FELT

FOCUS ON ELT

Journal
of
English Language Teaching

Regional Institute of English
Chandigarh Administration
Chandigarh

CONTENTS

FELT: Focus on ELT

Journal of English Language Teaching

From the Chief Editor's Desk

FELT is a peer-reviewed journal that publishes papers and articles on English language teaching which has always been the main focus of the journal. However, we have also been including in our journal articles on literature and linguistics. This is with a view to promoting the idea of interdisciplinarity which is important for research for we must know and understand how different disciplines are related to each other and how they overlap. We therefore include in our journal papers related to English language teaching or anything that can offer insights into language teaching, directly or indirectly to include analyses of literary and non-literary texts or textual analysis involving Semiotics, Stylistics, Pragmatics and Discourse Analysis or any other linguistic approach with a focus on language, verbal and/or non-verbal. Non-literary texts include a vast variety such as a photograph, a film, a documentary, a magazine/ newspaper article, a letter to the editor, an advertisement, a radio talk, a television show, an interview, a website, a Facebook or WhatsApp chat and ethnographic data. The list is, by no means, exhaustive.

In the current issue, the articles range from topics such as role of textbooks in a diverse cultural set up, contextualising socially determined linguistic input, continuous professional development, e-teaching and learning, to a critical discussion of discourse, power and psychology and an analysis of trauma in a short story that focuses on language used by the narrator and the characters borrowing insights from trauma theory and stylistics.

Also, the issue includes a book review article and we intend to make it a regular feature of the journal.

Vandana Lunyal
Chief Editor

From the Editor's Desk

The current issue of FELT focuses on contemporary issues in the field of English language, literature and educational technology. The paper *Continuous Professional Development and ELT – Some Perspectives* examines how the term teacher-training has been replaced as a result of the promotion of the concept of Continuous Professional Development and emphasizes the necessity for a comprehensive survey in Indian schools, which will aid in raising awareness of the issue's relevance and significance.

The paper *Role of RBSE English Textbooks in Multicultural Classes* examines RBSE English textbooks in Rajasthan secondary schools from a cultural perspective as well as compatibility with the demands of both learners and teachers, highlighting the problems faced by these students in these schools, who come from far-flung communities with a variety of manners, languages, customs, castes, backgrounds, cultures, religions, and levels of ability.

The Postmethod Condition: Strategies of Contextualizing the Socially Determined Linguistic Input examines how the teaching of second language has witnessed the life, death, and regeneration of numerous techniques. This paper emphasizes that a teaching framework must develop from classroom experience and investigates how learners can benefit from the interacting effects of diverse language components by contextualising linguistic input.

Some Critical Reflections on Discourse, Power and Psychology asserts on that though discursive psychology makes use of discourse to investigate people's emotions and psychological states yet it lacks a critical stance and does not employ specific language tools to understand the structure of narratives and interaction. It argues that each approach can complement the other and that combining insights from different frameworks can result in a more comprehensive, nuanced and textured analysis of people's discourse and their identities, emphasizing the intertwining of social and psychological forces in our lives.

The paper **A Pluralistic Analysis of Literary Trauma in Patrick O' Brian's Short Story 'Samphire'** asserts that the nature of trauma is not universal. It discusses the role of geographical location of traumatic experiences within a larger cultural context together with a linguistic representation of trauma in the story.

The transfer of skills, knowledge and teaching using e-resources or e-learning through computers and the Internet has enabled the delivery of education to multiple recipients at the same time without any concerns about location or time for both the teacher and the pupils. This aspect is discussed at length in **New Age Learning of E-Teaching and Learning (ETL): A Perspective**. It highlights how the lack of human element previously hindered this type of learning, but with advancements in learning systems, the development of OER (Open Educational Resources), and technological advancements, the path to personalised learning has led to ETL (e-Teaching and Learning), which is now widely accepted.

Raising Teacher Awareness and Sensitivity towards the Needs of Students with Learning Dis/abilities looks at different types of learning disorders, the need to raise teachers' sensitivity and awareness of the requirements of students with learning disabilities, and focuses on the symptoms of learning difficulties, their practical ramifications, and strategies for overcoming them in order to provide the afflicted students with the necessary support to enable smooth functioning in both the social and scholastic spheres.

Our new feature 'Book Review' presents a detailed review of the book entitled *English Literature in Context'* that discusses how useful this resource is for the students and teachers alike.

Happy reading!

