

Volume - 33
Number - 1&2

April-October 2017
ISSN:0976-1306

FELT

FOCUS ON ELT

*Journal
of
English Language Teaching
(UGC Approved)*



Regional Institute of English

Chandigarh Administration

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From the Chief Editor's Desk



There is one aspect of ELT (English Language Teaching) that unites the multifarious cutting-edge research in the teaching of English language to non-native speakers. This uniting thread is ESP (English for Specific Purposes).

ESP is especially relevant today and even more so in developing countries. As we know, ESP focuses on teaching English for use in a restricted set of social and thematic areas. Initially designed for the unambiguous transfer of (technical) information especially in international communication, today it focuses equally on the learning needs of non-native users of English. Developing countries present an interesting and well-worthy case for the implementation of ESP. It is a 'goal-directed' approach and targeted at adults with specific needs. Developing countries such as Brazil and India certainly have multiple specific goals that need to be met for the diverse population in terms of occupational, educational, social, economic and psychological capacities and therefore cannot be taught English language effectively in heterogeneous classes without the aid of ESP designed courses.

ESP is also highly relevant for the professionals who are nowadays required to be multi-talented and multi-faceted to survive in the intensely competitive market of the twenty-first century. This is perhaps the most pressing reason why governments of non-English speaking countries around the world have begun focusing on aligning their curricula with the ESP needs of students at various levels of the education system nationwide. However, it needs more in-depth and controlled research to be streamlined and implemented affectively. There is also a need for flexibility, as these needs are not static but rather keep changing in line with the fluid societies and workplaces of the postmodern age.

Despite its obvious need and considerable benefits, a few critics tend to disagree with the ESP based approach, asserting that this approach to language teaching greatly limits the learner and renders him disabled to use English as a comfortable language. However, this criticism becomes redundant when one argues that ESP is only the beginning of ELT and does not have to remain confined to ESP based methodology only. Later stages can involve an innovative mix of methodologies based on the growing

competence and performance of the learners.

Nevertheless, the final outcome depends not only on redesigning the classes, textbooks and syllabus but also on the training and initiative of the teacher. As already identified by writers such as Dudley-Evans, the role of the ESP trainer is five-fold and vital to the success and continual updating of the course.

In fact, teacher training and refresher courses are already being conducted by schools and colleges across the world but

they do not currently focus on training teachers to specifically teach using ESP. The Regional Institute of English, Chandigarh hopes to take a step forward in this direction. Thus an onus needs to be on compulsory training and preparing the faculty educational institutions and corporate trainers to take on the task of 'nation-building' and rescuing the youth from lives of unemployment, underemployment, social ostracism and frustration.

Vandana Lunyal
Chief Editor

From the Editor' Desk



The thrust of this issue is to explore how ESP learner needs have been perceived and answered in various current ESP programmes and it aims at providing some suggestions and implications towards need analysis, course design and the development of language skills.

My interest in ESP arises from my more than a decade of teaching experience in Regional Institute of English, Chandigarh, where language teachers are often required to design appropriate courses for various groups of learners ranging from General English teachers and teachers teaching English for specific programmes to technical persons, laboratory technicians and police personnel etc who all need General English as well as English to excel at their work stations. Traditionally, it was felt that course design plays a relatively minor role in the teaching of a General English teacher as his teaching is determined by the prescribed textbook and syllabi designed by the curriculum designers but for the ESP teacher, course design is a substantial and important part of the workload due to the paucity of material for the most courses.

The argument behind this issue of our Journal, however, is that the learner's impetus for learning a foreign language springs from a variety of individual concerns, professional and personal. His needs, therefore, might not be just conforming to the requirements of the specialized area. Further, his derisory performance in his specific situation might also stem from his lack of knowledge in general English, and his professional needs might not be only confined to handling written materials. This calls for highlighting the learner's role in outlining his needs and issues, and for changing the stereotypical pattern which has generally been used in ESP courses.

Previously English was taught in the context of English literature and English culture to learners who were learning English for educational purposes or for pleasure. Now that English has become an international language of science, technology, commerce, aviation, politics, academic instruction etc. language teaching has been called upon to meet the different demands of new types of learners.

The papers in this issue of FELT have significant agreement upon the importance

of designing courses to train students to meet specific needs of their chosen professions as well as learning English for purely communication purposes after their studies. Also, it is quite certain that all the contributors favour syllabus specification and most contributors feel that a shift in teacher's mind set and initiative is also required.

Article 1 'Needs Assessment for Planning a Proficiency Course for Business Personnel' is by Vandana Lunyal. She discusses stages of needs assessment for planning a Proficiency Course in English for Occupational Purposes (EOP). The specific emphasis of the paper is researching the needs of employees in a business setup. The paper emphasizes that teaching involves understanding of needs of a particular group leading to syllabus design, course design, and materials selection and development which are common to all fields of work in ESP. The author demonstrates step-by-step process of doing an in depth needs analysis for business personnel using various tools and methods.

Article 2 English for specific purposes (ESP) through Integration of information and communication technology (ICT) is by Rajneesh Arora & Narasimha Rao Kedari. The authors argue that the teacher has to draw upon technology which can be used in diverse ways to give exposure to the learners

to the use of English in live situations. Despite the awareness of benefits of technology in language learning, English for Specific Purposes (ESP) teachers have demonstrated slow adoption of new technologies. The study reviews the literature in Computer-Assisted Language Learning (CALL) and ESP and then suggests some principles for integrating technology in offering practice in technological tools such as corpora, web-based materials, computer-mediated communication (CMC) and wikis.

Article 3 'The Concept of Authenticity in ESP' is by Malathy Krishnan. This article expositis that architecture in India has evolved into a futuristic realisation from imaginary, technical and design aspects but neglected the process of communication. Students graduate from esteemed universities equipped with commendable scores but there is a lack in ways of expressing, resulting in many-attalented architects losing clients. Working on a bespoke curriculum for these students would equip them to handle the practical aspect of their work.

Article 4 'Adopt and adapt: Customising course books in a Brazilian EFL classroom' is by Mariana Correia Mourente Miguel. Mariana argues that regardless of textbooks being the most frequently used teaching resource for the purposes of teaching text in EFL classrooms; much thought has not been

given by the authors to design adequate activities at the end of every lesson. In this article, the author analyses Jack C. Richards' worldwide best-selling series, *Interchange Third Edition* (2005), and attempts to suggest a few alternative activities to increase student talking time and provide further practice of vocabulary and grammar structure.

Article 5 'Testing the Effectiveness of Structure Drills in the Teaching of English Grammar' is by Brij Mohan. The author studies the effectiveness of using structure drills in the teaching of English Grammar to the adult learners in India and makes a comparison of the scores of the students in the entry level test and the exit level test after using structure drills with music treatment. A clear progress in the performance of students establishes the relevance of structure drills in the teaching of English.

Article 6 'ESP for Crafts men in the city of Cusco, Peru' by Fabricio Rivas Marmanillo was adapted from a Needs Analysis Chart, created during the summer workshop in University of Maryland, Baltimore Country. The author addresses an ESP experience with craftsmen from an artisanal centre in the city of Cusco, Peru in 2012 and suggests a follow up action plan towards the end.

Article 7 'Towards a better English curriculum for Architecture Students'

is by Sumedha Valanju. This paper is an initial attempt from the perspective of ESP research in the field of architecture. The argument behind this paper is that the creation of such a course will stimulate colleges and universities to launch the syllabuses which would send the conditions for training technically sound and communicatively proficient students. After establishing and justifying the need for a customized course for architects, the author also focuses on the components that need to be included in these courses.

Article 8 'Quest for Universalism in Globalisation and Human Imagination by Shashi Tharoor: A Linguistic and Stylistic Analysis' is co-authored by Manoj kumar and Sanjay Kumar. This article presents a stylistic analysis of a speech by Shashi Tharoor besides applying tools for linguistic analysis. The paper is based on systematic functional linguistics given by M.A.K. Halliday and the purpose of the paper is to discover the ideological construct and the stylistic devices that characterise the speech. The paper also uncovers the multilayered meanings in Tharoor's speech revealing how technology has led to an advancement constructing and destroying the world. Also, some exercises have been devised on selective passages of the speech to enable the students comprehend the subject matter, syntax and semantics of the discourse.

Article 9 ‘English Language Proficiency Needs of Indian Pilots and Air Traffic Controllers in Aviation’ by Jyoti Singh is an endeavour to study the need and importance of English proficiency in the field of aviation in India. It aims to outline the consequences of inadequacy of fluency in English on part of pilots and air traffic controllers in India. Further it aims to highlight and reinforce the need for a course that would hone and equip Indian trainee pilots, pilots and air traffic controllers with appropriate communication skills to meet the standards of aviation English recognised globally.

Article 10 ‘The Potential for Using ESP for Compulsory English Education in Indian Undergraduate Colleges’ is by Kamna Singh. Kamna Singh explains in a very clear and precise way the potential of using ESP for tailoring the English Compulsory education of Indian undergraduate students who despite years of parroting the various rules of grammar and puzzling through multiple poetic and prose texts, continue to remain at sea regarding the basis of the English language. In a very logical and practical way, she explains that redesigning the text books and syllabus won’t bring any desirable change in the competence of students unless it is combined with the teacher training and refresher courses with a focus on training teachers to specifically teach using ESP.

Article 11 ‘Soft Skills for the Library professionals: Need of the Hour’ is by Preeti Sharda. Sharda sensitises us to a relatively not much explored issue of relevance of soft skills for library professionals especially in effective library management and practice and argues that the soft skills should be a part of the managerial skills and professional skills since the work culture in the libraries involve communication with the visitors and understanding their needs.

The general tone of this issue of FELT reveals that the contributors do not favour the exclusive approach to ESP as learner’s needs might not confirm with the requirements of a specialized area. In conclusion, ESP programmes should be based on the students’ actual needs rather than on predicted needs.

Happy reading and happy learning.

Gunbir Kaur
Editor

Needs Assessment for Planning a Proficiency Course for Business Personnel

Vandana Lunyal

Abstract

This research paper discusses stages of needs assessment for planning a Proficiency Course in English for Occupational Purposes (EOP). The specific emphasis is on researching the needs of employees in a business setup. The paper emphasizes that teaching involves understanding of needs of a particular group leading to a needs-based syllabus and, course, and related materials selection and development, process that is common to all fields of work in ESP. This paper demonstrates a step-by-step process of doing an in-depth needs analysis for developing a training programme for business personnel using various tools and methods.

Keywords: Business English, Course design, ESP, Need-based curriculum, Technical communication.

Introduction

In the present scenario of globalization and economies based on business, it is vital to have a common code for communication. English has been serving this purpose well.

ESP (English for Specific Purposes) teachers need to specifically focus on teaching functional components of English. A functional lesson in ESP demands a specific target and clearly defined language. Dudley-Evans defines ESP as a field that aims to meet the specific needs of the learner using underlying approach and activities of the selected discipline. He goes on to discuss that ESP focuses on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and

genre. He also underlines the fact that ESP may use a different approach from that of General English according to the demand of the specific teaching situation.

Dudley-Evans' definition suggests that ESP should be seen simply as an approach to teaching or what Dudley-Evans describes as an "attitude of mind". According to him ESP may be, but is not necessarily concerned with a specific discipline and it does not have to be targeted at a certain age group or ability range. Hutchinson et al. also come to a similar conclusion and state:

"ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".

Keeping the above in view, doing a needs-analysis before starting to teach becomes binding as it acts as a signpost for the teacher who systematically teaches the most useful and relevant components of the language that a particular group requires.

Business English

Business English like other varieties of ESP involves a specific language corpus and lays emphasis on specific kind of communication in a specific context. As with other varieties of ESP, Business English also involves understanding needs of the target group. It is this understanding that leads to designing a relevant syllabus and a course. Materials selection and development is also dependent on the needs analysis. It is pertinent to note that these stages are similar in all fields of work in ESP. However, Ellis & Johnson point out that Business English is different from other varieties of ESP due to its mix of specific content and general content.

Designing a Course in Business English

Mark Ellis and Christine Johnson suggest a few specific steps to consider when designing a course in Business English in contrast to General English courses, such as:

- **Needs analysis:** What do students need to know regarding requirements of their future job environment?
- **Assessment of level:** Measure the

level of language students already have using written tests

- **Syllabus:** Specific courses, like the ones taught in colleges, should have fixed objectives and syllabus.
- **Course objectives:** should be defined in relation to the needs analysis findings; in the case of pre-experience learners they can be worded in terms of their course of study or in terms of required language improvement (command of structures, functions etc.)
- **Time:** in the case of college language training, time is limited so the course should be structured according to the duration (number of weeks, semesters etc.).
- **Learner expectations:** in the case of Business English, learners are likely to be more goal orientated and to expect success.
- **Evaluation of progress:** whether the evaluation be written or oral, will, depend on particular circumstances.

The paper examines the target learners' context, their present level, resources available to them and challenges they may face. Comprehension of all these features is vital to the needs analysis of a group.

Needs assessment

1.Target Situation Analysis (TSA) Task

The target learners for this research are

from EOP Business. They are employees of a Business company call centre (in departments of Customer Care, Sales, Technical Support and Human Resource). Their main responsibilities among many others are assumed to be to communicate on phone with their colleagues (internal) and other companies (external), their business associates and their clients for various purposes and to correspond with them through email and phone.)

1.1 Sources of Information

To assess the needs of the learners, it was important to talk to the target learners. Therefore, business employees in Customer Care, Technical Support, Sales and Human Resource units were contacted. Additionally, their immediate supervisors, their senior level colleagues and their employers (very senior field managers) were also connected to get the required information. This was obtained through phone interviews, Questionnaire administered (See Appendix 1) to a few of them and also casual talk with top executives of a few business companies who were personally known to me. This casual interaction gave more information as this interaction incorporated their experience, which was noted to be used as a guiding factor for designing a course for them. Telephoning the target learners (oral samples) also provided an insight into a few of their needs such as pronunciation and fluency in spoken English and etiquette in telephoning skills.

1.2 Needs of Learners

The interaction with the stakeholders helped in the realization of what the target learners should be able to do in English at the end of the course. It was realized that by the end of the course to be designed, the learners should generally be able to:

- understand the importance of having good communication skills for various business settings
- communicate fluently while conducting business in English language

However, some of their more specific and immediate needs were to be able to use English fluently and with fair amount of accuracy. Some **immediate** needs that emerged from performing target situation analysis are as under:

1.2.1 Listening and Speaking

For **Listening** and **Speaking** skills of English, the learners needed to be able to

- respond to telephone calls from clients and business associates from India and abroad keeping in view certain cultural conventions.
- make telephone calls using correct pronunciation (sounds, word accent and intonation).
- understand the British and American accent.
- make oral presentation (in front of a group with confidence) about:
 - a business strategy
 - their company profile
 - a new product

- interact orally with business colleagues from India and abroad both formally and informally.
- communicate orally in various business situations, both internal and external in correct English.

1.2.2 Reading and Writing

For **Reading and Writing** skills of English, the learners needed to

- read business texts as newspaper articles, faxes, customer orders.
- read instructions.
- respond to and write business emails to their clients/other companies'/ business associates using correct English appropriate to the business context.
- write weekly self-appraisal reports to their seniors.

1.3 Delayed needs

Some delayed needs of learners, which are equally important as the immediate needs, were also identified. These needs generally refer to a holistic understating of the needs, use of the language learnt in real-life situation which also entails one to one communication with people and facing a small/ large audience with confidence and presentation with conviction. Such delayed needs identified for this course were to

- interact in natural business transactions such as business meetings, conferences, road shows, exhibitions, etc.

- comprehend oral and written texts whether face to face or on phone or on other technological tools
- read a contract/ agreement
- write formal letters, emails and memos to colleagues and clients in external in correct English.
- troubleshoot client's problems on phone
- negotiate with customers on phone and face to face
- show a cross cultural understanding during interaction

1.4 Communicative Competence in Business Scenario

For developing effective communicative competence in a business scenario, it is useful to first understand what the employees need to do generally and how to develop competence in those areas accordingly. For developing communicative competence in a business scenario, that requires competence in four areas, which are – linguistic or grammatical competence, socio-linguistic competence, discourse competence and strategic competence. The following competences, identified under the heads mentioned above are not exhaustive, but they are particularly useful in businesses.

1.4.1 Linguistic Competence

- **Complex sentences** lend economy and rhythm to the business language and also state relations between different parts of the sentence more precisely and cohesively.

- **Active voice** has more power and can better hold readers' attention. It is also considered more emphatic and a good strategy to persuade readers into accepting what they read. It is also simpler to understand especially in the wider business context than passive construction.
- **Passive voice** is also used deliberately at times to impersonalize the content or to be intentionally ambiguous at times.
- **Clauses** of time, contrast, comparison, and relation lend cohesion to a story in terms of comparison of the present and the past and also to depict changes. In business related communication, using clauses effectively reflects clarity of purpose in business deals and also clarity in the mind of the person that business is being contemplated with.
- **Exaggerated adjectives** to eulogize the business products and also to describe the product being advertised in brochures and pamphlets in a positive light.
- **Imperatives** to give direct instructions/ advice as in advertisements.
- Emphasis on **pronunciation** in the audio/ video material which helps the businesses an emphasizing the products/services and their positives and deemphasize their negatives effectively.

1.4.2 Sociolinguistic Competence

- **Maintaining appropriate tone and vocabulary** in both speech and writing depending on whom the communication is addressed to.
- Having a clear purpose according to the audience/clients it is addressed to.
- **Using Positive Wording** and avoiding negatives
- **Using inclusive language** ('we', 'us') in case of addressing a problem.

1.4.3 Discourse competence

- Using right level of **formality and style**.
- Using second person pronoun **'you' and 'yours'**, especially when discussing benefits of a situation or product.
- **Using short paragraphs and sentences** to keep the text clear and succinct.

1.4.4 Strategic Competence

- **Using nonverbal language (controlling and understanding)** (especially in videos) showing how to clinch a deal, how to be careful of body language of one's business associates.
- Relating the **verbal and the nonverbal** to make the text/ material a meaningful piece of discourse and relevant to the goal and objectives.
- **Using quotations** to support and lend authenticity to the views being projected.

- Strategic use of **font, headings, subheadings, pictures and fine print** as in case of **advertisements, flyers, etc.**
- Showing **understanding of culture of business connections.**

Communicative competence may therefore be seen as an effective business tool without which it is not possible to be successful. As “communication and information flow are central features of organizations and businesses...there is a fundamental relationship between effective communication and business outcomes” (Rogerson-Revell).

1.5 Identifying Texts to be Comprehended and Produced by Business English Learners

The materials/ texts to be used for such a course should generally tend to communicate with members of business community in particular, both global and local. For this purpose, some authentic materials/samples such as business related books, business section of newspapers, official letters, target learners' emails, the Internet sites were analysed. This research done to identify texts for business purposes, while browsing such related authentic texts, revealed that generally Business English learners need to be able to comprehend and produce newspaper articles, videos, presentations, journal articles, agreements, instruction manuals, flyers, advertisements, etc. It was also

found that such texts have some inherent language aspects that people in the field of business need to learn. They are –

- use of complex sentences, clauses, exaggerated adjectives, deliberate use of active or passive voice, etc. at the level of **linguistic competence**;
- using short paragraphs and sentences, using positive wording and inclusive language and avoiding ideological stances at the level of **discourse competence**;
- maintaining appropriate tone and right formality at the level of **sociolinguistic competence**; and
- using nonverbal language, dictionaries, quotations, maps, etc., at the level of **strategic competence**.

In the business context, having competence in English language is important because many multinational companies use English as the official language, despite not being situated in an English speaking country. The role of communication in a business scenario, therefore, is to conduct business rather than to focus on native-like communication or proficiency. In the light of this, it may be argued that business people trying to communicate in English should ignore these “unrealistic notions of achieving ‘perfect’ communication through ‘native-like’ proficiency” (Seidlhofer), and instead focus on the user becoming communicatively successful. This would entail that language acquisition

for a business scenario should incorporate language diversity and variability, tolerance, strategic behaviour and intercultural and pragmatic competence (Salakhyan). However, it may not be easy to determine the extent to which 'correctness' and 'native-likeness' should play a part. Therefore, it remains important to achieve proficiency in communication so that intended meaning is not lost in the process of real communication.

It is also of immense importance to therefore, examine the goal they need to set in reading and writing skills apart from listening and speaking for their everyday working life in terms of frequency of use. For example, to know whether they need to write business correspondence texts such as emails and faxes more or they need to write minutes and memos for internal meetings and information so that more emphasis may be given to what they require more for reading and writing skills while designing their course. This information can be got through observation, real time/telephonic interviews of target learners, surveys and questionnaires. This information becomes very useful for designing a relevant course for business set-ups. This kind of assessment procedure takes the course and the training closer to the needs of the trainees.

2. Present Situation Analysis (PSA) Task

To determine the current level of English

of the target learners, it is useful to observe them in their work, or give them questionnaires, examine samples of their written and also oral communication through telephonic or a casual conversation with them and also their immediate supervisors who work with them and are aware of their strengths and weaknesses. When the author conducted this procedure in a business set-up, the current level of the employees also revealed what they could do and what they could not. It was found that their current level of English was approximately intermediate in all the skills. However, they were a little better in listening and speaking skills when compared to their reading and writing skills. Being in a call centre, they have good exposure and practice in listening and speaking skills. A more detailed analysis of their current level is given below:

Listening – They could understand everyday language /conversation related to their work as they were employees in a call centre. They did not have much problem in understanding the native speaker accent. But owing to not being too familiar with certain culturally laced vocabulary used by clients from UK and US, they sometimes displayed indiscretion.

Speaking – They could speak well with their clients and even with their colleagues in the company but often made grammatical mistakes, which

were non-intrusive. They were able to respond to queries made by clients in acceptable English but at times failed to elicit information from them. They had problems in speaking continuously because of which they lacked confidence. Some of them also had traces of mother tongue influence in their pronunciation. They also had problems when they face unrehearsed situations.

Reading – They displayed local and global comprehension of simple texts but they did not understand implied meaning and therefore made mistakes while inferring texts from their clients, which affected the company's image at times. They were also slow in their reading. Many of them would go back and forth while reading due to which they wasted a lot of time trying to infer meaning.

Writing – They could write reports, emails, memos and minutes in an appropriate format. However, they did have problems in using correct English in appropriate style and using appropriate vocabulary. Another problem in their writing was maintaining an appropriate tone throughout. Inconsistency in tone was a common problem observed.

2.1. The current level of knowledge about the domain/ content area

The target learners had been employed for 2-3 years in the company and had been performing their job requirements well. They

- had been making and receiving business calls.
- handled work related correspondence though with grammatical errors.
- had been doing technical troubleshooting on phone effectively.
- were well-versed with the technical vocabulary.
- could make PowerPoint presentations related to their work.
- used right technical words in their official writing.
- could develop an idea with sound arguments. and
- could identify cause and effect relationships.

2.2 Responsibilities of the learners in their set-up and opportunities to use English

My research subjects were already employed and they had a number of responsibilities. But these responsibilities varied as they had to perform different jobs. To begin with they were different sets of employees from different departments, for example:

- customer care
- sales
- technical support
- human resource

But their English needed overlap. They all needed to have good listening and speaking skills. Most of them generally

found themselves in situations where they had to indulge in some polite talk, discussions, engage in some kind of negotiation, develop an argument, write daily/ weekly reports to their seniors and write self-appraisals, minutes, read and reply to emails and customer complaints and orders.

2.3. Attitudes/Desires towards English language learning

The target learners interviewed for research identified some of the following areas for improvement in English language. Since they belonged to different departments, their desires were also different but these have been compiled together, for the sake of convenience.

Listening skills

- Receiving calls and responding appropriately.
- Understanding different English accents.
- Comprehension of normal native speaker speed.
- Listening to identify the main idea/identifying problem.
- Socializing (listening for and being alert to implications).

Speaking Skills

They expect to make a difference in their speaking skills which are seemingly quite acceptable.

- Improving fluency and pronunciation

- Socializing – making small talk with international business visitors; initiating talk and responding appropriately
- Telephoning etiquette keeping in mind international audience – greetings and closings
- Interacting naturally in business situations
- Making effective presentations in house and at road shows.

Reading Skills

As part of their jobs, they need to read a number of texts. Therefore, they wished to include the following:

- reading contracts and agreements.
- interpreting emails from customers and business associates.
- interpreting minutes of the meetings.
- identifying the main idea and keywords.
- reading business newspapers/ magazines with comprehension.
- surfing the Internet for information.

They also need to improve their evaluative skills in order that they are able to spot right information from the Internet and other such information sources.

Writing Skills

They wish to develop their business

writing using grammatically correct language as they need to:

- send daily reports to their superiors
- write reports (impressive self-appraisals)
- emails/memos/minutes
- make notes
- write proposals

A few people working in the HR and Sales department of the company also wanted to include **note making skills** as they have to read news and articles related to business and use it to make presentations. Some of them wished to include resume and job applications too.

Also, for a course designer, it is obligatory to understand the level of keenness and motivation of people for whom the course is being designed to do the course. This can be done both by **interviewing** their superiors and also talking to them directly. For this piece of research, it was done telephonically. The information on whether they will be getting any professional or monetary incentive on doing the course was also sought as it is always has a positive effect on the motivation level of learners. Improving language skills for general or specific purposes entails a lot of hard work, which makes it important to know for sure whether, they would

genuinely be keen to work hard with the instructor to do the course well. Generally, due to lack of motivation and enthusiasm, learners make efforts only to complete the course they have been asked to do.

3. Context Analysis

3.1 The Stakeholders and their Needs

Knowing the stakeholders is of immense importance as it is those people who will be directly or indirectly be affected by the outcomes of the course. For the business course design, the investigation revealed that the course would impact the target learners directly and also their immediate Superiors-Senior Customer Service Executives, Senior Technical Support Executives, Senior Sales Executives, and their employers, though indirectly. The employers wanted this course to be designed and developed because their employees have to deal with customers across the world. They wanted a course that would help them to improve the quality and efficiency of their employees, which would result in better professional image, and reputation resulting in better recognition and consequently a better business for them. For the course being designed, the target learners had specific issues to deal with especially when they had to interact with customers and business clients using English as

the only channel of communication. Any communication gap with their clients resulted in some problems for which they were held responsible. They wanted such a course that would give an orientation on differences on the levels of politeness, cultural understanding and also the differences in the levels of formality and informality. They wanted to understand whether it was their choice of vocabulary or ignorance of their clients' culture and conventions that resulted in communication gaps and resultant issues.

For this, it was important to gauge the level of motivation among the target learners and the subsequent effects of the training in terms of a salary hike, change in job responsibilities, or promotion. It was also important to get the preferences of the employers with regards to the course content and the frequency of use of various components before deciding on the contents of the course and their sequencing required for timetabling.

3.2 Physical setting of the training to be delivered

Having adequate physical settings ensures that things will not go wrong due to any external reason and will have a positive impact on the learners and boost their motivation levels. Therefore, it has been decided to have the course away from their place of work. Having the setting away

from their place of work also will have some advantages as the hosts can always ensure a good learning environment without any snags and it will ensure better attendance. It was observed that being away from place of work they will not miss classes on the pretext of being called by their seniors or doing small pieces of work that they may be expected by their employers to perform, if the course is held onsite i.e. in the company's premises.

It was important to first determine the physical setting of the training and the other logistics could follow. The decision on whether the training will be a face-to-face, computer based or the blend of both was equally important before proceeding with the process of syllabus design. This decision gets impacted and also has impact on the classroom setting, content, methodology and the materials to be used.

The face-to-face training is important as the teacher gets an opportunity to gauge the language skills of the learners in different situations, which gives her/him an insight into learner language and gives teachers a mental map of the class which helps them to be ready to change the teaching strategy if the plan does not work in the class. The impact on learners is also visible as they get real practice to work in groups and learn from each other. Similarly, it was also observed that the computer based component of the

course may help the learners to browse the Internet for the information required, practice receiving and sending real emails rather than doing inauthentic writing activities. The amount of technology to be included in the course also depended on the physical setting. Technology in the current business scenario helps in making effective business presentations, watching Internet-based videos and listening to related podcasts. And a blended training gives the course participants the benefit of both. Further, deciding on the physical setting of also helps to understand different aspects of the physical setting of the course need to be improved or adjusted. However, for having a technology-based course or a blended course, the physical setting needs to be well-equipped with resources such as comfortable classrooms, a functional library, computerized language labs with good language software, Internet connection/ Wi-Fi to be freely available to anyone who has a laptop or a computer. Therefore, it was decided to host the course at a location that has all the infrastructure.

3.3 Nature of course

The curriculum designer, as discussed earlier predetermines the nature of the course. For this, it was important to have advance information on the number of learners who will be enrolled in the course and the kind of work they are required to do for their company. Secondly, the course designer needs to know whether the course

would be voluntary or involuntary and the attendance mandatory or optional and whether some flexibility will be allowed to adjust any unpredictable circumstances. Generally, flexibility is required as sessions are topic based, therefore for this course the power to decide to opt out of a session was given to the participants but these options should be limited to only 3 in a course. For this, the participants would need to justify their decision of opting out of a class based on their needs for their job responsibilities.

However, it was decided that it could happen only in the consultation with the tutor so that no important information gets missed. The possibility of allowing the participants to complete a minimum number of hours and the option for them to be able to compensate the hours missed by submitting an additional assignment was also kept open. However, it was decided to rest this decision with the tutors and employers of the target learners.

The next step in the process was to predetermine the total number of hours/ time frame for which the course was to be offered and at what time of the year or month so that the challenges in organizing the course are foreseen and suitably addressed. Also, the decision to determine the number of times the class will meet face-to-face and for how much time on the Internet for framing an effective curriculum was taken keeping in mind the level of teacher'.

As a curriculum designer, it was important for the author to try to find out all about the context of the course participants and do whatever is possible for him/her to further improve their context as much as possible in the given time they have for the course. For this, it was also important to know the kind of support learners would require during the course and the kind of instruction they would appreciate. To get this information, a telephonic interview with target learners from all the departments i.e. customer care, technical support, sales and human resource was done with an aim to understand whether they would like to have additional handouts and materials and whether they would be willing to read a few handouts before coming to the class or they would like to keep the materials for reference.

3.4 Need for Assessment

Need for assessment during the course depends on what the employers require. However, generally, employers like to assess their employees' performance on-the-job and may even offer some incentives if their performance is rated standard.

3.5 Teaching resources

Course design entails identifying, evaluating, selecting, and adapting potential materials. It also involves going through all the available materials to see their viability and authenticity.

Adaptable teaching resources in this context would generally be books on Business English. Some of the books may be authentic and some inauthentic. Then, books on advertising, banking, marketing, inter-cultural communication and communication skills may also be used usefully.

For designing the course under question, authentic business correspondence such as letters, business orders, quotations from sellers, minutes of the meetings and emails were considered for adaptation as course material. Besides, some materials were acquired from the target learners such as some samples of business correspondence and samples of their own phone recordings that they do while talking to their customers for the quality control department. This kind of material becomes extremely useful for the participants for the reason that the participants ultimately have to work on such real, unpredictable and authentic matter in their business scenario.

Any software on pronunciation that would be mutually agreed upon by the company they work in and the course designers must be used during the training. For improving the pronunciation and spoken skills of the target participants, a software on 'Pronunciation' called 'Sky Pronunciation Suite' by Mr. Don Friend (UK) was installed in the computers for regular self-access during the course. Additionally, the Internet dictionaries, Concordancers, Web

2.0 tools are being considered to be used as authentic instruments.

A students' book by Simon Sweeney *-English for Business Communication-* is another important teaching and learning resource. It is easily accessible to everyone as it is also available on the Internet in the PDF form. It addresses goals such as making the learners aware of the important role that cultural diversity has in the business world. The main areas that it addresses are socializing, telephoning, presentations, meetings and negotiating.

