India is one of the most rapidly growing countries in the world, and therefore the need for proficient users of English has been on the increase during the last few years. This need has been voiced by education planners, administrators and political leaders from various forums. But the opportunities to teach and learn English are available mostly in very expensive English medium private schools in big cities and only the rich can afford to send their children to these schools. The other aspirants for learning English have to remain contented with lesser schools where the medium of instruction is English only in name and most of the transactions both inside and outside the class take place in the languages closest to the children’s heart.

If one goes to schools in the rural areas of the country, the teaching and learning of English is highly pathetic. Children come from families where almost every member is engaged in economic chores to supplement the family income, and where almost no one in most families ever had an opportunity to go to a school. Moreover, the schools hardly have teachers who could claim to know English more than the minimum level of acceptable English. The schools barely have any infrastructure facility to teach English except a blackboard and a piece of chalk. The community has almost no one who could give a helping hand to those who may need some assistance at any time of the day. The villages do not show any hoardings or billboards in English, and the members of the community do not subscribe to any English newspapers and magazines, which may occasionally be found in the home of a government official who may have been posted for a short while in the village.

Since the rural people feel that knowledge of English would reduce the gap between the rich and the poor; between the people in the cities and villages, we the English Teachers Associations across the country need to pay attention to the aspirations of the poor folks in the rural areas and supplement the efforts of the state governments by creating a cadre of teachers, linguists and educationists who could collectively produce English teaching modules that are sensitive to the languages, cognitive levels, interests of the children. These Associations could suggest methods and materials that would accelerate the process of learning English without jeopardizing students’ faith and competence in their own languages. The teaching methods should aim at using the languages and other resources of the learners and make learning a joyful experience. The English Teachers’ Associations should spend part of their time understanding the problems that students and teachers face in the rural belts and suggesting solutions that will not only be economically viable but also educationally and politically sound. India has a vast resource of English teachers some of whom could be motivated to work during the vacations in the rural areas for a period of two weeks at a time and train the English teachers in every school, and where English teachers are not available, some teachers teaching mother tongue and subject teachers could be oriented to do the minimal level of teaching English. This may look utopian, but anything less than that would further increase the divide between the urban and rural children and make them deprived of opportunities available mostly through the knowledge of English.

* The views expressed in the articles by the authors in this issue do not reflect the views of the editors.
PENCRAFT PUBLICATIONS (P) LTD. is a popular name in the school books publishing field. The company’s mission is to publish the books enriched with quality, contents and illustrative presentations. The special features of the publications include student and teacher friendly approach, selecting the titles of current trend and conformity with the guidelines of CBSE & ICSE.

In order to achieve the objective of the company, it has constituted a panel of well-versed text books writers, teachers, well-known educationists, experienced editors and highly acclaimed artists and layout designers. It is with redeem effort that the company has brought out the following popular series of text books.

- Open Windows: A Course in English for schools written for classes Kindergarten to Eight (Set of 25 books)
- Living Planet: A Course in Environmental Studies for schools written for classes Kindergarten to Second (Set of 3 books)
- Getting Ready Series for classes Nursery and Kindergarten (Set of 23 books)
- Basic Learning for classes Nursery and Kindergarten (Set of 4 books)
- Looking Ahead: A Course in English for schools written for classes One to Eight (Set of 22 books)

---

**Who’s who in FORTELL**

**Patron**
Prof. R.K. Agnihotri  
(Department of Linguistics, University of Delhi)

**Advisors**
Prof. Rajiv Verma  
(Department of English, University of Delhi)
Prof. R.W. Desai  
(Formerly, Department of English, University of Delhi)

**The Executive**
President : Dr. N.K. Jain  
Vice-President : Dr. V.P. Sharma  
Secretary : Dr. A.L. Khanna  
Treasurer : Ms. Tara Chaddha  
Joint Secretary : Dr. Kusum Sharma  
Additional : Dr. Mukti Sanyal  
Joint Secretaries : Dr. Anju S. Gupta  
Dr. Savita Behl  
Other Executive : Ms. Tulika Prasad  
Dr. Alka Kumar  
Dr. Vikram Chopra  
Ms. Anju Kaur  
Ms. Kusum Virmani  
Dr. Soma Bhattacharjiya  
Ms. Urmil Guliani  
Ms. S. K. Arora  
Mr. Himadri Roy

**The Editorial Committee**
A.L. Khanna, Madhu Gurtu, Barun Misra,  
Himadri Roy, J.K. Gangol, Jaya Arora,  
Kamal Bhasin, N.K. Jain, Soma Bhattacharjiya,  
S.K. Arora, S.S. Sharma, Vijay Sharma

**CONTENTS**

**Articles**  03
- L1 in the English Class
- Motivational Orientation towards English Language
- Development of Communication Skills among the First Generation Learners at Primary Level
- Inculcating life skills through English language teaching at school level

**Interview**  16
**Reports**  19
**Language Activities**  25
**Creative Writing**  27
**Book Reviews**  28
**Profile**  30
**Membership Form**  32

---

**Advertise in FORTELL**

**Size** : Half Page (17*11.5 sqcm), 2 Colours  
Rate : Rs. 2000.00 (+ Rs. 30.00 for outstation cheque) or £25.00

**Size** : Full Page (17*24 sqcm), 2 Colours  
Rate : Rs. 5000.00 (+ Rs. 30.00 for outstation cheque) or £60.00

**Method of Payment**
Draft/crossed cheque to be drawn in favour of FORTELL, New Delhi.
Send your material for the advertisement at the following address:  
Secretary, FORTELL, A1A, 33B, Janakpuri, New Delhi - 110058
For more details, send your e-mail at:  
a_l_khanna@yahoo.co.in

---

**Supported by**
Vidya Bhawan Society, Udaipur

**Printed at**
Maya Offset Printers, New Delhi  
**Design & Layout**
World Wide Books, New Delhi | Email: wwbooks@gmail.com | Ph.: +91 9350272876
According to the NCF (National Curricular Framework) ‘Most children arrive in school with full-blown linguistic systems’ which means that they have learnt not only the basic systems of their language but also achieved a fair amount of communicative competence through appropriate use of language. A three–year–old can engage in a meaningful conversation in his or her mother tongue in a way that is appropriate according to the social milieu and culture in which he or she lives. She is well aware of the social formulae and knows how to use them in a specific socio-cultural contexts. This can be attributed to the innate language learning capacity that Chomsky propounded. This acquisition of language includes an appropriate use of word order and the rules that govern the child’s own language. This implies that the child can observe, generalize, experiment with language in specific contexts using logic and understanding that is inborn in every normal child.

NCF further says, ‘Given adequate exposure, children will acquire new languages with ease; the focus in teaching should be more on content than grammar.’ This would mean that meaning takes precedence over form. If this is the normal entry behaviour of children at class I in school, why is there so much apprehension about their learning a second language (L2)?

During my long association with teachers of English who address young learners, I have found that they are a worried lot. In the training sessions they have been told that English must be taught directly, a method that precluded any use of the mother tongue in the class. The preferred methods of conveying new language and exercising different skills were the use of charts, pictures, gestures, situations, simulations, demonstration, modelling and an intense exposure to the target language. Cumbersome and time-consuming! But the ground reality is: here were children coming from deprived homes, unsure of the new environment they had been tossed into, where the teacher talked an alien tongue and it took long to understand what the sounds of the new language meant. As a result, the teacher took recourse to translating every word in the text, using only the mother tongue during classroom conversation and, being unsure of how much language the children had actually learnt, insisted on drills and rote.

The trend is now changing and the ‘utility and use of L1 in the classroom’ (Costas Gabrielatos, 1998) is being recognized by all those who have anything to do with language learning. To quote Prodromou ‘Until recently the mother tongue in the EFL classroom has been a skeleton in the cupboard...The skeleton has been there all the time, we just haven’t wanted to talk about it.’ (Prodromou, 2000). It is being increasingly felt that young learners can learn only when they can relate it to what they already know. Though translation has been taboo in the ELT classroom, children have been doing it constantly in an effort to make sense of the new sounds and lexicon that they encountered within and without the class. They have been making associations and much of it has to do with seeking similarities in form and meaning in their own mother tongue. They have been contrasting the two languages in an implicit manner and been using a kind of ‘interlanguage’ (Selinker, 1972).

Thus the debate on whether or not to use the mother tongue in the classroom is an open one and teachers increasingly feel that though they need to ‘use as much English in the classroom as possible there are times when the use of English’ to the exclusion of mother tongue ‘is counter-productive.’ (Young Learners, OUP). Since ‘learners tend to rely on their existing language knowledge’ we could use L1 as a resource to learning L2.
In the section Reinstating the mother tongue, in his paper ‘From mother tongue to other tongue’ Luke Prodromou has referred to Atkinson’s ‘careful, limited use of L1’ (Atkinson, 1993) and has suggested where mother tongue may be used as in the ‘procedural stages of a class, for example:

- setting up pairs and group work
- sorting out an activity which is clearly not working
- checking comprehension

Beyond these basically managerial functions of L1, Atkinson also suggests ‘using the L1 for translation as a teaching technique.’

Prodromou’s research revealed that ‘the overall rationale for this procedural use of L1 is that it is necessary to keep the lesson from slowing down or because things just can’t be done any other way.’

Thus inspired by this research by Prodromou in Greece, a research was carried out amongst the primary teachers of our government schools and the questionnaire used by him was adapted for the purpose. The primary purpose of using Prodromou’s questionnaire was to initiate a discussion on the use of mother tongue in the language classroom. The discussion and the teachers’ responses were enlightening and the need to document it was felt. Hence this paper!

These teachers were the participants of different in-service programmes which allowed the fora to discuss the issue as well. The teachers, 72 in number, largely belonged to the MC Primary Schools and Sarvodaya Vidyalayas of the Department of Education, Government of NCT, Delhi. One thing was evident during the discussion that the younger teachers who have undergone training recently and have learnt about scaffolding were in favour of the use of mother tongue and the teachers who had earlier been subjected to the ‘no mother tongue syndrome’ a decade or so earlier, held that only English must be used.

Delhi is a melting pot and there are children who bring with them a variety of mother tongues, which means, any one language cannot be termed as the mother tongue of the target group. So in response to the question, ‘Should the teacher know the student’s mother tongue?’ 33.3% strongly recommended it, 56.9% felt it would be useful if it happened, and only about 9.7% disagreed with the need of the teacher knowing the child’s mother tongue. Their argument was that one need not use the children’s mother tongue in the class and hence there is no need to know it. Some argued that though the children spoke different languages at home they were united by Hindi, which all need to know to survive in the metropolis of Delhi. Hindi could thus be ‘termed’ as L1. Further, as 11.1% strongly recommended teacher’s use of L1 in the class, a large percentage (63.8%) felt that the use of L1 in the class was required for giving instructions, providing equivalents to the new vocabulary and for classroom language. They said that this would provide the much needed comfort and security to the young child.