Jyoti Singh
Editor

Role of RBSE English Textbooks in Multicultural Classes

Sanjay Arora and D.D. Arora

Abstract

The focus of the paper is to present an analysis of RBSE English textbooks in secondary classes of Rajasthan from cultural point of view. In an average classroom in Rajasthan, despite the learners coming from different cultures, they share an underlying common thread but when it comes to foreign culture, they are at a loss to comprehend the text. It poses serious hurdles for the learners; as a result, the students lose interest in learning English and the teachers in teaching it. In RBSE affiliated schools the students come from remote villages having different manners, language, custom, caste, background, culture, religionand competence level. The paper is an attempt to analyse the textbooks of English at the levels mentioned above from the point of compatibility with needs of both learners and teachers. So the paper will bring to light the anomalies which the presenters came across during the course of their survey and analysis.

Key words: Textbook, Culture, Compatibility, Communication, Competence, Comprehension

Introduction

Textbooks are a key component in teaching English as a foreign language because they provide the basis for the content, takes into consideration a balance of skills to be taught and define the kinds of language practice the students need to take part in. Much of the language teaching that happened throughout the world today cannot take place without extensive use of textbooks. However, if we talk about the textbooks running in schools affiliated to Rajasthan Board of Secondary Education (RBSE), we realize that little attention is given to incorporate sufficient material to help the learners build grammatical and communicative competence.

The main problem with the present textbooks is the socio-cultural disconnect. Tudor (2001) points out that the socio-cultural dimensions of communication and the cultural contents intervene significantly in language use and therefore, culture cannot be ignored in designing and framing the syllabus for English language teaching. Language and culture are interrelated and language

The PostmethodCondition: Strategies of Contextualizing the Socially Determined Linguistic Input

Narasimha Rao Kedari

Abstract

The teaching of second language has been the witness to the endless cycles of life, death and rejuvenation, of several methods. As it has reached a heightened state of awareness to disentangle from this endless search for a method leading to an elusive solution of continually repacking and recycling the same old ideas, a preeminent need is felt for an alternative to method rather than an alternative method. This postmethod condition outlines that a teacher well-informed about principled pragmatism can evolve a teaching framework to develop knowledge, skill, attitude and autonomy, and to devise for themselves a systematic, and relevant alternative to method. While envisaging that such teaching framework must emerge from classroom experience, this paper studies that linguistic input should be contextualized for learners to benefit them from the interactive effects of various linguistic components. Besides, it accentuates the teacher's role in creating contexts that lead to meaning-making in the classroom.

Key words: Postmethod, Techniques, Strategies, Linguistic Input, Microstrategies

"Method" is a much explored and reconfigured word in Second Language Teaching. It has brought into existence a fund of robust reflections of language teaching in the past few years. A course in *Techniques and Methods of Language Teaching*, with the same or a different title, forms an integral course work for the language teachers around the world. A comprehensive course in Methods is preferred in developing the basic knowledge and skills for a prospective language teacher.

Grossementions that a survey shows that classroom techniques receive "the greatest amount of attention and time in the methods courses… [and] deal almost exclusively with specific language teaching methods" (32, 38). A large variety of evaluative thoughts defining the nature and scope of the method were constantly persistent (Allwright, 1992; Brown, 1991; Freeman, 1990; Pennycook, 1989; Prabhu, 1990; Richards & Rodgers, 1989; Widdowson, 1990).

Continuous Professional Development and ELT – Certain Perspectives

R.V. Jayanth Kasyap

Abstract

The term teacher training was in vogue for over period of time and at present considering the importance of perennial learning, the concept of Continuous Professional Development is promoted. The benefits of training are short term and development which occurs over period of time is expected to ensure effectiveness in improving and using the teaching competencies. CPD which is widely practiced in the west brought healthy changes and gave scope for the teachers to learn and emulate besides strengthening their academic and professional rapport with their colleagues and counterparts. Its initiatives don't cost much and blended learning programs can be devised congregating the fraternity of teachers. The present endeavour **Continuous Professional Development and ELT – Certain Perspectives** examines the coral features of the concept and offers certain perspectives relevant to English Language Teaching**.** The view points are based on certain insights drawn as a participant of Six Week Online Training Programme conducted by TESOL.It also puts forth the need for a proper survey in Indian schools which will be helpful in creating right awareness about its relevance and importance.

Key words: CPD, Learning, Reflection, Peer Collaboration, Observation

The concept of Continuous Professional Development has changed the complexion of English Language Teaching in the recent times and provided a newer sense of direction for the fraternity of English Teachers in fine tuning, updating, improvising and innovating their pedagogical approaches. Regardless of the teaching contexts and learning environments, the characteristics of CPD foster the teacher's pursuits of learning, relearning, up skilling and unlearning. The current endeavor *Continuous Professional Development and ELT – Certain Perspectives* examines the features of CPD in the light of the teaching –learning processes involved in ELT. The views expressed in the paper are based on certain insights drawn as a participant of Six Week Online Training Programme conducted

Some Critical Reflections on Discourse, Power and Psychology

Saumya Sharma

Abstract

Though discursive psychology makes use of discourse to examine people's emotions and psychological states yet it lacks a critical stance and does not use specific language tools to understand the structure of narratives and interaction. On the other hand, Fairclough's CDA neglects the psychological component, foreclosing the possibility of a psychological interface between discourse and society. While discussing these limitations, the present article argues how each approach can complement the other and using insights from both the frameworks can yield a more comprehensive, nuanced and textured analysis of people's discourse and their identities, highlighting the intertwining of social and psychological forces in our lives.

