ENHANCING THE CAPACITY OF TEACHERS IN TEACHING ENGLISH IN PRIMARY CLASSROOM WITH ICT MEDIATION - 5 DAY TRAINING PROGRAMME FOR KARNATAKA AND KERALA

22.10.2018 TO 26.10.2018

REPORT

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NCERT

Regional Institute of Education, Mysuru- 570007

[National Council of Educational Research & Training, New Delhi]

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PREFACE

Over the years, ICT based teaching and Language Lab have evolved from images of being elitism, to prime metaphors for a classroom reality cutting across socio-economic and political realities. The sacrosanct norms and practices of the traditional classrooms have silently paved the way for techno savvy and gadget obsessed ones. The teacher and the learner of language have begun to realise the enormous stretches of the teaching-learning practices available to them. It brought about a refreshing air of flexibility and democracy to the traditional classrooms. The learner began to feel more self-conscious and uninhibited. His own failures no longer invited the condescending, castigating zeal of authority, as its seal was dismantled since the arrival of ICT without barriers.

This PAC programme was meant for the secondary school English teachers from the Southern states, who inspite of their exposure to ICT were often sceptical about the finer aspects of the deal. Their awareness of ICT needed to be fine-tuned to the nuanced subtleties of the methods and practices of this Avatar.

THROUGH ICT, TEACHERS CAN EASILY EXPLAIN COMPLEX INSTRUCTIONS AND ENSURE STUDENTS' COMPREHENSION.

ICT is often associated with sophisticated technologies. But ICT also includes the conventional technologies, such as, radio, television and telephone. In today's networked society, the technology used is often blended, and we use multiple technologies simultaneously. We use satellite, internet and video conferencing facilities to connect with people who may be across different geographical locations (Reddi – 2004). Through the application of ICT, one can diminish the impact of space, time and distance.

* Through ICT, images can easily be used in teaching to improve the retentive memory of students.
* Through ICT, teachers can easily explain complex instructions and ensure students' comprehension.
* Through ICT, teachers can create interactive classes and make the lessons more enjoyable, which could improve student attendance and concentration.

The Training workshop focussed primarily on the following themes:

• Exploring educational possibilities of technology,

• Learning to make right choices of hardware, software and ICT interactions, and

- Growing to become a critical user of ICT.
- Intelligent, discretionary, logical and ethical use of ICT

Methodology adopted:

1. Experts were identified and contacted who prepared modules related to different aspects of ICT based teaching of English in Primary Classes

2. Conducted the 5 day workshop (22.10.2018 to 26.10.2018) for KRPs from Karnataka and Kerala. in which the modules developed in the Developmental workshop was tried out.

The results specifically showed that the students who are continuously exposed to technology through education has better 'knowledge', presentation skills, innovative capabilities, and are ready to take more efforts into learning as compared to their counterparts.

New trends

Introducing ICT into education is the answer for those who ask; ' how can we increase the reach of our institution, to a larger number of students?.'

The Mobile learning (m -learning) as a form of e -learning is a rising trend where the education has outgrown the physical constraints of the classrooms and acquired mobility. Students access information whenever and wherever they want, and institutions that provides such advanced technological terrains is rising in number day by day.

Various devices/technology in ICT includes:

- Access of course materials through remote devices,
- Online digital repositories for lectures, course materials, and digital library,
- Online/ cloud based academic management systems,
- Employing the flipped classroom concept,
- Making use of handheld computers, tablet computers, audio players, projector devices etc.

Also, the rising number of Massive Open Online Courses(MOOCs) like that is managed by NCERT informs us that there is a huge demand for off-the-classroom learning facilities. The future of our institutions will depend on whether or not they can satisfy those needs.

- Enhancing learning experiences and providing new sets of skills,
- Reaching more students with Massive Open Online Courses(MOOCs),

- Facilitating the training of faculties,

- Minimising costs and saving time associated with information delivery and automating regular day-to-day tasks,

- Improving the administration of institutions to enhance the quality and efficiency of service delivery.

The workshop with its team of subject experts had developed modules for ICT and Language Lab based teaching of English and provided hands-on experience to Key Resource Persons from the Southern states.

Karunakaran B Shaji

Programme Coordinator

5 day Training workshop for KRPs was held from 22.10.2018 to 26.10.2018

The following Resource Persons engaged the sessions:

1. Prof.G.Rajagopal, Former facuty EFLU
2. Dr.Lal.C.A., University of Kerala
3. Dr.Ravi Narayan, RIESI, Bangalore
4. Dr.K.J.Verghese, Christ College, Irinjalakkuda
5. Dr.Jessa.M., Ferook Training College, Kozhikode
6. Dr.K,P.Meera, Calicut University
7. Dr.B.Geethanjali, Govt College, Dharward
8. Sh.G. Sekhar Reddy, Amrita School of Education, Mysuru
9. Dr.C.Praveen, Govt Brennen College of Teacher Education, Thalassery
10. Ms.Meenalochana, ICT Trainer

Faculty members who participated:

1. Dr.P.R.Harinath, HOD, DESSH
2. Ms.Shilpa V
3. Dr.Paramitha Sastri

40 students of V Semester B.A.Ed course attended some sessions.

KRPs who attended the workshop:

REGIONAL INSTITUTE OF EDUCATION, MYSURU-570 006

Department of Extension Education

Title of the Programme: **"Enhancing the Capacity of Teachers in teaching English in Primary classroom with ICT mediation" - 5 day training programme**

Programme: Dr. K.B. Shaji Assistant Professor   Date: 22nd to 26th October 2018

Programme Coordinator

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CONTENTS

TRANSITION FROM TRADITIONAL CLASSROOM TO ICT BASED ONE

Developed by Dr.M.Jesa

The common medium of our communication is language. The two major modes of communication include oral and written. Newspapers, television, internet, radio etc. are common in our daily life communication. Newspaper is very important because all literate people know about the world through newspapers. The readers can also communicate their ideas to the world through certain columns in the newspaper. We can write letters to the editor on important public issues.

As we know there are two different types of letters: formal and personal. Letter to the newspaper editor falls under formal letters.

To draft a letter, we should use correct and effective language. Knowledge of all the **punctuation marks and capitalization** is one important area.

To communicate the ideas effectively, we should be fluent in our expressions .Here the appropriate use of **cohesive devices** in the particular language helps a lot.

The format as well as the style of language to be used in a letter to the editor is different from that of an ordinary official letter. We can understand this from a look at the **format.**

The opening and closing of such letters often use some stereotyped sentences. The opening is very polite and the sentences will tell the addressee the reason for writing the letter and the main subject of communication. You can have a few examples:

I would like to draw the kind attention of the concerned authorities towards…… (write the subject)

With due respect, I wish to draw kind attention of the authorities and general public through your esteemed daily towards….. (write the subject)

It is through your esteemed newspaper that I would like to draw the kind attention of the authorities towards…….

Through the columns of your esteemed daily, I would like to draw the kind attention of the authority and the public towards…..

I humbly request you to allow me some space in your esteemed daily to express my views about…….