A very large number of teachers (83.3%) agreed that the young learners should be allowed to use their mother tongue in the class. The purposes listed by them were: in order to give the answers to questions based on the text to indicate that they have understood, giving meanings of new words to show comprehension and most significantly to talk about themselves, their lives and their feelings which they can express best in their mother tongue.

With regard to the use of L1 by the teacher in the classroom for the purpose of explaining new words, there was a majority of teachers in agreement but strangely about 26% did not wish it to be used for explaining grammar. They felt grammar should be taught in English, and during the course of the discussion it was revealed that they taught grammar inductively. This made it obvious that there were no discussions on rule-discovery in their classes.

A very large number of teachers (76%) felt that a comparison or contrast between the rules of L1 and L2 done in mother tongue would help the learners to understand and internalize the rules adequately. Regarding the use of mother tongue for giving instructions, there were many who agreed (67%), but there were about 30% who felt that learners must get used to instructions in English. If needed, the teachers could repeat, demonstrate, use gestures to aid comprehension instead of using mother tongue, they felt. They felt that classroom language and instructions are actual communicative activities happening in the classroom and...
hence their potential should be fully exploited by using L2 and scaffolding if required.

When asked if students should be allowed to use mother tongue while talking in pairs or groups the teachers were divided. One group (53.2%) felt that if they could talk in mother tongue and get ahead with the task there was no harm in using it while doing collaborative activities. The second group (44.4%) felt that the purpose of organizing group and pair activities was to practise formulaic language for communicative purposes in addition to seeking the correct answers to questions and hence it would be better for the teacher to model the likely sentences for them and write them on the board for reference. This way the learners would learn to practise the target language for communicative purposes in the comfort of the small peer groups.

The question of allowing young learners to use L1 in order to seek new language for concepts and vocabulary elicited a positive response from them. The teachers felt that often children tend to remain quiet even when assailed with doubt or curiosity for fear of using the target language incorrectly in their queries. They felt that an open environment allowing them to ask their questions in Hindi would encourage them to seek and learn the new language better. There were only a few voices of dissent who felt that the teacher should insist on the learners making their queries in English only.

The teachers were almost unanimous in their opinion that children must be allowed to use the mother tongue to indicate that they have understood the word or the text in English. They said that this would make them feel comfortable with the language and be encouraged to move ahead which would mean using English in their responses as well.

Regarding checking on listening and reading comprehension, a large percentage (75%) felt that Hindi or L1 can be used. The ones who disagreed said that instead of encouraging the use of L1 one could allow the use of single words or ask questions requiring only a word or two as responses to encourage the use of English in the class during feedback sessions.

About 80% agreed that L1 can be used to discuss the methods the teacher used in the class or what procedure they followed to get to the answer or the meaning. They felt that for such discussions requiring meta-language and meta-cognition, the children may not have adequate vocabulary and hence would lose interest. It is important to develop their skills of cognition and observation, and for this the best would be to use L1.

The concluding general discussion focused on the use of L1 for making learners comfortable, as a starting point, as an aid to comprehension, as a tool for thinking, comparing and contrasting. It was unanimously agreed that as the children became more confident, the teacher should slowly progress from partly L1 class to a totally L2 class where the children are given a greater exposure to L2 and are provided scaffolding that uses methods not requiring L1. The last remark was profound: ‘It is for every teacher to know his or her situation and use L1 judiciously at that moment in the class.’

Shefali Ray
ELT Trainer and Writer
425, Hawa Singh Block, Asiad Village
New Delhi-110049

References

Prodromou, L. From Mother Tongue to Other Tongue, British Council, Greece

English and the Mother Tongue, Cambridge University Press

Garielatos, C. ‘L1 Use in ELT: Not a Skeleton, but a Bone of Contention, A response to Prodromou

Cameroon, L. Teaching English to Young Learners, Cambridge University Press

National Curricular Framework, NCERT, 2005

English and the Mother Tongue, Internet, Cambridge University Press


Young Learners, Oxford University Press

Shefali Ray is an ELT consultant and has been associated with the British Council (ELTeCS), CBSE, NCERT, IGNOU and National Institute for Open Schooling and SCERT, New Delhi.
Motivational Orientation towards English Language

Harpreet Kaur

The Present Study
Various studies have been carried out in this regard which has brought out the differences in the attitudinal and the motivational attributes in the native and non-native contexts. The following study attempts to uncover the motivational orientation of the subjects and establish the relation between the motivational orientation and language proficiency.

Relevant theoretical background
The learner’s motivation to learn a language will depend on her attitudes and her willingness to identify with the linguistic and non-linguistic features that characterize the personal advantages. Gardner and Lambert (1959) point out that foreign language learning is likely to be lower if the underlying motivation is instrumental rather than integrative.

The orientation is said to be instrumental if the reasons for studying the language are utilitarian such as getting a better job etc. Most of the children in the Indian schools are instrumentally motivated. The mushrooming of so-called English medium private schools is an apt evidence for it. The sections of population who cannot afford to pay the high fee of these English medium schools are forced to admit their children in the schools run by government. The major reason for their dissatisfaction with the school is that their child does not get the right kind of exposure to learn to speak English because the teachers do not speak English themselves. They aspire to send their children to the private schools so that they can learn to communicate in English which they consider is very important to get any kind of job. Thus the motivation behind learning the language is functional.

The learners with integrative orientation aim to be a part of the target language community. The study by Agnihotri (1979) is an excellent example of integrative motivation where the Sikh children in Britain have picked up the language so well that even a native speaker cannot distinguish between the recorded speech of a migrant Sikh child and a native child. The urge to be a part of the community is so strong that it drives the child to pick up the language with perfection. The language of the streets may not get the immigrant any good job, it may also be possible that the ‘street-language’ may not be considered posh or valued by the elites of the society but that anyways is not the aim of the child. He just wants to be a part of the group.

The Study and the Subjects
The study was conducted at The Heritage School, Rohini with students of class VIII. The sample included learners who had been studying English since the age of 3. Most of the learners had studied English for a minimum of 10 years depending upon their age which ranged from 12 to 14. The school is affiliated to CBSE and is English medium. The sample consisted of...
50 students which were evenly divided between males (N=25) and females (N=25). The mother tongue for a majority of students was Hindi but it was mandatory for all students to communicate in English throughout the day except Hindi period. Even though no fine was levied for speaking in Hindi, but if a teacher caught a student speaking in Hindi she compelled them to converse in English. The reasons offered for speaking English varied depending upon the situation or the mood of the teacher. Most of the times the teachers reminded the students of the rule of the school but if she had the time to explain the reason she talked about how knowing good English could lead to better prospects in the future or may be how people would mock at you if you did not know how to converse in English, sometimes the teachers could also say that even though Hindi is our national language and we should respect it, English is a language of power and therefore one must learn it.

**Instrument**

The instrument used for this study is based on *Adult ESOL Learners in Britain by Khanna et al (1998).* The questionnaire was basically divided into three sections. The first on catering to personal details, the proficiency of the parents according to the learners, the language they use while talking to their parents and relatives etc. These questions were designed to elicit the socio-linguistic background of the informants. Second was on their motivational orientation and finally, a cloze test was given to assess their proficiency.

**Scoring Procedure**

On the basis of the data elicited through these questions the following socio-linguistic and proficiency variables were isolated and quantified on appropriate scale.

1. Sex: male=1; female=2.
2. Motivational Orientation:
   - To understand better the English-speaking people and their way of life.
   - To gain friends more easily among the English-speaking people.
   - To meet and interact with English speaking people.
   - To think and behave as the English do.
   - To study English literature.

The learners were asked to indicate how important these reasons for learning English were. Each item was measured on a 3-point scale ranging from 1-3. So the minimum score could be 5 which would be indicative of low integrative motivation and the maximum score could be 15 which would reflect a high degree of integrative motivation.

Five statements were given in the same fashion to assess the instrumental motivation.

1. To become independent.
2. To go into business.
3. To get a good job.
4. To get quick promotion in the professions.
5. To acquire educational qualification.

A high score (maximum=15) would imply that the students want to learn English for utilitarian reasons.

3. Cloze test: The learners were given a cloze test with 28 blanks. One mark was awarded for exact retrieval and zero for not exact retrieval. The score was totalled to determine the proficiency of the learners.

**Analysis and Interpretation**

Most informants watch English programmes on television and watch English movies. They judge their parents as fluent speakers and writers of English. But very few informants speak in English with parents, relatives or friends. The language of conversation is Hindi. However, in formal settings the informants switch to English. Many said that while shopping they use English depending upon the store they are shopping in.

**Motivational Orientation**

Following Gardner and Lambert’s (1972) distinction between integrative and instrumental motivation, 10 statements were put in the questionnaire and the informants were asked to indicate on a 3-point scale how important each reason was for their learning English as second language. Figure 1 represents the motivational orientation of the informants.

The informants’ motivation to study English is instrumental. Atleast 86% of the informants think that it is very important to study English to gain higher qualifications, whereas 78% of the informants consider English as a very important language for getting into business. On the other hand, only 26% feel that it is important to understand the
Figure 1

1-5: **Instrumental Motivation**
1= Become Independent.
2= To go into business.
3= To get a job.
4= To get quick promotion in my job.
5= To acquire qualifications.

6-10: **Integrative Motivation**
6= To understand better the English speaking people and their way of life which is integrative motivation.
7= To gain good friends.
8= To meet and interact with English speaking people.
9= To think and behave as English do.
10= To study English literature.

English speaking people and their way of life which is integrative motivation.
Since the students were instrumentally motivated, therefore the scores in the cloze test of the students with high instrumental motivation should also be high. Figure 2 indicates the relation between the scores and the instrumental motivation. The graph clearly proves that the higher the instrumental motivation the higher is the proficiency.

However, a high integrative motivation does not necessarily guarantee a high proficiency in English. Figure 3 proves the point.

Even though the integrative motivation is increasing, the average of the scores goes down. The students may show high integrative motivation but that does not essentially affect their proficiency in the language.

**Conclusion**

This study has provided empirical support for Gardner and Lambert’s (1972) hypothesis that the role of social psychological variables, e.g. attitudes, motivation, in second language proficiency will vary from setting to setting. In a native setting the high scores of integrative motivation resulted in higher proficiency in the study by Khanna et al 1998. However, despite high scores for integrative motivation the proficiency remains low in a non-native setting. This study proves that yet again.