However, a lot of authentic and inauthentic useful material were identified but specific texts that must be used must relate to the needs of the prospective learners i.e. specific extracts from authentic books, specific piece of news, specific clips from the films were to be identified in consultation with the executives with whom the participants have to work keeping their needs in mind.

It was decided to act upon this after all the required information was received and the course had been designed. The websites/materials identified were thoroughly analysed for designing needs related tasks for use in the course. Additionally, the materials ultimately selected were to be analysed in terms of their relevance to the course objectives. The materials similar in content were to be grouped together. For various topics, it was decided to supplement the verbal texts by audio / visual texts. It was decided to do this

grouping of material later, but before the training.

Part 4:

Our Action Plan before training was to:

1. Gather all the information that we still needed so that we were able to design the course well.
2. Interview some of the target learners and their employers on phone again to get the missing information about
 - a. Incentives they may get after completion of course.
 - b. motivation levels of target learners.
 - c. preference of employers in terms of course content.
 - d. skills that are more frequently used at work and
 - e. supplement material required by them during the course.
3. Make a final list of goals and objectives.
4. Analyze and evaluate material identified and material to be received from the target learners
5. Acquaint the faculty members with all the information and brainstorm about the design of the course.
6. Design the course completely keeping in view

- a. Materials
 - b. Tasks
 - c. Timetable
7. Tryout the tasks and make any changes, if necessary.
 8. Make the physical setting suitable for the course.
 9. Organize the course.

However, there may be some challenges that a course designer must know so that they are ready for any problems that may emerge during the training. For example:

- If the faculty would be ready for additional responsibilities and whether they have the required time for doing justice to this.
- Whether there is enough staff to handle every aspect of training.
- If the infrastructure of the institution such as accommodation, classroom, language lab will be available during the dates decided.
- Whether the materials identified on the Internet were still available or had been withdrawn when the course begins.

To tackle these challenges, it is important to think of different ways so that the problems may be pre-empted. However, the funds that may be received for organizing the course would be of great help in addressing the challenges to a large extent. The faculty may not mind

giving extra time for preparing themselves for the course when they know that they are going to get paid well for the course.

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English for Specific Purposes (ESP) Through: Integration of Information and Communication Technology (ICT)

Narasimha Rao Kedari & Rajneesh Arora

Abstract

With the English language gaining importance significantly in the aftermath of globalization, the teachers of English have been called upon to take up the challenge of training themselves and the students in the science and art of language communication, on which a great deal of attention has been bestowed all over the world giving rise to several theoretical formulations and practical approaches. In the age of Information Technology, the teacher has to draw upon technology which can be used in diverse ways to give exposure to the learners to the use of English in live situations. Despite the awareness of benefits of technology in language learning, English for Specific Purposes (ESP) teachers have demonstrated slow adoption of new technologies. The study reviews the literature in Computer-Assisted Language Learning (CALL) and ESP and then suggests some principles for integrating technology in offering practice in technological tools such as corpora, web-based materials, computer-mediated communication (CMC) and wikis.

Keywords: English for Specific Purposes, Information and Communication Technology, English Language Teaching

Globalization, closely related as it is to the global economic, political, technological and cultural processes, has transformed contemporary social life in all its dimensions. Since English is used as the main means of communication in the processes, the necessity to be proficient in the language has dramatically increased. The opportunities opened up for transnational companies to invest in different countries and the shifting patterns of trade have contributed to the increase in the number of people using and learning English. In most international forums, English is the main means of

communication. Crystal estimates that 85% of international organizations now use English as their working language:

.... where all the participants at an international meeting automatically use a single language, as a utilitarian measure (a 'working language'), because it is one which they have all come to learn for separate reasons.

Against this background, language teaching and learning occupy an important place in the educational planning of the nation. Furthermore, the world-wide demand for English has accentuated the

need for quality language teaching and language teaching materials and resources. English, as an important social leveller, has the distinct advantage in the multilingual situation of India. It has helped us address the hierarchical divides of our society. It has created opportunities for employment and development. As English Language continues to gain more and more importance, it is imperative that teachers as well as students, as members of the globalized world, look at language communication in all its forms and train themselves accordingly.

English for Specific Purposes (ESP) Vs. English Language Teaching (ELT)

Both ESP and ELT share a common aim, that is, to develop communicative competence of the learners. Ellis describes language teaching as "...concerned with the ability to use language in communicative situations". ELT courses are designed with a course content related to communicative situations in which students are expected to use language. The significant differences between ESP and ELT are laid out by Cook in view of the internal and external goals for language teaching. External goals can be termed as language used outside the classroom to get things done, for example, buying groceries or giving medical information. Internal goals focus on varied purposes of improving the attitudes of the speakers of other languages by gradual promotion

of thinking skills by analysis and then memorizing and by fulfilling the social goals. ESP is to a large extent concerned with external goals. The learner in ESP is engaged in using English either in academic, occupational or professional pursuits. This approach to language results in bringing an instrumental view of language learning which is done for non-linguistic goals. In an ESP situation, it is understood that the learner would want to achieve 'real world' objectives, objectives requiring specific linguistic competencies. ESP, while considering language development as the means to an end but not as the end in itself, focuses on when, where and why learners need to use the language whether it is a study situation or a workplace context. Dudley-Evans and St. Johns observe that the components of what to teach and the methods of how to teach are decided by the way language is used in particular contexts in which learners work or study in. Thus, ESP is strongly centered on "situated language use". It would rather be hasty to decide that ESP is concerned with use while ELT with usage. It concerns mainly with the matter of degree.

Tudor brings out a significant distinction of ESP which deals with "...domains of knowledge which the average educated native speaker could not reasonably be expected to be familiar with". To put it simply, what ESP focuses on is not the part and parcel of the communicative repertoire of the educated natives as in the

case of general English teaching. Thus, the specific communicative needs and practices central to certain social groups form the emphatic areas of research and instruction of ESP. ESP over the years has been at the core of theory development and innovative practices in applied linguistics.

Over the years, ESP has moved towards learner-centeredness emphasizing the importance of needs-analysis, with specific objectives fixed for the learners to perform in their professional contexts. Secondly, ESP features authentic materials as the key source of developing instructional materials. Thirdly, it centers on the teaching methodology based on learner-centeredness. Finally, it deals with adult learners who are assumed to achieve a certain level of English Language specific to their professional or contextual needs and are relatively mature. Concepts such as needs-analysis, genre analysis, situational practice, corpora, cross-cultural issues, context and authenticity of communication, therefore, gain importance in ESP.

Technology – ESP Pedagogy and Practice

In a developing economy there are various challenges that confront us, such as infrastructural shortages, dearth of well-stocked libraries, state-of-the-art laboratories, etc. In the age of Information Technology, the teacher has to draw upon technology which can be used in diverse ways to give exposure to the learners

to the use of English in live situations. Right from mobile phones to computers, technology has opened up a new world of transaction before us and the teachers of English need to be aware of its power and potency as an instrument of useful, productive learning.

In the world of Information and Communication Technology (ICT), proficiency in English is considered one of the employable skills. Only through the adoption of a synergy of formats – the face-to-face mode and the virtual mode at the two ends of the spectrum – we may be able to create a social capital that provides for a stimulating academic ecosystem in the field of English language learning. There is at present, in spite of our growing awareness and certain curricular reforms already underway, a wide gap between student needs and what is taught at the tertiary level. Teaching English without addressing this language gap and the language needs of the students as scientifically analysed is a futile exercise. Towards this end, a call for greater professionalization of the teachers' outlook is imperative along with certain other issues like the size of the classroom, diverse levels to be addressed, staff training, and infrastructure deficiencies, which are not easy to tackle, given the grim economic scenario and the mammoth size of the higher education system in the country. Thanks to the democratic urge to raise the Gross Enrolment Ratio in order to achieve the triple objectives of access

and expansion, equity and inclusion, and quality and excellence, we are poised for rapid growth in terms of enrolment. With rising numbers and overcrowded classrooms, the objectives of promoting the language proficiency of a large multitude of students, especially from diverse backgrounds, can be achieved through the development of certain hybrid models including classroom interaction and post-television era technologies. Thus, one important responsibility of the English teacher seems to be to leverage technology for curricular models, courseware development, and participatory teaching-learning.

Apart from curricular changes that come officially- usually from the Ministry of Education/ Human Resources in each country, workshops and short trainings introduce new techniques and activities or promote new materials. The use of technology devices, such as televisions, tape recorders, and video recorders have been incorporated as a tool for language teaching since 1960s. There was evidence of many problems in terms of technical skills at the beginning, and it took about a generation for the technical skills and the technical problems to be ignored out. However, teachers are faced with some barriers that prevent them from employing ICT in the classroom or developing and supporting materials through ICT. This study, therefore, aims to explore the tertiary level (especially Under Graduation) English teachers' perceptions of the factors which prevent them from

using ICT in the classroom.

In the 1990s related studies indicated that students who used to be shy in face-to-face discussion and who were considered low achievers in language learning became more active participants in computer-assisted classroom discussion (Beauvois; Kelm). Students with thin ego boundaries might exhibit better performance in language learning situations (Ehrman).

The Internet therefore has the potential to provide a new learning environment that has rich digital textual, graphic, audio, video and other interactive features for the language learning approach as well as for culture (Muehleisen). The Internet is considered a key-factor in enhancing the learner's motivation for both language learning and linguistic proficiency (Lee). In recent years, language teachers have been exploring ways in which ICT can be employed to make language learning more effective and motivating for students (Vallance; Donaldson & Kotter; Yang; Chien & Liou). Muehleisen gives the following reasons for using the Internet in the English classroom:

- Learning to use computers provides a strong intrinsic motivation for learning English;
- The Internet places English in an international context;
- Internet projects are interactive;
- Facilities for using the Internet are often readily available.

Research shows that by using network

computers, students can be empowered by the capacities of the technology and become better problem solvers and communicators (Belisle; Al-Kahtani). Further, computer-mediated communication is different from face-to-face conversation in several ways. In an asynchronous communication mode, for example, there is often a time lag between the initial posting of a message and the responses it generates. Interactivity can be delayed at the convenience and readiness of the respondents. In addition, communication messages are scripts that are archived and saved. The automatically recorded digital messages allow participants to randomly refer back to previous postings within a discussion thread in ways that face-to-face experiences never afford. With the integration of ICT in language learning, new kinds of activities, such as electronic communication via email or chat rooms, have also been developed to help students. Different modes include synchronous and asynchronous interactive email, web chat, Massive Online Operational Courses (MOOCs), Internet Relay Chat (IRC) multimedia activities, web-based reading, and task-oriented activities. Each mode fosters a different kind of linguistic competence and calls for various skills (Negretti; Liou). Computer-mediated communication, for example, provides an interactive learning environment to promote communicative language learning and the opportunity for authentic use of the learned language;

encourages collaborative writing for enhancing English as Second Language (ESL) writing development through increasing engagement, confidence and responsibility; fosters student empowerment to increase students' control of the content and process of their own learning; and ultimately promotes student motivation and interest in the functional use of the learned language and provides students with a less threatening means to communicate (Chun; Beauvois; Skinner & Austin). However, in a study using synchronous and asynchronous communication modes in a web-based English learning environment, it was found that learners had more difficulties with synchronous communication than with asynchronous communication due to both their limited English level and their typing speed (Chien & Liou).

Haddad divided ICT in education into three categories: instruments (TV, DVD, computer), instructional (video and multimedia modules) and dissemination (TV broadcast, CD or Web), but emphasized that the choice of technology and the way it is used is partially determined by what is expected in terms of education, learning and teaching objectives. According to him, 'to tech or not to tech' education is not the question; the real question is how to harvest the power of ICT to make education more relevant, responsible and effective for school setting and lifelong learning. To compete successfully in a competitive

global economic environment, a highly skilled and educated workforce with aptitude and skills in the application of ICT is very essential. This makes knowledge and use of ICT central to education in the twenty-first century (Wolff and Mackinnon). People need to be effective and efficient in the use of ICT for success in today's rapidly changing and highly competitive world which depends on such knowledge and skills. Hence, the concern for ICT to take the best advantage of technology to provide the best education to form the next generation of technology-prone globalized world.

Chapelle studies on the intersection of technology with language teaching and the ways in which the teaching practices are affected in effecting beneficial learning. It also throws light on the means through which research on second language acquisition helps to inform the design of technology-based language learning, the evaluation of the learning accomplished through technology, and the influence of technology-based practices on advanced applied linguistics. Chapelle & Douglas appreciate the computer and information technology for the striking change in language assessment. The study attempts to find out to what extent the use of multimedia in assessment tasks introduces features that actually diminish the validity of the interpretations and uses of the assessment results. Thus, it focuses on whether the advantages of Computer-Assisted Language Testing (CALLT)

outweigh the disadvantages. A number of different ICT tools and applications may be integrated in teaching and learning (Yunus, Lubis and Lin). Some of these tools and applications may be designed specifically for educational purposes and some others for more general use.

Mike Levy et.al., while appraising the influence of World CALL (Computer Assisted Language Learning) Conference, appreciates its influence in consistently attracting a broad spectrum of international CALL researchers. The five parts of the book present new technologies/new pedagogies, language skills, materials design and development, learner training, and teacher education which represent a well-rounded yet still evolving collection of perspectives on the application of new technologies to language learning. Overall, the sections reflect the range, interests, and goals of modern-day CALL.

Integrating Technology in ESP

Technology adopted as a tool of learning cannot be infused with an intent to replace the teacher. Teachers need to evaluate the technological tools attentively. There are tools of collaborative learning such as: wikis, blogs, Web 2.0 technologies, while there are other tools suitable to help students develop their linguistic skills and knowledge on their own, such as use of software, videos and corpora. The teachers while linking technology to learners' needs must know what the learners need to be able to do in the target language

by way of using the technological tools. Technology is to be integrated as an add-on to teaching. It means teachers, while reinforcing their pedagogical beliefs about teaching and learning, should adopt technology to achieve their pedagogic goals. Technology so used is an addendum to the teaching process. The pedagogic goals of the teacher need to be reliable and measurable with a clear assessment method. Mueller calls for authentic assessment that demonstrates the meaningful application of essential skills and knowledge to real-life tasks. For example, emails of different task

orientation can be used to assess students' internal and external communication skills.

The teachers while integrating technology need to accept their multifarious role in supporting and facilitating the learning process rather than controlling the process as an absolute knowledge provider, as in traditional knowledge transmission classrooms.

In the following table adapted from Li, the main technology uses corresponding to teachers' pedagogical belief can be seen.

Teacher's pedagogical beliefs	Main technology use
Writing is a means of reinforcing speech patterns (product based)	Doing grammar and vocabulary exercises on a website
	Using feedback tools (e.g., marking or track changes in Microsoft Word) for peer reviewing, focusing on local feedback, such as tense, spelling and grammar).
Writing is a process of constructing personal meaning (process based)	Accessing Web database
	Composing with the word processor
	Using mind map tools
	Participating in collaborative web-based writing projects
	Using prompted writing and grammar software in small groups.
Writing is an important academic and professional skill (content based)	Using corpus to analyze academic and professional discourse.
	Using academic and professional websites
	Using online referencing sites (e.g., dictionaries and libraries)
	Using blogs and wikis
Writing is a text understood by individual readers	Participating in online discussion (e.g., wikis, blogs)
	Participating in email exchange.

Using technological applications in teaching English for Specific Purposes can be approached from the perspectives of learners and teachers, language skills and technological tools. Corpus, Web-Based Materials, Use of Wikis for Collaborative Writing, and Computer Mediated Communication (CMC) are the technological tools that can be explored for integrating them into teaching and learning.

Corpus

In academic writing, vocabulary acquisition and right grammatical structures occupy an important position. There has been a significant advance in studying the role of corpus to assist learning in English for Academic Purposes (EAP). In Corpus Linguistics, Data-Driven Learning (DDL) has become a major scope of study. Friginal suggests that the “future direction of teaching writing for specific purposes will include corpus-based textbooks, materials and data”.

Corpus can be used to study key vocabulary in ESP course. For example, students can check and discuss how the top 100 key business vocabulary words are used in context. This would enhance vocabulary acquisition as the students understand them in contexts. This could be a task outside class and each student can take up two to three words and present them in class. In this way, students do not

just engage in independent learning but also learn from each other.

Corpora can be used by teachers to develop materials for students. Nelson pointed out in *The Guardian* that his analysis of business English suggests that

...the use of verbs was central to communication in the materials: There were fewer verbs and a much greater concentration on nouns ... This may represent a narrower base of business activities in the materials, or it may reflect the predilection of materials writers for naming aspects of business, as opposed to writing about the language needed for doing business.

Thus, teachers can use real corpora to design authentic materials for students that they will find later on in the real world.

Web-Based Materials

Internet is an ever-widening and recurrent source of authentic materials. There are many interesting websites that teachers explore to prepare ESP lessons. Freed's ESL/EFL ESP website ([http:// www.eslhome.com/esl/esp/](http://www.eslhome.com/esl/esp/)) offers a range of topics, including English used for business, medicinal, banking and finance, dentistry, engineering and science. For each category, there are several of useful links. ESP on the Web is another website ([http:// www.unav.es/espSig/esponweb.html](http://www.unav.es/espSig/esponweb.html)) that contains materials for teachers and learners in ESP. It provides discipline-

specific sites and articles on the web, teachers can guide students to explore resources in their discipline; for example, project-based learning can be implemented using these websites.

Wikis for Collaborative Writing

Wiki is an expandable collection of interlinked Web pages in hypertext storing and modifying information. It can be edited easily by any user while serving as powerful mediating artifacts for collaboration. Wiki can be used as a collaborative tool for an ESP project. For example, students studying law could have a wiki page about copyrights act where they do not only collaborate with their group members to co-construct knowledge but also invite people outside to contribute to their page. Wikispaces (www.wikispaces.com) is a wiki engine where teachers or learners can create their own wiki pages.

Computer-Mediated Communication

It is an interaction that takes place in real time in which users negotiate meaning through either verbal or written language. Email is an example of a CMC tool that is relevant to all disciplines. Nowadays, sending and receiving emails is an essential skill for all employees to exchange information. Evans indicates that

email plays a crucial role in binding together flows of internal and external

activities that are directed towards the resolution of problems, the formulation of plans or the execution of decisions. Email is thus an important means of working towards these goals, enabling professionals to exchange and discuss information and ideas quickly and conveniently with colleagues and clients.

For example, in a business course, the advantage of intertextuality present in emails can be highlighted to explain the absence of it in traditional business texts which in turn can raise business students' awareness of writing. By analysing emails in authentic contexts, students can identify the differences between email writing and other types of communication (e.g., letters and face-to-face conversation).

Conclusion

Computer technologies benefit language learning in different ways, but it is for the teachers of ESP to decide how they use them to their advantage. It is important that the teachers improve their technology-awareness so that they let students take control in learning by engaging them in real time activities. What we need is an appropriate teacher training in terms of using technology where the tools of computer-mediation can be added in addition to the pedagogic practice. Teachers adept in using technology get wide exposure to the large data of language materials on the Web. It provides

the base for authentic language materials in written, audio and visual forms. It is important that the teachers evaluate these materials systematically before they use them in the classrooms. While considering integration of technology in ESP, teachers need to reconsider how they assess and evaluate learning. For example, it is inappropriate to use the existing and traditional assessment methods to evaluate individual performance when learning focuses on collaboration, negotiation and participation. In this respect, peer assessment and group assessment may be useful. Equally, important is that the assessment content should include digital literacy rather than just linguistic forms. Thus, pedagogical relevance, authenticity, technology benefits, learners' needs, teachers' beliefs and roles are the most important principles that guide technology use in ESP instruction.

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The Concept of Authenticity in ESP

Malathy Krishnan

Abstract

Authenticity in the ESP classroom is imperative for 'progression' through task negotiation and achievement through comprehension and production tests. Evaluation in ESP courses has to be formative with no conclusive answers to questions but rather tentative suggestions for the many ways through which meaning can be negotiated. The underlying competence in ESP situations in the Indian context is not a given but something that has to be reached through extensive exposure to domain language.

Keywords: ESP, Authentic Materials, Course design,

Authenticity in ESP materials is not a unitary concept but implies a set of related notions. It is primarily associated with the features of direct relevance and immediate usefulness. What obtains in the instructional setting must approximate to language required for use in the academic, occupational or professional settings. In general terms, authentic materials must carry real-life language, but 'real-life' in the ESP context would imply the 'real-life' of academic, professional or occupational settings. It could, of course, also be related to a social setting, if that happens to be the specific requirement. Representative materials then need to be drawn from the language as it is used in these restricted settings. Authenticity would thus indicate relatedness to the particular purposes for which language is required. This paper explores the various dimensions subsumed in the concept authenticity that need to be considered while designing ESP courses and selecting materials for them.

The general view of authentic materials is '... those that have not been written specifically for language teaching' (Tickoo). By this criterion, most school and college level language textbooks have always included authentic materials: original short stories, essays, poems, plays and speeches of great writers, poets, playwrights and orators. The purpose of including such texts as part of instructional materials in a second language situation is to provide extensive exposure to language in the absence of a natural environment for language acquisition. Such materials are also a greater part of the course content of first language instruction where the purpose is to sensitize learners to the literary aspects of language.

The difference between the two situations mentioned above, is basically one of purpose and treatment. While in a second language situation, texts are seen to serve as sources of language input and are used

to check and promote comprehension, raise awareness of grammatical aspects and enrich vocabulary, in a first language setting, texts are aimed at raising the sensitivity to and appreciation of the aesthetic aspects of language as part of a wider liberal education objective, and usage comes in only as a means of highlighting the experience of language. Thus the purposes of using authentic texts serve an 'efferent' or information gaining purpose in the first case and an aesthetic or experiential purpose in the second. The 'efferent' approach, results in lack of authenticity, which in Widdowson's words is 'an inappropriate relationship between the text and the reader' (MacKay S).

In the post-structural approach phase in ELT, the term 'authentic materials' began to be contrasted with 'adapted' or 'simplified' texts. Adaptation and simplification are a part of syllabus design in the structural approach and are based on the principles of selection and gradation for each stage of the language learning continuum. These procedures have come to be questioned, as success in first language acquisition seems to result from the fact that the whole language comes unfiltered and upgraded to the child as natural input which the child negotiates to meet authentic communicative needs. It was hence argued that any simplification, selection or gradation will detract from the naturalness of 1 language input to the learner necessary for language

development in a second language situation.

The emphasis on 'authentic materials' and 'authentic language' in language teaching began with the communicative approach. This approach is marked by a reorientation for the purposes of language teaching, especially in a second language situation. The uses of language in this situation are transactional, that is, getting things done through language. The inadequacy of language input outside the classroom is sought to be compensated for within it by approximating language input to real-life language.

English for Specific Purposes (ESP) began as an offshoot of Communicative Language Teaching, the focus being gearing language instruction to the purposes for which it is required and restricting input. The need for a language is directly related to the uses for which it is required. Authenticity, here, thus assumes a different connotation. It definitely does not imply whole language.

Initially ESP was based on accurate linguistic descriptions of the target register and syllabus specifications were based on this analysis. This kind of clinical analysis of language varieties per se, dissociated from the users of language and the particular communicative purposes for which they used language, was also found to be inadequate as linguistic features are only one part of communicative events. The descriptions were then extended

to include genre features; genres being governed by the conventions of particular discourse communities. Widdowson, argues that 'genres' by themselves were not stable entities but socio-cultural processes, continually in flux.

The concept of authenticity is thus multidimensional and pedagogic designing of ESP courses needs to consider all these factors. Learners need to be made to engage with material that is representative of language forms used in the field, the particular genres that the discourse community uses, the styles that individual users would adopt depending on the role relationships between the interlocutors in actual communication, the reality of the workplace as well as the reality of the learning situation.

When a language teacher borrows texts from the specialist field, she needs to be aware of the situatedness of the texts in the context of the discipline. Uprooting a text because of its representativeness of particular language features and treating it in isolation in the language classroom will again take away the element of authenticity. Help here is required from the subject specialist. If collaborative teaching itself is not possible, collaboration in assessing language use needs and discussion about the contexts of texts need to precede their use in the language classroom.

This does not mean, however, that the language teacher should not meddle with

texts from an unfamiliar domain. Rather, the teacher needs to get just enough interested in the domain to understand the implications of the meaning potential of texts. It is a kind of reciprocal equation where the subject specialist needs just enough language awareness to deal with the domain knowledge and the language specialist needs just enough domain awareness to deal with the language required for the learners to arrive at the domain knowledge.

Authenticity is also established by the need for new information. Cognitive challenge is integral to the learning process and linguistic challenge needs to be blended with it. Language grows with thought and the cognitive demand urges language forms to emerge. Task engagement that makes this happen would contribute to authenticity. Obviously cognitive challenge will be relevant to the learners only in domain-specific contexts.

The reality of the learning situation is very crucial. Recreating contexts for language use through tasks that simulate professional settings is a feature of ESP classrooms. Though the term 'simulation' is antithetical to 'authenticity', it assumes authenticity in the classroom setting. Learners expect certain classroom procedures and simulation and role plays are accepted as approximations to real-life settings. The classroom itself is regarded as a rehearsal ground for real performance in the field.

Information transfer from learner to teacher through the target language is another mode by which thought-language integration can be attempted. This is achieved through the learners who have domain knowledge' explaining concepts to the teacher through the target language. This fosters language development through meaning negotiation.

In the Indian context, ESP is required as a means of activating Basic Interpersonal Communication Skills (BICS) through Cognitive Advanced Language Proficiency (CALP). Members of the technical community have highly advanced technical skills and are often able to understand and deal with technical texts at the conceptual level. Their linguistic weaknesses surface when they have to translate this technical language into plain English to a person outside the domain.

The language teacher and other learners with shared language-learning goals can serve as a springboard for language development by becoming the authentic audience for this transmission of domain knowledge by the language learner. The responses of peers would further serve to clarify, rephrase, reformulate technical concepts and this will result in group negotiation of meaning so crucial to the development of communicative abilities.

It would be pertinent at this point to bring in the high motivation that is usually available in ESP classrooms. Materials

have a strong potential in increasing motivational levels. Stevick's concept of 'strength' in relation to materials cited by McInerney is relevant here. 'Strength' is described as the rewards that the material makes available and the five types of reward listed under this are relevance, completeness, authenticity, satisfaction and immediacy.

ESP learners are adults who are aware of their needs for language use and their own deficiencies and strengths. Motivation in ESP is generally said to be instrumental, that is, seeking to achieve a utilitarian end. This instrumental motivation is not a bound phenomenon but has the potential to move towards intrinsic motivation. Any hurdle in domain knowledge development caused by language is overcome and this provides the incentive to negotiate higher levels of domain knowledge with perhaps corresponding progression in linguistic levels. This is the point of convergence of content and language. The highest levels of professional competence are achieved when this convergence happens

Authenticity in the ESP classroom would hence imply 'progression' through task negotiation rather than achievement through comprehension and production tests. Evaluation in ESP courses has to be formative with no conclusive answers to questions but rather tentative suggestions for the many ways through which meaning can be negotiated. As mentioned earlier Widdowson talks of the

fluidity of genres. This argument takes us to the fluidity of language itself and the variety of the modes of expression finally arriving at the development of the notion of 'underlying competence' elaborated upon by Hutchinson and Waters. This underlying competence in ESP situations in the Indian context is not a given but something that has to be reached through extensive exposure to domain language.

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Adopt and Adapt: Customizing Course Books in A Brazilian EFL Classroom

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Abstract

Course books are a very common teaching resource in EFL classrooms all over the world. However, even the best course books contain activities that are not the most adequate for a particular group of students or a particular setting. This means that teachers have to be prepared to identify any possible problem areas in advance and adapt activities in order to provide students with learning opportunities. In this article, Jack C. Richards' worldwide best-selling series, *Interchange Third Edition*, is analysed in detail, and alternative activities are suggested to increase student talking time and provide further practice of vocabulary and grammar structures.

Key words: English as a Foreign Language; Course Books; Customization

1. Teaching and the use of course books

There can hardly be any doubt that teaching is a creative activity. Teachers are faced with unpredictable situations on a daily basis and often need to resort to creativity to deal with them. Additionally, teachers are generally expected to vary the type of activities they use and the pace of their lessons to engage and motivate their students. Teaching a foreign language can be said to demand even more from the teachers' creativity, since the communicative approach, adopted by the majority of the English teachers today, requires that language be presented in context that is, used for communicative purposes. Thus, the communicative approach means that teachers continuously

have to think of new ways of exploring the teaching resources to which they have access in order to increase opportunities for meaningful interaction among students.

Of the countless resources that can be used to aid the teaching of English (Realia, CDs, DVDs, posters, graded readers, etc.), course books are probably the most widely used. They are easy to find, come in many different formats for different target groups and teaching settings, and, in large private language institutes, they also serve the important purpose of standardizing lessons, helping to ensure that students from different groups are exposed to essentially the same language. However, despite the wide range of products on offer, as Tomlinson and Masuhara say, "no

published course book can satisfactorily serve all teachers, students or teaching settings¹" (Tomlinson & Masuhara). This means that teachers need to be prepared to adapt the course books they adopt.

2. The Adaptation Process

Adapting course books is often done by experienced teachers intuitively: after teaching for some years, teachers are usually able to recognize potential problems while planning their lessons. These problems are then avoided by either modifying the activity, suppressing it, or replacing it with a better suited one. However, when the adaptation is based on intuition and experience only, and not informed by a principled reflection, there is a great probability that the adaptation will not be as effective as it could be. This is the reason why authors such as Tomlinson and Masuhara advise teachers to follow a systematic approach when adapting course books.

The first step teachers should take before adapting a course book is to identify their students' needs. Having completed this part of the process, the next stage is to think of ways in which students' needs can be fulfilled. This stage is intimately related both to the teachers' views on the teaching and learning process and to the institutional policies. This initial preparation for the

adaptation process allows teachers to have a clearer understanding of why adaptation may be necessary, and it also helps to point out how the activity or activities should be changed.

Considering that the communicative approach is the most widely used in Brazil in the field of Teaching English as a Foreign Language, this article focuses on adapting activities from course books to make them more communicative, that is, to increase opportunities for the students to use English to interact meaningfully with each other. Oral communication is privileged in the adapted classroom activities suggested here, in view of the value Brazilian students attribute to mastering listening and speaking skills over reading and writing. Finally, all the suggested activities are based on the Interchange Third Edition series, due to its widespread use in Brazil as well as abroad.

3. Adapting the Interchange Third Edition series

One common problem pointed out by many teachers who adopt the Interchange Third Edition series is the repetitive structure of the units. These remain essentially the same over the four volumes that compose the series, with the addition of role-plays and writing activities as the major change from the first volume, Intro, to the more advanced ones. Another concern among teachers who use Interchange Third Edition is that some texts are not fully

1 In the original, "Nenhum livro-texto publicado pode atender plenamente a todos os professores, alunos ou situações de aprendizado".

explored as they could be. In this section, a few adapted activities are presented in order to exemplify how lessons based on the Interchange Third Edition materials can be made more dynamic and livelier and how Student Talking Time (STT) can be increased through the use of minimal resources activities.

3.1. Interchange Third Edition Intro: What do you play?

One of the activities from Interchange Third Edition Intro that can be easily adapted to provide students with more opportunities for speaking is the listening “What do you play?”, from Units 9-10 Progress Check (p. 71). In this exercise, students listen to six short dialogues between Jenny and Ben and check Ben’s answers from two possible options for each dialogue. Here are the teaching notes for this exercise in full, taken from the Teacher’s Edition:

- Explain the task. Students read the two choices for each answer silently.
- Play the CD once or twice. Students listen and complete the task. Then elicit the answers.

These teaching notes do not account for a pre-listening activity to help students activate the vocabulary and structures involved in asking and answering wh-questions about sports and the language needed to understand this listening is not dealt with in the previous activity either

(“Snack Survey” provides further practice for yes/no questions about eating habits). Therefore, the need for the addition of a pre-listening task focusing on wh-questions becomes apparent. It can also be noted that the learning objective for this exercise is very narrow (“assess one’s ability to listen to and understand questions about sports”), since it mentions receptive skills only. More opportunities for speaking practice could be created by adding a post-listening activity in which students also asked and answered wh-questions.