The closing of the letter helps ensure that the letter content will be taken seriously and the purpose of the writer will be successfully met. The writer's wish or hope is expressed in these sentences.

The letter may conclude using some of the following expressions:

I hope the concerned authorities will …. (state the purpose)

I hope the authorities will pay heed to my prayer.

I hope that the authorities will look into the matter and will take immediate action.

I humbly request you to take necessary steps to…. (state the purpose)

AN ILLUSTRATIVE LETTER TO THE EDITOR OF THE HINDU ON THE ISSUES RELATED TO ENVIRONMENT AND ITS CONSERVATION

You can make use of the video and the glossary to draft the letter

Link video

Glossary

Modernization	:	be up to date
Globalization	:	consideration of the world as a unity
Conservation	:	keeping from change, loss or destruction
Preservation	:	keeping safe from harm or danger
Depletion	:	emptying until nothing remains
Degradation	:	reduction in status
Erosion	:	worn away
Afforestation	:	planting large areas with trees
Ecosystem	:	system of living things
Endanger	:	cause danger

QUIZ

Punctuation

Identify the part of the sentence with incorrect punctuation mark in the following sentences:

1. Mr Ram, / my fathers' / friend, / is a doctor.
    (A)   (B)   (C)   (D)

2. I'll study/ two subjects;/ English and / Mathematics.
    (A)   (B)   (C)   (D)

3. He / said/ "I'm / very hungry."
  (A) (B) (C)   (D)

Punctuation	symbol	Meaning	Common use
Comma	,	Very short pause	• Between nouns and pronouns • After each word in a series (except before the last word) • To separate pairs of words of the same class • Before a sentence quoted • Before 'but' • To separate an adverb clause from principal class • To separate short co-ordinate clauses from one another
Semicolon Colon	; :	Long pause	• To separate constituent parts of a compound sentence
Full stop (period)	.	That is	• To indicate that an explanation follows • To introduce quotations
Interrogation	?	Ending	• In abbreviations • At the end of a sentence
exclamation	!	Question emotion	• To indicate a question • After words or sentences to express sudden or strong emotion

Vocabulary

Complete the following sentences by choosing the correct word.

4. We should ………… the natural sources of energy.
   A) conserve   B) deplete
   C) converse   D) endanger

5. ……………is the best way to save our environment.
   A) Deforestation   B) Afforestation
   C) Globalization   D) Erosion

KEY

ASSIGNMENT

1. List five felt issues related to environment
2. List ways to conserve environment
3. Suggest five pro environmental activities to be carried out in schools

CLASSROOM TASK

The Task	:	Write a letter to the Editor of a newspaper (of your choice) on issues related to environment and its conservation.
Strategy	:	Small group discussion and presentation
Resources	:	(will be provided by the facilitator)
Product	:	Letter to the Editor

i am telling you the format how to write may it help

sender's address

date

The Editor

The Hindustan Times (address of the addressee the editor …. delhi)

New Delhi

subject (heading)

Dear sir/sir (salutation)

body of the letter

thanking you

your faithfully(subscription)

your name (name of the writer)

signature

COHESIVE DEVICES IN ENGLISH

Cohesive Devices hold together different parts of a text. Single words and phrases are used to give meaning and unity to the content to be read and comprehended. The frequently used linking words and phrases include pronouns. The other devices are:

however	**basically**	**normally**
first	**often**	**rarely**
further	**after all**	**then**
therefore	**hence**	**so** ....

WEBSITES FOR ENHANCING LISTENING SKILLS

- English Central has several Youtube videos at different English levels in which students are asked to listen to then try pronouncing the words correctly. Play against others.

- Dictation Exercises from English Club has different dictation exercises at various levels for students. Students can choose their listening speed and check their answers.

- Listen and Write is another site to find dictation exercises. Choose your audio level and take a test.

- Audio Puzzler is a game where students choose to listen to famous movie clips then type what they hear.

- Play Phrase is a platform where students get to hear English phrases from over 300 movie clips and repeat what they hear.

- Lyrics Training and Tune into English help students to learn English by listening to popular songs then singing and playing games with others.

- Lingo Rank has over 400 selected talks to improve your English listening and vocabulary skills.

- Lit2Go is a free online collection of stories and poems in Mp3 (audio book) format. An abstract, citation, playing time, and word count are given for each of the passages.

- ELLLO, the English Language Listening Library Online, has videos and audio recordings with listening quizzes and transcripts.

- <u>Listen-A-Minute</u> is a Sean Banville site with a listening and various class and online activities. Each listening comes with a pdf teachers can download of these activities.

- <u>ManyThings</u> is a site which lists various listening exercises and games for language learners.

- <u>Podcasts in English</u> is a site to find podcasts and activities for English language learners on various topics. Find some for adults, business English, traveling and more. Students choose the level.

- <u>VOA News</u> is a site where each current event comes with an audio recording

WEBSITES FOR ENHANCING SPEAKING SKILLS

Fluent U

Fluent U is a website and an app that teaches multiple different languages, including English. The service provides images and videos with subtitles and definitions to help you learn new vocabulary. It also allows you to hear how words are pronounced, which is vital to learning English speaking. The site also has two English blogs, one for learners and one for educators. If you are trying to learn English speaking online, Fluent U will definitely be helpful.

YouTube

YouTube has an endless amount of videos that can be watched for free. To help with your English, you could simply go on the website and watch any video with a native English speaker. Watching something for entertainment can help you pick up new words and sayings. However, there are educational YouTube channels that focus on teaching people how to improve their English speaking. Go onto YouTube and try to find the many videos that could help you learn English speaking online.

My English Pages

This website has all types of resources for people trying to learn English. It has information on grammar, vocabulary, idioms, figures of speech, and so on. **My English Pages** also has a section on English speaking. This section lists different English sayings and phrases that are used in certain situations. For example, it gives a list of common sayings that people use to greet one another. It also has explanations behind different sayings and social situations, which is important for someone who is learning English.

Coursea

Coursea offers courses from top colleges and universities from all over the world. The classes are made by actual professors from these schools. Although they have lessons for many different topics, there is a large amount of courses that focus on learning English and English speaking. Sign up for one of these free classes to have access to videos, quizzes, and assignments to help you learn English speaking online. You will also hand in work and be graded as if you are in an actual college class.

English Speak

English Speak is made up of different audio lessons that teach sayings in English. Each lesson has two audio clips of an English conversation. One has a regular speaking speed and one is slow speed, so you can listen and really hear what they are saying. The lessons also have written out versions of the lesson so you read exactly what each person said. A unique aspect of this website is that is comes in multiple languages. The audio is always in English; however, there is an option to have the explanations and written scripts in a different language, so you learn the equivalent phrase in your language. English speak is a must try if you are looking to learn English speaking online.

Daily Step English

Daily Step is very similar to the last website. It consists of English audio lessons and written scripts of the conversations. However, unlike English Speak, this website offers audio clips in either British or American accents, which is useful if you are trying to learn a British accent. Daily Step also has a blog with English speaking tips and offers additional lessons for a price.