The study has very important pedagogical implications. The teachers of English as a second language not only need to teach the language but also promote positive attitude towards the language. This does not however imply that the mother tongue of the learners is not valued, it only means that certain pedagogical steps must be taken to foster positive attitude towards English.

The degree of motivational intensity the learner has towards learning the language also affects the proficiency in the language. The higher the motivational intensity, the higher is the proficiency of the learner. The teacher has to ensure that certain
steps are taken to keep the students geared up for the classes and keep their motivational intensity on the higher side. The interest level in the class can be increased by engaging students in context relevant meaningful activities. The speaking activities where children get to be in different roles greatly excite them. Certain other techniques like 'five minute games' before the class ends can be played to keep the learners glued to the class. One could also enhance the cultural knowledge about the British and the Americans by celebrating various days as special days for specific authors. A day could be decided as the Roald Dahl day, for example, where the learners could dress up as the famous characters of his novels etc. Such methods will engage the learners and they will look forward to the classes. Bibliography:


Harpreet Kaur teaches English at The Heritage School, Rohini, New Delhi.

Introduces

GATEWAY

A Course in English for Schools

Gateway, an English series of 25 text books for pre-primary, primary and post-primary classes has been designed to suit the latest English language and literature curricula of various education boards and schools in the country. Packed with a variety of interesting reading materials and exercises, the series promises to develop better communication skills in English language. The series comprises Main Course Books with supporting Workbooks and Literature Readers.

For more details about us and our series, visit our website.
Development of Communication Skills among the First Generation Learners at Primary Level

Inder Mani Jain

Under the Sarva Shiksha Abhiyan, I got an opportunity to interact with Primary Teachers on Developing Communication Skills in English in primary school children. This experience turned out to be a challenging one, and then I decided to write up the ground realities of Delhi Govt. MCD run primary schools, along with my revised training module to make teaching and learning of English language an enjoyable and sustainable experience for both the teachers and the learners. I strongly felt that teaching of English was not the only issue in the so-called govt. schools but the general primary education needs to be handled with new perspective using different modalities.

The Training Design

Purpose: To promote the idea that language (any language) is not a subject in the school curriculum to be studied for content only, but it is a tool of communication and a pool of skills to be acquired in different contexts and used in every aspect of life.

Methodology: Interactive; Brainstorming; Hands on learning; Demonstration; Group-discussion; Presentations; Group-work and Display (Materials).

Approach: Child-centric

Special element: Flexibility - scope for modification of the activities introduced.

Strategy: After the presentation of each activity, its purpose, scope of integration in day-to-day teaching and level were discussed followed by the modification of the contents of activity class wise i.e. 1-V in groups.

The training session unfolded with purposeful interactive introduction and then reflecting on its purpose and scope for integrating in day-to-day teaching, the following constraints were posed:

a) The teachers quipped that their children could not even speak in Hindi let alone converse in English. They took one year to learn upper and lower case letters.

b) Irregularity: Most of the children came to school once a week, and some of them would turn up twice a week. Besides, there also existed a category of children who showed up in the school after a month for no rhyme and reason. Very few of them were regular.

c) Parents’ non–cooperation: Parents seldom turned up except to collect money and dress etc. There was never any feedback good/bad from them. For most of the children, schooling was walking between two points-home and school swaying the satchel having textbooks and lunch box. It was surprising to learn that some of the children would carry more lunch boxes than the text books because parents hardly check the bags and every morning they would insert the new lunch box (may be until the stock was over). (It is obvious that the teachers need to inculcate in children the lifelong habits of becoming independent in doing their routine chores and jobs, being regular, being punctual, self-learner besides the life-skills of decision making, creativity, confidence, cooperation etc.)

d) Inadequate infrastructure: Classrooms stuffed with desks; overcrowded classes: brimming with students (when all are present), no/poor quality blackboards, no chalks, no fans, electricity and water etc.

The responses necessitated a brainstorming on the role of language in the development of young learners and role of teacher in the development of language.
Role of language

After discussion, it was summarized that children need language and words to express their needs, feelings, gestures, experiences, emotions, ideas, observations, social interactions and encounters in speech. Language is a natural gift and every normal child is equipped with it. As teachers, it is our duty to brush it, polish it and make them ready to use it. The most striking aspect of this stage of learning is that mental and language development go hand in hand. It was brought home to everyone that the teaching learning process of any second language is no more different than that of one’s mother tongue. The process of learning any language begins with recognizing, producing and making meaning of the macro sounds from the immediate environment to micro sounds i.e. phonemes or alphabets and then the sound patterns in words, their independent and contextual meaning in verbal expression and written text etc.

Role of teacher

The teacher is a facilitator in creating English language learning environment in the school. The organization of following activities can be useful in this direction:

Seating Arrangement: Arrange the desks in □ □ (reverse L) shapes along the three walls and create empty space at the center for group activities—large and small. A dari can be spread permanently in the centre. Buying a dari costs nothing, but returns are immense.

Warm-up: Begin the day with simple warm-ups of 5-10 minutes daily sitting in a big circle on the dari. (Inner circle can be made, if required). Give one word command such as sit, stand, swim, smile, sleep, laugh, clap, run, jog, jump, fly, eat, drink, wash, sweep, broom, write, blow, break, build, burn, catch, throw, dig, bat, bowl, drive, draw, cut, cry, crawl, hit, hold, kneel, tie, lift, open, pick, pour, read, ride, sing, push, skip, smell, touch, wave, yawn etc. It is a suggestive list, add more and more words once the interest is created in the learners.

Suggestions for teachers

• Initially do four to five action words in one day and drill them for days/weeks together until children are fluent with the new vocabulary.
• Keep on inserting new actions in your daily teaching plan as per the learning pace of the children.
• Teacher must use body language and demonstrate the action of every new word to the whole class and then mingle with the children encouraging those who are shy and a little hesitant. Remember these children are too small to take group instructions. They understand the things either individually or in small groups.
• Draw on the blackboard the pictures of action words with words beneath for sight-reading.
• Encourage them sight-read the words from the black board and do the action in order of sequence from top to bottom/ bottom to top. Keep on devising new strategy to sustain the interest of the children.
• While teaching reading encourage children to find out familiar and unfamiliar action words in their textbooks.
• Graduating from simple to complex the teacher should start using phrases and sentences in commands. For instance: right/left, hand up/down/ forward/backward etc. Raise both your hands, close both your eyes/ right eye/left eye etc. The teacher must use body language to visualize the meanings and should not rest until each child enjoys saying and performing the actions.
• Accept the children’s reactions and expressions in mother tongue but the teacher must repeat English words loudly simultaneously.

Free Discussions: It is a circle time activity. Select new topic every day for free discussion related to the child’ day-to-day life. For instance, what did you eat in the breakfast/ midday meal? What is your favourite fruit/vegetable/ snack/ drink etc? What is your favourite colour? Who all are there in your family? How many brothers and sisters are you? Who cooks food at home? What is your father? What is your mother? Who visited your house yesterday? Where did you visit last month? What is your favourite TV serial? What are your favourite sports? What did you see on your way to school in the morning/ afternoon? How do you come to school? What do you do after reaching home in the afternoon? Add more topics.
Suggestions for teachers

- In the beginning accept even one word answer.
- Mother tongue should not be a barrier. Allow them to use mixed language but the teacher must supply English version at once. This way slowly and gradually they will wean away from the use of mother tongue.
- Don’t force the child to speak if he/she doesn’t want to participate. Give them more time, wait and seize of the opportunity when they are even slightly excited.
- When children start sharing more information then announce that ten/fifteen children will speak today and the next ten/fifteen tomorrow and so on.

Labelling the classroom objects for sight reading;

Label each thing in the classroom such as door, blackboard, duster, chalk box, window, panes, bars, wall, desk, bench, table, chair, fan, blade, almirah, cupboard, tube light, switch board, floor, ceiling etc. Daily make them read these words using a pointer. Reinforce the vocabulary by doing several activities like dividing the class into five small groups and making five sets of slips of these words and then giving one set to each group, asking each group to pick the word(s) after the teacher says it loudly. Another matching game with the same set of slips can be played. Ask children to hold one slip in hand and upon hearing the word pronounced read the slip and if it was the same word then run and match either with the same word or object.

Suggestions for teachers:

- Encourage children to describe the objects in the class and then talk about their function, and also trigger their thinking process by asking the question such as what would happen if there was no blackboard in class etc.? Similarly, regarding fans, electricity, water etc.

**Environmental Orchestra:**

- Divide the class into four groups and ask each group to name a different animal and make its sound. All the members in each group will rehearse the chosen sounds and produce that animal's sound together at the signal of the teacher. If the teacher names the animal loudly that group will make a loud sound and if it’s slow, the animal’s response will also be slow. Then she will use other techniques of clapping and raising hands. Raising hands means all the groups will produce loud sound together and lowering the hands means the volume of voice will also be lowered. Clapping will also be done high/low and in counts. If the teacher claps loudly and then twice all the groups together will produce loud sounds etc and when the command reverses response will be accordingly.

Suggestions for teachers:

- Discuss with the children their favourite animals/ pets etc. How to take care of pets, not to tease and stone the animals-stray/pet or domesticated. Let them share their experience good or bad about the animals and zoo. Build up a project on homes, young ones and food habits, uses/roles and sounds of animals. Begin role play initially with their favourite animals with a short speech about the animals.

**Pooling Identity cards**

Ask the children to pool their identity cards in a basket/bowl/box. Mix them up and call the children one by one to take one card from it. After every child has got one card she will tell them to meet the children whose cards they have and then introduce their friends to the class one by one. Children can share information about the home location, father’s name, telephone numbers etc. from the identity card. Name slips can be used in case identity card is not available.

**Introducing Phonemic Sounds**

Decide the sound you are going to introduce at one time. Then select the names of those students whose initial sound is the same. Let’s take the sound ‘a’ and names can be—Anita, Amar, Abhishek, Abhinav, Adnan, Anil, Abbas and many more. If these many names (even two will suffice) are available then call them out and ask the class to say their names loudly and tell what is common in their names. Then she will discuss that they all begin with ‘a’ sound and make them say a-Anita, a-Amar, a-Abhishek, a-Abhinav, a-Adnan, a-Anil, a-Abbas. Then ask the children to name parts of the body and the object from the classrooms that
begin with ‘a’ sound—ankle, abdomen (difficult), almirah etc. Then collect pictures of objects, places and famous personalities—men, women and children whose initial sound is ‘a’ and tell children to prepare worksheets for each sound drawing pictures with their names beneath. Give them drill side by side as under:

- ‘a’ as in cat hat mat pat (draw their pictures also)
- ‘b’ as in bag cab tab

Make a chart/sheet for each sound. It is not given for space constraint. For rhythm practice, recognition of phonemic script and sounds use the chart below. Modify and strengthen it further on the basis of your experiences.