The simplest yet effective way of modifying this exercise would be as following:

Learning objectives: assess one’s ability to listen to, understand, **ask and answer** questions about sports.

Pre-listening activity

- **Pair work.** Students to read the answers for each dialogue and brainstorm possible questions for them on their notebooks. If time allows, join pairs in small groups and give students time to compare answers. Set the answers.

Listening activity

- Play the CD once or twice. Students listen and complete the task. Then elicit the answers.

Post-listening activity

- **Pair work.** Students practice the short

dialogues, reading the questions they brainstormed and the answers from the Student's Book.

- Students take turns asking and giving true answers to the questions from the listening exercise.

These very simple tasks require no additional resources apart from the Class Audio CD that is normally necessary for any listening activity and they can be very helpful in increasing STT. The additional steps also give students more confidence in the use of the language, by creating a progression leading from easier, more controlled tasks to freer, more personalized ones.

Interchange Third Edition 1: Memory Lane

Another listening activity from the Interchange Third Edition series that can be adapted to provide further oral practice is "Memory lane", from Unit 16 (p. 107). This exercise aims at developing skills in listening for details. The teaching notes from the Teacher's Edition (p. T-107) suggest that the teacher begin by contextualizing the exercise, telling students they are going to listen to a couple who are looking through their photo album. Then students listen and take notes of three changes in the couple's life. To round off the exercise, the teaching notes tell the teacher to set the answers. The teaching notes also

suggest the use of "Photo Identification", a photocopiable activity from the Teacher's Edition, to teach this exercise. "Photo Identification" is a set of drawings made to resemble photos from an album and it can be photocopied and distributed to the students for them to check the changes they hear instead of taking notes.

The contextualization present in the teaching notes is minimal and does not give students an opportunity to brainstorm possible changes in the couple's life and prepare for the listening. There is also no indication of what the students are supposed to do with the information they extract from the text they heard. This activity could be made more effective in terms of opportunities for oral practice and production with a few adjustments, as outlined below:

Pre-listening activity

- **Pair work.** Put up on the board a large picture of a couple taken from a magazine or newspaper, or a real photograph, (preferably anonymous, middle-aged people). Tell students these people have been married for some years, and they have changed a lot over time. Students brainstorm in pairs what changes the couple has been through. Model by writing a few examples on the board using the target language, such as "Scott's bald now". Monitor and then elicit ideas from students.

Listening activity

- Students listen to the CD and check their correct guesses. Elicit how many correct guesses each pair made.
- Play the CD again twice. Students take notes of the changes they did not guess. If not pressed for time, allow a few minutes for the students to compare answers with their classmates. Set the answers.

Post-listening activity

- **Group work.** Put up on the board pictures of famous people (one old and one recent picture for each celebrity, side by side). Elicit from students who they are and write their names next to the pictures. Divide the class into two groups and have a competition: groups take turns describing one person's changes without mentioning their name and guessing who the person is. Model the game by describing a few changes in the life of one of the celebrities for the students to guess who the person is. Keep score on the board.

This adapted activity requires the use of additional resources (photographs or pictures from the media), but these are usually easy to find and can be even kept in a resource bank and reused. The inclusion of a pre-listening task makes the note-taking that follows less daunting for beginners such as Interchange Third Edition 1 students and it also increases

STT, because it is carried out in pairs. The post-listening activity suggested here adds a playful element to the lesson, helps to keep pace brisk and also helps to vary the interaction patterns.

Interchange Third Edition 2: It happened to me!

Interchange Third Edition 2 is the first book in the series that includes the "Perspectives" exercises. According to the Teacher's Edition, they serve the purpose of presenting grammar in context, while also providing starting points for production in the form of debates and open discussions. However, that does not mean that "Perspectives" cannot be adapted to provide even more opportunities for speaking.

One example is the "Perspectives" exercise "It happened to me!", from Unit 12 (p. 78). It focuses on the reporting of lucky and unlucky events in the past to introduce the use of the past continuous. The Teacher's Edition advises teachers to elicit experiences involving the students and famous people as a lead-in for the listening, which works as a disguised dictation. After checking the answers for the exercise, students have the opportunity to check on their books the things that have happened to them and discuss these events in small groups. In the second part of the activity, students go back to the list and decide in pairs whether the events are lucky or unlucky.

This activity does provide opportunities for oral practice and personalization, that is, for the students to talk about themselves, but the interaction patterns could be changed to increase STT. It should also be noted that the post-listening activity suggested in the Teacher's Edition is not controversial, and it does not foster as much discussion as the topic allows.

One way of adapting this exercise is to link it to the previous one, a "Snapshot" about success stories describing three famous people's accomplishments. Teaching notes for the adapted version can be found below:

Pre-listening activity

- **Group work.** Tell students about a lucky event in your life (real or made up). Ask students if they consider it an accomplishment and briefly define both terms. Divide the class into small groups and have a competition: the winner is the group who lists luckier events.

Listening activity

- Play CD twice. Students make notes of the lucky events only. Allow a few minutes for the students to compare answers with their classmates before setting answers. Students open their books. Go over the unlucky events listed there, teaching new vocabulary.

Post-listening activity

- **Class activity.** Hand out slips of paper and ask each student to write

a lucky or unlucky event on it and fold the slip of paper. Put the slips in an envelope, mix them and hand the slips out, making sure students do not receive their slip. Students go around the classroom and try to find a person who has had the experience written on the slip. Students must ask as many follow-up questions as they can. To round off the activity, elicit curious or interesting information from the students.

This adapted activity makes use of virtually no additional resources. If necessary, the slips of paper can be even substituted by sheets of paper from the students' notebooks. The game at the beginning of the activity makes it lively, and the decision to finish the activity with interviews conducted in pairs increases STT. The adapted step also ensures that the activity finishes with students talking extendedly about the topic of lucky and unlucky events.

Interchange Third Edition 3: Quiz

Another "Perspectives" activity that can be adapted to increase STT, provide further practice and keep pace brisk is the "Quiz" from Unit 1 (p. 5). According to the teaching notes in the Teacher's Edition, teachers should first explore the picture that illustrates the activity. Then, the Teacher's Edition suggests a listening exercise in which students put a set of sentences in the correct order. Next, they

complete the fun quiz and tally their score individually. An optional transition activity is suggested, in which students find someone who has a similar score to be their partner during the rest of the activity. In the second part of the "Perspectives", students check the complaint that bothers them most and the teacher conducts a teacher-centred poll.

The beginning of this activity provides opportunities for speaking, integrates speaking with listening and explores the text in a variety of ways. However, from the step when students complete the quiz individually, it can be adapted to foster conversation, as seen below:

Reading activity

- **Pair work.** Students interview their partners based on the quiz. Students report on their partners score.

Post-reading activity

- **Group work.** Students choose what bothers them most. Divide students into groups according to their choice. Allow a few minutes for the groups to come up with the reasons why they made that choice. Conduct a class debate in which students try to change each other's mind. When a student changes his/her mind about the worst complaint on the list, s/he should get up and sit down next to his/her new partners.

The adapted activity suggested in this section helps increase STT by replacing an individual activity with pair work. It also helps to keep pace brisk and to end the activity in a lively manner, since students will be engaged in a debate, that is, they will be using language for effective and meaningful communication. It should be noted that no additional resources are necessary to carry out this adapted version of the "Quiz".

4. Conclusion

As the Interchange Third Edition Teacher's Edition say, "It's important for teachers to adapt the course materials to the needs, interests, ages, and learning styles of their students" (p. ix). Several suggestions can be found in the Teacher's Edition itself, in the form of photocopiable activities, fresh ideas, games and optional activities. However, these alone do not serve the needs of all teachers and students. It is essential that teachers are able to create their own alternative ways of teaching Interchange Third Edition. In order to help teachers to customize these course materials, this article has presented a few adapted activities that can be used to make the lessons more dynamic, maximize STT and provide opportunities for meaningful communication and further practice, catering for the most common needs of Brazilian students and teachers.

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ESP for Craftsmen in The City of Cusco, Peru

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Abstract

This article addresses an ESP (English for Specific Purposes) experience with craftsmen from an artisanal center in the city of Cusco, Peru in 2012. It has been adapted from a Needs Analysis chart, created during the summer workshop in the UMBC – University of Maryland, Baltimore County. This article goes through basic information about the target group and the text that was produced for them a reflection of the learners after the course was completed, as well as the nature of the ESP course; and finally covers a follow-up action plan.

Keywords: ESP, Craftsmen in Peru, Material Production

The experience starts

Basic information about the target group and Target Situation Analysis

This whole process started when the U.S. Embassy proposed English for Specific Purpose (ESP) program to the Peruvian – American Cultural Institute ICPNAC Cusco, a language institute that provides English learning courses to students from different ages and backgrounds. A committee was formed to find target learners who would benefit from this free course.

One of the selected groups comprised craftsmen and artisans who work at the Handicraft Market in Cusco. This group of EOP (English for Occupational Purposes) learners had certain needs related to the language used in their trade. The main goal was to be able to interact with a client in order to sell their products;

and the objectives to reach the goal were: greet people, talk about what they do, deal with prices (offer, describe, and deal with products) and interact with clients. This information was gathered through interviews, shadowing, and observations during the pilot program, and surveys.

Artisans needed a specific book

The produced text

The teachers in charge of the ESP program at ICPNAC realized that the current textbook was not suitable for this group of artisans. Since there was no specific ESP book that could fulfill their needs and goals, so the decision to create a new book that would meet the expectations for the task was taken.

There were some key aspects of the text that was produced for the target ESP course. Due to the nature of the trade of

craftsmen and artisans in Cusco, Peru (which is basically speaking-listening skill based) students used an adapted 52-page book prepared and designed for them by the teacher Rivas.

Additional authentic material, such as pamphlets to promote products, business cards and e-mail examples to deal with clients abroad, were also considered. The intended readers of this ESP book were students and teachers of EOP (English for occupational purposes) in the field of handicraft trading in the city of Cusco primarily; although the nature of the book remains adaptable for other groups of EOP in the same field.

Given below are some relevant features of this book.

Linguistic Competence

- Vocabulary that reflects the topics related to selling, products, and issues in the field of tourism, politeness, and clarification of expressions.
- The Grammatical features covered were nouns, numbers, adjectives (comparatives, superlatives) simple present tense (to be, verbs) modals (will, can) conditionals (first conditional) and imperatives.
- The linguistic features that helped the text achieve its goal were nouns that describe different products and features; numbers that deal with prices and quantities; adjectives that describe products and promote

them; the simple present tense to talk about the activities and states of merchandise; modals for politeness, possibilities, suggestions and future plans; imperatives to advise; and conditionals to make offers.

Sociolinguistic competence

- The intended readers of this book were teachers (a complete teacher's book section is included in the course book with instructions and descriptions for every activity) and EOP students interested in the field of handicrafts in the Andes, although the material can be adapted and modified for a different setting.
- The book followed this sequence of moves: most lessons in the book follow the following pattern. 1. Introducing the goal. 2. Figuring out relevant lexis. 3. Practicing the lexis / schemata. 3.1. Practicing in a controlled setting. 3.2. Practicing in a freer setting. 4. Recognizing relevant communication tools. 5. Recognizing the schemata pattern. 6. Developing realistic communication task. 7. Self-assessment.

Strategic Competence

- These are the strategies for learners used in the book. The text was created to be inductively practiced: the learners had to recognize patterns/new expressions / lexis through cognates, previous knowledge and guessing,

reading instructions carefully and noticing the extra information in every lesson (pronunciation tips, recycling, etc.)

- The features that reflected useful strategies in the text were: a clear goal at the beginning of every lesson – a goal that is reflected in the last part as self-assessment, clear instructions, artwork that sets the mood in every lesson, inductive charts for grammar clarification, communication tool section to emphasize in relevant pronunciation and fluency, and extra information to help in recycling and highlighting relevant data.

The information about this text book was collected during its construction and design. Every lesson was designed to follow specific structures and methodology to help learners acquire the language in an inductive way by encouraging them to develop routines for self – learning and clarification in given situations inside their trade.

After the release and usage of the first edition of the book, there was a need to collect information in order to improve the text. Collecting information at a more personal level was needed, as thorough information about the performance of craftsmen, their routines, and pitfalls was not available.

This data could be collected by observing several subjects in different situations,

registering how they perform and noticing what aspect of language is recurrent. In order to collect this data, craftsmen could use recording devices (e.g. cell phones) to register at least a week of different performances.

Goals and objectives fulfilled

The target group of ESP developed language skills at different levels (Reading, Writing, Listening, and Speaking) by the end of the ESP program. Due to the nature of the artisans' trade, the group of ESP teachers, advised by a U.S. Embassy ESP expert, decided to focus mostly on speaking and listening.

During observations it was noticed that writing and reading were almost non-existent in their workplace, and that speaking and listening were the skills they needed the most. The data regarding the requisite skills was collected during classes every day, and considered while designing the course book.

Most learners revealed that they wanted to use English to communicate with their clients in a more effective way in order to sell more. At the beginning of the program they had the idea that it was going to be really hard for them to learn a new language at their old age (40 to 60 years) so they expected teachers to go easy on them, something that the staff of teachers considered a priority, lowering the affective filter as much as possible. Then many of the learners expected to

practice and be more fluid in the skills that we taught them while there was another group that wanted to increase their knowledge and skills of the language in the regular EGP (English for general purposes) program at ICPNAC.

These desires were expressed during classes and while the end of the pilot program was near. Most of the learners expressed their desire to continue having classes, whether in a private way or through registering at the regular program. Some craftsmen decided to actually attend the EGP program at ICPNAC.

After spending a significant amount of time with the artisans in class and observing them at work, the teacher considered that the information collected was enough to have a successful ESP program; however, in order to improve the PSA (Present situation analysis) he still needed specific, personalized information about how each of them perform in actual selling situations with tourists. The learners had the necessary tools to engage, but accurate data about how they were doing in a daily basis.

This information could be collected at the artisans' workplace, but the teacher was afraid that his presence was going to interfere with their performance. So, in order to have an objective observation, a recording device was used. Afterwards the teacher was able to go through a series of real conversations and distill the necessary and relevant data.

Physical setting of the course

Most of the learners had a primary-level education background only did not use e-mail, so the teachers decided on traditional face-to-face classes, the type of education they were used to, but with an inductive approach instead of a deductive one.

The teachers were determined that the training was going to be delivered inside a classroom. At the same time, we tried *in situ* instructions, classes and observation at their workplace. The traditional classes at ICPNAC, which is a language center, had an impact of safety and formality in classes, classes with clear objectives and purposes. At the same time classes at their workplace were encouraging and showed that their activities were relevant and an important tool for learning.

Classes at ICPNAC were quite comfortable for a group up to 25 students since they were designed for educational purposes. However, they lacked the environment that would set the mood of a handicraft market. Visual helpers like posters or realia in class were suggested.

Nature of the course

There were twenty-two learners and the teachers decided that enrollment would be voluntary, since there were many people waiting for the chance and ready to take it if someone did not feel like attending the course. Once enrolled, it was decided that attendance was mandatory and if a

learner missed 4 classes he or she would be considered out of the program. An attendance of 18 classes of 1.5 hours each during a period of 6 months: a total of 162 hours was compulsory. However, there was an issue about the four missing classes rule to consider a student as a dropout, many times the participants to our ESP program missed more than four classes because they had job or family responsibilities, so the staff of teachers decided that there should be more flexibility in such cases.

Formal tests were not required during the course in order to pass or stay in the program, but since the students were used to receiving a score in-reward for their effort; the teacher decided for a series of role playing tasks at the end of every month for them to show their skills, and in order to have a score the teacher designed a multiple choice test (since the course was designed mostly to speak and listen, it was decided to lower the writing part as much as possible. The teacher considered that the aspects of the tests have to be standardized for parallel ESP programs running at ICPNAC.

The needs analysis performed previously reflected information about the nature of the course. Such information directed teachers towards developing speaking and listening skills.

Teaching resources

First of all, there was a 52-page course book developed by teacher Rivas and

it was an adapted material. There were potential materials available such as pamphlets, business cards and videos and they were all authentic. The materials the teacher had been collecting throughout the ESP course could be used as an adapted material with EOP craftsmen purpose.

The resources in the classroom were a whiteboard, 1 computer & LCD TV, internet access (depending on the class), photocopier machine, and an overhead projector.

So far the equipment in the classroom has proved sufficient for the given purpose. Steady internet connection in the ESP classroom would have been useful in order to show pictures and videos that were required at the spur of the moment.

Action plan

Here are the necessary steps that the teacher observed to accomplish a successful ESP course

- Continuous observation of the activities performed by the participants in the most objective way possible causing the least interference.
- Clear communication of the conditions and foundations of the course among the different stakeholders.
- Establishing clear goals and objectives for the future ESP course, and designing a plan to meet such goals.
- Design, adapt, and create material for the ESP learners and collect authentic material to be used in class.

As a final observation about this ESP program, there are some challenges that could interfere in the successful development of the program.

The challenge perceived was that the different stakeholders needed to define the conditions under which such program would be developed. Also having a trained staff of ESP teachers ready to teach on any course during the ESP program could be a challenge that was needed to be fulfilled.

Being one of the participant teachers in the program, I suggest that the only way these challenges could be addressed is suggesting and proposing clear channels of communications among the different stakeholders. The challenge of training a staff of ESP teachers could be fulfilled by designing a program with the more experienced members of the team and thereby carrying the program of training fellow ESP teachers.

ESP program differs significantly from EGP programs. The biggest difference is in the functionality of the course and the motivation of participants. Addressing more attention to motivation skills and encouraging the participants to develop self-learning techniques is vital for the evolution of the ESP program in the near future.

**Original chart revised by K. Westerfield & J. Rice & B. Sheppard, University of Oregon's American English Institute
Updated February 2012**

Article revised by Evelyn Farfán Chirinos, ICPNAC Cusco, September 2017

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Testing the Effectiveness of Structure Drills in the Teaching of English Grammar

Braj Mohan

Abstract

This paper studies the effectiveness of using structure drills in the teaching of English grammar to adult learners in India. A group of 23 students of undergraduate classes was given 20 hours of grammar training in twenty sessions of structure drills with music treatment before and after each round of drill. The scores of the entry level test and the exit level test were compared to evaluate the effectiveness of structure drills with respect to different test items in English grammar. A significant progress was observed in the exit level test. Hence, the use of structure drills with music treatment has been found quite effective in the teaching of English grammar.

Keywords: Structure Drills, Grammar, Behaviourism, Teaching Methods, Audio-Lingual Method

Introduction

In the past fifty years, several methods and approaches have been developed in the field of English Language Teaching (ELT). These approaches have got variable success in cultivating the SLRW skills. Due to the changing needs of the English language users, focus shifted from reading, writing, and interpreting the written English to using English communicatively with social and contextual suitability, what Dell Hymes termed Communicative Competence. In the changed scenario, Grammar-Translation Method was found to be inadequate as it did not address the communicative needs of the learners and concentrated only on translation and interpretation of texts. The latter half of the 20th century saw a lot of research in

the field of language teaching, and as a result, there emerged several new methods of which Direct Method, Audio-lingual Method, Communicative Language Teaching became quite popular among language teachers. In these methods, giving maximum exposure to the target language, teaching language in context, and creating enjoyable classroom environment were the guiding principles. The role of the teacher changed from authority with a stick to facilitator, friend and guide. It was a shift from teacher-centred to learner-centred class.

Among the aforesaid teaching methods, Audio-Lingual Method attracted a lot of controversy and criticism. This method is based on Skinner's Behaviourism and views language learning as habit

formation through repetition of syntactic structures in different types of drills. The major criticism of this method came from the Cognitivists, who questioned how a learner can learn to produce infinite number of sentences with all their novelty and complexity just by learning a few syntactic structures. Despite criticism, Audio-Lingual Method is still considered relevant in the teaching of English grammar. As syntax makes the skeleton of language, learning structures is quite important for second/foreign language learner. In countries like India where learning English grammar is given very high importance due to its decisive role in various competitive tests, a very good understanding of syntactic structures becomes all the more important.

The challenges of teaching English in an Indian classroom are completely different from those in the west. Paucity of teaching materials and tools and very large class size are common problem in most Indian schools. Average class size in an Indian school is 50 students. These circumstances create the need for a teaching method or technique that requires minimum resources and is effective in large classes. Use of oral drills of syntactical structures is such a technique as it requires minimum resources. Hence, it would be interesting to study how effective the use of structure drills is in the teaching of English grammar to Indian students.

Review of literature and theoretical base

There are various opinions about the teaching of English grammar to the students for whom English is a second or foreign language. Some scholars feel the need of teaching of grammar while others do not see any logic in the teaching of grammar (debate summarised in Thornbury 2000). Even those who support the teaching of grammar in EFL/ESL class do not seem to have consensus about teaching techniques and approaches. The supporters of Krashen's Input Hypothesis feel that grammar instruction does not have any important role in second/foreign language learning. They feel that a learner can develop both fluency and accuracy in the target language if s/he is given 'comprehensive input' (Stern; Yim; Rodriguez and Avent). Those who support the teaching of grammar feel that grammar instruction can improve accuracy and also facilitate faster learning of the target language (Eisenstein & Schweers). Once we accept that the teaching of grammar is desirable, there comes a question about suitability of teaching techniques. Audio-Lingual Method and its structures drills could be an effective method for teaching English grammar.

Before we move further, we need to understand the theoretical base of the structure drills. The use of structure drills is an important technique under Audio-Lingual Method, which has its theoretical

base in behaviourist theory (Skinner) of language learning. Behaviourists consider language learning as behaviour, which is developed through habit formation. Hence, Audio-Lingual Method recommends the use of repetition of dialogue and structure drills for the formation of habits in the second language (Thornbury). Through these drills, the learners achieve communicative competence by forming new habits in the target language and overcoming the old habits of their native language (Larsen Freeman).

Some important drills used in the audio-Lingual Method are –repetition drill, backward build up drill, chain drill, substitution drill, transformation drill, and question and answer drill (Larsen Freeman). Through these drills the students are given a rigorous practice of forming habit in the target language. In simple words, the teacher presents a model and the students repeat the structure following her model. After frequent repetitions of sentence structures, the students ‘over learn’ them and these structures become a part of students’ language behaviour and they get ability to form similar sentences independently in communicative situations. The trainer emphasises the correct repetition of the structures lest the learner should learn incorrect structures. Equally important is the presentation of correct model in drills by the teacher otherwise incorrect learning will take place (Richards and Rodgers).

Research design

The experimental research design has been used for testing the effectiveness of structure drills in the teaching of English grammar. The entry level and exit level data were compared to assess the effectiveness of the teaching method.

The participants

The participants of this programme were 28 students, both male and female, from the second year of the undergraduate classes. They were in the age group of 19-23 years and had basic knowledge of the English language and grammar, which can be understood from their scores in the entry level test. For all these participants English was the Second Language and they had started learning this language from their early school days. They wrote their examinations in English and their text-books were in English. However, they graded their own language skills to be poor and felt the need of attending this programme after paying some fee. They had good level of motivation for attending these classes as can be understood from their regularity and punctuality and their participation in the activities.

Test items and expected course-outcome

In order to test the effectiveness of using oral structure drills, five test items were selected. These test items were—tenses, conditional sentences, degrees of

comparison, causative verb, and voice.

The students were expected to learn the following things:

1. **Tenses:** The participants were expected to learn the tenses (present, past, and future) with their four aspects (indefinite, continuous, perfect, and perfect continuous). They were also expected to learn affirmative, negative, and interrogative structures. After completing this course they were expected to be able to correct sentences in terms of using correct form of verb and subject verb agreement. They were also expected to be capable of converting a sentence into a different tense and/or aspect.
2. **Conditional sentences:** The participants were supposed to learn structures of condition sentences. After completion of the course, they were expected to be able to spot errors and use conditional sentences correctly.
3. **Degrees of comparison:** The participants were expected to learn the structures of positive, comparative, and superlative degrees. After completion of the course, they were expected to be able to spot errors in these structures and transform the sentences from comparative to superlative or positive and vice-versa.
4. **Causative Verb:** The participants were expected to learn the correct use

of causative verbs. They were expected to be able to spot errors and translate sentences involving causative verbs from their first language (Hindi) into English.

5. **Voice:** It was expected that the students would learn structures of active voice and passive voice. They would be able to spot errors and transform the sentences from active voice into passive voice.

Course conduction and data collection

This course of 20 hours was conducted in twenty sessions over a period of one month. Each of these twenty sessions was divided into two rounds of 30 minutes each. The structure drills were oral in which the participants were required to listen to the trainer carefully and repeat the model sentence in unison. Music treatment was given before and after each round of drill to motivate the audience and make the class interesting. The students could read and hum the subtitles while watching the video song.

For collecting the data, the participants were given an entry level test and an exit level test. Both the tests were written tests and had matching sentences in terms of syntactic structure. The entry level test was given on the first day of the programme and the exit level test was conducted on the last day of the programme. This test comprised thirty

questions of one mark each. There were three types of questions in the test paper—error correction, sentence conversion and translation. Fifteen questions were from tenses, six from degrees, four from voice, three from conditionals and two from causative verbs. Although this programme had 28 participants yet suitable data could be collected from 23 participants only as five participants were absent on the first or the last day and could not write the test.

Oral structure drills

The participants of this programme were given oral structure drills of four types- repetition drills, slot-filling drills, conversion drills, and translation drills. In the repetition drill, the students were expected to speak the sentence in unison after the trainer. The trainer drilled the participants on a set of sentences with similar structures.

After practicing repetition drills in a few rounds, the learners developed some idea of the structures of test items. They were given slot filling drill in which they were given two/ three similar predicates differing only in verb form and they were supposed to speak the correct predicate after the trainer had spoken the subject of the sentence. When the trainer found that most of the participants were successfully participating in slot-filling-drill, they were given conversion drill. In conversion drill, the participants were required to convert/transform the given sentence into

the structure indicated by the trainer. For instance, in a conversion drill on present indefinite tense, the trainer gave a sentence and students converted it into negative or interrogative as the trainer suggested. The trainer used the snap of fingers for keeping time and maintaining participants' interest. The same sentence was repeated if the students could not convert the sentence correctly.

Finally, the students were given translation drill, in which the trainer gave a sentence in participants' first language (Hindi), and the participants spoke its translation after a pause as indicated by a finger-snap. The students were drilled on similar structures for habit formation. Once the participants were comfortable with the target structures, they were given opportunity to work like a peer trainer. They took turns to monitor the drills and the trainer closely monitored their practice and corrected them if he felt the need. Clapping, snapping fingers, and music were used to motivate the students and break the monotony of structure drills.

Analysis

The entry level and the exit level data have been compared to evaluate the effectiveness of using structure drills in the teaching of English grammar. The scores have been standardised in terms of percent and compared to see how the score have been affected by structure drills. A comparison of the scores of the entry level and the exit level tests can be seen in the graph below.

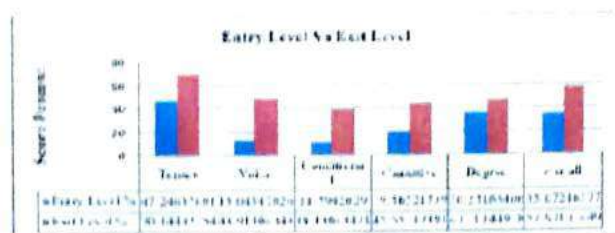


Figure 1

Tenses

The test had 15 questions from tenses of one mark each. The lowest score in tenses in the entry level test was 1 and the highest score was 12 while the corresponding scores in the exit level test were 5 and 15. The mean of the percent of marks in tenses in the entry level test was 47.24% while in the exit level test the corresponding scores were 70.14%. It shows that after training the performance of the participants improved by 22.9% which is quite significant improvement. The scores of most of the participants significantly improved and in quite a few cases the scores even doubled and trebled (see participant No. 1, 6, 9, 11, 12, 17, 19 in appendix 1), while in three participants, the improvement in their performance in tenses remained very low or nil. (see participant no. 21, 22, and 23).

The comparison of mean scores shows very significant improvement. When scores in tense section were compared using paired sample test with the help of SPSS, the value of t was 7.312 at 95% level of confidence for 22 degree of freedom. The critical value for 22 degree of freedom is 2.074 for 22 degree of freedom. Since our

t value is far higher than the critical value, we can conclude that training through structure drills significantly improved the scores in tenses. Hence, using structure drill in teaching tense structures has been found quite effective.

Voice

The comparison of the scores in the voice section in the entry level and the exit level test also indicates significant improvement. Out of 23 participants, 15 participants scored 0% marks, 4 participants scored 25% marks and 4 participants scored 50% in the entry level test. In the exit level test, 4 participants scored 0% marks, 5 scored 25%, 6 scored 75% and 4 scored 100% marks. The mean score of the entry level test is 13.04% which reaches 48.91% in the exit level test showing an improvement of 35.87% marks. The value of t for 22 degree of freedom is 6.138 which is far above the critical value. It suggests that using structure drills is quite effective in teaching the structures of active and passive voice also.

Conditional sentences

The improvement in scores in the section of conditional sentences is equally encouraging. Out of 23 participants, 17 scored 0%, 4 scored 33.33%, and 2 scored 66.66% marks in the entry level test. After taking training through structure drills, 7 students scored 0%, 7 scored 33%, 7 scored 66% and 2 scored 100. In the entry

level test the mean score was 11.59% which reached 39.13% in the exit level test. A huge jump of 27.54% is seen in the scores after training through structure drills. The value of t is 3.849 is above the critical value, which also indicates that the improvement was significant.

Causative verbs

The comparison of the scores of the section of causative verb in the entry level and the exit level test also shows a significant improvement. Out of 23 students, 17 scored 0%, 3 scored 50% and 3 scored 10% in the entry level test. In the exit level test, this performance significantly improved as only 7 students scored 0% while 11 students scored 50% and 5 students scored 100% marks. The comparison of mean scores in the entry and the exit level test shows an improvement of 26.09% in scores, which is quite significant. The calculated value of t for paired sample t test is 3.425, which is above critical value. It indicates that improvement in the scores is significant. Hence using structure drills in teaching syntactic structures of causative verb is quite effective.

Degrees of comparison

The comparison of the scores in the entry level test and the exit level test shows that the improvement in this section was not as high as in the other sections. Out of 23 students, 6 scored 0% marks, 4 scored

16.66%, 6 scored 33.33%, 1 scored 50%, 1 scored 66.66%, 3 scored 83.33 percent and 2 students scored 100% marks in the entry level test. In the exit level test, 4 students scored 0%, 2 scored 16.66%, 3 scored 33.33%, 6 scored 50%, 2 scored 66.66%, 5 scored 83.33% and 1 students scored 100%. The mean of scores in the entry level test is 36.23% and in exit level the corresponding figure is 47.10%. This shows that scores improved by 10.87% which is quite good. The calculated value of t in this section is 2.472, which is above critical value. However, the improvement in the section of degrees of comparison is far less than overall improvement.

When we compared the overall scores in the entry level and the exit level test, we found that the effect of training was quite significant. The mean of the scores in the entry level test is 35.07% while the corresponding score in the exit level test is 57.97%. This shows an improvement of 22.09% in the scores after training with the help of structure drills. The calculated value of t at 95% level of confidence is 12.044, which is far above the critical value. Hence, the use of structure drills in teaching of grammar has been found very effective.

Discussion

The analysis of the data clearly indicates that the use of structure drills is quite effective in the teaching of English

grammar. A clear progress in all the five test items can be observed in the performance of the students in the post drill scores. However, the most significant progress has been observed in performance in tenses and passive voice and the least progress has been observed in degrees of comparison.