Udemy

Uedmy is an educational website that offers courses in almost anything, including Coding, Business, Drawing, and more. They also have lessons in English. These lessons are broken down into lectures, videos, and whatever other resources the creators included. The lessons are made by professionals in the field who have worked with many different students. They will be able to provide the right kind of material to help you with your English speaking.

Alison

Allison is another educational platform that offers online classes. The courses come in a wide variety of topics, including learning languages and English speaking. Classes include videos or audio files that break down the different concepts. Some classes are more in-depth than others. Some will be only an hour or two while others have over 20 hours' worth of content. Before beginning a class, check how long it is so you can plan your schedule around it and decide how much time to want to take practicing English.

WEBSITES FOR ENHANCING READING SKILLS

1. BBC News

One of the most prestigious news organisations in the world, the British Broadcasting Corporation is a public service broadcaster based in the UK and the BBC News section of the website covers a whole range of topics, including world news, UK news, entertainment, technology, politics and sport.

In general, BBC News articles are written in a professional tone, using British English. The site attempts to remain politically neutral, reporting facts rather than opinions and sacrificing

entertainment for high-quality journalism. With that said, some of the features on the site are less serious and more on the fun side.

Click Here to Visit BBC News

2. The Cut

Operating under the New York Magazine umbrella, The Cut is a general interest news site, which places a strong focus on news related to fashion, beauty and lifestyle choices. It is written in American English, has a fairly light-hearted tone and is primarily geared towards young women.

Many of the articles on the website are easy-to-read 'Top 10' or 'Top 50' style features, although opinion pieces and general news articles are also published. In addition to covering fashion and lifestyle news, The Cut does sometimes deal with topics like celebrity, television, film and even politics.

Click Here to Visit The Cut

3. The Toronto Star

Attached to the daily newspaper of the same name, the Toronto Star is one of the most-read news websites in Canada. It is, therefore, a good choice for people focusing on Canadian English, or for those with a particular interest in Canadian affairs, although international news is also featured.

Politically, the website is considered to have a liberal bias and some of the language utilised is more sensationalist than you would see from the BBC, for example, ensuring a certain level of entertainment. Nevertheless, the Toronto Star insists that its writers demonstrate excellent journalistic standards at all times.

Click Here to Visit the Toronto Star

4. ABC News

The Australian Broadcasting Corporation is a state-owned news corporation, and its ABC News website is well-respected around the world. Much like with the BBC in Britain, ABC News is designed to maintain political neutrality, meaning it is a good choice for those looking for an unbiased news source.

In terms of topics covered, the website features stories on national and international affairs, as well as politics, business, sport, science and more. It is a good option for people hoping to brush up on Australian English, which differs from both British and American dialects, although due to its professional nature, use of slang is minimal.

Click Here to Visit ABC News

5. The Debrief

Another British-based news source, The Debrief covers a wide range of topics, including current affairs, politics, technology, television, lifestyle, fashion and celebrity gossip. As you would expect,

it is written in British English, while the site adopts a less formal tone and is primarily aimed at a younger readers.

Many of the features on The Debrief are opinion pieces, although there are general news items and even tips on topics like how to dress, or how to eat more healthy foods. Most of the content on the site is reasonably easy for people to read and because it is aimed at a youthful audience, it it also useful for picking up slang words.

Click Here to Visit The Debrief

6. The Learning Network

A perfect pick for those who are not 100 percent comfortable reading English yet, the Learning Network is a sub-section of the New York Times' website and features examples of articles written in American English, which are accessible to students still in the process of acquiring the language.

In fact, many of the features on the website are geared directly towards language learners, with some having been specifically designed to allow you to test yourself. One of the excellent things about the site is that it encourages comments from language students, giving you a chance to interact as well as read.

Click Here to Visit the Learning Network

7. The New Statesman

A solid choice for the more accomplished English reader, the New Statesman is a British news website, which primarily deals with the topics of politics and current affairs. Notable contributors to the website in recent years have included Will Self, Mehdi Hasan, Alastair Campbell, Jemima Khan and Russell Brand.

The columns, reports and articles on the New Statesman website may be challenging for those with only basic English comprehension, but are highly acclaimed and serve as an example of top-quality political writing. In particular, the opinion pieces on the website are a good way to get to grips with persuasive writing in English.

Click Here to Visit the New Statesman

8. The Pool

Advertised as a news platform "for women who are too busy to browse", The Pool has a clear leaning towards a female audience and focuses on a range of topics, including current affairs, fashion and entertainment. The website is the brain child of British radio presenter, Lauren Laverne, and former Cosmopolitan editor, Sam Baker.

Most of the content on the website is short and to the point, in-keeping with its core aim and that makes it perfect for language learners. Students will also find it easy to select items to click on, as each of them are labelled with an approximation of how long it will take to read.

Click Here to Visit The Pool

9. Daily Mail Online

Based in the United Kingdom, Daily Mail Online is officially the world's most popular newspaper website and is another example of British English, written to both entertain and inform. Again, it adopts a slightly sensationalist approach, using attention-grabbing and emotional language.

From a political perspective, the website has a conservative leaning, while more than half of its readership is female, making it one of the few mainstream newspaper sites to be able to claim as much. In addition to reporting on current major news stories, the site has a heavy focus on celebrity stories from all across the globe.

Click Here to Visit Daily Mail Online

10. The New Yorker

Finally, the New Yorker is an excellent website to visit if you really want to challenge yourself and test your English reading abilities to the limit. Perhaps the most noticeable aspect of the website's content is that many of the pieces are long. In fact, it is not uncommon to find articles that are well over 10,000 words in length.

Like the magazine that shares its name, the website focuses on topics like politics, cultural issues and current affairs, through reporting, commentary pieces, essays and even poetry. Furthermore, the New Yorker is well-known for its use of humour and satire, which helps to make it a more entertaining read.

Click Here to Visit the New Yorker

WEBSITES FOR ENHANCING WRITING SKILLS

Improving your writing skills broadens your horizons in both your personal and career-related pursuits. To help you improve writing skills in English, we have collected some of the best web-resources dedicated to this mission. Here are the top 11 Best Websites to improve your writing skills in English.

1. Grammarly

Grammarly is easily one of the best online resources to significantly improve your vocabulary and writing skills. Grammarly is basically an online word processor, which goes beyond your ordinary word processor in correcting your English mistakes. Grammarly fixes over 250 types of English errors, which the Microsoft Word application could not correct. The app also suggests synonyms for your chosen words to improve the context of the phrase.

- Check out detailed Grammarly review

Since Grammarly app is also available for your web browser, you can simply install the extension and have Grammarly edit all of your Emails, social media posts or any content that you create from your web browser.

Subscribe on Youtube

The spell-checker and vocabulary enhancer are the standout features of Grammarly that will definitely make you a better writer over time. Although Grammarly is offered as a free installation, a premium plan also does exist which costs around $29.95/month.