Bold phonemic scripts are to be stressed and rest are normal.

t d t d t d ch j ch j ch j
p b p b p b kg k g k g
m n m n m n f v f v f v
r l r l r l hy h hy h
v w v w v w s z s z s z
u e u e u e x k x k x k

Likewise the word patterns:

tub dub tub dub
tub dub tub dub
chug jug chug jug
purnpun purnpun purnpun
keggun keggun keggun
munนมnum numnumnum
fan van fan van van
run lull run lull run lull
hum yum hum yum hum yum
van won van won won
sipping sip sip sip sip
um en um en um en um
xen ken xen ken xen ken

Create more charts of this pattern for giving practice of phrases, sentences and grammar structures.

INCULCATING LIFE SKILLS THROUGH ENGLISH LANGUAGE TEACHING AT SCHOOL LEVEL

Kusum Sharma

1. English language teaching and learning process

Learning a language is basically the acquisition of skills to use the language purposefully and effectively. Language has always been considered as a vehicle for transmission of thoughts and ideas in any society. To learn English, the basic acquisition of four skills i.e. listening, speaking, reading and writing is pertinent. Where listening and speaking skills help a person to develop effective oral communication, reading and writing skills enable one to operate well in the world of print. Oral communicative skills do a wonderful task of grooming the personality of the child. Through listening carefully and comprehending, the child develops awareness which not only broadens his horizon of knowledge, but also helps him to develop his own point of view on the basis of critical thinking and logical reasoning.

Effective speaking ability helps the learner to be a better communicator with the assistance of certain speech sub-skills like proper pronunciation, modulation of voice, stress on words and required words intonation; once it is attained, half of the battle is won. Appropriate vocabulary and fluency help to make the individual an impressive speaker. This, in-turn, builds up self confidence, self-esteem and also helps the child to dream higher and set his goals of life in a better way.

To be an effective communicator, one needs to be a patient listener with a lot of self-control over one’s emotions.

Coming to the written communication, reading not only helps the learner to gain knowledge from the content, but also provides a better perspective of life. Reading, besides providing a good range of words for further use, also gives mental food for critical thinking and decision-making, which may further help in problem-solving.

Inder Mani Jain is a Course Counsellor with Directorate of Project Planning and In-service, DAV College Managing Committee, New Delhi, and has been looking after the training areas of pre-primary and primary teachers.
It is rightly said that ‘Writing makes a complete man’. The art of penning down the thoughts with appropriate words used emphatically does provide a soothing impact of being creative. Writing skill nurtures and nourishes the desire of being creative which ultimately provides a sense of achievement and satisfaction.

2. What are life skills?

Life skills are abilities for adaptive and positive behaviour that enable individuals to deal with the demands and challenges of everyday living. Life skills are individual skills that each one of us possesses yet needs to enhance in order to meet the challenges of life. Effective acquisition of life skills can influence one’s thinking, productivity, self-esteem and self-confidence.

Three broad areas of life skills are social, thinking / reflective and negotiation skills. These may further be classified as sub-skills as given below:

<table>
<thead>
<tr>
<th>Life Skills</th>
<th>Suggested language activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self-awareness</td>
<td>Expository / informative texts</td>
</tr>
<tr>
<td>2. Critical thinking</td>
<td>Debate and declamation</td>
</tr>
<tr>
<td>3. Decision-making</td>
<td>Debate, Essay-writing, opinion-based discussions</td>
</tr>
<tr>
<td>4. Effective communication, story-telling, poem-recitation allocation</td>
<td>Role-play, conversation activities done in groups/pairs</td>
</tr>
<tr>
<td>5. Coping with stress</td>
<td>Peer-group learning activities, extempore speech</td>
</tr>
<tr>
<td>6. Empathy</td>
<td>Pair-work, project work, group activities</td>
</tr>
<tr>
<td>7. Creative thinking</td>
<td>Story-telling, story-writing, poem-writing, slogan-writing, collage-making</td>
</tr>
<tr>
<td>8. Problem-solving</td>
<td>Inference-making answers, puzzles, quiz, extempore speech</td>
</tr>
<tr>
<td>9. Interpersonal relationship</td>
<td>Pair-work, group-work, presentation, team projects</td>
</tr>
<tr>
<td>10. Coping with emotions</td>
<td>Role-play, argumentative speech, class competition, inter-group games</td>
</tr>
</tbody>
</table>

These activities may be incorporated with the text the teacher takes up in the class teaching lessons from the text book. One or two activities may be planned in advance for the topic to be taken. Every language activity mentioned in the above table may be taken keeping in mind the life skills given against them. The role of the teacher is to conduct the activity effectively taking note of the life skills mentioned. Similarly, when the students are being assessed for the acquisition of various skills or the enrichment under various domains of learning i.e. knowledge of content (cognitive domain), understanding of content (connative domain), and application (affective domain), they may also be assessed for enrichment of life skills. The strategies used for assessing the child for life skills will be the keen observation of the behaviour pattern of the child in various situations like classrooms, playground, interaction at various levels. Such observations may be made directly by the teacher himself or indirectly through various sources like assigning duty to team-leader or class monitor or in consultation with parents; they may be requested to observe the behaviour of child at home.

The above-listed language activities enhance life skills among students in one or the other way. These activities provide an opportunity to the child to express himself and also to share his views with others. These give vent to his suppressed emotions. Children in their developmental stages undergo many changes and their needs to seek others’ attention, to be appreciated for the work and to be cared for, should be gratified. With the help of interactive language activities, the teacher can make the environment child-friendly and conducive for self-learning. Children are the most important unit of society and nurturing skills and values in them is a long-time investment for any nation. Hence enhancing their skills or equipping them with the abilities to attain success in life and career is the foremost function of the teacher. Being a language teacher, more opportunities may be utilized for the students’ activities by making the teaching–learning process communicative.

SOME OF THE ACTIVITIES ARE CITED BELOW:

Activity No. 1

Class – VI Age Group – 11+yrs
Lessons :- `Tress are the kindest things I know’.
Type of discourse: Poem

A. Suggested activities for the teacher:
   i. Recitation of poem by teacher as well as by students
   ii. Plantation of saplings by students
   iii. Using masks and banners with the help of role-play, enumeration of various uses of trees
   iv. Creative writing—a piece of extended writing
   v. Slogan writing ‘Plant trees—save world’.
   vi. Poster-making on ‘preservation of nature and biological resources’
   vii. Class competitions and exhibitions
viii. Organizing a students’ campaign on ‘Save environment’ in the school neighbourhood area

B. Language skills targeted through the poem
   i. Aural–oral communicative skills through-listening carefully and then reciting the poem with effective rhythm and intonation
   ii. Creative thinking, interpretative skills in developing script for role-play
   iii. Writing skills through extended creative writing on topics like ‘A dialogue with trees in the garden in my dream’

C. Life skills which may be incorporated
   i. Effective communication through aural-oral activities
   ii. Critical thinking through enumerating various uses of trees
   iii. Creative thinking – developing masks and corresponding dialogues
   iv. Interpersonal relationship – working in groups, sharing thoughts with others for class competitions and exhibitions. Team work for plantation of sapling
   v. Self-awareness – building confidence and nurturing a feeling of satisfaction by making them important part of the campaign ‘Green Delhi, Better Delhi’

Activity II
Class IV Age Group – 9 to 11 years
Topic – Mother’s Day (Poem)
I. Suggested activities for the teacher:
   - Making a collage for class bulletin board
   - Making greeting cards
   - Making small gifts which are low cost
   - ‘Make a wish’ contest. ‘Extempore speech’
   - Creative writing ‘A small poem on Mother’
   - Poem – recitation

II. Language skills targeted through the poem:
   A. Oral communicative skills
      - Recitation of poem
      - Extempore speech
   B. Writing Skills:
      - Writing small phrases
      - Writing small poem

III. Life skills to be incorporated through the poem will be:
   - Critical thinking for extempore speech
   - Creative expression for making collage greeting cards and gifts
   - Coping with emotions in giving extempore speech
   - Self-awareness and confidence in developing these small things

Activity III
Class VI Age group 11+years
Lesson No. 6
Topic: The Bogey–Beast (Narrative passage-story)
Suggested activities for the teacher:
1. Use of audio-cassette in classroom with well-modulated voice
2. Use of animation CD based and created on the content of story
3. Using masks and monologues with the help of students
4. Creative mask of Bogey-Beast and Woman for extended activity
5. Creative writing based on imagination of fairy with language skills targeted through the narrative passage
   - speech skills by recording one’s own voice
   - developing listening skills using various discourses
   - aural-oral skills through monologues
   - creative thinking
   - writing skills
   - writing a conversation
   - writing dialogues for animation CD

Life skills to be incorporated:
   - Effective oral communication
   - Creative imagination
   - Self-confidence
   - Control over one’s emotions
   - Self-awareness and confidence
   - Developing a positive ‘Can do’ attitude

Activity IV
Class – V Age group 10+Years
Topic – Shankar – The cartoonist (Biographical passage)
Suggested activities for the teacher:-
1. Group work discussing their experience of keeping pets at home
- Class debate ‘Why pets should be kept at home’
- Encouraging children to develop their observation power to watch movement of pets at home and write these
- Sensitizing children towards caring for animals and write small articles on such topic
- Making a collage on the theme ‘love for animals’ and encourage children for caption writing

II Language skills targeted
- Style narrative
- Grammatical structure – use of past tense
- Use of captioned words
- Word-formation with the help of prefixes and suffixes

III Life skills incorporated:
- Sharing and caring attitude towards others
- Empathy
- Interpersonal relationship
- Effective communication
- Coping with emotions

Assessment of language skills may be done by the teacher through continuous and comprehensive evaluation techniques like conducting oral/written test, checklist etc. Assignments and projects may also be used for testing language-skills acquisition. As far as assessment of life skills is concerned, observe changing pattern of the behaviour of children in various situations.

INTERVIEW
Language is not a means to an end; it’s an end in itself.
Barun Kumar Mishra interviews Professor Makarand Paranjape, JNU, New Delhi

Barun: As it is often said, economic power brings literary power, so where do you see India in this light, particularly in terms of literary and non-literary writings in English that emerge from India?

