing'. Even those who have already written a few research papers still seem to struggle while writing abstracts. As an editor of an academic journal, he says, still authors are confused with 'Introduction' and 'Abstract'.

Here follows a precise note from his lecture on "Research writing ",which is a bite of the cake from the vast topic Academic writing . Each section is provided with appropriate examples as introduction of the term" narrow down" through the process of topic selection (from Academic writing to writing a research paper, then moving to Abstract (again it is a wider area) and in the end, selecting an aspect from abstract, i.e., how an abstract is different from introduction(also good abstracts or bad ones)).

He proceeded with a few startling revelations— at least surprising to research aspirants like me. The first was, " Don't begin your paper with an abstract; abstract must be written only in the end—after rereading the paper fully, you summarize what is there in the paper. That is the abstract. In other words, whatever you promise to offer in the paper, a brief summary should be there in the; neither more, nor less. He asserted, "After putting a full stop at the end of your bibliography, read the whole thing, and then you write the abstract."

He asked: "Have you written the Conclusion of your paper?" "Have you appended References/ Citation/ Bibliography?' He continued: "Now you are entitled to write your Abstract."

But, unfortunately, in a hurry, because of the fast-approaching deadline, researchers send in an abstract. By the time they finish the paper, there may not be much common between the abstract and the paper.

Another common problem faced by young researchers is that they equate the introduction of the paper with the abstract. This is something like equating the whole with a minor part.

In most of the times, how the dense introductory paragraphs are replaced with abstracts, due to the inefficiency (in the early days, lack of training to have a close observation on the things that are around us) of moving from periphery to the centre (fishing at the surface instead of going deeply), which is needed for a study. In general,many pupils have a lack of self-confidenceas the Indian exam system was merely product - oriented (scores and grades), whereas the progressive learning is not appreciated to the large extent,so that they are incapable of being independent. Similarly, the lack of focus is in inquiry by asking rhetorical questions leaving "whs",in which "why" questions are more indispensable for doing research.

Essentially, research topics must emerge from the researcher, come up at work and always from real life, moreover they have to be on current issues. Gradually, the talk moved from the content to the technicalities (use of signposting) or process of writing in which coherence is mandatory, but it has to be stopped, in the beginning(probably coherent writing may disrupt thinking process like once a paragraph is done, we may get some more new or other ideas to add in-between). Therefore, the process begins with jotting down the phrases or clauses or words in jumbled form; also the replications need to be avoided;further it is supplemented

with supporting resources and other assisting materials both defending and offending points (like literary critical works); along with it , the rationale (why the specific theory is selected) is added; hypothesis (an imaginary statement) is distinctly mentioned; references ; and then the abstract,which has to be written, briefly.

The ninety minute-lecture was followed by a fifteen minute-fruitful interactive discussion.

Signposts for researchers in Second language Acquisition (*Continued from page 36)*

Ming Cao: Current Research Trends of SLA and Challenges and Strategies for Native Chinese English-learners

Social Oriented Perspective

According to Firth and Wagner (1997), the ultimate goal of social oriented perspective is to argue for a reconceptualization of SLA as a more theoretically and methodologically balanced enterprise that endeavours to attend to, explicate, and explore, in more equal measures and, where possible, in integrated ways, both the social and cognitive dimensions of S/FL use and acquisition. This perspective was built upon critically theoretical assumptions and methodological practices and to challenge the cognitive research authority. In the early 20th century, Vygotsky had already asserted that all fundamental cognitive activities have social foundations; he posited that learning and development occurred on social and psychological dimensions; the "zone of proximal development (ZPD)" is the central part of his theory (Dimitriadis & Kamberelis, 2006). Recently, SLA researches relating to sociocultural background are more and more popular. Lybeck (2002) researched nine American women who studied Norwegian and found that the success of L2 is the strongest linguistic marker of a learner's cultural identification. Tarone (2007) had an incisive analysis for building up a socioliguistic model of SLA. She stated that the model and the theory "view the learner as a social being whose cognitive processing of the L2 is affected by social interactions and social relationships with others, including those others who provide L2 input and corrective feedback" (p. 840).

Sociocognitive Approach

Nowadays, A notion of a sociocognitive approach gradually appeared. According to Atkinson (2002), the sociocognitive perspective is that one side "is embedded in cognitive space, the other end is just as strongly embedded in social space" (p. 538). There are several main points involved in this term explaining by Atkinson. First, the sociocognitive approach to SLA is that "teaching is valuable, and learning and teaching go hand-in-hand" (p. 538). It embeds the relationship of equity, cooperation, and interaction. It also emphasizes that peers or other social members can be teachers, but it depends on the situation. Second, language is intimately related to the outside world. Language information is not only transferred from brain to brain. It has many connections with other fields, such as: culture, schooling, identity, ideology, discourse, social ecology, embodied action-taking, and so on. Third, since ethnographic research method will have a central place in this area, qualitative research approaches in the natural environment are mainly adopted. Fourth, these approaches "will provide a means by which second language learners can be seen as real people, doing something they naturally do—not as mere research subjects, or mere students, or mere sites for language acquisition" (p. 539). Here are handful researches. Gee (2001) argued that reading as situated language happens within a broad viewpoint that integrates work on cognition, language, social interaction, society, and culture. Atkinson et al. (2007) used qualitative methods in their SLA research on a junior high school student in Japan and found that the student and her tutor focused on the coordinated activities in their sociocognitively constructed world. Dyson (2010) presented that there is a relationship between SLA and education and we need to create a synergy between sociocognitive pedagogies and social and cognitive constructs. Churchill, Nishino, Okada, and Atkinson (2010) also analysed the tutor–learner interaction and suggested that symbiotic gesture is one example of humanly improvised resources guiding ecosocial alignment and participation in SLA. More effective studies need to be developed on this perspective.