Visit Website

2. Grammar Girl

Grammar Girl is one of the best web resources to help you improve your writing skills online. Although now renamed to Quick and Dirty Tips, Grammar Girl is how this blog is known well. Mignon Fogarty, who is behind Grammar Girl, is a very well-known personality with different books and mobile apps to her name. Grammar Girl offers short and friendly tips to help you improve writing skills on the web. All the complex Grammar questions are answered adequately and interestingly by Grammar Girl.

Learn everything about English Grammar, from punctuation, vocabulary, writing style and other tips needed to make you a better writer. Although Quick And Dirty Tips now does cover a wide range of topics, Grammar Girl was solely dedicated to the act of making English grammar easy for everyone.

Visit Website

3. The Purdue Writing Lab

Universities often have their very own writing centers on-campus to help people with their writing skills. Purdue University's Online Writing Lab, or better known as the Purdue OWL is an online writing center dedicated to the mission of helping people with their writing skills. Purdue OWL provides users worldwide with their writing resources and guides. This website targets all of the common English grammatical queries arisen by people with their second language as English.

Tackling issues like Writer's block, development of an outline, thesis writing, proofreading, etc are some of the topics covered by Purdue's OWL. The website also is home to the APA and MLA style guides which are used worldwide for publishing thesis and dissertations. Divided into two sections – General writing and the Writing process, both of these cover issues that most of the people face while writing in English.

Visit Website

4. Thesaurus

The Thesaurus is one of the vital tools that every good English writer has in their arsenal of tools for writing better. Building on your vocabulary is essential in becoming a better English writer and Thesaurus offers just that. Thesaurus helps users in becoming a better writer by providing alternative words and phrases to perfectly expressing yourselves in written English. Thesaurus offers the best collection of synonyms and antonyms that you could use to improve your vocabulary while writing in English.

Whatever your message might be, if you are looking to simplify your written English, Thesaurus will come to your help often times. This website also has a collection of some of the most overused words that you must avoid in your written English. Sharpen your English skills with this one powerful online and mobile application tool.

Visit Website

5. Hemingway App

The Hemingway App is a wonderful web-based and desktop standalone software to help you edit your written English. The Hemingway App tackles a lot of nuances in English writing, like very complex sentences, uses of passive voice, overuse of adverbs, and much more. The standalone desktop software for Mac and Windows costs $9.99.

Note: This tool is also listed under Shout Me Loud's Mega Blogging tools list

The Hemingway app also provides a readability score for the entered text, which you could use to analyze the structure of the content you've written. Using Hemingway App, all of your wordy sentences are highlighted in yellow and extraneous content highlighted in red.

Visit Website

6. Writers Digest University

If you are looking for professional online workshops to improve your English writing, Writer's Digest University have the best of them. Writer's Digest University initiative provide users with online workshops to improve their fiction, non-fiction, short stories and freelance writing work. Offering 76 online workshops across a huge range of topics, Writer's Digest University's courses come at a hefty price. With courses starting from $139 to going as high as $700, these courses will help you achieve the levels of a skilled writer. Taught by professional and published authors, Writer's Digest University offer some of the best online workshops. You can also browse through Writer's Digest blog to receive latest updates and tips on writing better for free.

Visit Website

7. Grammar Book

Grammar Book is another one of the best online resources to help you improve your writing skills. From punctuation rules to grammar quizzes and blog posts, Grammar Book has it all. The Grammar Book's blog gets constantly updated every Tuesday with a new blog post about a grammar issue. Participate in the Grammar quizzes to improve your English grammar skills. This website also offers 'The Blue Book of Grammar and Punctuation', to help you become a better English writer.

Visit Website

8. Readability-Score

Your writing has to build a connection with your readers, or there is no point in your writings. Take any of your favorite articles on the web, these articles have the best prose and text layout, which

only make you read more. Readability is an aspect of writing which many writers fail to take note of. No matter how grammatically correct maybe your sentences, taking the readability factor into consideration is essential in writing better English.

Readability-score is an online resource that helps writers calculate the readability scores of their entered text. On a scale of 0 to 100, this tool rates the content you entered for its readability factor, the higher your score, the better is your content.

Visit Website

9. Aztekera Passive voice checker

Content in English is broadly classified into two types – Active and Passive voice. The active voice is the one that is more concise and straightforward. Use of passive voice more often hampers your written English to a huge extent. Aztekera offers a free online tool that helps you look out for the 'To be' verbs, that make up a passive voice phrase. Use this tool to eliminate the passive voice phrases in your writing.

The excessive use of passive voice might be the reason for the non-persuasive tone of your writing. Get rid of such form of writing using Aztekera Passive voice checker tool.
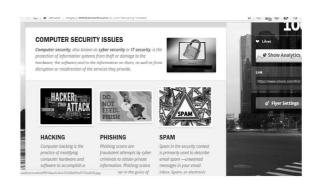
Visit Website

10. Grammar Monster

Grammar Monster is one of the most resourceful tools on the web to help you with improving your writing skills. Whatever might be that you are trying to learn regarding English grammar, Grammar Monster has it all. With free resources in punctuation, apostrophe's, commas, prepositions, adverbs, adjectives, etc., Grammar Monster features hundreds of articles across all of the said topics.
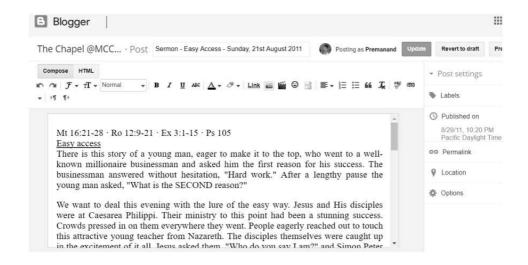
The easy-to-learn chunks of information presented on Grammar Monster make it one of the best online resources to improve one's writing skills. Available entirely for free, anyone can make the most of the basic and the higher level English grammar skills listed on this website.
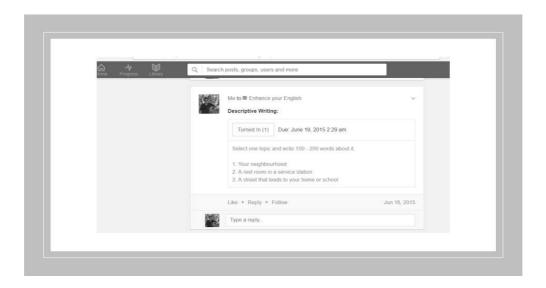
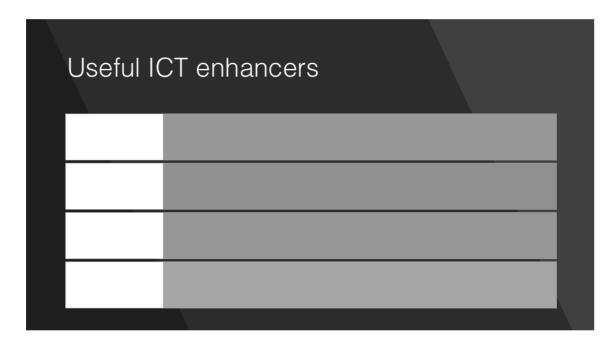**Visit Website**

Useful ICT enhancers

Statement

- Primary language being the mother tongue, second language being Hindi, English gets only third language status
- Writing skills need to be enhanced in +2 learners
- Many learners need to start from vocabulary level and later on, improve their writing skills with grammar supplements

Reading
Abe's First Speech

4. Read and discuss:

☐ *Abraham Lincoln is one of the greatest of American statesmen. He is known for his celebrated speeches. Here is the story of his first speech as a little boy.*

ABE'S FIRST SPEECH

'Abe' made his first speech when he was a boy, going barefoot, his trousers held up by one suspender, and his shock of hair sticking through a hole in the crown of his cheap straw hat.