Prof. Paranjape: I think economic power is related to cultural power. You used the word literary power; obviously literary power is a part of the larger category of cultural power. But sometimes you might say that economic power comes from cultural power, so it is not only a unidirectional causality that we see here but something that is multidirectional or bi-directional, one thing leading to the other. I think that Indians have already exploited the economic resources of the English language, as indeed, they have the creative resources. So what I expect now is greater expansion in the market of other Indian languages like Hindi, Bengali, Punjabi, Marathi, Tamil and so on. And this will, I hope, provide a counter balance to the dominance of English. For me the dominance of English creates a cultural distortion both in India and abroad and we the teachers of English need to be aware of it.

Barun: Is India becoming a literary powerhouse?

Prof Paranjape: Well, India has always been a literary powerhouse. It is not a new thing. We have a literature which goes back to 5000 years. If you talk in terms of quality and quantity, the literature produced in India in these last 5000 years is certainly enough to rival that of any other country or civilization in the world. But it is one thing to talk about having cultural and literary depth, and it is another thing to talk about marketability. So if you are using global standards then India has to do a lot to catch up but the truth of the matter is that the literature that we have produced in our twenty or so major Indian languages in the last 600-700 years can rival the best in world. To that, of course, we need to add the literature produced in English in the last 150 years or, earlier, in Persian until the last 100 years, and if you also add the literature...
Indians are playing increasingly an important role; some of the most important English writers have an India connection or south Asia connection. The two most important writers, among the most important writers in English are V.S. Naipaul and Salman Rushdie, Rushdie now lives in America; among the most important English writers in Canada, Michael Ondatjee who comes from Sri Lanka and Rohinton Mistry who comes from India and in U.S.A Bharti Mukherjee and so on and so forth and so also you will see in Malaysia. K.S. Maniyan the most important English writer is of Indian origin. In Australia a lot of important English writers are from India, so my point is wherever English is spoken Indians have reached there. I was in Latin America recently. You wont believe that many of the English departments there have Indian professors so Indians will reach wherever English is reached and they will play an important role in that area, though they were colonized by English first, now they are part of the empire of the English language.

Barun: In the English departments of Indian university and in schools as far as teaching is concerned; we notice a shift from Euro centric literature to Indian literature. Keeping this transition in mind, what kind of literature would you suggest here when there is a controversy about folk tale and fairy tale, regarding the value and morality that they impart?

Prof. Paranjape: I think this is all very stupid, whoever is saying this I don't know but all stories are fictional and to say fairy tale or what you may call mythological stories are useless is the height of idiocy. In my opinion even history is like fiction. We noted that the fact doesn't exist in isolation, for say a fact is put into a chain of other information, and stories are constructed out of it and I certainly think that imaginative literature has a lot of truth value, it may not be literally true, like when one someone says oh! Hanuman jumped across, from Rameshwaram to Sri Lanka and it is unbelievable. Yes, its unbelievable from a certain point of view but from another point of view, from the point of view of poetic truth I think it is very much believable. Why it is unbelievable? And why is Rambo believable or why is Die Hard or Spiderman or any other story believable where the protagonist seems to be full of completely impossible feets, why is James Bond believable? None of these are believable from that point of view. But they all have some artistic or some entertainment value and you cannot judge literary works from the point of literal truth. This is as old as the Natya Sastras. When the Asuras saw themselves being defeated in the very first play where there was the fight between the Devas and the Asuras, and Asuras destroyed the play house and they fought with director and they stopped the performance and then Brahma had to tell them that theater had not to be taken literally. Tomorrow we can have a play in which Devas may lose, so art is deeply connected with power structure and politics, it is not identical to it, as sometimes the Marxists say. So I think our literary heritage is very rich and these Jataka tales are not just Dant-Katha, they have high moral
values, high ethical values and all the stories from Kathasarat Sagar or from Panchatantra, we know the whole background of Panchatantra, these are the stories which taught wisdom. So narratives are source of wisdom and truth this is what we know.

Barun: So you see a racial prejudice going.

Prof. Paranjape: No, I definitely see that and I think that most other people are prejudiced we ourselves are not confident of our own tradition unfortunately, so we see a self-loathing here, which is more dangerous from the prejudice outside. But the basic point of your question is, which is yes from canonical literature we are shifting to Indian writing in English but I think the shift needs to be in that direction the shift have to go farther, we should now be studying Indian literature in English translation or we should have a way in which we can study literature in our own languages and write criticism in English. So we have to move much farther because we are a multilingual society and the model of education that we inherited is a monolingual model from the British.

Barun: Now I shift towards language from literature. The question next is as we see language is taught through literature and we have different kinds of literatures like Indian, African, Australian, English and so on. So what role does literature play in language teaching? Is there no other way to teach language?

Prof. Paranjape: You know there is a debate about this and I believe that of course people teach language without literature. You can teach grammar, you can teach composition and you can make people read the newspaper or any other text to teach the language. The idea of teaching language through literature comes from the idea that literature is enjoyable, but what happens often is that the literary text is simply read in Bazaar notes format or in kunji as we have called it, so if Othello is prescribed students will simply read a guidebook on Othello. So there are these problems with the language through literature model. See, what I feel is that literature is something to be enjoyed within itself and its important for the people who are studying the language to study the literature of the language also and obviously there are linguistic benefits. But I don't think literature should be a means to an end, it should be an end in itself and similarly I don't believe language should be a means to an end, like everybody thinks that there is English for communication, English for special purposes, English for library, English for educational purposes, communicative English etc. I don't understand these things. If I am learning a language, I would like to learn the language for the sake of the language and which we really do, each language in a multilingual society has a different domain. You know it would be ridiculous if you speak exclusively to your mother in English all the time. So these multitudinous dimensions of language have to be explored and exploited and ultimately I think as Bhartrihari would say there is only one language which is human language may be Chomsky would say that and these are all varieties of human language viz. English, Hindi, Chinese, Japanese or whatever, these are all languages but they are a part of human language. So I think human language is a vast ocean and certainly creative, so I think that what makes us human or distinguishes us from animals is language and language is not a means to an end, its an end in itself, this is what I think.

Barun: Now the last question, in most domains where English gets us a job, no knowledge of literature is required there then why should we not teach English language in place of English literature?

Prof. Paranjape: I think what we all mean is teaching language and I don't think we need to teach English literature everywhere. This is an old model and we should change it. There should be fewer literature departments which should have more business oriented courses because what the universities are failing to do what private enterprises are doing. You know what university do not do NIIT did for programming. Similarly, all these English institutes are doing what we can’t do. So we have to change our model and we should have many vocational and practical courses like business English, English communication, English for computers, technical English or English for sales etc. These courses we should have which would get people jobs and literature should be left for fewer people who are really deeply interested.

Barun Mishra teaches English at Rajdhani College, University of Delhi.
A two-day orientation programme on development of language skills for master trainers

SCERT holds INSET programs as a regular feature. There was a need to orient master trainers who could further train resource persons for conducting programs in English at various levels. Hence, a two-day workshop was visualized on development of language skills at R.P.V.V Kishan Ganj, Delhi for master trainers on April 26th and 27th, 2007 from 10:00 a.m. to 4:00 p.m. Twenty six resource persons attached to primary and TGT teachers training program participated in it. Ms. Diane Harley, senior fellow in the University of Pennsylvania U.S.A. who has done a lot of research in the methodology of teaching all the language skills in Asian schools at primary and secondary levels, was invited by Dr. Kusum Sharma, Principal DIET, to hold this workshop.

Dr. Sharma had attended two workshops conducted by Ms. Diane one on the reading skills at American Center and the other on e-messaging at SPM college. These were very informative and valuable for the language teacher. Therefore, she invited her for a two-day workshop which was coordinated by her along with Dr. Savita Bahl.

The objectives of the workshop were as follows:

1) To orient master trainers in providing latest strategies in TESL.
2) To familiarize them with various language activities and fun games to be taken up in the classroom.
3) To motivate language teachers to make their teaching more interactive.
4) To introduce various new techniques to integrate all the four skills in teaching English.
5) To develop handouts and teaching for the purpose of teaching English in classroom.

Ms. Diane emphasized making English communicative keeping in mind the environment of the regions through playway method. Therefore, with the help of various activities and games she imparted the language skills in an integrated manner. Thus all the sessions became interactive and interesting. On the first day different techniques to motivate learners to learn all the skills were discussed in first two sessions. Then in the last two sessions speaking and listening skills and techniques to enhance vocabulary were developed with the help of various activities on day 2, reading skills, writing skills, and teaching of grammar were a part of the program. A number of handouts were supplied. Language games were played with the teachers. Everyone found the sessions extremely useful and learnt a lot. Such sessions should be organized from time to time. Ms. Diane won the heart of every participant with her effective presentation.
NEW INITIATIVES: DU’S SATELLITE COLLEGES MOVING CENTERSTAGE

ELT WORKSHOP AT MAHARAJA AGRASEN COLLEGE - A REPORT

Prem Srivastava

FORTELL, in collaboration with Maharaja Agrasen College, University of Delhi, organized a Workshop on Effective Reading: Strategies and Resources by Dr. Neil J. Anderson, on May 15, 2007 in its Conference Hall. Dr. Neil J. Anderson, an internationally recognized specialist on Reading from Brigham Young University, Provo, Utah had been invited by the Regional English Language Office, US Embassy, New Delhi to conduct workshops for ELT teachers in India. Using this opportunity and the acclaimed resource, FORTELL stepped in and decided to exploit this for the benefit of the ELT teachers at Delhi, cutting across conservative academic lines. The workshop, which was divided into two sessions of an hour each, was extremely well attended with participants coming from all over Delhi and its suburbs in the NCR, like NOIDA and Gurgaon. More than forty participants formed an eclectic group of ELT enthusiasts from colleges of University of Delhi, schools, SCERT, CBSE, English editors from publishing houses, freelance ELT trainers and course material developers. Mr. Richard Boyum, Director and Dr. Rajni Badlani, English Language Adviser, India, Regional English Language Office, US Embassy, New Delhi, not only facilitated the organizing of the Workshop but also attended it.

Right at the outset, Dr. Anderson adopted an inter-active approach with active participation from the audience. In his brief discourse on the significance of Effective Reading: Strategies and Resources, he emphasized certain key pedagogical practices inherent to teaching, such as, group formation, distribution of handouts, inter-active exercises, student’s participation, etc, and spoke extensively on how Reading Strategies increase Second Language Learning performance. Perceptive second/foreign language (L2) learners are those who are aware of and use appropriate strategies for learning and communicating in a second language. The purpose of the use of strategy is to improve performance in the learning and use of one’s second language. Rather than focus students’ attention solely on learning the language, L2 teachers can help students learn to think about what happens during the language learning process, which will lead them to develop stronger learning skills.