The music treatment before and after each round of structure drills was successful in keeping the students motivated. Song recharged their energy and relaxed their minds and made them more receptive to training. Without musical breaks, the rounds of structure drills could have become tediously monotonous. The English lyrics also trained their ear to native pronunciation of some words and their chanting of the song gave them an opportunity to practice pronunciation. Hence, the use of English song for keeping the students motivated also served pedagogical purpose of teaching them pronunciation.

The use of structure drills seems to be as suitable for the small classes as for the big ones as this activity hardly requires any resources. This activity can be done as effectively in the classroom as in the open lawn; hence paucity of teaching aids and resources hardly seems to affect the effectiveness of these drills. Short rounds of oral structure drills may equally be effective and enjoyable for enthusiastic young learners, particularly if these drills are given in game-spirit.

Conclusion

The use of drilling technique in the teaching of English grammar has been found very effective. The overall improvement of 22.09% in the scores after training of 20 hours seems to be quite encouraging. The use of music treatment before and after drill rounds keeps the students motivated and breaks monotony and makes the class environment light and enjoyable. Hence, the use of structure drills for the teaching of English grammar, particularly tenses and passive voice, can be recommended. The use of music treatment with structure drills can also be recommended. However, there is further scope of testing empirically the effectiveness of music on the success of structure drills using experimental research design.

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Appendix 1

Res. No.	Gender	Tenses (15)		Conditional (3)		Degrees (6)		Causative (2)		Passive Voice (4)		Total (30)	
		Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit	Entry	Exit
1	M	3	10	0	1	0	0	0	0	0	0	3	11
2	F	11	12	1	2	5	6	0	1	2	3	19	24
3	M	10	13	1	1	2	2	0	1	1	1	14	18
4	F	6	9	0	1	1	3	0	0	0	0	7	13
5	M	10	13	0	2	5	5	0	2	2	2	17	24
6	M	6	11	0	0	1	3	0	0	0	0	7	14
7	M	10	12	2	2	6	5	2	2	2	4	22	25
8	M	10	11	2	2	4	5	2	1	0	4	18	23
9	M	5	11	0	0	0	0	0	0	0	2	5	13
10	M	9	12	1	2	3	3	1	1	0	2	14	20
11	M	1	6	0	1	0	1	0	1	0	0	1	9
12	M	4	11	0	1	0	2	0	1	0	2	4	17
13	M	7	10	0	2	2	2	0	1	0	2	9	17
14	M	10	13	0	1	1	0	2	2	1	4	14	20
15	M	7	10	0	0	2	0	0	1	0	1	9	12
16	F	7	10	0	2	1	3	0	2	1	3	9	20
17	M	5	11	0	0	0	1	0	1	0	1	5	14
18	M	12	15	0	3	5	5	1	1	0	3	18	27
19	M	5	10	0	0	2	4	0	1	0	1	7	16
20	M	4	11	0	1	2	3	0	0	1	3	7	18
21	M	9	8	0	3	6	5	1	2	2	4	18	22
22	F	8	8	1	0	2	4	0	0	0	2	11	14
23	F	4	5	0	0	0	3	0	0	0	1	4	9

Towards a better English Curriculum for Architecture students

Sumedha Valanju

Abstract

Architecture in India has evolved into a futuristic realisation of any architect's imaginary, technical and design aspect, neglecting the process of communication of this. Students graduate from esteemed universities equipped with commendable scores. But there is a lack in ways of expressing, resulting in many-a-talented architects losing clients. Working on a bespoke curriculum for these students would equip them to handle the practical aspect of their work. This curriculum must include lexis and syntax for holistic development.

Keywords: ESP Research, Need-Based Curriculum, Technical Communication, Language Proficiency, Heterogeneous Backgrounds, Communicative Competence.

Introduction

In the last few decades ESP, (English for specific purposes) has grown exponentially. Designing customized, need-based courses which would cater to the needs of field-specific professionals has been the interest of many curriculum designers and course developers, resulting in the emergence and growth of various fields of study such as EAP, EOP, and ESP and so on.

Architecture, which is an amalgamation of pure art and logically backed science, is no exception to this. Blending the creative aspect of art with and the rigor of science (which forms the crux of the field of architecture) and achieving this delicate equilibrium of pure imagination draped in scientific feasibility is a feat in itself. Conveying this integrated design

to the clients is a challenge that confronts any architect. Presenting designs, in a convincing manner and aligning them with the client's thought processes is crucial to getting them to accept the ideas and the concepts of these designs. Yet another intrinsic ability that an architect needs to acquire is the ability to present the designs conceived by him with finesse, accuracy and in minute detail so that it is comprehended in totality by business partners, colleagues and eventually to the client.

Admissions to architectural courses, across the country are conducted, firstly on merit and secondly through a National Aptitude Test for Architecture (NATA), wherein both carry equal weightage. It has been highlighted that students with excellent designing skills often lack

communication skills. This does not negate the fact that there would certainly be others who have excellent communication skills. However, designing plans would pose a serious cause for concern if the students lack effective communication skills and strategies.

The key to this challenge rests on packaging content that is understanding the key elements of architectural designs and conveying them through effective communication skills. This would facilitate both communicating the concepts and also conveying the poetic spirit behind the designs. The architect is required to present the designs conceived by him with finesse, accuracy and detail so that these are comprehended in totality with due regards to the viability and feasibility of the design concepts at large. In many a context, architects are required to communicate with suppliers, dealers of materials, services and facilities and that requires a reasonable degree of proficiency in the following skills of language in relation to the contexts specified in brackets:

1. Listening for specific information and gist (conferences, meetings and presentations).
2. Reading for gist and specific details (rules and regulations specified by the governing civil bodies)
3. Speaking (giving presentations to the staff, clients and colleagues,

and conducting, organizing and participating in meetings)

- a. Understanding and using field-specific vocabulary pertaining to the following:
- b. Types of buildings (apartments, independent houses, semi-detached)
- c. Kinds of styles (colonial, Victorian, modern, gothic, classical, etc.)
- d. Parts of the building: structural components (foundation, plinth)

However, most courses in architecture seem to focus largely on guiding and honing the students' designing skills and abilities. Skills required for effective marketing of the designs do not receive the required emphasis. This is a major cause of concern.

English is universally considered and accepted as a language of trade and commerce. Bulk of communication in the corporate world also happens in this medium. Further, English continues to remain the medium of instruction for the five-year intensive course in architecture across India. Despite the above-mentioned facts, most institutions do not seem to provide a detailed and specific program for effective communication skills. While some colleges that offer courses in architecture do incorporate a subject called 'Technical Communication', the syllabuses for which are not well-defined.

Other colleges offer this course as an elective in the first-year curriculum which may not necessarily be compulsory. Most others either offer English courses that are generic in nature or overlook the need for including such a course in the curriculum at all. Thus, the fate of thousands of students is left hanging in balance every year. Students who are enrolled in such courses, on completion, are armed with a prestigious degree in Architecture. However, when they venture into the real world, they might be disillusioned because of the rejections their proposals or designs receive for want of effective presentation skills. Thus, many a well-thought-out design concepts do not see the light of the day due to the lack of effective communication skills.

All these arguments also point out that these students need to develop their language proficiency sufficiently to enable them to undertake studies at the university level and to be able to function adequately in the language. This entails an evaluation by a total needs analysis of their specific needs and offering customized, need-based courses which would take into account the specific requirements of language in their field, as expressed by Nunan in the following words:

"It seems fairly obvious that if teachers are to be the ones responsible for developing the curriculum, they need the time, the skills and the support to do so. Support may include curriculum models and

guidelines, and may include support from individuals acting in a curriculum advisory position. The provision of such support cannot be removed and must not be seen in isolation, from the curriculum. (Nunan)

Dudley Evans and St. John identify five key roles for the ESP practitioner:

1. teacher
2. course designer and materials provider
3. collaborator
4. researcher, and
5. evaluator

It is the role of ESP practitioner as course designer and materials provider that this paper addresses.

Contents

Having established and justified the need for a customized course for architects, it is also essential to focus on the components that need to be included in these courses. The following are some of the most important functions which an architect would be expected to perform in various professional contexts:

1. Explaining
 - A. How things are made/designed
 - B. How things have change/alterd
 - C. How it may be impossible to execute
2. Expressing (content)
3. Negotiating (terms and other dealings)

4. Asking for information (from dealers, suppliers, clients, colleagues)
5. Comparing (materials, fixtures, appliances)
6. Agreeing and disagreeing
7. Responding to complaints and queries

The inclusion and teaching of vocabulary is of particular interest because architects use a lot of jargon which is both technical and semi technical in nature with different layers of connotation. As Dudley-Evans and St John have rightly observed, "ESP teachers should not teach technical vocabulary, but should check if the learners understood technical vocabulary that appears as carrier content for an exercise."

Some of the words that are unique to the field of architects include:

- 1) High-Frequency words including many content words, e.g., space, circulation, micro climate.
- 2) Academic words include many words that are common in various kinds of academic texts, e.g., policy, phase, byelaws, budgets, estimates and sustainability.
- 3) Technical words are closely related to the topic and subject area in the text, e.g., materials used (steel, RCC, flooring, wall finishes), structural specifications (type of concrete, location of structural components, etc.).
- 4) Low-Frequency words include words

like load bearing structures, drafting, sketches, t-squares, set squares and drawing board.

Grammar

Being an integral part of any ESP course, an ESP course for architects would ideally focus on all aspects of tense and time. However, a special emphasis on future time and tense would enable them to handle proposals and execute the required functions of persuading or explaining, etc. It is also essential to familiarise them with a lot of time expressions. From experiments in ESP it has become clear that a core course in Basic English would be necessary before teaching them technical English.

Steps for designing an ESP course for architects

The first step would be to conduct a needs analysis of the course participants, given the heterogeneous backgrounds they come from. Given the basic entry level language proficiency of these which could be varied; accommodating all their needs while designing a course would be too ambitious an attempt. However, this would give an idea of the learner profile and their strengths and weaknesses. The second step would be to design a syllabus based on the output obtained from the first step. The inevitable step in this process would be to select and include appropriate materials, both genuine and adapted. For

example, the effective materials could comprise the following:

- 1) Using articles related to architecture in the news.
- 2) Tweaking general lessons with architectural inputs (materials, styles, product information)

Conclusion

The proposal for establishing a curriculum for students of architecture is an academic experience. This educational initiative is highly pertinent and necessary to cater to the linguistic needs coupled with effective communication skills. It is believed that ESP combines subject matter and English language teaching. This approach can be highly motivating for students because they are able to apply what they learn in their English classes to their main field of study. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases their motivation.

This paper is an initial attempt from the perspective of the ESP research in the field of architecture. The creation of such a course will stimulate colleges and universities to launch the syllabuses which would set the conditions for training technically sound and communicatively proficient students.

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Quest for Universalism in Globalization and Human Imagination by Shashi Tharoor: A Linguistic and Stylistic Analysis

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Abstract

This paper presents a stylistic analysis of a speech by Shashi Tharoor besides applying tools for linguistic analysis. Many linguists have given their own theories and approaches to analyse language. This paper is based on systemic functional linguistics given by M.A.K. Halliday. The purpose of this paper is to discover the ideological construct and the stylistic devices that characterize the speech. The main findings in the speech are quest for cultural integration, role of media in bringing the world together, globalization and universal solidarity. The study also aims to uncover the multi-layered meanings in Tharoor's speech revealing how technology led to an advancement constructing and destroying the world. Tharoor proposes a universal solution to the problems of human beings especially terrorism. By using tools of stylistic and linguistic analysis on his discourse we have tried to find out his rhetorical and anaphoric use of words within the context of ideological, cultural and structural background.

It is interesting to find out how the speech is developed in terms of theme, structure, stylistic and linguistic categories. The use of a number of quotations and adages add beauty to the language of a speech. Through the use of figures of speech such as alliteration, anaphora, personification Tharoor gives a very extensive explanation of terrorism, globalization and human imagination. The findings reveal his multifaceted concern over terrorism and globalization of media also. With this Tharoor appreciates the vital role of media in expressing worldwide integrity. The whole speech covers political and cultural issues including a few social ones. The speech has been analysed from the lexical and grammatical point of view. Moreover, exercises have been devised on some selective passages of the speech to enable the students comprehend the content matter, syntax and semantics of the discourse.

Keywords: Simultaneously, Critical, Discourse, Ideologies, Interpretation, Universal Solidarity.

Introduction

Speech analysis is the analysis of a speech discourse finding the hidden meaning and bringing up the underlying ideas. It is exploring the sub-text of the discourse stylistically with every possible interpretation. The present study refers to the analysis of a speech by Dr Tharoor which he delivered in Berlin in 2003. The speech covers three important aspects of present civilization namely terrorism, globalization and human imagination. The first half of the speech is mainly about terrorism (9/11) and its worldwide impact while in the second half the speaker talks about globalization of human imagination. Indirectly Tharoor wants to make the people aware of the power of terrorism proving that a powerful country like America feels ashamed and powerless before terrorism. Though things have been globalized through media and the technology has brought the world in a room yet it needs human efforts to tackle the problems around us.

This study aims to uncover the deeper meanings in Tharoor's speech discussing the cultural moorings of the two countries India and America revealing how technology led to advancement in constructing and destroying the world. Throughout the speech Tharoor's discusses different issues which reflect the cultural ways of doing the things as is rightly said by Bruner, "Cultural assumptions are often conventional in cultural ways of

doing things in which these assumptions are reflected and individual psychology may be influenced by these cultural ways of doing things (Bruner)". After analysis it has come to the fore that the theme of cultural nuances runs throughout the speech. By using stylistic and linguistic analysis on his discourse we have tried to find out the thematic concern and purpose of the speech where Tharoor discusses extensively how the culture of developed countries such as USA has affected the culture of developing and the underdeveloped countries. Tharoor quotes, "When the former French Foreign Minister, Hubert Vedrine, called the US a 'hyper power' (hyper puissance), he was alluding not only to American military dominance but also to the US as the home of Boeing and Intel, Microsoft and MTV, Hollywood and Disneyland, McDonald's and Kodak – In short, of most of all the major products that dominate daily life around our globe." (Tharoor) The US culture dominates to the extent that Tharoor goes on saying, "the rest of the planet was irrelevant to America's existence." (Tharoor) Contrary to this statement we find an ironic remark in his speech when in response to Robert Kagan's proposition (that Americans are from Mars and Europeans from Venus) Tharoor asks "where are Africans from? Pluto?" (Tharoor)

Tharoor talks of the global impact to such extent that incidents happening in one corner can affect the lives of people in

other corner of the world this is because "people, goods and ideas cross borders and cover vast distances with ever greater frequency, speed and ease." (Tharoor) The world wide spread of American products, Indian movies, Indian curry etc. are the examples of cultural exchange among the countries of the world.

Discussion

The speech expresses a remarkable understanding of human imagination in terms of globalization. There is a great coherence and cohesion in the speech in shifting to the next issue from the previous one. Even the stories and allusions are relevant. Also the lexical elements used by Dr Tharoor in the speech seem to have been woven together giving the speech the form of a single document. This reminds us of Halliday's statement: "cohesive ties can manifest in the form of reference, substitution ellipses, conjunction and lexical cohesion." (Halliday and Hasant) Again and again the speaker comes back to the main theme of globalization. He himself divides the speech into two halves wherein the first part, he discusses 9/11 incident and its impacts as a challenge to the world, while in the second part of the speech Tharoor talks of globalization and human imagination at large. The speaker uses theme reinforces which bring him back to the main theme. Hardly there is any chance where he diverts from the main idea. He suggests a universal solution to such terrorism. He considers it to be the

responsibility of every individual to fight terrorism. So for a universal problem Tharoor wants a universal solution. He feels strongly about terrorism, its origin and solution. He does not exaggerate the issue; there is no aggression while discussing 9/11. Rather plainly he stated it "an assault not just on one country but in its callous indifference to the lives of innocents from 80 countries around the world." (Tharoor)

In the very opening of the speech the speaker talks of the role of media at global level when he says that "the media brings to our breakfast tables and our living rooms.....glimpses of events from every corner of the globe." (Tharoor) By quoting reference of the Buddhist monk he proves the role of media when the monk said to Tharoor "I have seen you on BBC!" (The Hindu) Another great example of cultural conundrum is cited by him when he talks of role of 15 countries in describing one small incident of the death of the princess Diana- a great example of international integrity which shows perfect globalization. Hence, "critique is essentially making visible the interconnectedness of things." (Fairclough)

Tharoor's repeated reference of 9/11 incident invites a world wide solution for this problem of terrorism in the world. The overt language used by him in verbal text is his style of speech which makes him famous all over the world. It is "highly context sensitive, democratic

approach which takes an ethical stance in social issues with the aim of transforming society, an approach or attitude rather than a step by step method" (Huckin) As per Tharoor's thoughts the incident of 9/11 was a great challenge to the notion of a global imagination. He feels that the attack on world Trade Tower is the advent of hi-tech terrorism. After an elaborate discussion over terrorism particularly 9/11, Tharoor talks of globalization of human imagination and the cultural stances of USA, India and other countries. He makes a comparison of the people who died in 9/11 attack and the people who die around the world every day because of diseases and starvation revealing again his great human concern and a universal thought. Regarding this incident Tharoor discusses about the death of about 2600 people in the Twin Towers. Showing a universal concern, he purports that about 26000 people also died on 9/11, around the world, from starvation, unclean water, unhygienic food and preventable diseases. People from 80 countries breathed their last together. This is again a concern for not only U.S.A. or these 80 countries but for the whole world. As Tharoor says about the network of terrorism which is so strong that we have to be compelled to think that "terrorism does not originate from one country, its practitioners are not based in one country, its victims are not found in one country and so the response to it must involve all the countries." (Tharoor) This clearly exhibits that a globalized thought

will not focus the mind only upon 9/11 incident but other concerns also, though that time it was of prime importance and it became a worldwide concern.

This globalized thought of Tharoor spreads further by giving the concept of knowledge and education. Tharoor seems to be true when he says that the people around the world will have to be educated to tackle terrorism. In this regard Tharoor makes a very authentic statement. "If a state cannot even offer its people hope for a better life for their children- by providing access to basic education- then how can we expect those people or those children to resist the blandishments of terror?" (Tharoor) The speaker quotes an example of Taliban where the children have no other source of knowledge available to them other than 'the religions or madrassas? In such situations how can human imagination be globalized when there is "no learning for science or mathematics or computer programming at such schools." (Tharoor) It again highlights that education is an essential part of human life. Without education we cannot prevent the wars. Quoting the conflict between Bosnia and Rwanda his thinking seems to be apt for resolving the conflict when he says "if only half the effort had gone into teaching those peoples what unites them, and not what divides them, unspeakable crimes could have been prevented." (Tharoor). The speech thus focuses on universal thought of integrity for uniting the people not for dividing the people.

Owing to the universal thought, Tharoor looks at Indian culture in a very healthy way. He agrees that Indian music, dance, and the art of telling stories are the inseparable parts of Indian culture. He reaches to his own old memories when he says "almost in every house stories are told by the elders under the starlit sky – stories of their land and its heroes, stories of the earth and its mysteries, stories that have gone into making them what they are." He compares this story listening habit of the Indians with the habit of watching stories in "thousands of cinemas, where myth and escapist fantasy intervene." So Tharoor's views and perspectives for development also run throughout the speech which shows that he has all concern about the development of human beings. He intermingles knowledge and development. In a conditional clause Tharoor says "If people are to develop it is unthinkable that they would develop without literature, without song, and dance, music and myth without stories about themselves and in turn, without expressing their views on their present lot and their future hopes. He further makes a very good relation between development and imagination saying "development implies dynamism, dynamism requires freedom, the freedom to create; creativity requires, quite simply, imagination. Only this development will teach us "multiplicity of cultures." (Tharoor) As a writer he argues that "the specificities of literature are the best antidote to the

globalization of imagination....it is the mind shaped by literature that understands the world and responds to its needs". It is the literature that teaches us that "there is more than one side to a story, and more than one answer to a question." (Tharoor)

Further regarding the terrorist attack on twin tower Tharoor compares this incident with the incident that sparked the First World War. Critically he says it "a blow not only at the institution of American and global capitalism but at the self-confidence." (Tharoor) He means to say that "with such attacks and the anthrax scare that followed 9/11 attack, terrorists have shown that they can delve into the most powerful country's affairs, a country which has not faced any direct attack in the living memory" he describes the mammoth power the terrorists have developed. This incident really shattered the world and punctured human confidence.

Tharoor substantiates the role of modern gadgets in the "macabre dance of death and destruction." (Tharoor) He even counts some of them as the plane, the cell phone and the computer etc. because the precision with which the terrorists attacked the Twin Towers was remarkable and a matter of great concern for the world. This shows that the use of these tools is not only for constructive purpose but for destructive purpose also. They didn't miss their aim even by inches. That is why Tharoor has said it "a twenty first century crime" That too attacking upon a country which is in

a state of global dominance economically, politically, culturally and in its military force also. No other country enjoys that much military power as America. He means to say that the terrorists have shown their power to the "hyper power". Tharoor brings a universal tone the very next moment when he says that "we are all New Yorkers now" (Tharoor) Tharoor makes it clear that the world has concised itself into a narrower and narrower circle and become "one world".

The speech is supported by a number of references, allusions and anecdotes from Indian and American history and from many philosophers. Such references and anecdotes have been used concisely. His own experience with the Buddhist monk, story about French and American Diplomats, about American agricultural expert and an India Sikh farmer, his references to history, to the great India epic "Mahabharata", to the books of Rudyard Kipling and E.M. Forster etc. show how quickly he combines all these diverse perspectives in his speech and keeps a continuity in the speech flawlessly. That is why he keeps the pace of speech superbly fascinating to the audience.

With his rhetoric style Tharoor puts many questions throughout the speech. Then he explains the answers with allusions from the history and the contemporary incidents. He talks of the global imagination that sprouts up from one corner of the world and goes to the other, for instance

American movies and television shows can be found on the screens of most of the countries. What Tharoor talks 13 year ago has come true now on Indian Television. He doubts that American game shows are getting popularity in India but in a speech delivered about a decade ago Tharoor talks about the technological gap between 'the haves and have-nots'. We know that the technology in 21st century has struck every door with the access of internet connection. "The information technology has brought the world on a computer screen and even in the palm of a common man on mobile screen." (Tharoor) It means technology has gone more advanced that what Tharoor has discussed. People are not dependent upon computer key board rather they can attach themselves to the world with the touch of a small screen. So here Tharoor comes true when he says "the 21st century could yet become a time of mutual understanding such as we have never seen before." (Tharoor) But Being an Indian writer Tharoor talks of Bollywood products which are exported to expatriate Indian Communities abroad and get success. This is an example of global reach when many products made-in-America cross the boundaries and reach other corners of the world. Even television programmes of America are copied (KBC) and (Big Boss) and telecast in countries like India, while Indian curry houses are famous in U.K.

This is a cultural exchange not only between the two countries but rest of

the world also. Further talking about the Indian culture, he talks of 'The Great Indian Novel'- his own first novel, Indian epic 'The Mahabharata' and 'India in the English speaking world'. This is clear here that Tharoor is attaching himself to the world by calling himself an Indian and discussing Indian incidents and anecdotes. From a literary perspective he does not consider India underdeveloped rather "in context of its history and cultural heritage it is highly developed one." His talks of colonialism and post colonialism also show how deep the knowledge of India and its history he has. (Tharoor) That is why he says that many countries "have emerged recently from the incubus of colonialism." Further Tharoor raises the oft repeated point of educating the people. He feels education is vital for development otherwise without knowledge we shall find an unmanaged system everywhere. In an anaphoric style Tharoor speaks "It is ignorance, not knowledge that makes enemies of the people, it is ignorance not knowledge that makes fighters of the children....." (Tharoor) and so on. The speaker again talks about the globalization of education; the world is coming together into a single international market. He talks of fast music, fast computers and fast foods that have made the world very fast. In this fast changing world, globalization of imagination develops simultaneously but the role of media cannot be denied. With MTV, Macintosh and McDonald nations have brought themselves "into

one commercially homogenous theme park." But when the world concises itself into a single whole, we lose our identity though Tharoor says that "every one of us has many identities." Ela Gandhi also of the same views during her interaction on rediff.com with Shella Bhatt and says, "All of us have multiple identities" (Ela Gandhi)

In contrast to 'Ji had and Mc world' Tharoor talks of secularism in India which he says doesn't mean irreligiousness. Rather, it shows the integrity and solidarity when he recalls his high school days and quotes a real situation of the morning time which is true even in today's context, that is, "The wail of the muezzin calling Islamic prayer blended with the chant of the mantras at Hindu Shiva temple and the crackling loudspeakers outside the Sikh Gurudwara reciting verses from the Granth Sahib, and just two minutes down the road stood St Paul's cathedral." (Tharoor) This also reflects a cultural conundrum of pure Indianness. Not only this Tharoor has remarked very good epithets for Indian secularism where there is all liberty towards wearing the dresses according to the demand of the religion, where the secularism speaks "accept everyone, privilege no one; nothing is exceptional, no one is humiliated." But he shows his contemporary concern over the threat to secularism from some religious forces in India also, which seems to be the truth of the day.

Lastly Tharoor discusses a number of problems, other than terrorism. He uses UN secretary- General's Kofi Annan's phrase innumerable "problems without passport." After talking about a number of problems worldwide, Tharoor feels is the duty of human beings, responsibility of humankind to think for a solution to these problems. He is true here when he says that "no one country, however powerful, can solve them alone." (Tharoor)

Stylistic Analysis

In the second half of this paper analysis has been done stylistically i.e. to find out how Tharoor meets the expectations of the researchers regarding the style, the expressions, figures of speech, grammatical usage, vocabulary etc. overall it is an analysis of stylistics and linguistic categories of the speech. Modern stylistics use the tools of formal linguistic analysis coupled with the methods of literary criticism. It is "the practice of using linguistics for the study of literature" (Simpson). Short also defines stylistics as an approach to the analysis of (literary) text using linguistic description.

Lexical Elements & Figures of Speech

Lexical elements are the parts of the lexicon of a language. The vocabulary used in the speech is simple but at some places it is very formal as the speaker uses words such as facetious, cymbal, chanting, anthrax, hyper puissance, op-ed, edify,

blandishments, dynamism, fatuous etc. Generally, every discourse has two major lexical categories- nouns and verbs. Other than these categories there are adjectives, adverbs and conjunctions etc. At many places past participles have also been used to specify the meaning. Figures of speech such as metaphor, simile, anaphora and personification diverge the surface level meaning but beautify the language. The figures of speech often give emphasis, freshness of expression and clarity to the meaning.

As a well-known orator Tharoor draws attention of the people by asking questions in a rhetoric style. The questions have been asked in such a style as if the answers are hidden in the questions. He puts his message into words in the form of questions, as in the very first paragraph he says – "one could well ask: in the world after 9/11, is there such a thing as a global imagination?" (Tharoor) Here, he strikes the topic of his speech for which later he himself specifies that every aspect of globalization is related to global imagination. And he presents even the particular matters in a way of making them universal through such questions as: "Has globalization, which has brought Mc Donald's and Microsoft to every land, brought Micky Mouse and Nintendo, and for that matter Osama Bin Laden and "Chemical Ali," to every mind?" (Tharoor).

Regarding the dominance of American movies and television shows Tharoor

asks – “Who else makes the cut to enter the global imagination in our brave new world?” Here also the use of ‘who else’ shows that there is no one in the world who can equalize American dominance. (Tharoor)

In Indian context he raises another question in the same rhetorical style: “Can literature matter in a land of poverty, suffering and underdevelopment?” (Tharoor). In a very stylistic way he himself asserts, “I believe it does.” Again in a question carrying a universal tone Tharoor asks, “After all, why does man need bread?” Again he answers himself “To survive.” Other questions used by Tharoor answers itself; “Can we separate religion from identity?” “Can we dream of a world in which religion has an honoured place but where the need for spirituality will no longer be associated with the need to belong?” Other than these many questions fitting to the context have been asked during the speech by Tharoor which highlight that the speaker goes on developing the structure of the speech very smoothly even with the help of the questions.

Among the figures of speech Tharoor uses anaphora, metaphor, personification, alliteration etc. spontaneously in his speech. At many places Tharoor makes a repetition of a word or a phrase either at the beginning or in the end of several successive sentences, clause or lines. It is his emphatic style of convincing the people with whatever he has in store for sharing

with people. In the speech when Tharoor talks about the importance of literature and vitality of knowledge and education he repeats a phrase many times saying; “It is ignorance, not knowledge that makes enemies of people. It is ignorance not knowledge that makes fighters of children. It is ignorance not knowledge that permits tyranny rather than democracy. It is ignorance not knowledge that makes some argue that human conflict is inevitable. It is ignorance not knowledge that makes others say that there are many worlds when we know that there is only one.” Another use of Anaphora is when the speaker tells that development is not possible without identity: “that this is who we are, this is what we are proud of, and this is what we want to be.” (Tharoor)

Fortackling terrorism, Tharoor emphasizes that “we will have to know each other better, learn to see ourselves as others see us, learn to recognize hatred and deal with its causes, learn to dispel fear and above all just learn about each other.” (Tharoor)

Metaphors, as usual, used by Tharoor, give concrete labels to abstract ideas. The metaphorical language runs throughout the speech when he talks of the reference such as: ‘9/11’ **Incident** refers to attack on world Trade Tower Building. “**The American century**” – refers to the 20th century. “**We are all New Yorkers now**” refers to the people from all over the world. Terrorism emerges from blind hatred of ‘**another**.’ – ‘other’ refers to the public

whom they despise and intend complete destruction of the 'other' (Tharoor)

Personification is another figure of speech used by Tharoor in his speech. He mentions incidents and events as if they are living human beings as in the expressions: On 9/11, as the Americans have taught us to call it, the *21st century* was born. *September 11* changed the world forever. Because 9/11 made it clear that a fire that starts..... In a reference of getting education for children Tharoor again uses personification of scriptures: *the Koran crudely interpreted, the Kalashnikor crudely made. The united states* proves that the empire can strike back. The *Sikh gurudwara* reciting verses from Granth Sahib. (Tharoor)

All the above italicized words express a form of human beings and have become so popularized that the readers easily understand the hidden meaning

Meanwhile Tharoor uses another figure of speech, alliteration in making progress with identity as in: "That this is who we are, this is what we are proud of, and this is what we want to be." "They saw only objects, dispensable pawns in their drive for destruction." "To say that each one of us whoever we are whatever we are has the right to live, to love, to hope, to dream and to aspire, to a world in which everyone has the right." (Tharoor)

While analyzing the speech some of the grammatical elements have been

discovered which give a proper shape and form to the speech. Throughout the speech the nouns have been used in the form of Noun Phrases as in; international mass media, two worlds, boundaries, people of all nationality colours across the world, Indian communities abroad, developing countries etc. have been used throughout the speech which point towards Tharoor's global concern. The abstract nouns like: imagination, happiness, challenge, peace, security, ignorance, truth, credits, aspirations, construct, inclusiveness, secularism, privilege and profusion etc. all are words of positive connotation.

Some more abstract nouns like: death, demise, passions, destruction, danger, threat, misunderstanding, oppression, poverty, despair, disease and terror have been used carrying negative connotation. So the words carrying negative connotation also propose a positive solution to the problems

There is a specific use of proper nouns throughout the speech in both ways in the form of abbreviations indicating countries and organisations such as: US, UN, BBC, CNN, MTC, GNP tables, UNESCO, DMK, AIDS etc. while in the form of direct names indicating countries places, parties, states and cities such as: McDonald's, Microsoft, Nintendo, America, India, Germany, Belgian, Pakistan, Hollywood, Kodak, Disneyland, Time Magazine, Washington, New York, Punjab, Koran, The Mahabhartar, Rudyard Kipling, E.M.

Forster etc.