Key words: Discursive Psychology, Critical Discursive Analysis, Discursive Action Model, Power, Idealogy

Introduction

Discursive psychology is an umbrella term for a set of approaches that were developed around 1990's as a reaction against the traditional methods in psychology which focussed on quantitative measurements in standardized testing rather than trying to understanding how and why individuals respond in certain contexts and how their responses were fluid andvariable (Potter & Wetherell, 1987). In traditional psychometric testing the focus was on labelling and classifyingthe human personality as a fixed core of traits (Eysenck, 1953; Cattell, 1966) which was viewed problematically by discursive psychologists since they were of the opinion that people react differently in different situations and their personality is molded by such factors as social context, class, race, gender and power relations to name a few (Potter & Wetherell, 1987). Thus, what individuals speak is governed by social indices, making them sentient psychosocial beings, shaped by the intertwining forces of psychology and social structures (Redman, 2016).

Discursive Action Model (DAM)

One of the prominent approaches in discursive psychology (henceforth

A Pluralistic Analysis of Literary Trauma in Patrick O' Brien's Short Story 'Samphire'

Aroma Kharshiing and Rajneesh Arora

Abstract

Considering literary trauma as a phenomenon constituted by a complex relationship between the mind, language and society, this paper looks at the ways in which trauma is represented and translated in Partick O'Brien's short story 'Samphire'. The paper deviates from the traditional interpretation of trauma as pathological silence that cannot be fully known or represented. It follows the pluralistic literary trauma theory propounded by Michelle Balaev that does not consider literary trauma beyond the compass of epistemological knowledge and 'makes a recuperative claim for trauma and narration' (Penner: 874). The paper specifically focuses on the ways in which geographical locations of traumatic experiences trigger a perception of psychological trauma through a mode which is material and metaphorical, while simultaneously situating individuals who undergo such experiences in a larger cultural context that determines how traumatic experiences are recollected and interpreted.

Key words: Trauma, Geographical location, Linguistic representation, Plurastic, Interpretation

Introduction

In her works *The Nature of Trauma in American Novels* and *Introduction to Contemporary Approaches to Literary Trauma Theory,* Balaev makes a compelling case against the widespread traditional psychoanalytic deconstructive approach to literary trauma synonymous with Cathy Caruth's famous *Unclaimed Experience: Trauma, Narrative, and History* (1996), which according to Balaev, is rooted within a Lacanian framework which defines trauma as a 'recurring sense of absence' (Balaev, 2014:1) that cannot be fully conveyed by language. The Lacanian approach in turn is based upon the Freudian conception of trauma as pre-linguistic state of occurrence marked by fluid and indeterminate meanings which blur the boundaries of the internal world of the psyche with the external world of material reality, thereby producing dissociation (Balaev, 2014). This interpretation not only

New age learning of e-Teaching and Learning (ETL): a perspective

Neha Sethi

Abstract

Transfer of skills, knowledge or teaching with the help of electronic resources or e-learning using computers and the Internet has enabled the delivery of education to numerous recepients at the same time without any dilemma about the location, time for both teacher as well as pupil. Lack of human element was not supporting this form of learning earlier but with advancement in learning system, development of OER (Open Educational Resources) and imrovement in technology the path to customized learning has lead to ETL (e-Teaching and learning) which is now embraced by the masses. Educators and learners faced lots of challenges initially but have tried to overcome most of them by developing a rapport and finding solutions with adequate motvation and support. This article gives a roadmap to basics of this new age learning.

Key words: E-learning, Digital Learning, Digital Teaching Challenges, OER, Hybrid Learning

Introduction

"Teaching in the Internet age means we must teach tomorrow's skills today."

— Dr. Jennifer Fleming

With the advent of technology and better software systems, online teaching had already started taking forefront in the teaching methods especially in higher education wherein more of guidance is required and learners are motivated enough to grasp knowledge for their own benefits. There has been a dramatic and significant change in education with e-learning, using remote and digital platforms with the fantastic flexibility of time and place which has developed tremendous opportunities and aided students in all walks of life. Furthermore, human brain is adept to understand audio and visual aids better instead of lecture method, use of multimedia acts as an added advantage for digital teaching and learning.