Dr. Anderson explained that one specific area in which teachers can develop the meta-cognitive awareness of students is related to teaching Reading, which will help the classroom teacher develop students who are better able to accomplish their learning goals.

Dr. Anderson distributed handouts to the participants, which considered specifically what the classroom teacher can do to develop strong meta-cognitive awareness in an L2 reading
classroom. As students take time to focus their attention on reading by indulging in multiple readings of the same passage, they can make improvements in their learning. Taking time to prepare the learning environment and plan what needs to be accomplished, makes a significant difference in learning and increases reading performance. Dr. Anderson further explained that he had found the use of think-aloud protocols an effective pedagogical tool to help readers select and use particular reading strategies. As learners verbalize their strategies teachers can ask how they decided to select and incorporate a particular strategy. Students need to focus on comprehension of ideas as they read. Classroom teachers were asked to provide multiple opportunities during class for students to practice reading strategies.

Towards the end, Dr. Anderson emphasized that when students engage in reflecting upon their reading strategies they become better prepared to make conscious decisions about what they can do to improve their learning. Strong meta-cognitive skills empower learners. This empowerment not only improves learning but also transfers to other aspects of the students’ lives.

The workshop came to a healthy close, with discussions spilling over lunch, graciously sponsored and organized by Maharaja Agrasen College. 

Prem Srivastava teaches English at Maharaja Agrasen College, University of Delhi.

www.fortell.org

English for Young Learners

Madhu Gurtu

A two-day seminar (8-9 June 2007) organized by American Research Centre, Delhi, on English for Young Learners: Principles and Practices was a refreshing as well as stimulating experience for all the 25 odd participants who came from diverse backgrounds with a range of expertise, capabilities and expectations. The theme of the seminar was aptly chosen, address as it did the concerns of learners, parents, teachers, language planners, researchers and everyone who is involved with languages and language learning—more so, in the present scenario when English is being introduced at the primary level in almost all Indian schools.

At the very start, the seminar proceedings were interestingly different, enlivened as they were by the personal experiences of a bi-/multi-lingual setting narrated by Adnan Siddiqi, Cultural Attache, US Embassy, New Delhi, a succinct briefing about the overview of the seminar by Richard Boyum, Director, Regional English Language Office, New Delhi in his own style—unobtrusive and insightful—and inaugural remarks by Varsha Das, Director, Gandhi National Museum, New Delhi who talked about her own experiences, stressing the need for English to grow alongside Indian languages in a mutually enriching manner.

After a brief introduction by the participants, there was an illuminating presentation by the key speaker, Mary Lou McCloskey, who detailed a framework for teaching English to Young Learners, drawing on the insights from various disciplines such as language pedagogy, education, psychology, linguistics and second language research etc. and demonstrating how methodologies for teaching Young Learners would and should differ in content and design from those meant for adult learners. The research findings show, she reiterated, that learning languages at a very young age not only improve cognitive brain development, L1 proficiency, and academic performance but also fosters social cultural understanding in the young minds. It is important to take advantage of the critical period for language learning for easy and natural acquisition of language structures. With a rich comprehensible input provided by a resourceful teacher, English could be learnt and integrated with the home languages in a meaningful way.

Sprinkled with comfort breaks, discussion moved on to a debate on the issues arising out of introducing English at the primary level, e.g. the problems of resources, teacher training, teaching materials. These were voiced by Nasurddin Khan from NCERT, by Jayshree Mohanraj by CIEFL, Hyderabad in an interesting presentation on ‘Shaping shoes for feet or feet for shoes?’: EYL in India and a case study of Teacher Development at the primary level made by Maya Pundit, CIEFL, Hyderabad.
The afternoon sessions were devoted to Scaffolding Reading and Teaching Writing for Young Learners in which Mary Lou McCloskey set out a detailed plan for promoting young learners’ reading development by scaffolding - providing reading support appropriate for young learners. Progressive scaffolding strategies included ‘Read Aloud’, ‘Shared Reading’, ‘Guided Reading’ and ‘Independent Reading’. Mary Lou also demonstrated steps in Shared Writing. It was interesting to see how learners were involved in the initiating of the topic and connecting the learning to their lives. Teaching writing is important at an early stage as writing supports what children are learning and promotes second language acquisition. In the course of teaching writing as well there was a progression from teacher support to learner independence.

Special interest groups such as ‘Teacher Proficiency’, ‘Teacher Training’, ‘Materials Production’, ‘Story Writing’, were also formed and participants had a brainstorming session in their different groups. The group reporting was kept for the following day. Thus ended Day 1, with exciting discussions, with witty interventions by Rajni Badlani, and consideration shown by Rajinder Chopra.

Day 2 began with heightened expectations as Mary Lou McCloskey unfolded the agenda for a workshop on ‘Developing and Using Low-Tech Visual Aids to Implement ABC (Activity-based Communicative) Teaching and Learning for Young Learners of English’. As many of the participants were actual classroom teachers or teacher trainers, they were all very keen to enlarge their understanding of what kinds of teaching aids can be used in a YL classroom and how these aids can increase learners’ motivation and provide opportunities for authentic and purposeful use of language. This was a very fruitful session as Mary Lou demonstrated how teaching aids can help teachers in adapting learners’ learning experience with their learning styles (e.g., visual, aural/oral, kinesthetic) and different types of intelligence (e.g., verbal, analytic, kinesthetic, musical, interpersonal, intrapersonal, artistic, naturalistic, etc).

The intensely interactive session was followed by an equally intense session of group reporting on various themes which had been assigned to the groups the previous day. A unique feature of the presentations was that every group had to make use of at least one teaching aid to illustrate their point. A real example of translating learning into action!

The presentation brought to the fore a multiplicity of problems and perspectives regarding YL classroom in which children come from different homes and where even teachers are not really proficient in the use of English. The lack of proficiency on the part of teachers leads to lack of resources and a heavy dependence on the use of bilingualism in the classroom.

A natural corollary to the group discussion was a panel discussion on bilingualism in the afternoon, the tone of which was set by the first speaker, Manu, a young inspired teacher teaching young learners. To quote her, ‘bilingualism is a feature of society’ and in the school as well, we have to take L1 and L2 together. Kusum Sharma who saw bilingualism as a bridge linking home and school stressed the importance of proficiency in English but not at the cost of losing their cultural identity. Shefali Ray did not see any reason why languages should be seen as undermining each other but she posed the question, ‘How much of the mother tongue should be used in a classroom?’ Mary Lou McCloskey was interested in the models of bilingualism being used in India. She quoted examples from the Middle East where Maths and Science are taught in English and Religion, Social Studies and Arabic are taught in Arabic. The discussion was brought to a close by Usha Dutta who demonstrated from the NCERT books their team had prepared for the young learners how they had tried to use bi-/multi-lingualism as a resource to be exploited in the classroom. There were a number of problems with the English names they had Indianised and a horde of questions still to be answered about the use of parallel texts in the books. Everyone agreed that bilingualism was a resource; however, there was no consensus regarding the model of bilingualism to be used.

Thus, the two days of interactive excitement drew to a close with an innovative ‘thank you’ note by Richard Boyum in his inimitable way. There was a speculation about ‘What next’. The success of a seminar can be measured from the way participants still want to go on and on with their discussions when the hosts would rather they left. This is what we witnessed at the close.

Madhu Gurtu is a Reader in English at SPM College, University of Delhi. madhu_gurtu@hotmail.com
ELT Workshop at Udaipur
From Aug 23rd to Aug 26th 2007

The workshop is part of a series of efforts made in Hazira at various levels to improve teaching, learning of English as a second language. This being part of the effort on larger canvass made by Shell HLPL and Vidya Bhawan in partnership to improve the overall situation of education in the area. The long term objective of the workshop is to bring activity center within the fold of local level institutions helping Hazira children learn English as a second or perhaps third language.

The workshop saw an attendance of 40 participants. The participants were as under
(i) Hazira Activity Centres – 12
(ii) Sewa Mandir NFE Instructors – 21
(iii) VBS Office Staff – 7

The workshop commenced at 11.30 am with an opening address by Dr. Khanna who said that the focus of the workshop would be on developing the following skills.

1. Listening
2. Speaking
3. Vocabulary
4. Reading

Mrs. Falguni Chakravarty was introduced to the participants as the Facilitator and she stressed the need for all participants to shed their inhibitions and participate whole-heartedly as it would be an interactive workshop and not a session of lectures. She also reiterated that since the activities were aimed at children, all the participants had to forget that they were adults for the next four days.

The participants were divided into four groups with 10 participants in each group.

The session began with an Introduction game where the Facilitator threw a ball at each participant and asked him his name.

Simple word commands for 'Listen and Do' like walking in, out, round and round about, clap, smile, yawn, hop, jump, skip, laugh, cry, right hand up, close one eye etc, were given and the participants did as they were told. These word commands were used on all the days as a warm-up exercise.

Interactive question-answer sessions, riddles, read-aloud stories, bi-lingual stories, and matching pictures to words were the highlights of the first day. Charts were also prepared by the various groups on particular themes like ‘My Village, Festivals, Seasons, Water’ etc.

The second day saw the participants enthusiastically playing the game of ‘Categories’, clapping and snapping their fingers to the rhythm while saying aloud the names of Fruits, Vegetables, Seasons, Colours, Shapes, Days of the week and Months of the year. This was a vocabulary development activity, which everyone enjoyed. A few rhymes with actions were also demonstrated and taught by the Facilitator, the most popular one being ‘I’m a little tea-pot’. Memory games, rhyming words, and a jigsaw puzzle of parts of the body were the highlights of the second day.

The ‘Listen and Do’ commands of the third day were conducted with a difference, using name tags of the Days of the week – eg ‘Wednesday—open the door’, ‘Thursday and Saturday—raise your hands’. As the day progressed, participants were put through many interesting activities like People who help us, questions and answers using ‘Can you…..? Yes, I can…..No, I can’t’, Action words, naming an object
Educational and Cultural Programme and TESOL Convention 2007

Dr. Mukti Sanyal of Bharati college, University of Delhi, attended the Educational and cultural Programme in Los Angeles and 41st Annual TESOL Convention in Seattle, USA between March 14-25, 2007. The trip was funded by the Regional English Language Office of the Public Affairs Section, US Embassy, New Delhi.