In the speech adjectives used by Tharoor add to the meaning of the head word and beautify it according to the occasion and situation: Adjectives in the speech have been used both attributively and predicatively as in: "The **horrifying events** of that one day are emblematic." "The **defining features** of today's world are the relentless forces of the global issues." "Our **present men and women** in the **developing world** feel the throb." "In the **flickering lights** of the thousands of cinemas in our land." "**Global forces** press in from every conceivable direction." (Tharoor)

Predicatively adjectives are used in many sentences like "We need to ask what leads large numbers of young people to follow desperate course." "Have we fallen into the dangerous illusion?" "Are those speaking for their cultures in the globalized media the most authentic representatives of them?" "Most developing countries are also formerly colonized countries." There is a blend of adjectives of the name of countries when Tharoor brings together the cultural conundrum talking about Princess Diana's Death.

Verbs

Throughout the speech Tharoor uses finite and non-finite verbs. Sometimes sentences start with gerund while sometimes with participle. There is extensive use of infinitives both 'bare' and 'to infinitive'.

In a flow of speech both regular and irregular verbs take place frequently with transitive and intransitive verbs. In the opening paragraph of the speech Tharoor uses infinitive, gerund and participle as in the sentences "In **convincing** my topic for today, I thought ... **transforming** the world." Further many paragraphs replenish with non-finites as: "The media brings to our breakfast table and **living** rooms ..." "A Buddhist monk, **thumping** a cymbal and **chanting** his mantras." "**Horrifying** events, **defining** features, **shrinking** of boundaries, **globalizing** world." "I am not running to disavow my earlier faith in international cooperation." "**Acting** in the name of international law ... **To respond** to it effectively we must be united." "These three elements fuse together in **igniting** the deadly compulsion ... It is easy **to misunderstand** each other". "A **democratizing** tool." "In **considering** an answer we have **to look** at the global mass media ... Think of India in the **English-speaking** world every today." **Under developed** country, **highly developed** one, **conditioned**, **committed** writer. "**Having travelled** here from America I have **to share** with you the evening is sufficiently **advanced to do** this ... my favourite story." (Tharoor)

Passivation

Knowingly or unknowingly many passive forms of sentences are used by the speaker to clear the meaning more vividly. Passivation at many places plays

an important role, better than active voice or affirmative sentences and is more comprehensible e.g. during the speech Dr Tharoor uses as many as 30 sentences of passivation to clear what he says and to emphasize the object. In the very start of the speech while talking of the cultural integration Tharoor says, "she is driven in German car with a Dutch engine by a Belgian chauffer." "story is now being told to you by an Indian visiting Berlin. While discussing about terrorist attack on twin Towers Tharoor again uses passives "the plane, the cell, the computers...were the forces, used by the terrorists in their Macabre dance of death and destruction." While talking about the third part of the speech, Tharoor again uses passive forms, "think of India in the English speaking world even today, and you think in images conditioned by Rudyard Kipling." (Tharoor) Other than this there are many key points where passivation plays an important role.

Conclusion

After an extensive study and analysis of the speech we can say that Tharoor uses speech as a tool in exploring American hegemony, power of the media, technological assault by the terrorists, cultural versatility and cultural exchange, globalization of thoughts and human imagination. The study also reveals his rhetorical and anaphoric use and emphatic pattern. By repeating the same context with a different text Tharoor wants to leave

an indelible mark upon the minds of the people and suggest a universal solution to the problems of human beings especially terrorism. In association with the problem of terrorism Tharoor has discussed a lot about the dominance of American culture over the whole world.

Regarding a global solution to the problems Tharoor suggests an international solution. Individual countries may prefer not to deal with such problems directly or alone. "So handling them together internationally is the obvious way of ensuring they are tackled." (Tharoor) He suggests that United Nations must make efforts for the welfare and safety of the nations. Only a collective effort is the solution. To support his point of solution and cause of terrorism lastly also he utters an old Indian story about truth and relates it to "why the terrorists fail to see their victims as human beings. Towards the end Tharoor tells a tale from ancient Indian Puranas. The story of a sage and his disciples- a great philosophic thought. The answer to a question, "When does the night end?" after simple and plain answers from disciples the sage himself answers philosophically "when two travellers from opposite ends of our land meet and embrace each other as brothers, and when they realize they sleep under the same sky, see the same stars and dream the same dream- that is when the night ends and the dawn begins." (Tharoor) With this philosophic thought he hopes for a new dawn in the 21st century and completes the speech at an effective note.

Exercises

Para – 1

When the organizers of
There's globalisation.

Questions:

- (i) Who invited Dr. Shashi Tharoor for a lecture?
 - a) Berlin b) Germany
 - c) Organizers d) Lecturers
- (ii) Dr. Shashi Tharoor was a at that time.
 - a) Speaker b) Poet
 - c) Organizer d) U.N, official
- (iii) What has globalization brought to every mind?
 - a) MC Donald's b) Microsoft
 - c) Mickey Mouse d) Nintendo
- (iv) What did a Tibetan Buddhist monk say to Tharoor?
- (v) Tharoor has shown global culture through ----- (fill in the blank with word from passage)

Para-2

But on Sep.11, 2001, a different challenge its fabled pursuit of happiness.

Questions:

- (i) What was the different challenge on Sept. 11, 2001 before the world?
- (ii) How did 21st century begin?
 - a) With a bang
 - b) With memories of first world war
 - c) With the demolition of world Trade Centre

- d) With the assassination in Sarajevo
- (iii) The destruction of World Trade Centre struck a blow on
 - a) Institution of American
 - b) Self confidence
 - c) Institution of Global Capitalism
 - d) All the above
- (iv) Find the word opposite to 'cool and calm' in the passage.
- (v) What is another fear other than 9/11 discussed by Shashi Tharoor in the passage?

Para-3

After Sept. 11, is a multilateral threat.

Questions:

- (i) What is the Anonym of the word 'Solidarity'?
 - a) Patriotism b) Unity
 - c) Diversity d) Integrity
- (ii) According to Dr. Tharoor 21st century will be a century of....
 - a) One world b) Tragedies
 - c) Responsibilities
 - d) Inter dependency
- (iii) What is the 'watch word' in today's scenario according. to Tharoor?
 - a) Responsibility
 - b) Interdependency
 - c) Consciousness
 - d) Global

(iv) Global changes require
(complete the blank with the words from the passage)

(v) What do you mean by multilateralism?

Para-4

The terrorist attack of 9/11 was an assault had now truly been globalized.

(i) The terrorist attack of 9/11 was an assault on.....

- a) One country
- b) Around the world
- c) The very bonds of humanity
- d) All the countries

(ii) Where does terrorism originate acc. to Tharoor?

(iii) What are the three elements which fuse together in igniting the deadly combustion that kills and destroys people?

(iv) Who was sent to India to advice on Indian farming?

- a) A Sikh farmer
- b) An American expert
- c) A social reformer
- d) A counselor

(v) What is the verb form of 'Prosecutor'?

- a) Prosecution b) Prosecuting
- c) Prosecute d) Prosecutor

Para-5

This brings me to the second half..... look at the global mass media.

(i) What were the terrorists attacking in the name of 9/11?

- a) The godless culture
- b) Materialist culture
- c) Promiscuous
- d) All the above

(ii) The meaning of extremism is

- a) Terrorism b) Fanaticism
- c) Escapism d) None of them

(iii) How did people around the world die on 9/11 other than the attack on World Trade Tower?

- a) Starvation
- b) Unclean water
- c) Preventable diseases
- d) All of them

(iv) Which are the two scriptures discussed in the passage above?

(v) Who joins religious schools or madrassas?

Para-6

The mass media reflectsand it's not just India.

Questions:

(i) What can be found on the screen of most of the countries?

- a) American movies
- b) Television shows
- c) Both
- d) None

(ii) What are the two sufferings in the sentence, "Anyone here been raped and can speak English?"

(iii) What is the key to the internet divide?

- a) Computer
- b) Keyboard
- c) Compute keyboard
- d) None

(iv) Which century could become a time of mutual understanding?

- a) 20th
- b) 19th
- c) 21st
- d) 22nd

(v) What guarantees freedom of speech.

- a) Diversity
- b) Crime
- c) Consumers
- d) Experience

Para-7

A recent study has..... live by bread alone.

Questions:

(i) Which industry in England employs more people.

- a) Curry houses
- b) Iron and steel
- c) Coal and ship building
- d) All the above

(ii) Which one of the following is the first novel of Dr. Shashi Tharoor.

- a) Mahabharata
- b) The great Indian novel
- c) British days
- d) None of the above

(iii) According to Tharoor what matters in the land of poverty, suffering and under development?

- a) Literature
- b) Novels
- c) Epics
- d) Language

(iv) Which responsibility Tharoor has pointed to in his own writings?

- a) Post-colonial society
- b) Globalization
- c) Cultural Identity
- d) All of the above

(v) What does the phrase "incubus of colonialism" mean?

Para-8

India, I would argue that responds to its needs.

(i) According to Shashi Tharoor why does man need bread?

- a) To survive -
- b) To sustain
- c) To live more
- d) To enrich

(ii) Where do myths and escapist fantasy intertwine?

(iii) How do people develop and what does development imply?

(iv) Find a word in the passage with meaning," the basis on which something is grounded."

(v) Complete the sentence:

We cannot understand the myriad manifestations of the human condition

Para-9

Literature teaches us to empathizein harmony with other identities.

Questions:

- (i) According to Tharoor what does literature teach us?
- (ii) Fill in the blank: It is ignorance not knowledge,
- (iii) Interdependence presses nations into one commercially homogenous theme park with.....
 - a) MTV b) Macintosh
 - c) MC Donald's d) All of them
- (iv) Give the antonyms of the words: Complexity and inherent.
- (v) Explain the phrase: "Every one of us has many identities"

Para – 10

And for that we must promote pluralism In terms of one's own country

Questions:

- (i) What do you mean by 'pluralism' in the given passage acc. to Tharoor?
- (ii) How do the communist parties compete with each other in Kolkata?
 - a) By speeches
 - b) By Indian traditions
 - c) By putting lavish Puja Pandals
 - d) All the above
- (iii) What is the example of "Indian secularism" given by Tharoor?
- (iv) What is precious heritage of all Indians?
- (v) Explain the phrase: "problems without passports" used by Kofi Annan.

Para-11

Global forces press in Truth does not exist.

Questions:

- (i) What crosses borders and covers vast distances?
 - a) People, goods and ideas
 - b) Frequency, speed and ease
 - c) Both
 - d) None
- (ii) Americans are from Mars and Europeans from Venus –True / False
- (iii) Who will be safer in the world improved by the efforts of the united nations?
- (iv) Tharoor says in much of the world there exists societies whose richness lies in their
 - a) Soil b) Soul
 - c) Country d) Village
- (v) How does Tharoor prove that 'Truth exists'?

Para-12

The terrorists failed to see the country that has just began.

Questions:

- (i) According to Tharoor each one of us has the right
 - a) To live b) To love
 - c) To hope d) To dream
 - e) To aspire

- ii) Where will terror have no chance to flourish?
- iii) According to the story told by Tharoor when does the night end and down begins philosophically?
- iv) Find the word from the passage which means the following: A close affectionate and protective acceptance.
- v) The hope that Shashi Tharoor has is that "we will all have a new in the century that has just began. (Fill in the blank with a word from the passage.)

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English Language Proficiency Needs of Indian Pilots and Air Traffic Controllers in Aviation

Jyoti Singh

Abstract

The present paper is an endeavour to study the need and importance of English proficiency in the field of aviation in India. It aims to outline the consequences of inadequacy of fluency in English on part of pilots and air traffic controllers in India. Further it aims to highlight and reinforce the need for a course that would hone and equip Indian trainee pilots, pilots and air traffic controllers with appropriate communication skills to meet the standards of aviation English recognised globally.

Keywords: English Language, Proficiency Needs, Air Traffic Controllers, Aviation English

Introduction

Aviation English is different from general English. Effective communication is vital in all sectors of aviation. The International Civil Aviation Organisation (ICAO) standards require a good intermediate level of English proficiency as a licensing requirement for international route pilots and controllers in charge of international traffic. English is used by pilots and controllers both on Radio Telephony and otherwise. For the safety of all—the passengers, crew and people on the ground -- it is important for the ground control and airplanes to communicate accurately. ICAO recommends language training for pilots. The course of Civil Pilot Licence (CPL), Airline Transport Pilot Licence (ATPL) and Private Pilot Licence (PPL) in India do not include special separate component to hone the communication skills of the aspirants. Air

traffic controllers control all flights and give take off clearance to the outgoing aircrafts and landing clearance to the incoming aircrafts. At the same time, they guide other training flights, instrument check flights, etc. So the controllers have to manage a huge number of aircrafts at the same time. Many aircrafts arrive and depart at a time and the only medium of communication between pilots and controllers is through the English language. Since English is spoken all over the world, it was chosen as the language of air traffic system in 1944. These days, the numbers of aircrafts are increasing and they have to operate within limited air-spaces and if the pilots or controllers do not communicate effectively and efficiently it could be hazardous.

Safety is the supreme objective of air navigation services. In the aviation industry many people work together in different

positions, for example, pilots, controllers, operation officers, flight attendants, etc. When they speak English, it differs from each other in varying degrees. A Flight attendant's language differs from a pilot's language. Flight attendants, sales officers, traffic officers use conversational English. Pilots also use conversational English while communicating with passengers or each other, but when they (pilots) interact with the control tower their mode of communication changes, which is known as aviation language. Aviation language has its own set of vocabulary, like **A** for Alpha, **B** for Bravo, **C** for Charlie, **D** for Delta, **E** for Echo, and so forth. The pilots expand the words, so that the controllers can easily receive the message, and vice versa. In the aviation industry despite all the safety measures, mishaps happen, where miscommunication plays a significant role.

Aviation language is different from common conversational English, especially the pilot and the controller's speech is different. They use a kind of code language with different vocabularies, but others like flight attendants, sales officers, traffic officers, etc use common conversational English. The primary responsibility of a flight attendant is the safety of the passengers and emergency preparedness. This is followed by the routine tasks of customer service, serving meals and drinks, etc. Therefore, they communicate with the passengers using common language. Their miscommunication can create

problems. However, if the pilot fails to communicate with the control tower, it can cause loss of many lives. Pilots and controllers use aviation English. The chart of the alphabets and numbers of aviation English are given below:

Alphabets of Aviation English

A - Alfa	Al- fah
B - Bravo	BRAH - VOH
C - Charlie	CHAR-LEE, SHAR-LEE
D - Delta	DELL- TAH
E - Echo	ECK-OH
F - Foxtrot	FOKS-TROT
G - Golf	GOLF
H - Hotel	HOH-TEL
I - India	IN-DEE-AH
J - Juliett	JEW-LEE-ETT
K - Kilo	KEY-LOH
L - Lima	LEE-MAH
M - Mike	MIKE
N - November	NO-VEM-BER
O - Oscar	OSS-CAH
P - Papa	PAH-PAH
Q - Quebec	KEH-BECK
R - Romeo	ROW-ME-OH
S - Sierra	SEE-AIR-RAH
T- Tango	TANG-GO
U - Uniform	YOU-NEE-FORM
V - Victor	VIK-TAH
W - Whiskey	WISS-KEY
X - Xray	ECKS-RAY
Y - Yankee	YANG-KEY
Z - Zulu	ZOO-LOO

(Source: FAR/AIM94, 1994:4-2-5)

Numbers of Aviation English

1 - One	WUN
2 - two	TOO
3 - three	TREE
4 - four	FOW-ER
5 - five	FIFE
6 - six	SIX
7 - seven	SEV-EN
8 - eight	AIT
9 - nine	NINER
0 - Zero	ZEE-RO

(Source: FAR/AIM94, 1994:4-2-5)

Aviation alphabets and numbers are different from common alphabets and numbers. Pilots and controllers pronounce the words in a different style to avoid miscommunication. Pilots and controllers extend the words to be clear and specific to each other and to avoid accidents. Some examples of radiotelephony communications between pilots and controllers are given below:

Example 1

"Tower, this is **YANKEE ZULU ONE NINER NINER TANGO**(YZ199T), ready for takeoff". Take off clearance (Pilot).

"Roger, **YANKEE ZULU ONE NINER NINER TANGO**. Proceed on runway **ONE NINER RIGHT (19 RIGHT)**." (Accepted by the controller). (allstar@fiu.edu).

Example 2

VERO BEACH RADIO, CENTURION 6 NINER DELTA DELTA IS TEN MILES SOUTH, two thousand, **LANDING VERO BEACH**. Request airport advisory. (Request traffic advisory). (Pilot). (FAR/ AIM 94, 1994: 4-1-3).

VERO BEACH RADIO, CENTURION 6 NINER DELTA DELTA, Ready to Taxi, VFR, Departing to the Southwest. Request Airport advisory. (Controller). (FAR/ AIM 94, 1994: 4-1-3)

Apt English with clear pronunciation is important during in-flight communication especially when pilots and controllers communicate with each other. It is necessary for pilots to communicate clearly and unambiguously with the control tower to reduce the possibility of confusion in sending and receiving messages. According to International Civil Aviation Authority journal "In 1944, English was chosen as lingua franca in aviation sector" (Crystal, 97:100). Not all pilots have a good command over English. The pilots who have poor pronunciation make it difficult for a controller to understand the message due to the presence of background aircraft noise and the effects of stress on the voice.

Flight safety cannot be compromised at any cost. Accidents that occur due to lack of communication skills can be averted. To substantiate it would be pertinent to note here that the collision between a US navy DC-6 and DC-3 on 25 February 1960 and British South American Airways crash at Senegal on 13 April 1947 and the collision between Boeing 707 and 437 of Air India on 24 January 1966 were attributed to 'insufficient knowledge of English language', 'language problem', 'want of a sufficiently precise phraseology'.

E Mathews in *Recent ICAO Annex Amendments Strengthen Requirements for Language Proficiency*, 7-9 ICAO, Volume: 58, 2003 states that:

Language problem is cited in numerous accident investigation reports in the ADREP database since the mid1970s, there have been over 1500 fatalities worldwide, in which more than nine accidents were identified where language was a possible cause. A number of other fatal and non-fatal accidents appearing

in the ADREP cite language barrier as an issue.

In radiotelephony communication clarity and correct pronunciation (pace, power, pause and pitch) are of utmost importance. Language functions correspond to the speaker's intention in uttering a given message. In R/T communication there is a variety of functions which the students should master. Some of them are given below.

Functions	Examples
Making a request	request departure information
Asking for information	request actual weather data
Giving information	flight information available
Describing a state	over threshold runway 32
Describing an action	in progress lining up runway 25
Checking understanding	read back clearance
Correcting a misunderstanding	negative, QNH 997
Self –correcting	correction, Runway 25 right
Asking for and giving clarification	verify level; maintaining altitude 3500 feet
Asking for and giving confirmation	confirm passing flight level 130; passing flight level 130

The functions of messages are expressed by standard phraseology in routine procedures. The pilot uses certain lexical items that are mandatory in radiotelephony communication. Very often there is a need of using the coded language in combination with general English, for example,

Controller: S-DK, are you ready for departure?

Pilot: Negative, we have engine trouble and want to return to the apron, S-DK

Unexpected event calls for explanation in general English:

Pilot: S-DK, there is a big stone ahead of us.

Controller: S-DK, hold position, we'll send someone to remove it right away.

The pilot having received an instruction in radiotelephony language (hold position)

and the information in general English, responds: We'll wait instead of: holding, SDK.

A problem generated by false recognition of routine and non-routine circumstances and procedures is the use of general English in communication, where standard phraseology would lead to better understanding and thus faster formation of instructions, for example,

Pilot: I would like to take right turn.

instead of: request right turn.

Controller: You should make right turn to heading 080 because of conflicting traffic.

instead of: avoiding action, turn right heading 080 immediately.

The pilot will recognize the second case, for example, the message transmitted in standard phraseology much sooner and will react accordingly (Kukovec).

However, the combined approach to training in phraseology and aviation English can be

effective only if the teacher is aware of the problems generated in such communication.

Inadequate English proficiency on the part of pilots and controllers has a role in all the causes of airlines accidents. Pilots have to fly over many countries; similarly controllers also have to face different countries' pilots at a time. Sometimes, an emergency can happen and to handle the situation, knowledge of a particular

language of that country can save the situation.

Recently ICAO has revised the radiotelephony communication process. Three aspects of language use in radiotelephony communications are fundamental:

1. The correct use of ICAO phraseologies is critical. (Incorrect use can result in miscommunication).
2. Proficiency in common or plain language is important for safe radiotelephony communication.
3. Clear pronunciation is very important for radiotelephony communication (Mathews)

Accident Causes

Mishaps can happen, if the language is not properly used. Correct English and clear pronunciation are equally important. In the past, many accidents happened because of miscommunication. Some records are given below:

1. In 1990, Avianca Airlines flight 052, inbound to New York's John F. Kennedy International airport, crashed when it ran out of fuel. The U.S. National Transportation Safety Board (NTSB) determined that the probable cause of the accident was:

The failure of the flight crew to adequately manage the airplane's fuel load, and their failure to communicate an emergency fuel situation to air

traffic control before fuel exhaustion occurred(Mathews).

2. In 1995, an American Airlines Boeing 757 approaching Coli, Columbia, turned off course, crashing into a mountain side and killing people on board. The air traffic controller later told investigators that the flight crew's last reported position was incongruent with the tower (Mathews).
3. Swiss air flight 111 crashed off the coast of Nova Scotia, Canada on 2 September 1998. Among all the possible causes, miscommunication between the pilot and controller was identified as one of the possible cause of accident (Mathews, 2003:7).
4. 25th February 1960, collision between a US navy DC-6 & a real DC-3 in the middle of other reasons, the roles of language problem was significant. Controller's underestimation of the time factors, including aircraft reaction time; and his lack of appreciation of the communicator's difficulties and the increasing seriousness of the situation, combined to create the conditions, which led to the collision.
5. 13th April, 1947, British South American Airways crashed at Senegal. The reason was difficulties in exchange of radiotelephony communications between the control tower and the aircraft. Insufficient knowledge of the

English language by the controllers in the tower, according to the Americans and British. As regards to the crew, there certainly appears to have been a slight nervousness during the attempts to land.

6. 24th January ,1966, Boeing 707 & 437, operated by air India collision in flight. Probable cause was want of a sufficiently precise phraseology, the correction was mis-understood by the pilot who, under the mistaken impression that he had passed the ridge leading to the summit and was still at a flight level which afforded sufficient safety clearance over the top of Mont Blanc, continued his descent((Source:<http://www.flightsafety.org>).

In 2003, Boeing 747 and 737 crashed because of poor communication between the pilot and the controller. Super King Air crashed in Grand Canyon, the reason is same. From 1982 – 1992, 11%. (Crystal, 1997:101) fatal crashes happened because of miscommunication. So, miscommunication plays an important role in air accidents. A number of accidents have occurred over the last 30 years where poor communication was partially responsible for some of them.

These examples establish that if the language does not convey what is intended, there is a possibility of mishap.

Not only correct English but also clear pronunciation is equally important. Good communication is the key to the aviation industry. In a marketing environment, miscommunication means the loss of sales and pilot-controller miscommunication can cause the loss of many lives.

Brian Day, Chairman of ICAO *proficiency requirements in common English* (PRICE), said that an audit of 28,000 reports in the *Aviation safety* uncovered that more than 70% of the issues referred lacked proper information transfer. Elizabeth Mathews, linguistic consultant to ICAO and member of the PRICE study group says, "Essentially recommending the use of a language without defining a proficiency level render implementation difficult at best and enforcement impossible. Simply put, it is akin to establishing a requirement that pilots must be skilful; without specifying what 'skilful' means" (Doherty 2003:23).

Sometimes colloquial terminologies hamper the communication, because accent varies from country to country- different people speak English in different ways, with variations in pronunciation. In Asian subcontinent, the natives pay less attention to stress, intonation, and rhythm. Their English may not always be mutually understood.

This makes ESP course all the more important for pilots At present most of

the books available--- Mention books--- contain mistakes such as:

- While on RT the pilot is exchanging greeting with the control tower which is not allowed as per ICAO standards.
- Images like the sock that shows the direction of the wind is shown to have more than three stripes which is not acceptable.

Needs analysis and significance of the study

Before attempting to write this paper, a need analysis was done by interviewing the instructors at Flying Academy Patiala, Punjab, Flying Academy, Pinjore, Haryana and Indira Gandhi Rashtriya Udaan Academy, Rae Bareilly, Uttar Pradesh. All the Instructors verbalized the language barrier that affect the placements of the trainee pilots and success in examination especially radio telephony (RT). They vehemently stressed the need to improve the English proficiency of the students stating that they came from various corners of India, graduating from different boards, schools and in most cases, their pronunciation and accent is influenced by their mother tongue.

The Indian trainee pilots, pilots and controllers need different oral skills. At times the pronunciation is incorrect. For e. g. students felt challenged when asked to pronounce 'exam', 'parent', 'minute', 'was', 'sugar' 'school',

'sheep', 'ship', 'snake', 'snack' etc. Utter need for awareness about the correct pronunciation, (phonetics & phonology), syllable stress, word stress to avoid any communication gap and hence the oracy is needed. The dire requirement is that pronunciation, stress, rhythm, and intonation, though influenced by the first language or regional variation should not interfere with ease of understanding; Basic grammatical structures and sentence patterns are correct so as not to interfere with meaning; Vocabulary range and accuracy are sufficient to communicate effectively on common, concrete, and work-related topics; ability to paraphrase correctly and the vocabulary is not idiomatic; is able to speak at length with relative ease on familiar topics and make use of appropriate discourse markers or connectors; whether the comprehension is accurate on common, concrete, and work-related topics and the accent or variety used is sufficiently intelligible for an international community of users as suggested by ICAO.

There is little research in the area. Till date, no comprehensive study, keeping the needs of Indian aviators in this field, focuses on the problem areas. Keeping in view the Indian aviators and all six subjects --- Aviation Meteorology, Air Regulations, Aircraft & Engines, Technical Specific Paper, Technical Performance Paper, Radio Telephony ---- taught to them, in context, a special course designed to meet

the linguistic competency would be of great help.

Notes

Definition of Key Terms

1 Air- traffic

Air traffic means aircraft operating in the air or on an airport surface, exclusive of loading ramps and parking areas. (FAR/ AIM 94, editor: Aviation suppliers & Academics, Inc, 1994 addition)

2. Air traffic control

Air traffic control means a service operated by appropriate authority to promote the safe, orderly, and expeditious flow of air traffic. (FAR/AIM 94, editor: Aviation suppliers & Academics, Inc, 1994 addition)

3. Area-navigation

Area-navigation means a method of navigation that permits aircraft operations on any desired course within the coverage of station – referenced navigation signals or within the

limits of self- contained system capability. . (FAR/AIM 94, editor: Aviation suppliers & Academics, Inc, 1994 addition)

4. Flight crewmembers

Flight crewmembers means a pilot, flight engineer, or flight navigator assigned to duty in an aircraft during flight time. (FAR/AIM 94, editor: Aviation suppliers & Academics, Inc, 1994 addition)

5. FAA

FAA means Federal aviation administration. (FAR/AIM 94, editor: Aviation suppliers & Academics, Inc, 1994 addition).

6. Pilots

There are mainly two types of pilot:

1. Private pilot
2. Professional/ commercial pilot

A private pilot has to complete five subjects and 50 hours flying. A professional / commercial pilot has to complete 11 ground courses and 200 hours flying. The medium of education is English, but they do not have any language course.

7. Air traffic controller

Air traffic controllers are persons who operate the air traffic control system to expedite and maintain a safe and orderly flow of air traffic and help prevent mid air collisions. They apply separation rules to keep each aircraft apart from others in their area of responsibility and move all aircraft efficiently through 'their' airspace and on to the next. Controllers have a large responsibility while on duty it is regarded as one of the most difficult and stressful jobs today.

8. Control tower

A control tower (ATCT) is the name of the air traffic control unit responsible for movements around an airport. Permanent control tower structures generally rise high above other buildings at an airport

to give air traffic controllers a view of aircraft moving on the ground and in the air around the airport, though temporary tower units may operate from trailers or even portable radios outside. Full control tower structures usually have windows that circle the entire top floor, giving 360 degrees of viewable area. The windows are usually tilted outwards, because otherwise the controllers inside would see the reflection of equipment behind them. The ceiling may also be painted black. Medium-traffic airports may have only one controller staffing the control tower, and may not keep the tower open 24 hours per day. Busier airports usually have space for several controllers and other support staff, and operate 24 hours per day, 365 days per year.

9. International civil organization

International Civil Aviation Organization **aviation** was established in 7 December 1944 in Chicago. It is a world body to ensure the safety, reliability and efficiency of air travel. Total member states of ICAO have grown from 26 contracting states in 1947 to 183 in 1994 and Bangladesh is one of the member states of ICAO. It ensures that pilots and other airline personnel are trained and licensed and the 'rules of the air' – are clearly recognized and observed. Over the years, Civil Aviation has been progressively improving its safety standards and recommended practices by adopting new technology and flight safety rules and regulations.

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The Potential for Using ESP for Compulsory English Education in Indian Undergraduate Colleges

Kamna Singh

Abstract

Language teaching that is motivating, efficient, useful and above all, capable of being assimilated by the non-native speaker, has remained a mirage for education systems around the world. In India, the problem is especially acute for those attempting to teach as well as those attempting to learn the English language. ESP or 'English for Specific Purposes' is a branch of Linguistics that recognizes that there needs to be an emphasis on tailoring the curriculum, methodology and teachers according to the specific needs of the students. This paper deals with the potential of using ESP for tailoring the English Compulsory education of Indian undergraduate students who, despite years of parroting the various rules of grammar and puzzling through multiple poetic and prose texts, continue to remain at sea regarding the basis of the English Language.

Keywords: English for Specific Purposes, Curriculum Reform, Undergraduate teaching in India.

Introduction

ESP focuses on teaching English for use in a restricted set of social and thematic areas. Initially designed for the unambiguous transfer of (technical) information especially in international communication, today it focuses equally on the learning needs of non-native users of English. India presents an interesting and well-worthy case for the implementation of ESP. According to Robinson's definition ESP is 'goal-directed' and targeted at adults with specific needs. India certainly has multiple specific goals that need to be met for its mind-bogglingly diverse population which is varied in terms of occupational, educational, social,

economic and psychological capacities and needs cannot be taught the English language with a 100% success rate in heterogeneous classes. Moreover, ESP is targeted at adults and the young adults of undergraduate courses (17-25 years of age) tend to make excellent students in terms of clearly identifiable needs, motivation and assimilation ability.

Historically, India is a postcolonial nation of glaring discrepancies. On the one hand, its missionary and some private schools consistently churn out students that have imbibed the English language with a finesse that might outdo that of a native speaker. It has long been speculated that this is due to a higher quality of

teachers, abundance of resources such as audio-visual aids, better economic and education levels of the families of these students, optimal teacher to student ratio, better academic environment and a more disciplined teaching routine as compared to public schools. However, even a cursory glance at their methodology provides a more accurate answer. These institutions create an environment that emulates that of the native speakers'- one where one hears only English, reads and writes in only English, and above all, can speak in no language other than English during the school hours.

However, the vast majority of Indian student's progress through their English language education with the aid of diligent rote-learning of texts and help or 'guide' books. For them, the English language is either a necessary evil or an insurmountable challenge or both. It is akin to a formal suit of clothes that one feels uncomfortable in and must discard as soon as one is outside the workplace/classroom. This creates a perplexing situation in India's higher education system where the teacher encounters students who have little mastery over the language but is bound by the curriculum to teach more grammar, poetry, prose etc. This inevitably results in the churning out of masses of 'the unemployable educated' who add to India's economic and social liabilities. Thus catering to the needs of these students is a challenge that must

be addressed urgently to prevent our demographic dividend from turning into a demographic disaster.

Despite multiple changes to the undergraduate curriculum and syllabi in universities across India to make it more 'relevant', in this writer's opinion, many loopholes remain that continue to retard English acquisition. Since this may be the final input of formal education these students receive, it is vital to use this valuable opportunity to teach English to those who lack basic skills, build the abilities of those with intermediate knowledge and polish the students who are already proficient.