Online Teaching

Online teaching acts as a perfect avenue for diverse learners to enhance as well as develop their knowledge and

Raising Teacher Awareness and Sensitivity towards the Needs of Students with Learning Dis/abilities

Jyoti Singh

Abstract

This research looks at different types of learning disorders and the need to raise teachers' sensitivity and awareness of the requirements of students with learning dis/abilities. The discussion focuses on the symptoms of learning difficulties, their practical ramifications, and strategies for overcoming them in order to provide the afflicted students with the necessary support to enable smooth functioning in both the social and scholastic spheres. The whole debate proves the necessity of increasing instructor sensitivity and knowledge of the requirements of children with learning difficulties.

Key words: Learning Dis/ability, Impairments, Conventional Teaching, Visual Perception.

Introduction

Learning dis/ability, learning disorder, or learning problems are all terms used to describe a condition in the brain that makes it difficult for a person to absorb or process information. This does not preclude the possibility to learn in a different way given the difficulty in learning in a conventional fashion Therefore, it is more accurate to refer to certain people as having a "learning difference" to prevent any misconceptions about their capacity to learn and labelling them with unfavourable stereotypes. While issues like dyslexia and dyspraxia are typically referred to as 'learning difficulties,' the phrase 'learning disability' mainly refers to an intellectual disability in the United Kingdom. (Gates: 2016)

In the past very little information on learning disabilities was available. However, a lot of research is being conducted currently and some shocking facts such as anxiety, depression, and even suicide amongst students are being attributed/linked to learning disabilities. The National Advisory Committee on Handicapped Children (1968) defined Learning Disability (LD) as "children with particular learning difficulties have a malfunction in one or more of the fundamental psychological processes necessary for comprehending or employing spoken or written communications. These

Book Review

Paul Poplawski. (Ed.). (2018). *English Literature in Context* (2nd Edition. First South Asian Edition). Cambridge University Press. (Original work published 2017). pp.735, price ` 552.

Reviewed by   **Aroma Kharshiing**

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This edited book by Paul Poplawski is an invaluable companion and resource for undergraduate students and teachers of English language and literature. This compact and comprehensiveworkis compiled by a team of eight experts who have contextualized and critically interpreted relevanthistorical and literary insights from the Anglo-Saxon period to the Twentieth and Twenty-First centuries. This second edition includes a new chapter that focuses on Postcolonial Literature in English that beaks away from the periodising of the earlier chapters to incorporate a thematic focus on emergent literary trends and innovations in English language and literature from countries that were previously under the sway of British colonialism. Additionally, the second edition also contains an expanded chapter and critical references on literary works in English produced in the Twentieth and Twenty-first centuries. The book contains eight chapters that cover different literary periods in English. Each chapter is structured into five sections that provide us with a historical overview, literary overview, discussions on texts and issues of the period, followed by readings and references. The sections are carefully designed to highlight and interpret the interrelationship between texts and their context in which they were produced.

Valerie Allen focuses on the Medieval English that spans from A.D. 500 – A.D. 1500 in the first chapter. She highlights the fact that corpus of literary works that we associate with the Medieval English period were drawn from discursive fields of religious, historical, legal and medical fields and therefore underscores the need to historically contextualize medieval 'literature'. In the following chapter, Andrew Hiscock covers the Renaissance period that spans from A.D. 1485 – A.D. 1660. He traces how literary works produced in the

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CALL FOR PAPERS

Important Dates

Submission of full paper:	April 2021
Notification to Authors:	May 2021
Submission of paper after correction:	June 2021

Original papers are invited for the forthcoming issue of RIE Journal 'FELT (Focus on English Language Teaching: ISSN: 0976-1306)'

FELT is a bi-annual journal for those interested in the teaching and learning of English. It is designed to serve as a medium for exchanging ideas, sharing experiences and discussing common problems related to the theory and practice of English Language Teaching. Papers in Literature and Linguistics that offer insights into language teaching directly or indirectly are also accepted.

Papers, based on practice/ research/ best practices/ case studies/ user studies/ surveys, etc, related to the theme- '**Language and Gender'** will be accepted for the forthcoming issue.

Author Guidelines:

Authors have to follow the instructions and format outlined below while submitting the research paper:

- Title of the paper shall explicitly indicate the focus of the research work.
- Name, affiliation and address of the author(s) with contact number and email to be included.
- Informative abstract of about 100 to 150 words to be included.
- At least three significant subject indicative keywords shall be provided.
- Length of the paper shall not be more than 5000 words.
- Paper shall be in MS-Word format with font – Times New Roman, Size- 12, and Line Space-1.5.
- APA Style guidelines are to be followed for text as well as rendering references and illustrations such as photographs, charts, graphs, drawings and diagrams.

The paper submitted will be peer reviewed by a panel of experts/members of the Editorial Committee. Accepted papers will be published in the journal.

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