Abe, in company with his rail-splitting* companion Dennis Hanks, attended a political meeting, which was addressed by a typical stump speaker**– one of those loud-voiced fellows, who shouted at the top of his voice and waved his arms wildly.

At the conclusion of the speech, which did not meet the views either of Abe or Dennis, the latter declared that Abe could make a better speech than that. Whereupon, he got a dry goods box and called on Abe to reply to the campaign orator.

Little Abe threw his old straw hat on the ground, and, mounting the dry goods box, delivered a speech which held the attention of the crowd, and won him considerable applause. Even the campaign orator admitted that it was a fine speech and answered every point in his own 'oration'.

Dennis Hanks, who thought Abe was the greatest man who ever lived, was delighted, and he often spoke of how young Abe got the better of the trained campaign speaker.

(From 'Abe Lincoln's Anecdotes and Stories' by R. D. Wordsworth.)

Enhancing Writing Skills using ICT in Classrooms

Compound words with 'ship' with different connotations

- Shipment
- shipwreck.
- shipboard.
- shipowner.
- shipshape.
- shipborne.
- Shiploads

- Flagship

hats

The Stovepipe Hat

The stovepipe hat is a tall, flat, hat worn by men during the time of Abraham Lincoln.
The first top hats were made with felt, most commonly beaver fur felt. To make himself look more professional, Lincoln wore the tall stovepipe hat. Lincoln's hat was an important item. As a young lawyer, Abe Lincoln found that his stovepipe hat came in handy as a good place to keep important papers!

Dole of bread

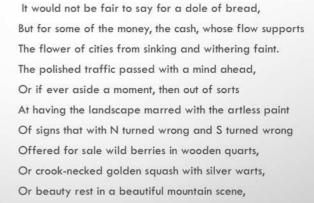A portion or allotment of money, food, etc. Especially as given at regular intervals by a charity or for maintenance

READING

A ROADSIDE STAND

FROST

It would not be fair to say for a dole of bread,
But for some of the money, the cash, whose flow supports
The flower of cities from sinking and withering faint.
The polished traffic passed with a mind ahead,
Or if ever aside a moment, then out of sorts
At having the landscape marred with the artless paint
Of signs that with N turned wrong and S turned wrong
Offered for sale wild berries in wooden quarts,
Or crook-necked golden squash with silver warts,
Or beauty rest in a beautiful mountain scene,
You have the money, but if you want to be mean,
Why keep your money(this crossly) and go along.

Abe Lincoln's first speech

Suspenders, straw har, dry goods box, barefoot,

Suspender
Trousers held up by suspenders

EFFECTIVE USE OF MULTIMEDIA IN THE CLASSSROOM

Dr. C.Praveen

Govt.Brennen College of Teacher Education.

Thalassery

This paper examines the recent and popular innovations in ELT that have been used practically and have enabled us to make the classroom more interactive and enjoyable. Most of the innovations today have come up with the advent of technology especially internet and gadgets whose horizons have entered the classrooms as well .All innovations are not practically effective by our focus lies on the reflective practice of teachers handling students of secondary level using innovations effectively . The usage of digital platform for learning has become remarkable .This extensive platform provides simple tools for users and is growing all the time .The online CPD (continous professional development) has allowed English teachers from all over to form an online community that can act like a global staffroom. Using ICT tools like interactive white boards or gadgets like mobile phones is no led than a boon to English language teaching.ICT in English language teaching is the need of the hour for all. The dogma language teaching approach can be galvanizing with the emerging new innovations of modern times. This paper aims at bringing into light the practical innovations in support with ICT in emerging modern times .

INTRODUCTION

In this ever changing world when everything is witnessing a change it is inevitable that our teaching methods and practices change. Technology in education has made it possible for students, teachers, specialists and researchers to collaborate with each other in different ways and bring innovations in their fields. ICT has been substantial in widening the scope for innovation in teaching methods of all subjects including English language. As language teachers it becomes inevitable for us to make use of the existing technology and also use it in innovative and creative ways to cater to the needs of students. When successfully used this has the potential to break the monotony and avoid boredom in the classroom and it can transform the classroom into an interactive classroom full of visual and communicative experiences.

Technology can become the wings that will allow the educational world to fly farther and faster than ever before only if we allow it to . ICT today has the potential to cater to the students needs creatively while preparing them for the challenges of the future.

OBJECTIVES

- To probe into the recent innovations in ICT that have been used in English language teaching.

- To observe the changes that using ICT has brought in the traditional classroom.

- To discover the endless possibilities that ICT has brought to connect the teachers of the world through continuing professional development.

ICT AS AN EFFECTIVE TOOL IN ENGLISH LANGUAGE CLASSROOM

English language teaching is evolving, particularly with the advancements in technology .ICT has immense use in teaching and learning in the English language classroom that can cater to the needs of students from all walks of life . It provides opportunity for teachers and students to create a learner friendly environment. It is crucial that it has to be used in a pedagogically sound way , that correspond to the individual needs of the learner .It is also important that the use of ICT is introduced and supported in a sustainable way in a range of pedagogical approaches the promote life long learning.

Internet is one of the best invention that technology has provided us with. It has given students and teachers an exposure to the happenings of their contemporaries around the world.

Materials which used to be the privilege of some, has now opened its doors to provide access to all with the advent of internet. Internet has now provided a platform for people to express their views and share their knowledge which can be effectively used by teachers and students to their advantage. This has given opportunity to students to go beyond their textbooks and explore more without any hindrance. Students and teachers can avail this in the form of e-books, audios, videos, text materials etc. With the same content being available in many forms, students can use the content in a form that they are most comfortable in. Teachers can use this extensive information on the internet to cater to the needs of the students by compressing and modulating it according to the abilities of the learners. Social networking sites are also playing an important role in this regard as they allow for transaction of information in the forms of opinion, views, facts,

experiences, anecdotes or even a query. It also possesses scope for online discussions among people around the world.

ICT has effectively directed learning towards students, by resting the power to decide for himself/herself regarding the pace, level, form of learning. ICT has provided the opportunity for students to become autonomous learners. It has also widened the approaches that the teacher can make use to teach the designated content .There are several innovative methods that a teacher can make use of like creating custom made dictionary for particular classes. The teacher can use applications like MS excel, Note++ to create a collection of unique words. The teacher can organize these words in a hierarchical manner according to difficulty to enable children with various abilities to approach and use these dictionaries with ease. Today when many students have access to internet the teacher can create a blog and design it with respect to curriculum and also beyond curriculum to enable students to have a holistic learning experience.