1) Class Furcation and Syllabus Design According to Students' Ability in The First Year

In this writer's opinion, class division needs to be based either on the student's self-assessment of English language skills or on a simple introduction and question-answer session with the teacher on a one-to-one basis. Needless to say, there needs to be a separate curriculum for each of the levels-basic, intermediate and advanced.

For the first level, use of native language to a limited extent in the texts and by the teachers is suggested for initial confidence building. It has been observed by this writer that students who wish to learn the English language quickly and functionally tend to rely on tutorial shops that present the meanings of words, sentences of

everyday use, etc. in the native language. The rote learning of these followed by quick and frequent usage builds their confidence and thus spikes their thirst for greater learning.

Also, the creation of word-lists and sentence-lists in texts according to categories such as 'At the Hospital', 'In a Restaurant' etc. would facilitate language acquisition. The current practice of prescribing texts with say, a poem followed by word-meanings and questions on that poem only creates an environment where the students feel bored in class, skip attendance, rote-learn sample answers, pass examinations and join the workforce without possessing the requisite skills of communication needed for any and every job/ business imaginable.

It is important to emphasize here that the teaching and examinations conducted for all the levels must involve all levels of language learning-reading, writing, listening and speaking. Reading, for instance, may include newspapers, current affair or hobby magazines etc. The texts must comprise snippets of actual official communications, letters to editor, advertisements for jobs, etc. Writing may consist of filling forms, learning to use the Internet and smart phone and so forth. Listening and speaking exercise must be a twin exercise that simulates *a variety of situations* other than job interviews. Practise, *especially in pseudo-stress*

environment, is the key for while most of these students do have some functional knowledge of English, it fails them in the stress of the real-life situations of confronting a stranger, facing an audience, negotiating a deal, complaining about something, applying for some official document, taking to a member of the opposite sex, or even ordering a meal in a restaurant.

2) Class Furcation and Syllabus Design According to Students' Needs in the Second Year

By the second year, the focus needs to be on learning according to occupational needs. The concept of vocational courses has been introduced in almost all universities but they remain an option that is divorced from mainstream learning. The teaching of not only vocational terminology through suitable word lists and texts, but also vocational language that remains jargon-free yet suitable for professional use now becomes the key to motivating and educating the students. The latter purpose may be served for instance, by texts such as one containing extracts from the prolific writings of Late Dr APJ Abdul Kalam for students of the Arts stream who visualize themselves in the field of civil services, social services, education etc. They need to focus on texts with more complex levels of language that require precise understanding and felicity of expression such as emotional comment, humour, figurative language etc.

On the other hand, students of the Commerce stream may benefit by listening to a recording of one of the speeches or interviews given by the economist Raghuram Rajan and then answering questions based on their understanding and later formulating their own speeches as a response to, for instance, the current national budget. It is indeed a pity that despite many advances in our knowledge of the psychology, physiology and methodology of learning, undergraduate texts of the Commerce stream, till date, comprise items such as short stories/ essays by western writers of the Victorian and Edwardian ages on subjects such as a generous millionaire, a couple's undying love for each other, a holy man's miracle, etc. for compulsory English language instruction!

The Science stream can also benefit greatly from ESP instruction. Scientific texts in English often use long and complex sentences and the course books of undergraduate students of Science streams need similar chapters. Such texts also usually make use of passive voice, which allows the writer to be more impersonal and put the experiment or phenomenon that has been presented on centre stage. Yet another specialty is the use of figurative items such as graphics, models, images, tables, etc. and it is vital that the students learn to understand and explain these in a lucid and crisp, written and spoken manner. But above all, science is the stream with the maximum

terminology and neologisms and these need to be incorporated in general English textbooks to ensure successful understanding and expression by the students for it is frequently seen with these students that they 'know', and may even 'write', but cannot 'say' what they wish to express.

David Crystal also describes the features of science specific grammar, i.e. the vast technical vocabulary, frequently based on Latin or Greek terms, with a lengthy compound, imposing abbreviations, long sentences with a complex internal structure (sentences based on noun phrases), etc. "Moreover, scientific vocabulary requires continual updating in the light of the process of discovery. Science is in fact the main birthplace for new words in a language: in a comprehensive English dictionary, the vast majority of the words would be scientific (or technological) terms... and if all their names were incorporated into the largest available dictionaries, the books would immediately double in size." (ibid. 384) Therefore, the textbooks of undergraduate science students need to comprise not just snippets from the lives of great scientists as they currently do, but also excerpts from famous research papers, extensive word-lists of frequently used scientific vocabulary, etc. They also need to be encouraged to interpret and write research papers in addition to the current trend of focusing on letter writing, notice writing etc.

3) Class Training and Syllabus Design Through Widespread Exposure in The Final Year

More recently a significant shift has occurred in the perception and teaching policies of ESP, as the previous reading skill focused tendency has given way to a more modern and rather holistic approach, which takes into account issues of pragmatics (ways of expressing hints, the role of presuppositions), functional grammar (the use of qualitative adjectives and adverbs), and discourse analysis (the use of specific genres in a specific setting and a specific goal). ESP is no longer only an issue of reading and understanding specialized texts from books and manuals. Thus in the final year, students may be introduced to these nuances to polish their abilities. The final year must involve multiple and varied opportunities to practise and test their newly acquired abilities to ensure that these abilities are assimilated rather than forgotten over the course of the coming years. It is a glaring fault of the current curriculum of undergraduate courses to continue with a 'business as usual' approach rather than recognizing that this crucial final year requires identification and correction of any mistakes, doubts, gaps in knowledge, and above all, ensuring the successful performance or use of language by each and every student. Activities such as watching movies in English (relevant to the chosen stream), participating in public speaking

competitions, taking up summer jobs in workplaces that require English language skills etc. Field trips to relevant place of work such as pharmaceutical companies for science students, newspaper offices for arts students, multinational companies for commerce students etc. can also be conducted if logistics permit.

Conclusion

The first decade of the 2000s can be called the society of knowledge, as "one of the defining features of this society is interdisciplinarity... And (it) is also characterized by a tendency toward specialization. As a result, both interdisciplinarity and specialization have a great influence on what has been named as Academic and Professional Languages." (Motos) Thus rather than making the ESP approach a restriction of General English it must become an enhancement which covers the basic 4 aspects of:

- Field esp. the topics, vocabulary and typical sentence structures used.
- Purpose which may be explanatory, argumentative, directive etc.
- Medium which may be spoken, written, etc.
- Tone which may be formal or informal on a number of factors and levels

The final outcome, of course, depends not only on redesigning the classes, textbooks and syllabus but also on the training and initiative of the teacher. In fact, teacher

training and refresher courses are already being conducted by schools and colleges across India but they do not currently focus on training teachers to specifically teach using ESP. As already identified by writers such as Dudley-Evans, the role of the ESP trainer is five-fold and vital to the success and continual updating of the course. Thus an onus needs to be on compulsory training and preparing the faculty of undergraduate colleges to take on the task of 'nation-building' and rescuing the youth from lives of unemployment, underemployment, social ostracism and frustration.

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Soft Skills for the Library Professionals: Need of the Hour

Preeti Sharda

Abstract

Changing the user's awareness and the technology developed in this twenty first century, library professionals are required to introduce new services, based upon user interest. Managing and running this current century library, professionals have a highly specialized job. So library science professionals should be required multi-talented and multi-fold personalities. Various skills are needed to become a good leader. If one wants become a good Librarian you should have Library Professional Skills, Managerial Skills and Soft Skills. To reach the success and adding new variety of services in their libraries, this paper will help to library professionals through Soft Skills. This paper describes the necessity of soft skill for library professionals. This article focuses on importance of soft skills especially in effective library management and practice.

Keyword: Library Science, LIS Professionals, Soft Skills, Twenty First Century Libraries, Librarianship.

"Professional skills may help to get your Job, But Soft skills can make you a good Librarian".

Introduction

'Soft skills' is a buzz word all around the world. It is an umbrella term for various skills. They complement hard skills & are people skills. Soft skills are first referred in 1972. These skills include attributes being able to solve problems working well in a team environment and motivating others. Soft Skills can help people come out of difficult situations and ensure reassurance and reliability. Soft skills are a collection of methods and techniques by which people can influence the behaviour of others in a way that enhance their enlightened self-interest. Soft skills are

the subtle behaviours and communication styles that help make a work environment or interaction with another person easier to manage. Soft Skills comprise personality traits, social graces, facility with language, personal habits friendliness, and optimism that mark people to varying degrees.

Soft-Skills as behavioural skills include self-awareness, self-confidence, flexibility, persistence and perseverance. Soft-Skills include communication skills such as voice inflection and gestures, interpersonal skills, management skills, leadership and team dynamics. They also include attributes such as adaptability and flexibility. Soft skills are the most potential characteristics of an individual that can always lead one to win-win situation in every sphere of one's life, be it in private

circumstances, libraries, corporate sectors, or organizations of any kind. Often, these qualities are intangible and are acquired through years of concentrated effort.

Definitions

The literature on soft skills is confusing. The phrase soft skill is catchy but ambiguous and authors use it extensively with little agreement on meaning. In fields like business, education, management, communication and even in library and information science, articles list all kinds of soft skills derived from formal and informal research methods. Yet definitions of the term vary. No formally agreed upon, universal set of soft skills exists. Defining 'soft skills', Perreault (2004) stated that these are personal qualities, attributes, or the level of commitment of a person that set him or her apart from other individuals who may have similar skills and experience. According to James and James (2004), 'soft skills' is a new way to describe a set of abilities or talents that an individual can bring to the workplace. Soft skills characterize certain career attributes that individuals may possess, such as team skills, communication skills, leadership skills, customer service skills and problem solving skills. World English Dictionary defines soft skills as "desirable qualities for certain forms of employment that do not depend on acquired knowledge: they include common sense, the ability to deal with people and a positive flexible attitude". Business dictionary.com defines soft skills as "Communicating, conflict management,

human relations, making presentations, negotiating, team building, and other such ability, defined in terms of expected outcomes and not as a specific method or technique such as statistical analysis. According to the online slang dictionary soft skills are non-technical skills usually involving interpersonal interaction. Hurrell, Scholarios, and Thompson define soft skills as "nontechnical and not reliant on abstract reasoning, involving interpersonal and intrapersonal abilities to facilitate mastered performance in particular contexts." Grugulis and Vincent list "communication, problem-solving, team-working, an ability to improve personal learning and performance, motivation, judgment, leadership and initiative" as soft skills. However, many of these tasks do require some form of abstract reasoning, in contradiction to the definition given earlier. Diane Parente, John Stephan, and Randy Brown define soft skills as people's management skills. Their list includes "clear communication and meaningful feedback, resolving and/or managing conflicts, and understanding human behaviour in group settings." To be precise, soft skills can also be called 'people skills' -- the personal attributes that enhance an individual's interaction, job performance and career prospects.

Hard and Soft Skills

The phrase 'soft skills' is often used to describe the skills which characterise relationships with other people, or which are about how you approach life and

work. Others phrases that are often used for these types of skills include: 'people skills', 'interpersonal skills', 'social skills' or 'transferable skills'. 'Hard skills' or technical skills, by contrast, are a phrase usually used to describe job-specific skills. Examples of such skills include professional skills like bricklaying or accountancy, medical expertise such as diagnosis and treatment, librarianship or other skills that can be taught and whose presence is testable through exams. Hard skills help securing a basic position in one's life and career. But only soft skills can ensure a person retain it, climb further, reach a pinnacle, achieve excellence, and derive fulfilment and supreme joy.

Job-related expertise is essential in any profession and in many other careers. However, over the last twenty to thirty years, understanding has grown that perhaps the soft skills may ultimately be more important in determining levels of success. That is, the hard skills are a basic minimum necessary in order to operate in that particular workplace. Whether or not one is successful in his/her career may depend on how he/she relate to other people and to work: the so-called soft skills.

Many people have characterized soft skills as those relating to 'Emotional Intelligence', the ability to recognize and manage their own and others' emotions. However, in reality, they go beyond that, and into the wider realms of how people organizes themselves and how they

approach life. In fact, one can learn and develop soft skills as well as hard skills but learning soft skills often much harder and there is no easy measure of success.

Like hard skills, soft skills require a lot of practice to make one really skilled at using them. Unlike hard skills, there are no exams to prove that one can do the capabilities. We measure our success in developing soft skills in how well we manage the relationships with those around us: family, friends, and co-workers, as well as patrons to those we provide our services. In a typical library example, while hard skills are required to receive a call for library membership, soft skills help to convert the caller into a library patron. Hard skills are job specific where as soft skills are applicable across roles, domains and careers.

Importance of Soft Skills

Due to technology, customer-driven markets, an information-based economy and globalization the structure of the workplace is constantly changing, leading to an increased reliance on, and demand for, soft skills. According to a recent article in *The Economic Times*, out of three lakh MBA graduates every year, only 10 per cent are employable. According to Kiran Karnik, Former President, NASSCOM - "We have to think of ways to groom the qualified students in an effort to make them employable in the industry." Data emerging from Census 2011 suggest that unemployment rate is high among the

better qualified. (The Hindu, November 7, 2015). According to India News (September 16, 2015) 23 lakh people want peon's job in U.P., and engineers and doctors are included in this list.

If we analyse the above statements a question arises why the youth is unemployable. In the knowledge economy of today, most of the people have almost the same knowledge base. What differentiates one person from another is how well they can effectively utilize their skill and knowledge. Employers may be willing to work on training employees on hard skills and hire individuals because of their strong people skills. Employees with a good attitude and strong soft skills are much more likely to be promoted. People with higher soft skills drive companies' morale, success, and development and soft skill helps employees to excel in the workplace. Soft skills contribute to making job seekers stand out and results in higher positive references.

These skills improve interaction with bosses, colleagues and clients and influence how others perceive us. In the social networking oriented world of today, it is important that one is amenable to others; else people tend to avoid you. Furthermore, most of work done depends on how well you can network with other, how well you can get the work done from others. In the corporate world, or even in personal life, the people who cannot gel well with others often lag behind others. Serious need is there to invest and build

skills among the youth because there is a huge gap between academia and industry

Unfortunately, we don't have a soft skills training module in our curriculum. A few business schools and professional study course might have them, but even fewer actually practice them. In fact, everywhere there is a lot of focus on learning the technical skills. There is practically no emphasis on learning the behavioral aspect -- the soft skills -- for career progression. There are a number of skill development initiatives by government; however, by themselves, they may not produce the required results immediately. Library Science schools in India will definitely have to invest more in skill training and development. They need to equip their students with the means and capacity to improve their job skills in pace with technological changes. They should also take initiative to start continuous professional development programmes for the in-service library professionals with regard to soft skills.

Soft skills for librarians

The role of libraries and librarians are changing rapidly due to growth in science and technology in all fields. Prior to this, library professional's jobs were limited to library boundaries but now, it has spread across the globe knowing as digital library. In this age, it is difficult to manage and preserve all changing forms and formats of the documents for all types of patrons using all key Skills. Today, librarians

need to play different roles which are demanded various skills ranging from an old culture to new fashion. For today's a librarian having professional degrees in library and information science (LIS) is not sufficient unlike in the past. There is demand for librarians having multidimensional aptitude in the areas of technical work, administrative work and also in providing user oriented services along with soft skills. LIS professionals need continuous grooming by new skills. Then only they will become up-to-date in this fast changing environment.

Soft skills, becoming important at the middle level of library management. Soft skills are important need of the hour to survive in this information age and knowledge era. Science and technology have impacted on skills that every field need it to be successful in the society. Library Professional's soft skills are a very important element which helps to grow and success of an organization. Like any other profession, the soft skills are required in day-to-day working for carrying out routine jobs more effectively. Professionals are required to learn and understand more technical terms, concepts, skills and feel comfortable to perform their jobs to provide satisfactory information. The librarians working in large organizations like corporate offices are already practicing these skills through by experience or training. One may learn these soft skills easily provided they are aware what these are. Hence, library professionals apart from their educational

practices required different kinds of skills and competency to give right information at the right time for right users. Library professionals have to be effective in oral, written and e-communication with their patrons, colleagues and managers, these soft skills will make them more effective to promote their library product and services through marketing. This will in turn help them to show their value to the parent organization. They also need good interpersonal and networking skill to interact with users and effectively collaborate with their colleagues. There is also a growing realization that libraries and information service play important social and community function. Thus, social and community building skills are useful for information professionals- both for community of colleagues (Abdus Sattar Chaudhry & Christopher S.G. Khoo).

Required Soft Skills for Lis Professionals

It's hard to judge which soft skills are most important, but this list is broadly what employers mean when they talk about good soft skills and the skills which are most likely to enable us to build constructive working relationships with our patrons, or to be a constructive and helpful employee.

In recent years the perception of which soft skills are the most important has changed significantly. The key soft skills that used to grace just about every job description were communication, presentation and

leadership. Whilst these continue to be important, changes to the workplace and the recruitment process has meant that a further set of skills are now coming to the fore. These newer soft skills include creativity, problem solving, perseverance, flexibility and adaptability.

These skills are transferable skills, so they can be used in many different types of jobs. They are personal qualities and attitudes that can help librarians to work well with others and make a positive contribution to organizations for which they work for.

1. Communication

Communication is a word of Latin origin. To communicate is to express an idea, desire, or expectations. Communication is simply the act of transferring information from one place to another, whether this be vocally (using voice), written (using printed or digital media such as books, magazines, websites or emails), visually (using logos, maps, charts or graphs) or non-verbally (using body language, gestures and the tone and pitch of voice). Communication skills are always top of the 'essential skills' list in library profession. People with strong communication skills can build relationships (from the initial building rapport through to a longer-term relationship), listen well, and vary their communication to suit the circumstances.

Communication skills are very important because our interaction with patrons, researchers and community members is the life blood of libraries. They are why we exist. If a librarian lacks skills

to listen to what they are looking for, as well as the skills needed to convey the information back to them in a way that is beneficial for them, that librarian would be ineffective. The library professionals must have good listening skills as he/she has to interact with different types of users all the time. By carefully listening to users' he/she can identify the exact requirement and then provide the service accordingly. The librarians are sometimes asked to submit/help in writing research proposal/ business proposal/project report, which requires good writing skills. Clear, concise writing no matter what the format—memo, proposal, brief, email, blog post, Facebook posting, Tweet—is paramount. Today there are many library professionals who are contributing to various publications even in-house or even by blogging for sharing their experiences and helping users.

The presentation skills are required in report writing, library committee meetings and even in daily work which represents the library management overall for users. It not only emphasizes the individual skills but also from library presentation by means of its decoration, user's guides, and library ambience. The library professionals must have good communication skills; it is very much needed while interacting with users, management, vendors, publishers and suppliers.

2. Self-Motivation

Positive attitude and the **initiative** to work well without round-the-clock supervision

is a vital soft skill for any employee. Not only does it demonstrate reliability and commitment, but it shows that one can fit efficiently into an organizational structure without the need for constant oversight. Professionals that are committed need very little supervision or motivation to do their best and get the job done. Becoming a professional librarian requires commitment, hard work, and passion. Librarians should show the willingness to speak up and to be heard. They should be willing to submit ideas up the chain, talk to higher-level administrators when they can, and use their communication skills to make themselves heard, recognized, and appreciated. They should join teams, even during probationary periods, and submit ideas for efficiencies and improvements. In the today's environment with staff crunch, any good administrator is going to welcome this type of a librarian. Librarians should take their projects and run with them and have the support of their administration to do so.

3. Leadership

Leadership skills include the process of influencing people to enable them to achieve the goals of the group. This is a soft skill which one can show even if s/he is not directly managing others and can develop with little efforts. Leadership can be thought of as a collection of various other soft skills, such as a general positive attitude and outlook, the ability to communicate effectively and an aptitude for both self-motivating and motivating

others. Library management, especially in a bigger library set up is about team work/exercise. Hence, it is required library professionals to have leadership skills to manage and guide the team from time to time, as every subordinate is important for carrying out their work efficiently for smooth running of a library system.

It is very essential to librarian to have good leadership quality, because library work and to deliver the library services effectively and promptly is not individual work, but it is a team work with spirit. So, it is a need to develop leadership quality. This skill creates confidence amongst library staff.

4. Responsibility

Self-awareness is a highly valued soft skill which teaches people when to accept responsibility for any mistakes they have made and demonstrates a healthy level of humility and a willingness to learn and progress. This skill is threefold. We must be true to ourselves, true to our employers and true to the ethics and tenets of the profession. A study by the Society for Human Resource Management and the AARP cited in the Wall Street Journal found "that 'professionalism' or 'work ethic' is the top 'applied' skill that younger workers lack." Library professionals should establish their own professional mission statement or guiding philosophy, to rise above negativity they encounter in the workplace and in our field, and to always remember they are role models for the professionals that will come after them.

5. Teamwork

High leadership quality results in effective teamwork. People of either gender, different age groups, qualification, status & skills work as a team with a common objective of accomplishing the task. The success of any organization largely depends on the coordinated efforts of its employees. It mainly refers to the agreeableness & co-operation among the team members. Team players also show their ability to cooperate and compromise with others, which is a trait, often sought after by employers and hiring managers. Professionals who want to be seen as team players should take special care to mention situations when they worked effectively with others on their resume and be willing to describe those situations in-depth. A good team player has the team goals clear in their mind and works with others to achieve them. They are open and honest and offer constructive suggestions and listen to others. People acting together as a group can accomplish things which no individual acting alone could ever hope to bring about. Librarian as a team leader plays a critical role in maintaining the balance between the task and people and can transform an average team into a truly effective team. Effectiveness of services like, Selective Dissemination of Information (SDI), indexing service and project proposals etc. demand positive team work.

6. Problem Solving

The ability to apply both logic and creativity to solve problems is highly

valued by employer but they are very hard to develop. There are many people who believe that creative thinkers are born, not made and there are certainly some people who find these skills much easier to learn. A librarian spends a majority of the time solving problems, many of which aren't as easy as going to one location and finding the answer. If that was the case, the person would not come to a librarian, a supposed information expert. Librarians need to evaluate the problem and approach it from multiple angles, using creative problem solving in order to establish an effective solution

7. Decisiveness

Knowing the distinction between **decisiveness** and recklessness implies a soft skill in itself. Decisiveness combines a number of different abilities: the ability to put things into perspective, to weigh up the options, to assess all relevant information and crucially, to anticipate the consequences, good and bad. Management skill of decision-making for routine or non-routine problems is a time consuming activity and certainly poses a challenge to the librarian for making a number of important decisions, good in quality and satisfactory in producing solutions to a problem. A librarian's effectiveness lies in making good and timely decision. Decision-making process, sometimes involves solving repetitive or routine problems. Processing admission applications in a college library or purchasing a particular book are examples of routine problems. Such routine

problems are different from complex, novel problems. For librarians this skill involves gathering all the important facts, seeking advice, looking at the big picture, considering alternatives, being aware of repercussions – these are all things that go into making a good decision.

8. Ability to Work under Pressure and Time Management

Many jobs come with demanding deadlines and occasionally high stakes. Recruiters prize candidates who show a decisive attitude, an unfaltering ability to think clearly and a capacity to compartmentalize and set stress aside. **Time management** is closely related to the ability to work under pressure, as well as within tight deadlines. Time management play a crucial factor in any work environment also in life. A proper planning helps in proper execution. Every individual should be self-disciplined when it comes to time management. Basic principles of time management may include preparing a charter of the work that needs to be performed, direct the effort towards completing the work at hand in time, reduction of time wastage. Some of the menace of ineffective time management includes poor prioritization, failing to clarify what is required, underestimating the effort (time required to complete the task, etc. Upon managing time efficiently one would have enough or sufficient time to take up other tasks. Time management is an important issue in libraries today especially when increased technological and informational demands are coupled with possible decreases

in funding. Individual librarians must establish their own priorities and goals in order to choose the most appropriate time management strategies for their own unique situations.

9. Flexibility

Naturally, people can be wary of leaving the comfort zone formed by their repertoire of hard skills. **Flexibility** is an important soft skill, in as much as it demonstrates an ability and willingness to acquire new hard skills and open-mindedness to new tasks and new challenges. Employers often seek candidates who can show a willing, have a 'can-do' and upbeat attitude, since many jobs come with the possibility of secondments. We live in rapidly changing times in the workplace, so if we are adaptable and flexible, we will be able to change with the times. Employees who are flexible with their schedule and responsibilities don't just say they're a team player, they show it. That kind of can-do attitude is essential in the workplace and can easily make an employee stand out when it comes to promotions, raises, and more. Having the ability to adapt to new situations and unexpected changes is critical in today's workplace because of rapidly developing technology, cultural and generational gaps, and changing expectations from library professional. As time passes and workplaces transform, even once beneficial behaviors can turn into obsolete habits. To remain efficient and effective, we need to be able to modify our behavior as well as our mind-set. In other words, to

increase our chances of success we need to increase our adaptability. Therefore, open mind-set is an important skill and the knowledge that everything librarians handle in the library is constantly moving and shifting. A library professional should have the mind-set to be open to the technological changes; the mind-set to welcome different users with different points of views and information needs; the mind-set to be able and ready to act on an international level.

10. Negotiation and Conflict Resolution

This is another of those soft skills which employers look for in potential leaders. To be an adept negotiator is to know how to be persuasive and exert influence, while sensitively seeking a solution which will benefit all parties. Negotiating is an attempt by two people/parties to achieve a mutually acceptable solution. It is a process that ends either with a satisfying conclusion for both sides or with failure for both sides. Librarian being the chief of the library will come across several situations where he has to negotiate with the others. Inculcating negotiation skills help the librarian in situations like purchasing library requirements, dealing with the higher authorities, satisfying the needs of library users etc. Similarly, **conflict resolution** depends on strong interpersonal skills and the ability to establish a rapport with colleagues and clients alike. Man is a social animal & his success in life largely depends on his relationship & interaction with others. We must respect the views & sentiments

of others. When we want to differ to their views, we must very politely give hints to them without wondering their feelings. Interpersonal skills are fundamental to successful relationships at home, at school, at work and socially. Librarians have to deal with all levels of people like Management, users, colleagues in library, vendors etc. To deal with each one on them in rightful manner requires interpersonal skills. When we work in large organization, it is most important to build rapport with all departments, which helps in managing the library and providing better services to everyone. The library professionals must be able to build good interpersonal skills among the fellow workers, users and others with whom they work closely.

11. Library Etiquettes

Library etiquettes deal with our good behavior, positive attitude, manners, respect and library ethics. Librarians should model good manners to library patrons who, after all, are there to read, learn, and expand their understandings. Because we live in a multicultural society, good manners are not defined similarly by everyone. Good manners include greeting guests. We the Librarians function as library 'hosts' in communal room(s) of books we should possess good manners like eye contact, saying hello and verbal greetings of library patrons. Since a host is in charge of showing guests around and making them comfortable, it is important for a librarian to be asking if a patron found everything s/he was looking for

or whether further help from a research librarian should be sought. Librarians should welcome patrons by having conversations about book subject or topics of interest at checkout point, particularly in the case of the youngest students, for whom. The Librarian can be an icon of childhood. Every guest of every age is a potential library Patron, and each should receive the courtesy of being the only one sharing the librarian's moment in time, one at a time. If a librarian sees someone in line with difficulty standing, there should be a system of giving people numbers or a sign-in sheet, so that those with disabilities do not have to stand in line in order to have equal access a librarian.

Conclusion

Libraries have great role in dissemination of information to the users, due to emergence of information technology and management techniques, the librarianship also facing challenge to cope up with the situation. To manage the situation, librarian professionals should have some of the important competencies and soft skills which are very much required to satisfy the user's community. Social skills in general are fundamental, but for one specific reason: librarianship has to deal with people, not just artefacts such as books; People who create knowledge and people who come to the library to make use of that knowledge. Soft skills relate to a person's blend of personality traits and behavioural traits like social graces, communication, language, personal

habits, friendliness, and optimism that characterize relationships with other people. Soft skills are increasingly becoming the hard skills of today's workforce. It is just not enough to be highly trained in technical skills, without developing the softer, interpersonal and relationship-building skills that help people to communicate and collaborate effectively. Librarianship is a service oriented profession and acquiring soft skills would enhance the success in the profession. Soft skills are becoming essential for all sections of the society in this digital age. Time management, leadership, public relation, writing skills, presentation skills and conflict management skills are highly required soft skills for the librarianship. Soft skill training has been identified as a key factor to enhance professionalism among library professionals. Soft skills are hard to teach. They are personal attributes or shards of one's personality that shine during personal interaction. One can hone certain areas or give pointers, but it's difficult to completely change in a person. Today most of institutions and organisations have found soft skill training as a key factor to enhance professionalism among library professionals and integrated with their core job profiles or subjects. Without these soft skills it is very difficult to run any organisation and it has been found that once employees have been selected on the basis of their hard skills and academic knowledge, they are sent for soft skills training for few days. The library science education should

incorporate soft skills in the curriculum so that the library professionals with best advantages are produced. Time has come to draw out and develop set of soft skills in students in library and information science program through multiple methods and channels during their academic years. Soft skills connected with communication and interpersonal skills are essential if librarians are to be approachable, to listen to customers, and to show interest in their information needs. In the workplace, librarians are often evaluated on skills or abilities that fall under the concept of soft skills. Therefore, for effective librarianship having these skills is an imperative.

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Report of RIE Continuous Professional Development: Six Week Certificate Course in Teaching English to Young Learners (2016-17)

Vandana Lunyal

Introduction

The Institute has been conducting one-to-five days of short training programmes for teachers of UT Administration. During these programmes, it was observed that the teachers who have done their Diploma in Education, lack in practical training and do not possess appropriate communication skills. In short programmes, the teachers do not get enough time to hone their skills and reflect upon their strengths and weaknesses. In order to make the training programmes effective, the teachers need continuous professional support.

Keeping this in mind, Dr Vandana Lunyal, Director RIE has come up with a new model of a staggered CPD course to keep the participants of in-service training programmes oriented with the course content without keeping them away from their classes for a long time at a stretch. RIE Continuous Professional Development (RIE CPD) was developed and introduced by the Dr Lunyal to be organized in a staggered manner over the year from July 2016 to January 2017. The staggered model developed by Dr Lunyal has been kept under the umbrella of Continuous Professional Development and has been developed with a framework

through which teachers can progress and improve their teaching skills, behaviour and knowledge continuously over a period of time. In this way, the areas of development teachers might need to focus on can be easily identified and worked on. This kind of training can deliver a deeper understanding of what it means to be a professional, along with a greater appreciation of the implications and impact of one's work.

Objectives of the Programme

- Imparting practical, innovative ideas for teaching English based on Eclectic Approach through supervised teacher support.
- Giving teachers an opportunity to share successful teaching practices ideas to improve their Communication Skills.
- Helping teachers to manage their own development on an ongoing basis.
- Helping teachers to record, review and reflect on their own learning.
- Imparting Onsite training to teachers in real classroom situations.
- Helping teachers build professional relationships, sharing and learning

from each other and improve communicative competency:

Listening, Speaking, Reading, Writing and Grammar & Assessment procedures

- Improving classroom instruction and classroom language
- Giving onsite support, suggestions on Pedagogical Processes during follow up school visits

RIE CPD

RIE CPD is meant for continuing education to maintain knowledge and skills. It refers to the process of tracking and documenting the skills, knowledge and experience that the teachers gain both formally and informally as they work, beyond any initial training. It's a record of what they experience, learn and then apply. The term is generally used to mean a physical folder or portfolio documenting the teacher's development as a professional. Developed by Dr Lunyal, the programme is being effectively executed by the RIE faculty. Before the beginning of the week long trainings, the course content, materials to be used, the time table, methodology to be used for the week is discussed with the faculty for smooth execution.