ENGLISH LANGUAGE TEACHING HELPLINE

www.ELT helpline.com

ELT Helpline is a bureau of ELT professionals and experts who have joined hands to help students and teachers in solving the problems that they face in learning/teaching English.

It aims at providing the following:

- Question Bank for classes IX, X, XI and XII.
- Classified questions from previous papers.
- Model Question Papers (with suggested answers).
- Practice Test Papers.
- Counsellors for TOEFL examination.
- Packages for improving Spoken English.
- Provide an update on work in progress in English Language Teaching.
- Suggest useful reading materials for improving classroom teaching.
- Organise workshops for improving specific skills of English.
- Assist teachers in conducting classroom research.
- Help schools/institutions in producing worksheets for intensive teaching.
- Help primary school teachers and teacher–trainers in preparing games and activities.
- Provide packages for teaching grammar, vocabulary and writing skills.
LANGUAGE ACTIVITIES

MATCHING WORD PAIRS

A Matching Game to help learners retain words in long-term memory.

Objective
To make correct nouns from a given set of verbs by adding -ation, -ment, -ion.

This is a Group activity suitable for Class V students.

Materials Required:
(i) Four copies of the Worksheet
(ii) Four blank sheets of paper
(iii) Pencils

1. Divide the class into four groups.
2. Distribute one set of the materials to each group.
3. Give them ten minutes to do the task.

WORKSHEET

Instructions
1. There are 16 verbs in the box.
2. Choose the correct noun forms of these verbs and write them in your blank sheets. Take care – all the nouns are not correct!

Announcement

FORTELL proposes to bring out a monograph on Evaluation in December 2007.

Articles invited.

Last date: 15th October, 2007
-- madhu_gurtu@hotmail.com

BUILDING VOCABULARY

An activity suitable for Pre-Primary children.

Fill in the blank circles with a letter from the inner box to make 6 three-letter words.

Falguni Chakravarty is a freelance ELT practitioner.
**LANGUAGE ACTIVITIES**

**LANGUAGE GAME**

**Group Yourself**

- **Level**: Primary (Class II/III)
- **Time**: 40 to 45 minutes
- **Grammar**: Parts of Speech (Nouns, Verbs, Adjectives)
- **Materials**: Slips more in number than the strength of the class in which words have to be written which are nouns or verbs or adjectives.

**Objective**: To read, comprehend and identify the words as different parts of speech.

**In Class**

- A box of slips to be kept on the table in which there are equal numbers of words which are nouns/verbs/adjectives.
- The class to be divided into more or less three equal groups A, B and C.
- The group member to be identified with a mark A/B/C either on their palm or pinned on their sleeve.
- The teacher has to make three named circles or keep three placards to indicate nouns/verbs/adjectives.
- Now in turns the children will come from each group, pick up a slip, identify the word as the respective part of the speech and stand in the indicated circle or near the placard.

- When all have finished, children standing in the circle/placards indicated will read the word in their slips.
- (Meanwhile, the teacher can draw three columns A,B,C on the board to mark the scores.)
- If any child has a slip of “Verb” but is in the wrong place that group will lose a mark. Right ones will score a mark for their group.
- Thus every child’s understanding will be made clear and it will give a feeling of group work also.

---

**Our Publications on ELT**

- Language Activities (A, B and C)
- A graded English Grammar and Composition (Introductory and 1 to 5)
- English in Use (Introductory and 1 to 5)
- Compact English Grammar (for Junior Classes)
- A Book English Grammar and Compositon Including Reading Comprehension (for Secondary Classes)
- Communicate in English (Vol.1 and 2 for 1X and X)
- Steps to Cursive Writing (Introductory and 1 to 8)

---

**KOHINOOR PUBLICATIONS**

| A Progressive Schools Publication |

11099, First Floor, Doriwalan, East Park Road, Karol Bagh, New Delhi - 110 005
Ph.: (011) 65495347, 23536333, Fax: 23541852
E-mail: me@kohinoorpublications.com Website: www.kohinoorpublications.com

---

Ms. Rama Ramji, Principal, Vidya Bhawan Public School, Udaipur

---

*FORTELL Newsletter, September 2007*
AN OPEN LETTER TO HER MOTHER

Prerna Malhotra

Ma!
Should I address you as ‘Ma’
Who stopped mothering me?
After creating and preserving for a few weeks
Who became the whole ‘Trinity’?
The sprout uprooted
Ere being nurtured into a plant
The bud crushed
Before it could disseminate its odour as a flower!
Sleeping calmly,
Unaware of murderer’s ruthless designs
Brutally butchered in my own den
And evacuated for the last rites!

Leaving the cozy bed
Into a blood-soaked sheet
Came out the stained weapon of insensitiveness
The voucher of ruthless deed!

What justice do you believe in?
Kept mum when innocence was hanged
When closed eyes were closed forever
Defenseless nameless little soul was banged

I’m not alone
But with millions in aggregation
Erecting a compendium
Against indifference and deception
This is my home and my crematorium
I’ll be here whether dead or alive
I must haunt thee
Till thy passions are undried

Posing an ever-echoing query
How could emotions be cremated?
And how could ‘Matrishakti’
Be so enfeebled and compelled?

Tiniest insects have their share of instincts
And beasts too spare their blood
Even the savages are not so ferocious
Then how could you do it, Ma?

—Your nameless unborn dead daughter

Prerna Malhotra teaches English at Dayal Singh College (E),
University of Delhi.

FORTELL’s Affiliation to TESOL

FORTELL’s application for affiliation to TESOL (Teachers of English to Speakers of Other languages, Inc.) has been approved.

Here is a list of benefits that will be available to FORTELL as TESOL affiliate:

- Online Leadership Discussion Lists: To facilitate networking and information exchanges, affiliate presidents, liaisons, and editors from around the globe share best practices, tips, and strategies online throughout the year.
- Affiliate Conference Calendar: To help increase participation in affiliate conferences, affiliates may post annual conference information on TESOL’s online Worldwide Calendar of Events.
- TESOL Mailing Labels: To help affiliates recruit new members and announce meetings to TESOL members in a specific locale, complimentary mailing labels are provided to affiliates once a year upon request.
- Complimentary Individual TESOL Memberships: Every year, affiliates in good standing receive seven complimentary, individual TESOL memberships for members who are not already members of TESOL.
- Affiliate Meetings at the Annual TESOL Convention: To provide affiliate leaders with the opportunity to share hot topics, issues, and concerns with their counterparts from around the world, affiliate leaders participate in an annual Affiliate Leaders’ Workshop, an Affiliate Assembly Meeting, and a Newsletter Editors’ Workshop at the annual TESOL convention.
- Grants to Affiliates: Affiliates may apply for TESOL Affiliate Travel Grants, which help send an official representative to the annual TESOL convention.
- Affiliate Partnership: This partnership links affiliates with common interests and goals in a professional relationship so they can exchange ideas and newsletters, co-sponsor conferences and workshops, provide and receive financial support, and share membership lists.
- TESOL Promotional Package: TESOL will mail a package of promotional TESOL materials to affiliate annual conferences by request. This package includes two TESOL publications, membership materials, and the latest news in advocacy.
- Consultant Service: TESOL staff, affiliate leaders, and the TESOL board of directors are available to answer questions and to direct affiliate leaders to relevant experts within the TESOL association and profession.
- Affiliate Speaker Requests: Affiliates may request a member of the TESOL Board of Directors or staff member as an informative keynote speaker for affiliate conferences.
BOOK REVIEWS

Globalization-Language, Culture and Media

Dripta Pipalai


The objective of the book was to have a discussion on globalization-homogenization of culture, and the ability of people to share their individuality.

The first chapter is ‘Globalization, Language, Culture and Media-Some Reflections’ by S. Imtiaz Hasnain and R.S. Gupta. Anxieties of academic world as a result of globalization, its possible negative impact and the birth of new hegemony have been discussed here. Another important focus here is the movement of ideas and customs ‘from west to the rest’-, which is also a contribution of globalization. Complexities created by the global culture, local process of ‘nativization’, politics to kill minority languages have also been emphasized.

Anjani Kumar Sinha’s ‘Globalization-The linguistic Perspective’ has tried to view globalization by relating it to the crisis of international economy and efforts of the developing nations. The new power game and English language and the resulting language shift have become a key issue in this article. Issues like minority English speakers and Indian language policy makers, widespread use of English in research and tech-domains have been discussed here.

‘Once were languages ‘Languages as Property in a solved world’ by Peggy Mohan has aptly mentioned that the Indian languages which are strongly associated with poverty are ambitious about the big world of English. Issues related to the myth of multilingualism and intellectual ability, village dialect continuum, language birth outside power-domain have been discussed in the article. Mohan’s claim that the empowerment of poor people will lead them to sacrifice their own language is an extremely important statement.

Chaudhury’s ‘Will India become an English speaking country’ has discussed the hegemony of global English which is killing both elite and non-elite languages. The author’s declaration ‘let all tongues become languages of education, mass media and market’ has echoed the constitutional demands but lacked the discussion of the possible-impossible in the mapping of Indian language policies. Post world war English-dominance, issues of Hindi as a national language have also been discussed in this article.

Munnun Jha’s ‘Language, Dominance and Rights’ is a comment on Chaudhary’s paper. But Jha has not agreed with Chaudhary’s view that multilingual India will become an English speaking country, she has mentioned that it will remain a multilingual country.

‘English as a global language-Implications and Apprehensions’ by Anju Sehgal Gupta has discussed issues like post world war America’s super power and English and the decline of the French, nativization of English in various zones, e.g. in cyberspace.
The paper on ‘Language Globalization and Market Realism’ by Shailendra Kumar Singh has asserted that the ‘rapid economic liberalization’ for the formation of global village is very much related to language globalization. The paper has mentioned that, Globalization is bringing, as opposed to imperialism, national and international communities together. It has also been remarked that, in multilingual India, language choice is market-forced. But English has consolidated the market-field.

In ‘Globalization, media and linguistic numbness (With special reference to Gujarati)’ Bharati Modi has mentioned the Anglo centric education of Gujarat, where the ‘good’ and ‘poor’ English-knowing classes were born. Modi has said that the birth of Indian English has created a ‘Semi–lingualism’.

‘Economic Relevance of Language in Post-Global Indian Consumer society’ by A.R. Faithi had discussed the communication revolution, which had created problems related to linguistic identity and culture. The paper has reviewed the impact of Globalization on the use of major, minority and foreign languages in Indian communicative setting. Faithi has mentioned the marginalization of minorities, the control of power over one linguistic group to another.