Source: file:///C:/Users/Peebeeyen/Downloads/25906347.pdf

It works in my classroom

" I'm neither silly nor useless" Autobiographical narrations of ordinary things. (Tasks for primary & secondary classes)

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Here is a set of tasks in a sequence that may suit primary class learners. It combines indoor and outdoor activities; as a result, the young learners will not get bored. It also provides opportunities for children to look at things around them from different perspectives other than the one they are used to. How do children look at a dried twig? May be as something 'useless', 'worthless' or 'silly'? Wait.

Ask the children to go out and collect two different things from the garden or from the front or backyard—pebbles, leaves, flowers, fruits, bits and pieces of wood, tiles, ceramics, a handful of sand, seeds, nuts, roots, barketc.

Let the teacher too go with them and come back with two things, as all the children have done. Now, the teacher introduces the first thing she has brought from the yard—a dried root. She shows it to the class and narrates its past as in an autobiography. She writes important words and phrases on the board as and when they are used fist in the narration. She also points out those words on the board when they are used again. [A few examples are underlined in the transcript below.]

" Well, my dear children, you may think that I'm _dead_ and _useless_. You may say I'm _silly_, nobody wants me. But, listen to my story, my past.

You know that I'm _a root_—a dried root. But can you tell my name? Can you guess? If you can't, just scrap the bark outside my body and smell it. Right. Who am I? I'm the root of a plant called _'tulasi'or 'tulsi'_. It is not an English name; it's an Indian name. I'm a _medicinal plant_. That means people make medicines out of me. It's mainly the _Ayurvedic_ branch that makes use of me.

People grow me in their gardens. My leaves are used for _worshipping_ gods in _temples_ and at home too, mainly by Hindus. But, people of all religions use me something as a _first aid_ medicine for _diseases_ like _cold and cough_. A little water boiled with _Tulasi leaves, pepper, ginger and jaggery_ may give relief to cough and cold.

Now, you may say, "That was your past; now you are _dried and dead_." No, my children. Everything in the world is useful in one way or other; to someone or other. Don't call anything silly or useless. Look at myself. A handful of the dried stem and roots of tulasi may work as a _mosquito repellent_. That means you can drive away mosquitos and make your _sleep comfortable_. Collect the dry stems and roots along with the leaves and flowers of Tulasi plants, cut then into small pieces and keep them in a small _earthen pot_ and set fire to them, the smoke will drive away mosquitos. Do you know that the mosquito repellents you buy from shops are dangerous? The smoke coming out of them mayruinyour lungs if you breathe that smoke. I'm not at all dangerous. So, have a nice sleep. Goodbye, my dear children."

Once the teacher finishes the autobiographical narration of the dried root she holds in her hand, a few children too can be invited to speak a few sentences about their possessions, of course, not so elaborately, but briefly. A few hints as examples are given below which can be developed into short autobiographical narrations.

1. A small piece of chalk: "As all of you know, I'm part of the classroom—You all like me— the teacher too—write on the board—draw pictures—I come from a far off village—from a riverside—I was born deep under the earth— People dug deep and brought me up—not in this shape—but as semi-liquid shape—white of course—then they took me to a factory—I was dried—passed through machines—got this shape—then packed—label was fixed—then sold—Thus I came to your town . From there your principal bought me and I reached your

class. I became your friend."

2. A piece of ceramic tile: "I came here from a distant place—my shape totally changed—became very hard and strong—look at your floor—when they made your floor, a small piece was cut off—that's what I am. Still I'm not useless—you can use me for playing some indoor game—or as a paper weight—or a stopper to the window pane so that the window will not be closed in wind—since my sides are straight, you can use me as a scale for drawing straight lines."

[Another related activity will be appearing in the next issue of the Journal.]

Signposts for researchers in Second language Acquisition
Current Trends in Child Second Language Acquisition: A generative perspective
Editors: Belma Haznedar | Bogaziçi University **&Elena Gavruseva |** University of Iowa
This volume presents recent generative research on the nature of grammars of child second language (L2) acquirers -- a learner population whose exposure to an L2 occurs between the ages of 4 to 8. The main goal is to define child L2 acquisition in relation to other types of acquisition such as child monolingual and bilingual acquisition, adult L2 acquisition, and specific language impairment. This comparative perspective opens up new angles for the discussion of currently debated issues such as the role of Universal Grammar in constraining development, developmental sequences in L2, maturational influences on the 'growth' of grammar, critical period effects for different linguistic domains, initial state and ultimate attainment in relation to length of exposure, and L1-transfer in relation to age of onset. These issues are explored using longitudinal, cross-sectional, and experimental data from L2 children acquiring a range of languages, including Dutch, English, French, and Greek.
Book 2. **Language Acquisition and Language Disorders**
© John Benjamins Publishing Company   https://doi.org/10.1075/lald.46
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"This book is an important contribution to the field of SLA and would be ideal for use as a text in a graduate seminar course. A key strength is the comparative approach adopted, which renders this book of potential interest to researchers in the field of Child SLA as well as to researchers in the related areas of adult SLA and also monolingual and bilingual Child L1 acquisition."
Usha Lakshmanan, Southern Illinois University Carbondale, in SSLA 31, 2009