ICT has proved to be instrumental in bringing inclusiveness in English language classroom. ICT has paved a way for teaches to provide specially able children with simulations and virtual experiences .Different tools have been used to successfully create real life like learning experiences . For example a blind child can be made to feel the sounds of nature in a poem about nature like the poem "on the grasshopper and the cricket" by 'John Keats' in class 8 of NCERT textbook. While child with hearing impairment can be shown videos related tom the content with subtitles. Along with providing quality learning experiences to students ICT can be also used as a assessment tool. Computer aided assessment assists in formative assessment at all levels with immediate feedback which will help the students reflect upon their learning practices and improve upon them.

CONTINUOUS PROFESSIONAL DEVELOPMENT

ICT not just provides a platform for student teacher interaction, but also help in creating a community of English teachers where they can discuss, share experiences and learn from each other. It can also prove to be a platform for reflective practice among teachers where they can compare and contrast their experiences to that of others and thereby a global staffroom could be created. Teachers can effectively evolve and develop professionally.

CHALLENGES

As in any other tool, even in ICT we may face some challenges in using it. Some of them are lack if computer literacy, failure on the part of students and teachers to use it appropriately, lack of

access to internet, lack of awareness, unavailability of gadgets, and inability to use certain aspects in classroom. It may also hinder imagination and creativity among learners.

RESULTS AND IMPLICATIONS IN CLASSROOM.

ICT allows for improvement in specific areas of skills essential for language learning like listening, speaking, reading and writing. Tools can be used in a way that it requires usage of only that skill that the child needs to improve. It also allows for collaborated learning of all skills to enable students to use these skills in their day to day life. It also improves communication skills among students with their active involvement in group discussion, online discussion forums sharing information in social network, receiving and sending mails etc.

Specific aspects of language learning like vocabulary, sentence structuring, grammar rules and structure, usage can be enriched by using tools that are designed specially according to the needs of the child.

It also provides provisions to students to learn in the medium that they are most comfortable in, that is different types of learners like audio learners, visual learners, experiential learners can be provided with suitable learning experiences.

CONCLUSION

ICT increases the scope of learning. along with providing quality learning experiences it also builds autonomous learners. Along with academic excellence it also emphasizes on the skill development of learners especially communication skills which are the need of the hour. ICT can be employed effectively in teaching all aspects of language at all levels. At the heart of effective technology integration, technology offers opportunities to be more actively involved in the learning experience.

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WAYS OF TEACHING PROSE THROUGH ICT

- Prof. G. Rajagopal

The paper will propose the necessity of considering the students as a cultural entity. Based on that argument, a proposal is made to alter the pedagogy based on this culture. With the advent of new media and the increased role of the internet in day to day life, from teaching-learning process to the basic meaning-making of the world, the number of years in determining generation gap is decreasing. There is no doubt about the fact that the teachers, however recent they are to the other side of the classroom (the performer-audience alignment needs to be challenged as well), remain digital immigrants to the world of students who are the digital natives. After establishing the argument about every new generation being a cultural identity and the presence of gulf between teachers and students in terms of meaning-making of the world, the paper will further explore the probabilities of bridging that gap. The necessity of teacher connecting to students remains unchallenged and the paper will try to propose a few methods to achieve this feat. The inclusion of various elements of the "in things" like memes or lyrics of various viral songs or popular songs in English learning classroom as addition and sometimes, I dare say, substitution for existing "language through literature" practice can bear fruits. The fact also remains that by the time the paper is presented, the examples would already be an outdated element, which talks about the speed in which the world changes. In short, the paper will look forward to arguing for a cultural based pedagogy where the culture itself would be redefined as a generation of learners represented by students of every classroom.

INTRODUCTION

Children have always been considered as the miniature adults throughout the history and when they are grown into students in a school system they are reduced to mere consumers of information.

They sometimes remain as a miniature adult even within the institutional space of school. The graduation ceremonies mimicked upon completing kindergarten is an example of how little children are displayed and treated as miniature adults. Clothes are one of the most powerful tools in this process. Even in history, children dressed in miniature versions of their parents' clothes proves how conditioning individuals to fulfil certain roles and expectations from society. Ross W.

Beales, Jr. In his article, "In Search of the Historical Child: Miniature Adulthood and Youth in Colonial New

England", establish the presence of these trends as back as the colonial America. According to Arthur M. Schlesinger, "the older generation as late as Independence still displayed its basic assumption that children were miniature adults by continuing to dress the young like little grownups..". Toys given to students at various levels of their growth also results in similar impacts. Roland Barthes, in his book Mythology, wrote a chapter called 'toys' and he calls children's world as the microcosm of the adult world. He says that the toys become the reduced copies of human objects. As we consider the child as a smaller man(humanoid) the toys become the object of his size. These prepare the children to accept things that the adults do not find unusual like war, gun, hierarchy or gender roles.

In his road to adulthood, an individual wouldn't only loose milk teeth by many of these given toys. By the time puberty hits him hard, he would have a new set of toys with him. From toys that needed the imagination to give place in his world to tools that would challenge the boundaries of that very imagination. Internet-enabled smart phones and computer-based devices open up possibilities of access to information. Through the looking glass of an adult, a child has always been someone who lacks something to be an adult, someone who is 'becoming', a stage to improve to reach the perfection of adulthood. The rhetorics of dependency, imperfection and immaturity surrounds in definition and approach to childhood. Sultana Ali Norozi, in her journal, Childhood as a Social Construction, argues how childhood is a socially constructed idea and goes on to say, "children are viewed as those who are physically weaker, less well-developed, weigh less than adults. Children are considered those who need to get the developmental stages of secondary sexual features in order to be called an adult. Children tend to have less cognitive skills, intellectual abilities, less knowledge, less ability for reasoning. Children are deliberated as those who have a less emotional maturity and less socially skilled. Children are contemplated as those with less competence in terms of life-skills and less expressive. Children are perceived as relatively in powerless position in relation to adults. From such distinguishing traits and attributes of adults, both as biological and social aspects, children are defined as children and adults are willfully calculated as grown-ups". Through the article, she establishes the theory that childhood is a socially constructed idea. The arguments remain unchallenged when we observe that childhood is not universal. There is no chronological age where an individual ceases to be a child. It's high time

we acknowledge the individuality and uniqueness of a child and a student if not his independence. Other than the obvious sexual maturity, if cognitive development is considered as criteria to consider somebody as an adult, we really need to check our vantage point of looking down at a student. At various aspects, a student or a child can outsmart an adult. Information technology and related skills are one such area. This paper will further investigate the widening gulf between generations (a teacher and students being opposite banks) and realise how every generation can be considered as unique cultural identities.

OBJECTIVES

- To establish the existence of generation gap between teachers and students.
- To reiterate the relevance of 'Digital Native'and 'Digital Immigrant' theory.
- To put forth sample suggestions of methodology to build the above-mentioned gap.