‘Linguistic Cyber-Colonization’ by Debaprasad Bandyopadhyay has mentioned the market-sponsored space, where the ads are advising people to localize. The article has focused how the Chomskian notion of I-Language and E-Language are being affected in the age of Globalization. The paper has stated that the future language will be the consequence of Electronic-Capitalism and condition of the subject has become an important focus of the paper.

In ‘Globalization, Internet, Language and Culture’ by Ambrose Pinto S.J., internet has been viewed as an ideological tool which is led by the elites. But a detailed discussion regarding the localization of internet is absent in the article.

‘Cultural dimensions of Globalization-Assessment of Impact of the Internet’ by Ishrat Alam is the next paper. The paper has tried to assess the role of Internet in the globalized world. Alam here has agreed with Pinto’s view of democratization of Internet, but he has pointed out that freedom of expression, to some extent, has also become possible because of Internet.

‘Art of Resistance in the era of Cultural Globalization’ by Avijit Pathak has raised some complex questions like: can we retain our cultural memory? These questions are really important in relation to globalization and the complex human mind. The paper has asserted that we need ‘art of resistance’ to cope with the complexities which emerge as a result of Globalization. Pathak has tried to see the positive aspect of Globalization, which should be mutual, reciprocal and related to interdependence. Pathak has also pointed out that hybridization can help Globalization to be an egalitarian process. The paper has mentioned the importance of cultural dialogue, which can lead to an alternative positive Globalization. The notion of this alternative Globalization, in reality, cannot be said as a possible thing, perhaps. As Pathak has mentioned, it is not at all an easy task.

‘Politics of Globalization and the art of resistance’ by Birendar Pal Singh has asserted the need to understand the politics of Globalization. Singh has emphasized the importance of policies and, following Pathak, he has mentioned that, we should be optimistic and the art of resistance is actually needed.

‘Globalization and Post-Modernism-Defending Foucault’s Interrogation of Modernism’ by Farhad Hasan has pointed out the use of Orientalist Discourse by the West.

The book has published an extremely good collection of articles related to issues like language and Globalization. Discussions on language dominance, language planning in spheres like administration and education, new hegemonies and cyber languages have surely enriched the new study areas of sociolinguistics.

Dripta Piplai is a Ph.D. student at the Deptt. of Linguistics, University of Delhi.
ENGLISH AT THE WORKPLACE

Prerna Malhotra

In the modern-day world no one dares underestimate the importance of communication skills at the workplace. Today, the magical instrument called telephone has changed the scene at the workplace and telephoning is no longer just dialing the number and speaking. Then why not learn what to say and how to say as it matters a lot at the workplace. Similarly, curriculum vitae is manifestation of one’s personality. It speaks volumes, and tells more than what the lips can do. That is why we have nice tips to prepare a crisp and an impressive CV.

Does the workplace include listening also? Yes, listening with eyes as well as with ears. The book has a researched unit on listening as well as speaking in this book. There is homework for the learners—listen regularly Koffee With Karan/Rendezvous with Simmi Grewal/Face the Magic with Veer Sangvi. Make a list of expressions in daily use, notice stress, pauses, gestures while others speak and after a month present a mock show. Believe me it would work!

In the book the learners come across some interesting facts about language, especially like the proposal of the European Commission about Euro language. It sounds interesting to know S and K replacing C and C permanently vanishing from the keyboard and also “the confusion will be cleared up without any difficulty”.

Starting from reading of a poem in the class to graduating to the marking of phonetic symbols, the syllabus that is spread in two years provides much needed cognitive abilities to the learners. The gamut is very vast—from simple visuals to reporting and summarizing, from the general misconceptions about language learning and teaching to actually writing a review of a film or to evaluating written piece.

As a teacher I did not expect my B course students to write wonderful topics with the typical 6 question words- who, what, why, when, where and how. But the results were very amazing when they came out with topics of unbelievable depth of language. Similar kind of surprise waited for me when they could break a word into syllables, both stressed and unstressed syllables. Interactive exercises reciting/copying after the teacher also worked very well even with the adult students. Then there are vocabulary building exercises as well as exercises for giving practice in stress and intonation.

It is something innovative in a language course book to make learners learn about various nuances of language. Since the target group can discuss, express (though in the mother tongue generally initially), draw inferences and exemplify situations, I hope that the book will be successful in achieving the expected results from the target group.

Prema Malhotra teaches English at Dayal Singh College (E), University of Delhi.

Publisher: Macmillan India Ltd.
Pages-82
Price: Rs.75.00

PROFILE+

Professor
Jacob Tharu

Throughout my teaching career, I have been influenced by what Jacob Tharu told us during a class in Testing and Evaluation: “As practising teachers, all of you enter this class with a B Grade. If you can teach me something I don’t know, you get an A grade. However, if you forget what you already know, your grade drops to a C.” This helps remind me that students are not ‘empty vessels’ but come to my class with prior beliefs and experiences. Jacob Tharu has had a deep impact on his students, most of whom were practising teachers. Although his official area of expertise was Testing and Evaluation at the Central Institute of English and Foreign Languages in Hyderabad, students sought his advice on a variety of projects and dissertations.

Jacob Tharu was a science graduate who did an MA in psychology from St. John’s College (Agra University); his MA thesis project was based on the construction and standardization of an achievement test and this experience strengthened a nascent interest in education. For two years, he worked as a Support teacher in an ‘alternative’ school in the USA before getting his Ed.M from Harvard University in 1964. After a stint at the University of Southampton, UK he joined IIT Kanpur as a Lecturer in Psychology. In 1973, he joined CIEFL in Hyderabad, where he worked in the Department of
Evaluation, retiring as Professor and Head of the department in 2003.

With his background in psychology and psychometrics, Professor Tharu brought much-needed rigour into language testing, but it was his interest in education that made him frame assessment issues within a larger educational framework. The dissertations he supervised at the CIEFL (35 M.Phil and 7 Ph.D dissertations) covered a wide range of specializations within English language teaching beyond testing and evaluation: reading and writing processes, bilingualism, distance education, and syllabus reform. He expected his students to ‘think’; he tried to move us beyond the conventional wisdom we encountered in our reading, and cast our research questions within a larger educational framework.

Since examinations have a central role in an Indian student’s life, Professor Tharu worked on different projects to improve assessment at the national and regional level. With the Union Public Service Commission, Staff Selection Commission, and Banking Service Recruitment Boards, he assisted in language test design, item writer training, item review and item banking. At the regional level, he helped develop achievement test models and examination schemes for Secondary Boards, universities, and autonomous colleges that had initiated steps toward reforms of syllabi and examinations.

Among the special assignments he undertook, two were especially rewarding. With Alan Davies of Edinburgh University, he conducted a summative evaluation of KELT-British Council Projects at four universities in South India in 1990. In 1990-93, he was a consultant on curriculum design and evaluation on a project to introduce primary education through the mother tongue for the Diocesan Society for Education in Goa.

His research articles have been published in journals and books, but he values two seminars as professionally rewarding. The importance of the multilingual context was stressed at a seminar at the Central Institute of Indian languages, Mysore in 1984, where he presented a paper on ‘Accommodating bilingualism in language evaluation’. His first entry into primary education evolved from a seminar by DPEP and M.S. University, Baroda in 1997 where his paper was on ‘Using evaluation technology comprehensively to promote learning’. It was an opportunity to focus on primary education, leading to his involvement with NGOs and the NCERT.

Asked about his main contribution to the field, he said he has been able to reach large numbers of practising teachers through on-site, distance, and refresher courses in testing. Here he was able to show teachers that despite the requirements of the examination system, internal assessment remains within the teacher’s space; this is both a responsibility and an opportunity to decide what is taught in class. This has changed the teaching orientation of many teachers at primary, secondary, and college levels.

Another contribution has been his influence on the examination pattern for language tests. When the UPSC first introduced objective tests in 1976, he helped evolve the patterns used in language tests, such as the modified cloze procedure and sentence re-organization. This set the pattern for competitive and functional examinations by banks and other agencies.

Now that he has retired, Professor Tharu’s involvement with education has grown. He is Chairperson of the National Expert Group on Evaluation in Elementary Education (NCERT) and a member of the Steering Committee for elementary education in the XI Plan proposals. He was a member of the Working Committee to set up an MA in Elementary Education at the Tata Institute of Social Sciences (TISS) in Mumbai and will teach the course on Research Methods. And he continues to write courseware for Open universities, such as BRAOU in Hyderabad, and serves as visiting resource person for UGC refresher courses in English and Education.

Renu Gupta, University of Aizu, Japan.
MEMBERSHIP FORM OF FORTELL

1. Surname: ____________________________
2. First Name: __________________________
3. Address (Residence): __________________________
4. Telephone No.: __________________________
5. E-mail: __________________________
6. Qualifications: __________________________
7. Institution/Organisation: __________________________

8. Professional Interests. Indicate by putting tick/ticks.
   - Curriculum Development
   - English for Young Learners
   - Materials Development
   - Communications Skills Development
   - Teacher Training
   - Testing
   - Technology in ELT
   - Literature Teaching

9. a. Research papers published during the last five years. (attach the list).
   b. Seminars/conferences/workshops attended/conducted/organised during the last five years. (Attach the list).

10. I enclose my membership fee of Rs. _____ as per the details ticked below:
   i) Type of Membership:
      - Annual Membership
      - Life Membership
   ii) Membership Status
      - Individual
      - Student
      - Institution

Signature: __________________________
Date: __________________________

Notes for Contributors

FORTELL Newsletter appears three times a year i.e. January, May and September. Contributors should note the following.

FORTELL Newsletter caters primarily to the practising teachers at all levels. It accepts contributions from its members only.

Contributors should note the following copyright conditions:
1. Copyright for every issue rests with FORTELL Newsletter.
2. Copyright for individual contributions remains with the authors.
3. Copyright for individual reports and papers for use in other places remains vested in the contributors to whom applications for right to reproduce should be made. FORTELL Newsletter should always be acknowledged as the original source of publication.
4. FORTELL Newsletter retains the right to republish any of the contribution in its future publication or to make it available in electronic form for the benefit of its members.
5. All contributions for publications should be e-mailed and accompanied by 25-30 words bio-data of the contributor and a passport size photograph.
6. No contribution should exceed the limit of 750 words.
7. The Editors reserve the right to make editorial changes in the manuscript and will not return any contribution submitted.
8. The contributions should be sent at a_l_khanna@yahoo.co.in.

The deadline for January 2008 issue is December 1, 2007.