Characteristics of RIE CPD

- Continuous – professionals should always be looking for ways to deal with new challenges and improve their performance

- The responsibility and autonomy of the individual teacher – who identifies his or her own needs and how to meet those needs
- Evaluative rather than descriptive – so that the teacher understands the impact of the activity

The key features of the RIE CPD

- Training to be self-driven: Imparting autonomy to teachers to take responsibility of their training and thereby teaching
- Focus on learning from experience, reflective learning and review
- Helping the teachers to developing their own goals and objectives

Participants

This pioneer programme was divided in two batches, in which 30 teachers teaching English to class 1 were deputed from different schools of Chandigarh. Each training week, teachers got an assignment which was to be completed and submitted in the subsequent training week. The sixth week was completely devoted to assessment of the trainees via teacher's portfolio and presentations. The Institute faculty evaluated teacher performance after the completion of the course and submitted the evaluation to the Department. A certificate of excellence was given to four participants after the completion of the course.

No of Participants	Batch 1		Batch 2	
	Male	Female	Male	Female
30	6	12	6	6

The Impact of CPD

As mentioned above, the schedules of the Six Week Certificate Course in Teaching English to Young Learners held successfully on the respective dates. The teachers deputed under CPD programme became well acquainted with the following professional practices-

- Enhancing listening and speaking skills
- Planning lessons and courses
- Understanding learners
- Managing the lesson
- Knowing the subject content
- Managing resources
- Assessing learning
- Integrating ICT
- Taking responsibility for professional development
- Using inclusive practices
- Using multilingual approaches
- Promoting 21st-century skills
- Understanding educational policies and practice

Feedback

During a Verbal and written feedback sessions, the participants reported that:

- The use of data, both quantitative and qualitative was well used during the sessions. It helped them in terms of learning about their practice and drawing conclusions.
- The Resource persons were highly motivated and they worked diligently to enable every student to enjoy and achieve their goals and objectives.
- Teachers felt that the CPD course was extremely useful, relevant to their needs and appropriate exposure was given to address them.
- CPD Course enable them to take back activities back to their classrooms.
- It enhanced their experience, and improved their teaching skills to address school-level outcomes.
- The course helped them in enhancing their soft skills, pronunciation, personality and increase their confidence. It increases their confidence till a level that it helps them to embed their knowledge and skills into practice.
- Teachers after attending the Continuous Professional Development programme appreciated the importance of English teaching to the students.
- The participants enjoyed planning of units, Technology of Language Learning and Professional Development of teachers.

Regional Institute of English, Chandigarh Administration
Chandigarh
<http://www.rieni.org>

Report: April 2016 – March 2017



Regional Institute of English, Chandigarh

The Institute caters to the ELT needs of Punjab, Haryana, J&K, Himachal Pradesh and Chandigarh and functions within the purview of Chandigarh Administration.

Courses Organized

No. of Teacher Trainees Trained: 32

No. of Teacher Training Programmes Organized: 24

No. of Communication Skills Trainers Trained (College Level): 17

No. of Communication Skills Trainers Trained (School Level): 36

No. of Post Graduate Students (MA in English) Enrolled: 34

No. of College Students Trained in Communication Skills: 3639

No. of School Students Trained in Communication Skills: 4886

1. Regular Courses

a. Postgraduate Certificate in the Teaching of English (PGCTE)

The 105 batch of PGCTE course began on 25 July and culminated on 24 October with a batch of **18** teacher trainees comprising of 10 government in-service teachers and 8 would-be teachers, followed by 106 batch of PGCTE course which began on 21 November and culminated on 28 February with a batch of **14** teacher trainees comprising of 12 government in-service teachers and 2 would-be teachers. The course was bifurcated into two modes. Face to Face or On-Campus mode consists of 5 weeks and online mode or Off-Campus mode is of 8 weeks. The Course aimed at achieving integrated Communicative Competence by training Participants in seven modules (Communication skills, Methodology, Research & Reflective Practices, Grammar, Phonetics, Linguistics and Computer Assisted Language Learning or CALL). The CALL module was introduced formally during 102 batch of PGCTE as computer is believed to be the guiding force for all the future projects related to education. In the following batches a step forward was taken to promote computer literacy by increasing the sessions of CALL. The participants were trained rigorously in comprehending Moodle, a Platform for online mode. The trainees had umpteen opportunities for honing their language skills i.e. listening, speaking, reading and writing. The module on communication skills was self-contained and exhaustive. Micro-Teaching was organized in the last week of on-campus mode to enhance the pedagogical skills of the participants. The idea was to achieve a holistic output of the Programme. Extensive use of the language lab, computer and library resources was incorporated along with reflective practices for a comprehensive assessment.

Activities of 105 PGCTE Batch	
29 July	Paper-reading competition
5 August	Creative-writing competition
8 August	Atalk by Prof. Charles Massy on "Methodology of Teaching English"
12 August	Extemporary declamation
19 August	Poster-making competition
25 August	One day educational trip
Activities of 106 PGCTE Batch	
25 November	Paper-reading competition
2 December	Creative-writing competition
9 December	Extemporary declamation
15 December	One day educational trip to Ramgarh Heritage Fort
16 December	Poster-Making competition

b. MA in English

RIE is the first institute of its kind that offers utmost flexibility to its MA students in academic choices. We are also the only institute offering Linguistics as a primary subject and not just as an optional choice. Also, after the first year of MA, our students are given the option of working on part-time basis with RIE's C-TOSS program without disturbing their classes. In the month of July, the Department of Postgraduate Studies started the 2016-17 session with an intake of 14 students in MA Semester I and 17 students in MA Semester III. Around 60 candidates applied online for the MA English Semester I. Out of these applicants; nearly 20 were selected on the basis of their merit cum interview performance. In MA II, in addition to our old students of MA I, 3 students from other prestigious institutes got admitted to our Institute.



Following activities were done during the session:

Date	Event
4 April	Cultural Show for the NAAC Peer Team was organised at the Institute. The students of MA staged a one act play, Dance-Drama, Bhangra, Giddha and sang songs. More than 120 people witnessed this programme.
18-22 April	Dr Sunita Patnayak, Associate Professor, DAV College, Sector 10, conducted extension lectures (British Drama) for students of MA I on T S Eliot's <i>Murder in the Cathedral</i> and Tom Stoppard's <i>Rosencrantz and Guildenstern are Dead</i> .
26 April	A Farewell Party cum cultural show was organized by the students of MA I for the students of final year. The MA students presented a cultural show comprising of dance, drama and songs.
8 August	Atalk was delivered by Prof. Charles Massy to the students. Dr Massy is a famous figure in the world of linguistic science. He lectured the audience on "Methodology of Teaching English". He introduced the students to the basics of pedagogy in a multilingual state like India.
30 August	A lecture on "Menace Child Labour" was delivered by Prof. Kamlesh Mohindroo, former Head of the Department of Psychology, Government College for Women, Patiala. She began her talk with the connotations of childhood and then illustrated the current bleak scenario of happy childhood in India. She motivated the students to try to end this menace fearlessly.

5 September	Teachers' Day was celebrated at the Institute with full zeal and enthusiasm. The program started with paying tribute to Dr Radhakrishnan followed by the cultural program including Dance, Music and poetry recitation by the students.
18-24 September	A week long symposium was conducted in the class of MA II in the paper of <i>Indian Writing in English</i> . All the students presented research papers on the prescribed poets like Imtiaz Dharker, Agha Shahid and A K Ramanujan. The objective of such activity was to indoctrinate research skills in the students and a hand on experience on how to present and organize the textual information and knowledge as per the need of examination.
28 September	MA students were taken to watch the film 'Pink' at Piccadilly Square Mall Sector 34, Chandigarh. Known for continuing the discourse on women's freedom and to create awareness among women about their rights, the film proved to be a good visual medium to understand the complexity of social structures of patriarchy and the subjugation of women by the ideology.
2 October	Two students of MA I, Ms. Manisha and Ms. Vandana participated in a quiz competition organized by the Department of Gandhian Studies, Panjab University. The quiz was based on the autobiography of Mahatma Gandhi <i>My Experiments with Truth</i> .
4 October	A lecture on "Understanding Russian Culture" was delivered by Professor Olga, the Deputy Dean of Moscow State University. She spoke about the similarities between the ideology of Russians and Indians. She explained how Russians respect Indians and how Russian writers have written accounts of their journeys to India. She gave examples of writers like Dostoyevsky, Pushkin and Chekov. She explained in detail the Russian Political Culture and its influence on literature and art. She elaborated the discrete history of Russia in a lucid manner. She then highlighted various aspects of Russian policies and how their subjects are built on love and trust and not law. She concluded the talk with an agenda of making the world multi-polar.
24 October	Students participated in one-day workshop on <i>Exploring cultural diversity through literature</i> . Chintan Girish Modi, a writer, educator, researcher and workshop facilitator of international repute conducted the workshop.

9 November	<p>In accordance with directions issued by the Government of India, the staff and students of the Institute took the "Integrity Pledge" as part of celebration of the vigilance week. The purpose of this exercise is to enlist commitment of the citizens so as to behold the highest standards of ethics and moral values.</p>
25 November	<p>In accordance with directions issued by Director Higher Education, Chandigarh Administration, Constitution day was celebrated at the Institute. The Preamble was read out and an oath was administered to the staff and students on this occasion that they will uphold the dignity and sanctity of constitution. The principles incorporated in the Preamble were highlighted during the ceremony.</p>
15-16 November	<p>Dr Prasanta Chakravarty, Associate Professor, Department of English, University of Delhi, who has done extensive work on Old English period and holds a PhD from SUNY, Buffalo, delivered a series of extension lectures on:</p> <ul style="list-style-type: none"> • Lyric poetry and its expansive possibilities. (Lyric Poetry: The Career of a Concept)



	<ul style="list-style-type: none"> Renaissance poetic scene with particular reference to William Shakespeare, Donne and Andrew Marvell. <p>Around 50 students and the faculty from the Institute and other local colleges took part in the lectures.</p>
25 January 2017	<p>In accordance with directions issued by the Election Commission of India, New Delhi, the 7th National Voters' Day (NVD) was celebrated at the Institute. The oath was administered to the students on the occasion.</p> 
26 January 2017	<p>The 68th National Republic Day was celebrated at the Institute. Despite rain, the tricolour hoisting ceremony was carried out in the presence of staff and students. Dr Vandana Lunyal, the Director of the Institute, exhorted the students to be ethical in their conduct in all spheres of life. Sweets were distributed to all those who were present on the occasion.</p> 
30 January - 3 February 2017	<p>Students participated in a five-day Basic Film-Making Workshop. Mr. Tuhinabha Mazumdar, an independent filmmaker and Associate Professor of Direction at Film and Television Institute of India,</p>

	Pune, along with Mr. Shrikant Agawane, a documentary filmmaker and ex- faculty, FTII, Pune, conducted the workshop. Students learned the basics of filmmaking and film appreciation from the observations they were required to make during exercises such as Blind -walk, observation/ Actuality report, and visualizing.
06 March 2017	Students attended a one-day workshop on "Academic and Job Prospects for Postgraduate Students in English". The workshop was conducted by Ms. Jayanti Ghose, a Career and Education Consultant.
March 8, 2017	International Women's Day was celebrated at the Institute. The Director, Dr Vandana Lunyal, addressed the students of MA English on how women through striking a balance between their professional aspirations and the family and other social commitments can empower all women of the world. Dr Jyoti Singh, head of the department also spoke for the rights of women. Other faculty members also expressed their views about how through self-determination women can lead a life of self-worth and value. Students from both first and the final year presented poems and songs to mark the occasion. An exhibition on women writing was also organised in the library to commemorate the women who had struggled hard to awaken the women and men about the rights of women.
29 March 2017	Lecture on "Unmasking Public Face of Private Violence" by Dr Samarjeet Sahota

RIE Continuous Professional Development (RIE CPD)

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Keeping this in mind, Dr Vandana Lunyal, Director RIE has come up with a new model of a staggered CPD course to keep the participants of in-service training programmes oriented with the course content without keeping them away from their classes for a long time at a stretch. RIE Continuous Professional Development (RIE

CPD) was developed and introduced by the Dr Lunyal to be organized in a staggered manner over the year from July to January 2017. The staggered model developed by Dr Lunyal has been kept under the umbrella of Continuous Professional Development and has been developed with a framework through which teachers can progress and improve their teaching skills, behaviour and knowledge continuously over a period of time. In this way, the areas of development teachers might need to focus on can be easily identified and worked on. This kind of training can deliver a deeper understanding of what it means to be a professional, along with a greater appreciation of the implications and impact of one's work.

RIE CPD is meant for continuing education to maintain knowledge and skills. It refers to the process of tracking and documenting the skills, knowledge and experience that the teachers gain both formally and informally as they work, beyond any initial training. It's a record of what they experience, learn and then apply. The term is generally used to mean a physical folder or portfolio documenting the teacher's development as a professional. Developed by Dr Lunyal, the programme is being effectively executed by the RIE faculty. Before the beginning of the week long trainings, the course content, materials to be used, the time table, methodology to be used for the week is discussed with the faculty for smooth execution.

Objectives:

- To impart practical, innovative ideas for teaching English based on Eclectic Approach of teaching.
- To give teachers an opportunity to share successful teaching practices, ideas and improve their Communication Skills

The CPD programme helps the teachers to manage their own development on an ongoing basis. Its function is to help the teachers' record, review and reflect on what they learn. It's not a tick-box document recording the training they have completed. It's broader than that.

Characteristics of RIE CPD:

- Continuous – professionals should always be looking for ways to deal with new challenges and improve their performance
- The Responsibility of the individual teacher – who identifies his or her own needs and how to meet those needs
- Evaluative rather than descriptive – so that the teacher understands the impact of the activity

The key features of the RIE CPD

- Be self-directed: driven by the teacher and not the Resource Person
- Focus on learning from experience, reflective learning and review
- To help the teachers in the development of goals and objectives
- To help them become autonomous learners themselves
- To improve classroom instruction and classroom language
- To help teachers build professional relationships, sharing and learning from each other and improve communicative competency:
 - Listening, Speaking, Reading, Writing and Grammar.

The pioneer programme was divided in two batches, in which **30** teachers teaching English to class 1 were deputed from different schools of Chandigarh. Each training week, teachers got an assignment which was to be completed and submitted in the subsequent training week. The sixth week was completely devoted to assessment of the trainees via teacher's portfolio and presentations. The Institute faculty evaluated teacher performance after the completion of the course and submitted the evaluation to the Department. A certificate of excellence was given to four participants after the completion of the course.

2. Continuous Professional Development (Need Based)

a. Workshop on Exploring Cultural Diversity through Literature

Course Director: Dr Vandana Lunyal

Coordinator: Dr Jyoti Singh

A one-day workshop on Exploring cultural diversity through literature was held on 24 October at the Institute under the aegis of RUSA. Chintan Girish Modi, a writer, educator, researcher and workshop facilitator of international repute conducted the workshop. The chief aim of the workshop was to broaden the scope of literature to include songs, oral poetry and folk music, and to consider these as rich sources of cultural diversity. Shabnam Virmani's critically acclaimed documentary film Had-Anhad on the 15th century Bhakti poet Kabir was screened during the workshop to encourage students to think and engage with accepted notions of identity, nation and religion. The workshop also included various other activities relating to reading and writing. A total of fifty students participated in the workshop from various colleges. There were 49 participants for the workshop

b. Two days Orientation Course in Use of Audio - Visual Aids for Cluster Resource Centre & Urban resource Centre Coordinators (Training the Trainer) in Teaching Young Learners and Ensuring Learning Outcomes in English

Two days Orientation Course in Use of Audio - Visual Aids for Cluster Resource Centre & Urban resource Centre Coordinators (Training the Trainer) in Teaching Young Learners and Ensuring Learning Outcomes in English was held at the Institute on 4th and 5th April. The program aimed at discussing insight and inputs gained through the year and to plan the yearly course of action in Teaching of English in Government Schools of Chandigarh. The topics discussed during the orientation program were Developing Lesson Plans: Using Audio-Visual Aids: Book 1 (Marigold), Presenting Lessons Plans: Using Audio Visual Aids: Book 1, Use of Interactive board in the classroom and picture gallery: Posters for effective teaching and learning and language games using available materials in the classroom. All the concerned CRC/URC Coordinators of all the schools were deputed by the Education Department to attend the said program as per the schedule. 22 CRC/URC attended the program.

c. Ten Days Induction Training Programme for Newly Recruited Teachers (1st to 10th Batch)

10 Days Induction Training Programme for Newly Recruited Teachers from Government Schools in Chandigarh was held at the Institute in collaboration with Sarva Shiksha Abhiyan from 8 July to 14 September in 10 Batches. 379 JBT Teachers (208 Males and 171 Females) participated in the course.

Focus of the Training Programme was on:

- Methodology & Approaches of Teaching English at Primary Level
- Textbook Analysis of NCERT Book "Marigold" & Planning Units
- Improving Communicative Competency of Teachers
- Assessment Procedures and Learning Indicators at Primary Level as per NCF: 2005
- Motivation and Conflict Management
- Improving Classroom Language and Social Skills
- Helping Teachers with an Easy and Simple Approach to the Concepts
- Creating Child Centered and Task Based Learning

Details of the Courses:

Date	Batch	No. of Participants	Male	Female
8-20 July	Batch-I, II, III	Batch-I 32	21	11
		Batch-II 38	15	23
		Batch-III 37	22	15
2-12 August	Batch-IV, V	Batch-IV 46	18	28
		Batch-V 39	25	14
19-31 August	Batch-VI, VII, VIII	Batch-VI 36	21	15
		Batch-VII 37	24	13
		Batch-VIII 40	19	21
01-14 September	Batch-IX, X	Batch-IX 39	24	15
		Batch-X 35	19	16
	Total	379	208	171

Ten Days Induction Training Programme for Newly Recruited Teachers (11th to 20th Batch)

10 Days Induction Training Programme for Newly Recruited Teachers from Government Schools in Chandigarh was held at the Institute in collaboration with Sarva Shiksha Abhiyan from 15 September to 14 March 2017 in 10 Batches. 393 TGT Teachers (English, SST, Hindi, Math, Punjabi, Fine Arts, DPE) (224 Males and 169 Females) participated in the course.

The Focus of the Training Programme:

- Improving Communication Skills
- Imparting Methodology & approaches of teaching at Secondary level
- Designing Lesson Plans as per the Learning Indicators
- Enhancing Communication skills of teachers with special focus on pronunciation and ICT skills
- Evaluation/assessment of learners' achievement as per CCE, NCF-05 etc.
- Improving Instructional skills of teachers
- Motivation and Conflict Management
- English across the curriculum
- SWOC Analysis of self and the Institutes

Details of the Courses:

Date	Batch	No. of Participants	Male	Female
15-26 September	Batch-I, II, III	Batch-I 39	12	27
		Batch-II 35	23	12
		Batch-III 3	22	16
27 September to 07 October	Batch-IV, V, VI	Batch-IV 33	13	20
		Batch-V 37	20	17
		Batch-VI 33	21	12
07/-19 November	Batch-VII	Batch-VII 40	23	17
12-22 December	Batch-IX, X	Batch-IX 42	26	16
		Batch-X 39	23	16
1-14 March 2017	Batch-VIII	Batch-VIII 57	41	16
	Total	393	224	169

d. RUSA Programmes**i. - Five Day Basic Film-making Workshop****Course Director: Dr Vandana Lunyal****RUSA Coordinator: Dr Jyoti Singh****Course Coordinator: Dr Vijaya Singh**

The Institute, under aegis of RUSA, organized a five-day **Basic Film-Making Workshop** from 30 January to 3 February 2017 for students of English Literature, Functional English and Mass Communication in the city of Chandigarh with the aim to create an understanding of the medium of Cinema and imparting rudimentary training in image making. Mr. Tuhinabha Mazumdar, independent filmmaker and Associate Professor of Direction at Film and Television Institute of India, Pune, along with Mr. Shrikant Agawane a documentary filmmaker and ex- faculty, FTIL, Pune conducted the workshop. Students learned the basics of filmmaking and film appreciation from the observations they were required to make during exercises as Blind -walk, observation/ Actuality report, and visualizing. Based on these exercises students made 3-5-minute video-films with a stress on narrative progression and characterization within a given space and time. The teaching method used during the workshop was largely hands-on with the faculty closely monitoring shot taking and narrative progression of the films shot by students. At the end of the workshop

students had learnt basics of filmmaking as to what is a shot, what is continuity, what is narrative in cinema, how to combine two shots to create meaning. They also got an idea of film history, literary adaptations by watching films as *Happy Anniversary* by Pierre Etaix, *Glass* by Bert Hanstra, *Where is my friend's home* by Abbas Kiarostami, *Latcho Dram* by Tony Gatlif, *BadalDwar* by Mani Kaul, and *PatherPanchali* by Satyajit Ray. A total of **50** students registered for the workshop from MCM DAV -36, PGGC, 46, PGGCG-42, PU, PGGC-11 and RIE-32.



ii. 2-day Workshop on 'Everyday Essentials'

Course Director: Dr Vandana Lunyal

RUSA Coordinator: Dr Jyoti Singh

Institute conducted a 2-day workshop on 3-4 March 2017 for Group-D employees of Chandigarh Administration on 'Everyday Essentials' under the aegis of RUSA. The workshop was placed with a view to making them aware of everyday responsibilities which help create a good and disciplined life and help them to build enduring and conducive environment to deal with the problems and conflicts of daily life. Sessions on self-discipline, work ethics, self-management, yogic meditation, oral

and general hygiene and e-skills were the highlights and very well received by the 37 participants.

iii. Workshop on “Academic and Job Prospects for Postgraduate Students in English”

Course Director: Dr Vandana Lunyal

RUSA Coordinator: Dr Jyoti Singh

Institute organized RUSA funded a one-day workshop on “Academic and Job Prospects for Postgraduate Students in English” on 6 March 2017. The workshop was conducted by Ms. Jayanti Ghose, career and education consultant. Her research in the area of career counseling and guidance spans almost three decades. She is a widely read Career Counselor in India through her print and online career guidance columns. Sessions on ‘Writing C. V.’ by Dr Vandana Lunyal, DRIE and ‘Employability Skills’ by Dr Jyoti Singh were also well received 34 participants.

3. Project Based Courses

a. RIE Certificate Course in Personal Development (9th Batch)

RIE Certificate in Personal Development (PD) is a 120-hour training module to develop skilled professionals for the industry. The course aims at imparting training in English Communication Skills, Interpersonal Skills, and Computer Skills to job seekers thereby enhancing their employability skills. At this stage, doorstep education model has been adopted.

General Objectives:

- To enhance students’ employability skills for placement in job sectors
- To provide job sectors with well-trained human resource
- To groom student’ personality for better social integration

Specific Objective:

- To impart training to students to improve communication skills
- To give exposure to students in soft skills
- To provide career counseling and guidance to students
- To extend training to students on computer skills

Course Content:

- Communication Skills (70 hours)
- Soft Skills (14 hours)

- Computer Skills (20 hours)
- Career Counseling and Guidance (20 hours)

Personal Development Programme for the session 2016-17 commenced from 01 August in five Government Colleges of the city (PGGC 11, PGGCG 11, PGGCG 42, PGGC 46, GCCBA 50) for all the final year students across varied streams of BA, BSc, BBA, BCOM, BPed. Total number of students enrolled under this programme was 3639, with the percentage of 69% Women and 31% Men. 17 trainers were recruited by the Institute for conducting the programme in the colleges.

One Day Seminar on “Emerging Careers in 21st Century”:

Event Director: Dr Vandana Lunyal

Event Manager: Mr Gopal Chandra Nayak

The Institute organized the Annual One Day Seminar on “Emerging Careers in 21st Century” in Post Graduate Government College for Girls, Sector-11, Chandigarh. Since 2010, RIE organizes a career counseling session in one of the local Govt. Colleges to help the students identify their future possibilities, remove apprehensions and instill confidence.



Dr Jayanti Ghose, Education and Career consultant, Mumbai was the chief speaker for the event and the event was co-hosted by Mr. Sandeep Ghose. The inaugural address was delivered by Dr Vandana Lunyal, DRIE. She highlighted that RIE has been endeavouring to help the youth of the City Beautiful incorporate elements to cast their future course of life. The curriculum of the programme focuses on Communication Skills in English, Social Skills, Life Skills and Employability Skills. Dr Anita Kaushal, Principal, PGGCG-11 Chandigarh presided over the function. Dr Ghose interacted with the students and enlightened them about the myriad of career opportunities that await them in the future. The session was ended by an open question hour in which students put forth their queries and doubts.

b. Chandigarh Training on Soft Skills (C-TOSS) Programme for the Government Schools of Chandigarh (7th Batch)

Programme Director: Dr Vandana Lunyal

Programme Coordinator: Dr Jyoti Singh

The Institute conducts Chandigarh Training on Soft Skills programme under the aegis of SPIC for the students of classes IX, X and XI in 36 Government schools under Chandigarh Administration. Under this programme, students are trained on enhancing their

- Employability skills
- Communication skills
- Soft skills
- Life skills

Students of these schools lack exposure to an authentic English Language environment which enhances their written and spoken skills in English. As a result, they remain away from the mainstream. C-TOSS programme acts as a bridge to overcome the gap felt between the school curriculum and actual needs felt by the students in usage of English language.

The specific aims of the C-TOSS programme are:

- to enhance the communication skills of students in English
- to enhance the soft skills of students in English
- to enhance the employability skills in students
- to instil a sense of confidence and conviction in the students
- to imbibe life skills in students

The programme is conceptualized to improve English Communication Skills and Soft Skills of the students of government schools, Chandigarh. This program is emerging as a strong support system for students of Government Schools for the enhancement of Communication Skills and Life Skills.

C-TOSS Programme for the session '2016-2017' commenced on 10 May in 36 Government Schools under Chandigarh Administration for the students of IX, X, XI classes. Total numbers of students enrolled under this programme are 4846 with the percentage of 49% girls and 51% boys. 36 trainers, 7 coordinators, 2 material facilitators and 1 accountant were recruited by the Institute for conducting the programme in the allotted schools. In order to maintain uniformity of content and training in all the 36 schools, all the trainers were trained at the Institute on a weekly basis to conduct the activities as per a centralized calendar of activities.

DATE	TOPICS/EVENTS COVERED
11 May	<ul style="list-style-type: none"> • Orientation • Introduction to the program • Discussion on teaching material/methodologies
16 May	<ul style="list-style-type: none"> • Positive Attitude: How to learn to shed worries and maintain a positive attitude
25 May	<ul style="list-style-type: none"> • Teaching Methodologies: ELT
06 July	<ul style="list-style-type: none"> • Discussion on Teaching Material • Classroom Methodology
15 July	<ul style="list-style-type: none"> • Questionnaire on Soft Skills- Part I • Letter Writing
20 July	<ul style="list-style-type: none"> • Discussion on Questionnaire on Soft Skills-Part II
27 July	<ul style="list-style-type: none"> • Briefing about I Can Club Activities
8-15 August	<ul style="list-style-type: none"> • Independence Week Celebrations marked by conducting various competitions (Poster Making, Extempore, Slogan Writing, Essay Writing)
17 August	<ul style="list-style-type: none"> • Discussion and Feedback on Independence Day Celebrations-Part 2
24 August	<ul style="list-style-type: none"> • How to avoid Indianisms in English Language
31 August	<ul style="list-style-type: none"> • Questionnaire and Handout filling session on Indianisms in English
07 September	<ul style="list-style-type: none"> • Power Point presentation on 10 Errors in Teaching

19 October	<ul style="list-style-type: none"> Group Activity- Build a Story with given Starts and endings
26 October	<ul style="list-style-type: none"> Group Activity- Build a story using given Titles, Characters and sentences
02 November	<ul style="list-style-type: none"> Group Activity- How to conduct Ice Breaking Activities
10 November	<ul style="list-style-type: none"> Group Activity- How to train students in Writing Skills- (Tenses- Present)
17 November	<ul style="list-style-type: none"> Group Activity- How to train students in Writing Skills-(Letter Writing-Format)
23 November	<ul style="list-style-type: none"> Group Activity- How to train students in Writing Skills- (Tenses- Past)
07 December	<ul style="list-style-type: none"> Activity based Teaching of Grammar- Viewing of CDs and Designing of Grammar Games
09 January 2017	<ul style="list-style-type: none"> Introduction to Phonetics
18 January 2017	<ul style="list-style-type: none"> Introduction to Pure Vowel Sounds in English
25 January 2017	<ul style="list-style-type: none"> Introduction to Diphthong Sounds in English
02 February 2017	<ul style="list-style-type: none"> Introduction to Consonant Sounds in English
08 February 2017	<ul style="list-style-type: none"> Practice of words with prominent Vowel sounds
15 February 2017	<ul style="list-style-type: none"> Practice of words with prominent Consonant sounds
20 February 2017	<ul style="list-style-type: none"> Briefing on Conduct of State Achievement Test for students of classes V and VIII
8 March 2017	<ul style="list-style-type: none"> Women's Day Celebrations C-TOSS Valedictory and Group photograph

Good Practices

a. Community Outreach Programme

i. CHABEEL at GMCH-Sector-32, Chandigarh

On 28 June, during the summer vacation the Institute organized CHABEEL at GMCH-32 with the help of some students of MA. In the sweltering heat, the patients and their relatives were offered cold water. Around 2000 cups were distributed free of cost to people. The entire cost of packed mineral water was borne by the staff and students of the Institute. During this five-hour grueling exercise, all the disposable empty cups were collected in gunny bags after their use.



ii. **Comprehensive Computer Aided Language Learning Programme for the Government Schools of Chandigarh (10th Batch)**

Course Director: Dr Vandana Lunyal

A Computer Aided Language Learning programme was held for the students of classes 8, 9 and 10 from 01-24 June during the summer vacation. The objectives of the programme were to impart Computer Skills and to improve their basic Communication Skills. The course was conducted with the aim to bridge the gap between teaching and learning. The target group for the programme was Govt. school students of GMSSS-33 and GHS-32. The focus of the programme was to introduce the students to Computer Literacy and make them adept in using tools like Microsoft Word, Microsoft Power Point and Internet. Apart from these applications, students were given hand-on practice in using everyday communication. Students were exposed to various formal situations where it was imperative for them to use authentic language. The students were also provided with a conducive environment where they could share their inhibitions about language learning. The programme was goal oriented and was designed keeping in consideration the inadequacies of everyday classroom learning. The students were provided with an opportunity where they could participate in activities like, role plays, picture description, storytelling, spin a tale and word games. The aim of the course was to provide a natural environment where language learning skills was the preferred outcome.



To promote the initiative of Language learning and to reach out to all the strata of society, Institute made arrangements to provide students with academic-financial assistance in the form of a stationery kit containing essential stationery items and refreshments for the days the students undertook these classes. On the concluding day, some of the students presented their work in the form of a Power Point Slide Show while others gave speeches to encourage their peers towards striving for excellence in education. Senior Faculty members of the Institute gave stationery kits to the students and exhorted the students to make use of the best possible opportunities that come their way. The programme was conducted at the Institute's Language Lab with a batch of 60 students.



iii. Blood Donation at GMCH-Sector-32, Chandigarh

The Institute's faculty accompanied the students to Government Medical College and Hospital, Sector-32, Chandigarh for blood donation at the Department of Transfusion Medicine. 8 donors donated their blood. This gesture was appreciated

by the staff of GMCH- and certificates were given to the donors.

iv. Community Outreach at Indian Red Cross Society, Sector 11-B, Chandigarh

As part of Institute's community outreach program, 1000 tablets of Paracetamol were donated for the cancer patients undergoing treatment at Indian Red Cross Society hospital.



b. 'I Can' Club (2nd Year)

Programme Director: Dr Vandana Lunyal

Programme Coordinator: Dr Jyoti Singh

"I Can" Club is a platform provided to the students undergoing C-TOSS in government schools of Chandigarh administration. It focuses on preparing students for effective public speaking in English language through various activities conducted inside and outside classrooms.