METHODS AND PROCEDURE

The author, a full-time teacher for the past two years and being involved in camps conducted by NGO's and part-time teaching earlier, arrived at the hypothesis that every new generation of students qualifies to be called a cultural entity. He has used the method Direct Observation and reflective teaching over a period of time in order to back the arguments. Same experience (though limited) is used to suggest a few methods to minimize the gap between the learner and facilitator. Surveying documents and records was another method of study used for the paper to produce the theoretical base for the hypothesis. The prominent terms of 'Digital Natives' vs 'Digital Immigrants' and some of the theories around the subject by a few authors are used to support the hypothesis.

RESULTS AND DISCUSSION

Culture can be defined as learned or shared beliefs, values, practices, behaviours, symbols, languages, ideas, objects, and attitudes that are characteristic of a particular group of people. Though stalwarts in anthropology and sociology have defined and redefined the concept of culture over centuries and deconstruction of the idea has been very prevalent, qualities like "substantive agreement on value" and "sufficient intellectual homogeneity" (Taylor) continues to be associated to the theme. The most common argument is the argument of coherence. With acknowledgement of the existence of multiple dimensions of the definition of culture, the paper would consider the traditional definition that relies on coherence, collectiveness of individuals with a certain degree of uniformity among them. The existence of the feeling of the "other", sometimes even feeling

threatened by the same, is common to many cultural identities we acknowledge existing. In short, a cultural entity deeply depends on the unique identity of its members. They would share similar outlook of the world with their own beliefs, values, practices, behaviours, symbols, languages, ideas, objects, attitudes and anything and everything they can identify themselves with within the collective. As the paper places a generation of students within a relatively independent cultural identity the possibility of being a member of more than one cultural identity is very much acknowledged.

To maintain a focused approach, the paper would limit discussing on students as a cultural entity and compare and contrast them with the teaching community (the other) unless doing otherwise is necessary.

A student can consider the teacher as "the other" at many parts of his societal existence. Strictly talking from a learning process, a teacher's role is very questionable. If a teacher focuses more on transferring information, he is nothing but an outdated browser that works on a Windows Vista OS. We are talking about an age where libraries remain empty because the information that it provides is either not quick or diverse. As a matter of fact a student can access any of the information provided by the teacher with way lesser effort than the teacher himself, assuming other factors being fixed. The very language of students and teachers are different these days. Though a student can understand everything (obvious exception of jargons) a teacher say, the slangs and urban dictionary terms of students remain foreign to many teachers. It's more like taking idioms in the literal sense.

There would be a handful of English teachers who would not know the pronunciation, let alone the meaning, of the word 'meme' unless he is an active member of social media. Terms like 'bae', 'salt bae', 'dank' or 'brah' would infuriate a teacher if found on a student's notebook even if it is a creative writing task.

The fads of the time is another area of disagreement between teachers and students. Most schools in the last six months witnessed the teachers confiscating fidget spinners from the students. We failed to realize and remember the fact that we were a generation grew up playing with tops and most of us who possessed one carried it to the school. As the matter of fact, a top is even more a dangerous toy with its sharp edge, throwing action and a string as a supporting tool. It is interesting to notice

that carrying fiction to school must have been considered as against the expected behaviours 20 years ago but today it's a sign of being a 'good' student. The teachers would find it very difficult to appreciate the learning practices of today's generation.

Mere sharing of notes over WhatsApp is looked down upon. Parents nor teachers would allow the use of a smart phone as a tool for learning. The recent trends of booming learning apps and their success say a different story.

The most obvious contrast between students of a particular generation and teachers of a previous generation is in their ability to use the latest internet-based skills. Using the internet as a tool, and even a way of life is very different between the two. The argument is not new as similar discussion started with the suddenly blooming IT sector and the ideas "Digital Natives" and "Digital Immigrants" arose. The discussions on the terms 'digital natives' and 'digital immigrants' started as early as the late 1990s. It underwent a lot of debates and interpretation and found it's most relevant application when it was associated with the learning process. The interesting fact is that many of the present teachers, who would be considered as digital immigrants today would have been considered as digital natives 20 years ago. According to Prensky, one of the more radical consequences of this technology-rich environment is a hypothesized change in the brain structure that means young people think and process information in fundamentally different ways compared to older generations. He explains, 'Digital Natives are used to receiving information really fast. They like to parallel process and multi-task. They prefer their graphics before their text rather than the opposite. They prefer random access (like hypertext).

They function best when networked. They thrive on instant gratification and frequent rewards. They prefer games to 'serious' work' (2001a, p. 1). Prensky defines this younger generation as the digital natives as they are all, 'native speakers of the digital language of computers, video games and the Internet' Conclusion and implications of the study.

Solution to any problem begins with acknowledgement of its existence. It is important to feel incomplete and inadequate to push oneself further to get to the zone of personal development with self-made scaffolding. That's exactly the teachers need to do. To acknowledge our inability to think like the students and work on it. Every individual in his lifetime tries to fit into the society around. The outdated and the rebels alone choose to take a path differently. And many at a time the rebels win the race and many starts to follow them to make rebellion as the standardized. If we, as teachers, can not fit in, we can at least try to empathize with the students and their likes.

Other than the widely researched and established ICT tools, PPTs and Project makers, a few suggestions are made to achieve the acceptance by students into their world. It's fascinating to notice that many of these suggestions would be already outdated by the time there is another discussion on it. It shows how fast the world is moving and how minimal is the generation gap unless one tries hard to 'fit in'. Use of the lyrics of popular songs has been in trend in ELT for a long time. It's the wider scope of it we need to discuss. Most important fact is about knowing what your students are listening to these days. Request for a few song suggestion or passing by a few humming students with a keen ear would let you get there. We can use them in grammar lessons, as examples of figures of speech or even it's time we substitute our textbook with some of them. Language through literature has been in ELT for quite a while. Why not popular songs? We are talking about a time where Bob Dylan was awarded the Nobel Prize for literature and an existing debate as to if Chris Martin of Coldplay is modern day Shakespeare. Stand up comedies should be studied. Some of them best portray the regional differences of English language. The use of incorrect English or butler English for the sake of humour isn't new. They could be used to identify the common errors in everyday language. If anyone finds it overstretched imagination, what better function did Nissim Ezekiel's "Goodbye Party to Miss Pushpa TS" did? The poem found it's way to textbooks even at the high school section. Some teachers approaching it like any other poem is another dimension of the reality. Memes have overpowered the social networking sites for the past one year or two. Other than dark humour and plain joke, sometimes, they elevate to being satire and political tool. Cartoons have been serving that purpose so was the lengthy novels or George Orval or Jonathan Swift. A Facebook page called "Troll MA English" comes up with brilliant memes that they could be used as resource materials for classroom interaction. At school levels, they could be used as plain jokes, a subject for writing task or if possible as tools to talk about subject knowledge. Fads should be treated the same way too. Fidget spinner could make a great writing task topic so are the songs PPAP or Brucoli. They, if used smartly, can function as brilliant engaging tools/ activities. Other than offended by a book cover "things that teachers usually say", "Type of Teachers" by Jordindian or stand up comedies on teachers, we should use them to reflect on our techniques and some time a deliberate use of any such would bring in laughter. And there is no disagreement that humour in a classroom is a great tool.