The general aims and objectives of 'I Can Club' are:

- to improve the speaking skills of students in English
- to remove the fear of speaking in English in public
- to encourage students to present their hidden talents in the form of a Talent Show
- to assist students in planning, designing and organizing a Talent Show
- to assist students to think and communicate in English

One specific day of the week was dedicated by the staff to conduct activities of *I-Can Club*. Every month, the activities revolved around one broad competence/ literary skill which was further broken down into specific tasks/ activities. In the last

week of every month, the trainers assessed the learning outcomes through various competitions and kept a record of the students excelling in these activities. Every month, two schools were earmarked to showcase a Talent Show of members of *I Can Club*.

Activities: Every month one broad linguistic competence activity related to spoken skills in English was conducted.

- August: News Paper Reading
- October: Story Making and Telling
- November: Poem Recitation and Songs Singing
- December: News Paper Reading
- January: Story Making and Telling
- February: Poem Recitation and Singing Songs

DATE	TOPICS/EVENTS COVERED
27 July	Briefing about I Can Club Activities by the coordinator
03 August	Group Activity on News Paper Reading (I Can Club Activity)
14 September	Discussion on how to maintain I Can Club files
21 September	Submission of I Can Club files maintained by students & trainers
28 September	Briefing on I Can Club Programme at shortlisted schools
05 October	Briefing on Story Telling Activities- I Can Club
9 November	Event at GMHS-36
22 November	Event at GMSSS-44
6 December	Event at GMSSS- Karsan
7 December	Event at GMSSS-40
21 December	Viewing of Club programmes –discussions on how to hold an event to showcase literary talent of students
2 February 2017	Event at GHS-31
2 February 2017	Event at GHS-50
16 February 2017	Event at GMSSS-18
16 February 2017	Event at GMSSS-27

I Can Club activities: The schools enlisted below presented a Talent Show where students recited popular poems, gave speeches on socially relevant topics, sang group songs, narrated funny jokes/ incidents and presented role plays, skits, drama, mimes, in English. To encourage motivation, students were awarded certificates and gifts. To promote an eco-friendly environment, DRIE presented saplings to the school Principals. Some significant attractions of each school are described below:

- **GMHS-36: The Uncalled Path: Skit on Alcoholism:** Students of classes IX and X presented a skit written and directed by Ms Amrita Sharma (C-TOSS trainer) on the social evil of alcohol dependency. The protagonist of the play is a young man whose wife has left him. In order to overcome his loneliness, he turns to drinking alcohol. In a short while, he becomes addicted to alcohol. Finally, he is hospitalized and his other family members are called. Now, the man doesn't want to die but can't be saved. At his cremation, the relatives feel sorry for not being able to save him and pledge to save others from this social evil. Students enacted the story effectively with the help of role play and voice over /narration.
- **GSSS-40 & Karsan: A Naughty Classroom/ The Nest, A C-TOSS classroom:** Students of GSSS-40 presented a short hilarious skit related to a classroom where a teacher was busy preparing students for the oncoming examinations. The students are casual and give funny answers to the teacher. In another skit, the students showed the relationship between a son and a mother. As a grown up man, he is getting married and his mother gives him a gift and tells him to open it after his marriage. When the son opens his gift, he finds a diary written by his mother. He realizes for the first time how patiently she had handled his childish curiosity whereas he had become so impatient with her old age issues. Students of GSSS Karsan enacted a role play of all the activities done in 'I Can' Club classroom. The activities displayed ranged from News Paper Reading to attending a phone call in English and giving directions to a tourist in English.
- **GSSS- 44: Save Earth: Street Play:** Students of classes IX, X and XI presented a street play on the theme of environment. Students enacted and presented three situations where they showed how we pollute our rivers with industrial waste, environment with noise pollution and cut forests for our needs. They also suggested different simple and easy to practice ways of reducing pollution and saving mother Earth.
- **GMHS-31: As you Sow, so shall you Reap: Play:** Students of classes IX and X enacted a period drama based on Aesop's Fables about King Kindness and King Meanness. In the drama, they depicted how King Kindness took care of his slaves

and in fact, tried to abolish slavery completely. As a result, his kingdom prospered and spread over a long area. But his son, King Meanness was just the opposite and he treated his kingdom cruelly. As a result, people fled from his kingdom and finally he lost it to the neighboring enemies. Students tried to convey the importance of one's actions, i.e., if one wanted to get good treatment from others, one had to give the same to others.

- **GHS (smart school)-50: A Friend in need is a Friend Indeed: Drama:** Students of classes IX and X enacted the story of a Mighty King who wanted to kill a Golden Goose to please his Queen. In order to entice the golden goose to visit his kingdom, he builds a lake and orders the hunter to kill the bird. The hunter plans a trap and succeeds in catching the geese. The golden goose, who is also the king of his flock, is saved by his minister goose. He injures the hunter's eye and flies away with his injured king. The queen, sitting in her chamber's window, watches this incident and realizes her mistake. She pleads the King to leave the geese alone and not to try to kill them. The king too is apologetic and he invites the Goose king to settle near the lake permanently with his flock. Students tried to convey the importance of right friends.
- **GGMSSS-18: 'Save the Child: Skit' and 'Growing Pains: Mime':** Girl students of classes IX, X and XI presented a skit to portray the social evil of child labor through the story of a young boy who is forced to work as a domestic help because of his father's accident. Students also presented a mime wherein they showed how some of us do not care for their old parents.

Snippets:





c. Swachh Bharat Mission

Director for the Events: Dr Vandana Lunyal

Coordinator of the Events: Mr Ashutosh Sharma

The Institute has been participating in Swachh Bharat Abhiyaan, which is the brainchild of the present Hon'ble Prime Minister of India, Shri Narendra Damodardas Modi, since November 2015 and has pulled out all the stops to make Swachh Bharat Abhiyan, an ideal of cleanliness and hygiene. In this context the Institute has been

pursuing both internal and external activities to promote this revolutionary movement of purity and orderliness. It has made numerous endeavors to acquaint the students and staff about the importance of acquiring such habits, which contribute towards making India clean.

Activities under the Mission

- **April:** The cleanliness awareness activity for the month of April was carried out with a view to showcase the impeccable hygiene of our Institute during the NAAC visit. Ours is a hygienic campus. Still, the students of the Institution also wanted to tidy-up everything. This exercise generated so much enthusiasm and sense of ownership and belongingness among the hostellers that even after the visit of the NAAC Peer Team, students continued with cleaning activities like removing the cobwebs from inaccessible corners, wasp nests, cleaning the window panes, etc. The hostellers took an initiative of cleaning those parts of the Institute and their rooms which generally skip normal attention. The hostellers fully assisted by the group D staff dusted and oiled the apparatuses inside the gymnasium. Around 10 participants were involved in this activity.



- **August:** In August students were asked to prepare for Swachh Bharat Mission Quiz to be held on 12th August. The students of MA I participated in the quiz contest. The following were declared winners:

- **September:** In the month of September, students were asked to survey the localities in their respective neighborhood and click the photographs of the filthy surroundings and then send the photographs to the Nodal Officer on WhatsApp. Interestingly, almost all the students had to search really hard to find such locations. This shows that there is remarkable improvement in the cleanliness in the city. There were many students who could find unhygienic stretches only in the villages which are attached to the city. This activity ensured that students become aware of their surroundings and of the need to keep them tidy and hygienic especially with the rising threat of Dengue and Chikungunya.



- **October:** In October, an Awareness Activity involving the students of MA English was organized. The participants were asked to do some brainstorming regarding creating awareness about SBM and then write slogans on themes like, cleanliness, personal hygiene, personal cleanliness, purity, sterility, disinfection, sanitation and environment. Each participating student contributed two slogans on the above mentioned themes. This slogan-writing activity was conducted in the MA Classroom and many slogans were appreciated by the spectators.



- November:** The Swachh Bharat Mission activities at RIE are synchronous with the social and religious festivals which have long been associated with Indians. Long ago, the celebrations of these festivals had a special context but modern celebrations of cultural festivals like Holi, Deepawali and Guruparv have not only become formal but are also the cause of pollution. This pollution can threaten human existence, if it went unchecked. In order to pay attention on this rising level of pollution, in the month of November, Institute organized an awareness activity involving the students of MA English. In the activity, the participants were asked to perform a field activity. They were asked to survey their localities and observe pollution causing activities and then click photographs of those activities especially on the eves of Deepawali and Guruparv.



- December:** In the month of December Institute organized a cleanliness activity involving the 106 PGCTE Group. In this activity, the PGCTE participants were taken to the Public Park at Sector 32 and three teams were formed. The park too was correspondingly divided in three different sections. Each team was allotted a particular section of the park for the removal of garbage and one team member in each team was asked to click photographs of the entire activity. He had to click the photographs before the activity, during the activity and after the activity. The teams

were to collect garbage like discarded papers, cans and bottles. This litter was to be put inside the dustbins which were already installed in the park.



February: The rationale behind SBM successive activities being conducted at the Institute is to consolidate consciousness regarding the importance of tidiness in personal and public domains among the students. Every month, a new activity is executed, which can bring about qualitative change in the mindset of the students regarding the inevitability and usefulness of orderliness in their immediate surroundings. In the month of February 2017, Institute organized a cleanliness activity involving the students of M A I. In this exercise, the participants were asked to clean their personal rooms and click photographs of the room before and after cleaning.



March: In the month of March 2017, Institute organized an awareness campaign. In this campaign, the students of M.A.I were directed to educate the children in their neighborhoods about the need to celebrate a clean Holi with minimal use of water. In this exercise, the participants were further instructed to motivate those kids to clean their localities after the Holi celebrations were over. Some of the photographs of the mission have been pasted below as annexure 1. The rationale of the entire effort was to minimize pollution and maximize cleanliness because only by cutting down on pollutants and conserving non-renewable sources we can reduce the impending danger to environment.



d. **Yaad Karo Qurbani:** As per the letter dated, August 7 from Human Resource Development Government of India, the following activities were undertaken to commemorate the sacrifices of Indian freedom fighters from 9- 23 August:

- Quit India Day was on celebrated on 9 August and martyrs were remembered through role model activities & skits. Students of the Institute sang patriotic songs and made drawings. They also had a group discussion on Quit India Movement.



- On 15 August, Republic Day was celebrated at the Institute with great fervour and enthusiasm. After hoisting the tricolour and singing National Anthem, Dr Vandana Lunyal, DRIE, exhorted the students to be duty conscious and also told them to be aware about their rights. She advised the students to "reform, perform and transform." The students of MA I sang a song in chorus. Rajan Arora, a student from MA II, enthralled the audience by singing two patriotic songs.



- A declamation contest on the themes relating to India freedom fighters was conducted for 105 batch of PGCTE on 12 August.
- Under RIE-C-TOSS Programme, numerous activities like poster making, slogan writing, postcard making, short-paragraph writing and extemporary speech competitions were held from 13 to 23 August in all the schools. The theme for all these events was related to Independence Day. Students showed an incredible degree of excitement and enthusiasm to participate in all these competitions.



- Poster making competitions as part of the Independence Day celebrations in all the colleges covered under the RIE PD Programme.

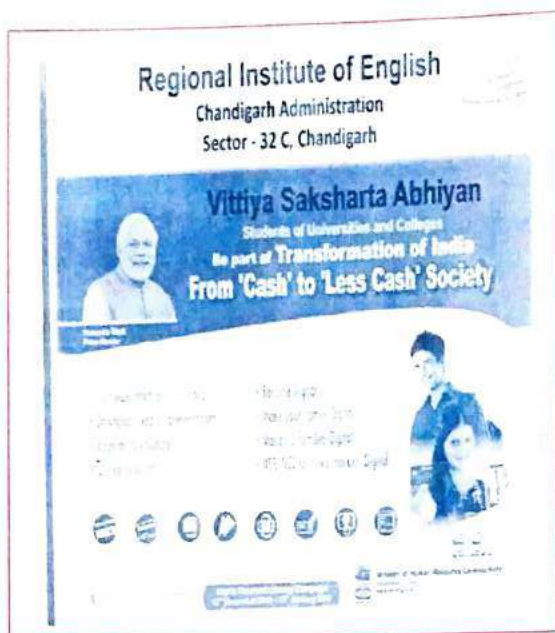




e. Vittiya Saksharta Abhiyan

In accordance with the directions received from the Hon'ble Ministry of Human Resource Development and Director, Higher Education, U. T. Administration, Chandigarh, the Institute undertook the following actions, regarding Vittiya Saksharta Abhiyan. These actions are reported here day wise:

- **13 December:** A meeting was held in the office of the Director to chalk out a plan to initiate and implement Vittiya Saksharta Abhiyan as per the guidelines of the Ministry of Human Resource Development. The following decisions were taken:
 1. A workshop to be conducted by the manager of the Union Bank of India, Sector 32, Chandigarh on cashless transactions.
 2. Online enrolment of the students of RIE as volunteers for Vittiya Saksharta Abhiyan.
 3. A meeting to be held with the President and Chairman of Sector 32 Market.
 4. A survey to be conducted regarding the availability of POS Machines in Sector 32 Market.
 5. A campaign to create awareness about the installation of POS Machines in Sector 32 Market, especially with those traders who had not installed them.
- **14 December:** The manager of the Union Bank of India, Sector 32, Chandigarh and his team conducted a workshop on cashless transactions for the staff and students of RIE. A PowerPoint presentation from the *Hon'ble Ministry of Human Resource Development* followed by a video session was shown. RIE students were enrolled as volunteers. It was decided that each volunteer will train at least 10 more volunteers and make 10 family members digital.



- **15 December:** A meeting was held with the President and Chairman of Sector 32 market regarding the successful implementation of Vittiya Saksharta Abhiyan and the President consented to provide us with the complete list of booths, SCOs and showrooms but the list could not be provided to us on that day. He also allowed us to conduct a survey and collect data regarding the availability of POS machines.
- **16 -18 December:** A survey was conducted for three days to ascertain the total number of business establishments with the availability of POS Machines. Around 411 establishments were surveyed and it was found that in 11% of these, POS Machines were Available, in 28%, the machines were unavailable and 12% have applied for them. In the rest of the cases, no definite data could be gathered as some of the establishments were closed/vacant, while some others had not even applied for getting machines. A rigorous campaign was launched to encourage the vendors (who had not applied for POS Machines) to apply for the machines at the earliest.

5. Human Resource Development

a. Door Step Education

- Dr Vandana Lunyal lent her expertise to the teachers of 12 Day in Service course for TGTs in English held at Kendriya Vidyalaya, Sector 47, Chandigarh. She took a two-hour session on 'Accent, Rhythm and Intonation' on 29 May with 47 participants participating from the seven regions of India.
- Dr Vandana Lunyal was invited to give a guest lecture to the teachers perusing "Refresher Course for TGT's (English) at Navodya Vidyalaya, Sector 25, Chandigarh on 20 June. She conducted two workshops, one 'Phonetics and Phonology' and other on 'Vocabulary Building'

- Dr Vandana Lunyal lent her expertise to the teachers of 5 Day in Service course for TGTs in Hindi held at Kendriya Vidyalaya, Sector 33, Chandigarh. She took a two-hour session on 'Question Paper Design' on 28 November with 35 participants participating from the seven regions of India
- Ms. Namrata Parmar delivered a talk on Communication and Public Skills on 24 January 2017 at Guru Gobind Singh Khalsa College, Sector 26, Chandigarh.
- Dr Tulika Kakkar was Guest faculty for Communication Skills at Chandigarh College of Engineering and Technology (CCET), Sector 26 for Mechanical and Electronic & Communication Students (1st Semester) from July - December.

b. Professional Achievements of Faculty

Dr Vandana Lunyal

- Lead the institute successfully in the First Cycle of NAAC in April 2016.
- Took over as Director of the Institute in May 2016. A Hornby Scholar, at the University of Warwick, UK in 2008, Dr Vandana Lunyal specializes in English Language Teaching and use of Multimedia. She also specialises in Critical Discourse Analysis and ESP.
- Developed a new model of a staggered CPD course to keep the participants of in-service training programmes oriented with the course content without keeping them away from their classes for a long time at a stretch. She piloted the new model with 2 batches of 30 teachers Government School teachers of Chandigarh teaching class 1. The model received a very positive feedback from the teachers who reported that it has made them more motivated and have helped them in their journey of self-actualization as teachers.
- Took over the Chief Editorship of the RIE Journal FELT and made fruitful efforts to take it to international levels by adding international experts to the pool of reviewers. She has recently edited Vol. 32 Issue 2 of the journal which is a special issue on activities for English Language Teaching.
- Completed a four-week online course on "English for Nurses: A Language Learning Community" offered by the American English Institute, University of Oregon. This online course required approximately 20 hours of work including vocabulary and language lessons, listening, and writing dialogues.
- Organized various workshops and events under RUSA, RIE PD Programme and RIE CTOSS Programme.
- Designed Question paper of Chandigarh University, Mohali

- Designed Multiple Choice Questions (20, English) for conducting an Assessment Achievement Test with class 5th and 8th students of government schools of Chandigarh with Sarita Tiwari and Gopal Chandra Nayak
- Reviewed article 'Language Use in Face Book Condolence Messages' Journal of NELTA 2017 issue
- Participated in RUSA sponsored College Cluster Workshop on "Choice Based Credit System" held at Post Graduate Government College for Girls, Sector 42, Chandigarh on 19 May
- Participated in RUSA sponsored College Cluster Workshop on "Management Information System" held at Post Graduate Government College, Sector 11, Chandigarh on 20 October
- Evaluated PhD thesis of Sunil EFLU
- She became member of Board of Studies, Foreign Language of I.K. Gujral Punjab Technical University (PTU), Jalandhar

Dr Gunbir Kaur

- Re-designated as Professor w.e.f. 16.10.15.
- Presented a Paper entitled "Relational undercurrents & Self Realization: A Comparative study of Margaret at word & Shashi Deshpande" in one-day National Seminar on Trends & Issues in Contemporary Literature at GGSC-Sec-26 Chd-on 28 May 2016.
- Chaired a session in one-day National Seminar on Trends & Issues in Contemporary Literature Organized in GGSCW – Sec- 26 chd. On 28 May 2016.
- Participated as Delegate in One Day Capacity Building Workshop on "Language Difficulties: Leading to Social Disability" sponsored by RUSA, Chd. Organized by Dept. of Psychology at PGGC-Sec 11, chd on 16 March 2017.

Dr Vijaya Singh

- She pursued 'Certificate Course in TV Direction' at the Film and Television Institute of India, Pune from 20th Dec to 2014 to 21 Dec 2015, which was further extended to 13th May

Mr. Ashutosh Sharma

- Completed 4 weeks online Course-Creating Engaging Environments for English Language Classrooms from University of Oregon, U.S.A. in June 2016.
- Completed 4 weeks' online course- Teaching Speaking & Listening Skills from

University of Oregon, U.S.A. 30 June – 16 August.

- Attended extension lectures organised for MA students at RIE, Chandigarh on 15-16 November, delivered by Dr Prasanta Chakravarty, Associate Professor, University of Delhi on Lyric Poetry: Career of the concept and its scope in Early Modern England and Renaissance Poetic Scene with particular reference to William Shakespeare and John Donne.
- Attended a workshop on “Ethics in Educational Institutions” under RUSA at Guru Gobind Singh College for Women, Sector 26, Chandigarh. The Keynote speaker was Professor Emeritus, Psychology, Panjab University, Chandigarh on 17 January 2017.
- Attended a workshop on “Emerging Dimensions in Teaching and Research” under RUSA at Guru Gobind Singh College for Women, Sector 26, Chandigarh. The Keynote speaker was Dr Balwinder Singh, Department of Commerce, Guru Nanak Dev University, Chandigarh on 11 February 2017.

Mr. Gopal Chandra Nayak

- Participated in RUSA sponsored One-day Panel Discussion on Choice Based Credit System organised by Government College of Commerce and Business Administration, Sector -50, Chandigarh on 8 October
- Participated in RUSA sponsored One-day College Cluster Workshop on Management Information System at Postgraduate Government College, Sector 11, Chandigarh on 20 October
- Attended one-day workshop on Public Financial Management System (PFMS) on 05 November at Postgraduate Government College for Girls, Sector 42, Chandigarh.
- Attended extension lectures organised for MA students at RIE, Chandigarh on 15-16 November, delivered by Dr Prasanta Chakravarty, Associate Professor, University of Delhi on Lyric Poetry: Career of the concept and its scope in Early Modern England and Renaissance Poetic Scene with particular reference to William Shakespeare and John Donne.
- Participated in 113th orientation course conducted by Human Resource Development Centre, Panjab University, Chandigarh from 29 November 26 December.
- Participated in a faculty development programme on “Implementation of Choice Based Credit System (CBCS): Issues and Challenges” at Guru Gobind Singh College for Women on 24 January 2017
- Designed Multiple Choice Questions (20, English) for conducting an Assessment

Achievement Test with class 8th students of government schools in Chandigarh.

- Attended a meeting regarding "Assessment Achievement Test of 8th and 5th class students on 27 January 2017 in Govt. College of Education, Sector 20, Chandigarh

Ms. Namrata Parmar

- Completed PGDTE Course from EFLU, Hyderabad.
- Completed five-week online course in Foundations of ELT Methodology from University of Oregon, U.S.A. from 9 January to 10 February 2017.
- Completed 4 weeks online Course-Creating Engaging Environments for English Language Classrooms from University of Oregon, U.S.A. in June 2016.
- Completed online five-week course in Advanced certification in ELT- ELT Practice from University of Oregon, U.S.A. from 20 February to 26 March 2017

Ms. Monika Kumar

- Attended extension lectures organised for MA students at RIE, Chandigarh on 15-16 November, delivered by Dr Prasanta Chakravarty, Associate Professor, University of Delhi on Lyric Poetry: Career of the concept and its scope in Early Modern England and Renaissance Poetic Scene with particular reference to William Shakespeare and John Donne.
- Delivered a Lecture on Rana Ayyub's *Gujarat Files* at Sahit Chintan, Sector 35, Chandigarh on 4 December. <https://www.youtube.com/watch?v=gPYQq6oQVRI#action=share>
- Participated Translation Workshop with three European Poets Literature Across Frontiers
- Poetry Reading at JNU, Delhi
- Poetry Reading at Ambala Saanjh Ambala – Sutinder Singh Noor Memorial Trilingual Kavi Sammelan

Dr Preeti Sharda

- Organized in 4th CLA National Seminar on Library Management: Challenges and Opportunities held at on 11 November 2016 at Dev Samaj College for Women, Chandigarh
- Participated in International Federation of Library Associations and Institutions (IFLA) sponsored 'One Day International Seminar on New & Innovative library information services' on 22 February 2017 at Convention Centre, JNU, New Delhi

- Presented paper entitled 'English Language Learning Through MOOCs' in MLAI – 2016: National Convention of Medical Library Association of India from 19th – 21st March, 2017
- Presented paper entitled 'Developing Health Information Literacy: a Needs Analysis from the perspective of Users of Public Libraries' in MLAI – 2016: National Convention of Medical Library Association of India from 19th – 21st March, 2017
- Participated in RUSA sponsored College Cluster Workshop on "One-day National Training Workshop entitled "A Gateway of Digital India Vision – National Academic Depository" (MHRD Initiative)" held at Panjab University, Sector 14, Chandigarh on 8 March 2017
- Participated in RUSA sponsored College Cluster Workshop on "Academic Publishing: Way to Increase the Visibility Of Your Research" on March 31, 2017.

Dr Tulika Kakkar

- Attended One Day Workshop on RTI and Service Rules at Post graduate Govt College – Sector 42 on 24 December.
- Attended One Day National Workshop on Developing E-learning Modules for Teacher, at Dev Samaj College of Education, Sector 36 B, Chandigarh, on 27 January 2017.
- Attended One Day workshop on Emerging Dimensions in Teaching and Research at Sri Guru Gobind Singh College for Women -Sector 26, Chandigarh on 11 February.

Ms. Amrita Singh

- Completed the 6 weeks Course on Lesson Design and Assessment from Arizona State University through Coursera.
- Completed the 6 weeks Capstone Project from Arizona State University through Coursera.

Ms. Jane Hoelker

- Presented paper entitled "A Teacher Training Course Goes From Traditional to Blended" at TESOL 2016 International Convention & English Language Expo, Baltimore, Maryland on 5.4.2016

Publications

Dr Vandana Lunyal

- A paper in Fortell: A Journal of Teaching English Language and Literature, ISSN Numbers 2229-6557 (Print) and 2394-9244 (Online), Issue No. 33, July 2016. The

title of the paper is "Enhancing Linguistic Competence Using Concordance". <http://www.fortell.org/content/enhancing-linguistic-competence-using-concordance>

Ms. Monika Kumar

- An interview of Asad Zaidi 'Dialog', 27, Spring 2015.
- Translation of short poems of Zbigniew Herbert in *Sabad Blog* <http://vatsanurag.blogspot.in/2016/06/19.html>
- Translation of the poems of Tomas Tranströmer in *Paakhi* – a print magazine in Hindi, Delhi Poems in Punjabi *Vaahga*- Punjabi Print Magazine, Amritsar
- Translation of long poems of Zbigniew Herbert in *Sabad Blog* <http://vatsanurag.blogspot.in/2016/11/20.html?m=1>
- "Polyphony" Performance with European Poets at Chandigarh Literature Festival in Adab Foundation Chandigarh <http://clf.co.in/literature-across-frontiers/>
- "A Whiff and a Whistle": An Interview/discussion with Prasanta Chakravarty at Humanities Underground Website: <http://humanitiesunderground.org/a-whiff-and-a-whistle/>

Dr Preeti Sharda

- A paper entitled Management of Digital Libraries for English Language Learners in book entitled Library Management: Challenges and Opportunities. Chandigarh: Chandigarh Librarians' Association, 2016
- A paper entitled Open Source Software in book entitled Library Management: Challenges and Opportunities. Chandigarh: Chandigarh Librarians' Association, 2016
- Co-edited book entitled Library Management: Challenges and Opportunities. Chandigarh: Chandigarh Librarians' Association, 2016

Dr Tulika Kakkar

- A Classroom Activity on "*Language Games in a Classroom Using Graphic Novels*" under the activity section of *Foretell- A Journal of Teaching English language and Literature*, 33, July 2016, 41, ISSN (Print): 2229-6557

6. Other Activities

• NAAC Peer team

The NAAC Peer team visited the Institute from 4-6 April, consisting of Vice Chancellor of Himachal Pradesh University, Prof A D N Bajpai, Prof Emerita Supriya Chowdhary, Jadavpur University, Kolkata and Dr Ananda Amritmahal, Principal,

Sofia College for Women, Mumbai. The purpose of the visit was to accredit and assess the Institute and grade it on the basis of its scholastic and co-scholastic parameters. On the first day of the visit to the Institute the Director Dr Vandana Lunyal familiarized the NAAC team with the larger picture of the Institute. NAAC team members visited various departments and interacted with the faculty, students, parents and alumni. The Peer team interacted with the Vice Chancellor, Panjab University, Prof Arun Grover, Prof Rana Nayar, Panjab University and Director Higher Education, Chandigarh Administration, Shri Jitendra Yadav. In the evening a cultural program was organized in honour of the Peer team, PTA and Alumni by M.A students of the Institute. The Peer team submitted the final report in the exit meeting to the DRIE.



Director



**Regional Institute of English,
Sector 32, Chandigarh**

CALL FOR PAPERS
Important Dates

Submission of full paper: 30 June 2019

Notification to Authors: 31st July 2019

Submission of paper after correction: 31 Sept. 2019

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, based on practice / research / best practices / case studies / user studies/ surveys, etc., related to the theme – *Textual Analysis*

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
- Include name, affiliation and address of the author(s) with contact number and email
- 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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- One Year: Rs 3000/-
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All contributions will be gratefully acknowledged.

BIONOTE



Dr Vandana Lunyal is the Director of the Regional Institute of English, Chandigarh. She has been working here since 1990. She received the British Council long-term scholarship in 2007 to do masters in ELT and Multimedia from the University of Warwick, UK. She was also selected to represent India in the Three-week E-Teacher Leadership Programme in UMBC, USA in 2012. She has published books and papers in National and International journals. She provided the concept for 'Petals' a set of 6 resource books for students of classes 1-5, as part of Chandigarh Administration project. She was also the chief editor of Petals.








Prof Rajneesh Arora is Director, English and Foreign Languages University, Lucknow Campus and a Professor in the Department of Linguistics and Contemporary English at the Campus. He was awarded British Council Hornby scholarship for his MA in Language Teaching (Applied Linguistics) in the University of Lancaster, UK in 2003-2004 and was a Visiting Fellow in the Centre for Applied linguistics in the University of Warwick in 2008. He has written two textbooks and about 20 articles in books and journals.






Narasimha Rao Kedari is Associate Professor, Department of English, The English and Foreign Languages University, Lucknow Campus, Lucknow, Uttar Pradesh. He is a conscientious teacher, an amenable learner, and a keen researcher is a prolific academician with a distinctive educational career. He is the recipient of Venus International Faculty Award as Distinguished Faculty, Postcolonial Studies – 2016. He was an invited speaker to deliver key-notes in various national events.



Dr Malathi Krishnan is a retired professor from EFL university, Hyderabad. She has a PhD in Teaching English as a Second or Foreign Language. She has several years of experience as an ESL language instructor. She is the author of several seminal books on the subject and countless ground-breaking research papers.

	<p>Mariana Correia Mourente Miguel is an MA from the York Language Institute, Rio de Janeiro, Brazil. Presently she is working at Department of Vernacular Letters - Faculty of Letters, Federal University of Rio de Janeiro. Her main interest lies in written production in English as a foreign language as well as its evaluation and assessment.</p>
	<p>Dr Braj Mohan: A PhD from EFL University Lucknow campus, Dr Braj Mohan is a teacher and researcher in the field of Discourse Analysis and English Language Teaching. Currently he is working as an Assistant Professor of English at GLA University, Mathura.</p>
	<p>Fabricio Rivas Marmanillo is a teacher resident in Cusco Peru, South America. He is specialized in ESP and EOP and he works at the Peruvian North American Cultural Institute ICPNAC. Fabricio is also an artist and he is an expert in language education through comics and graphic narrative, he is currently giving workshops along his country to promote reading.</p>
	<p>Sumedha Valanju is an architect by profession, the writer gravitated towards teaching about two decades ago. She is now a freelance ELT professional who is dynamic and committed to her work and academic research.</p>
	<p>Dr Jyoti Singh is an Associate professor currently posted at Regional Institute of English, sector 32, Chandigarh. Her area of specialization is Indian Fiction and Feminism and has published several research papers and reviews in various anthologies and journals. She has authored the book "Indian Women Novelists: A Feminist Psychoanalytical Study."</p>
	<p>Manoj Kumar is presently working as Lecturer, school cadre, in TIT&S Bhiwani. He has published a few papers in National and International journals. He has received 'Best Teacher Award' repeatedly. His essay got third position in a competition organised by COBSE (a body of 52 Education Boards of National level and International level). He is invited as Interviewer by many school managements in the vicinity.</p>

	<p>Dr Sanjay Kumar is as an author, trainer, and researcher in English Language, Literature, Film Studies and Communication Skills. In an academic career spanning over twenty-five years, he has held teaching and administrative positions in various academic institutes. Dr Sanjay has so far authored and co-authored nine books some which have been published by prestigious publishers such as OUP and PHI and have been adopted as textbooks in different universities.</p>
	<p>Dr Kamna Singh: Dr Kamna Singh is a Ph.D. from the Department of English and Cultural Studies, Panjab University, Chandigarh. She is UGC NET qualified and a gold medalist in M.Phil. from Panjab University, Chandigarh. Her areas of continuing research include Linguistics and Postmodernism.</p>
	<p>Dr Preeti Sharda has been working as Librarian since July 2001 and at present she is working with Regional Institute of English, Chandigarh. She is a Resource Person for library programmes of Panjab University, IGNOU and Alagappa University. She has to her credit more than 42 papers published in national and international journals. She is actively involved in the activities of Chandigarh Librarians' Association.</p>