In short, though the suggested methods are extremely limited and time-bound, these make us realize about the possibilities to be closer to the students in our thought process. The acknowledgement of the gulf between us and our students in terms of knowing the world,

learning, trying to build the gap would enable us to give right scaffolding to achieve the zone of proximal development or we would end up building a concrete pillar for support where could have used a coin. It's also important to be not desperate and obvious in our attempts and do more harm than good. Because we are what we are and most of our students are gracious enough accept us as we are.

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EVALUTION THROUGH ICT

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ABSTRACT

In the era of globalization, acquisition of English is not simply an occasion for the development of linguistic knowledge; it is child's initiation into the life of a global individual. English language teachers in multicultural Indian classrooms, come across students with varying degrees of competence and performance in the foreign Language. Although learning language is to be a natural process, learners of English as Second Language have to put in colossal efforts. Despite their sincere efforts they face challenges regarding various elements of language. In the case of English Language Teaching in India, very many methods have been experimented to cater the needs of the learners. Still, a pool of effective pedagogic styles based on socio-psychological and linguistic theories to better the performance of the learners is a mirage. The need of the hour is to weave pedagogic strategies replacing the stereotypes. The objective of the study was to make an analysis of the pedagogy and methodology of teaching English in Indian classrooms, latest attempts in India as well as foreign countries. The survey cum document analysis focused on the aspects like nature of the studies, the year and place of study, the language aspects, and the level of the target group, design and duration. The research article provides a critical discussion on recent developments in Kerala under the initiative of SCERT. The paper is a report based on the research being conducted on Principled Eclectic Approach.The researchers administered an interview schedule to expert teachers of English in Kerala. The research paper posits a collection of innovative strategies with the real time context, which can be incorporated in our teaching learning process in the heterogeneous classrooms successfully.

Key terms: English as Second language, pedagogic strategies and styles, real time context   based strategies

INTRODUCTION

The emerging post-industrial, socio-economic, political, linguistic network of globalization adds impetus to English in multiple domains of human development such as media, information technology, travel, knowledge explosion, administration and much more. To become an effective communicator in English, a second language learner must be proficient not only with respect to the micro skills but the macro skills as well. At this juncture, English teaching in India requires an

immediate revamp both in objectives and the adopted methodologies in order to reach the objectives.

English teaching has tried out many methodologies for imparting better language learning and thereby attaining the objectives. We started with Grammar Translation method and at present we are in task based methods. In spite of all these, confidence level of most of the Indian students as well as teachers still recedes.

English language teachers in multicultural Indian classrooms, come across students with varying degrees of competence and performance in the foreign Language. We have to be sensitive to the plurality in the classroom situation and relate (the methodology) to the varied language, caste, and class backgrounds that the students come from. (Mohanty, S, 2012). The need of the hour is a method that is fit to the learner; never fit the learner to the method. We have to tailor our own pedagogy based on macro strategic framework of 'particularity',' practicality', and 'possibility'. (Kumaravadivelu, 2006). We have to move from method-based pedagogy to post- method pedagogy and design a 'pluralistic' and principled eclectic approach. (Loren, F, 2000)

OBJECTIVES

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METHODOLOGY

METHOD

The study has set out six objectives. The researchers adopted survey and interview to pursue the objectives.

TOOL & TECHNIQUE

The researchers administered an interview schedule to collect data. The researchers adopted document analysis to collect information on methodology and pedagogy implemented in Kerala and recent developments in ELT under the initiative of SCERT.

SAMPLE

The sample of the study included 5 state level resource persons in English and 25 Secondary school English teachers in Kerala.

PROCEDURE

The researchers administered a structured interview schedule to 5 members of state resource group in Kerala and 25 secondary school teachers in English. Sample was selected randomly who covers 5 districts in Kerala. The researchers surveyed the innovative pedagogic interventions in ELT both in India and abroad by analyzing articles, journals, dissertations, and theses.

FINDINGS

A CRITICAL OVERVIEW OF THE METHODOLOGICAL INTERVENTIONS IN ELT IN KERALA

Grammar –Translation Method: - This method was adopted in Kerala during the second half of 20th century. As learning of English was recognized as the need of the hour, focus was given to grammar and vocabulary. Language learning was happened mainly through translation and rote learning.

Communicative Language Teaching: - At the end of 20th century, CLT was introduced to English language teaching in Kerala. At the beginning, CLT was treated as an extension of Grammar-Translation Method. Communicative tasks were very less in textbooks and couldn't help the learners reach the heights with regard to language learning.

 Process –oriented activity based approach: - Since 1997-98, a total transformation has taken place in content, methodology and evaluation. Textbooks were re-designed and it included comprehensive units with integrated activities. It has certain limitations with regard to teacher training, proper monitoring, insufficient supporting system, content load and less scope for self-learning in the textbooks.

Issue based discourse oriented critical pedagogy:-This method was implemented followed by NCF 2005 and KCF 2007. Contents were selected based on identified social issues in Kerala and discourses are to be prepared based on these issues. Lack of proper in- service training, lack of time, content load and lack of exposure badly affected the success of this method.

RECENT DEVELOPMENTS IN KERALA UNDER THE INITIATIVE OF SCERT

Navaprabha: - RMSA jointly with SCERT introduced Navaprabha program last year. It aims at academic improvement of students, gives academic support to class9 students who are lagging behind in studies owing to social, financial, and other reasons so that they can come on par with other students. The students who are faring poorly in academics are identified through pre-test and on the basis of the result, selected for the program.

Sradha: - It lays stress on academic empowerment to class5 and class 9 students who lag behind in fundamentals. Teacher training and module preparation are on its verge. It's an additional program to enhance the performance of low achievers.

It is said that SCERT is not thinking of any changes in the existing methodology as the curriculum has been reformed recently. Regarding Eclectic approach the experts shared the view that it is not implemented yet but what the teachers are practicing now in their classrooms can be termed as eclecticism. They couldn't give a proper vision on improvising current classroom strategies in Kerala.

STRATEGIES ADOPTED BY THE TEACHERS IN KERALA

The analysis of the data reveal that majority of teachers in Kerala adopt discourse- oriented pedagogy in their classrooms. A few adopts eclectic approach and there are teachers who practice traditional method, issue based pedagogy and process oriented method to make the learners achieve the objectives.

CONSTRAINTS IN HELPING THE LEARNERS ACHIEVE THE OBJECTIVES

The constraints that were pointed out can be labeled in the following heads:

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INNOVATIVE STRATEGIES ADOPTED IN THE CLASSROOM.

The study showed that no English teachers in Kerala experiment innovative strategies in their classrooms. Everyone is looking forward to the impending High Tech classrooms and they believe the new venture can bring certain changes in the way content is transacted.

PRINCIPLED INNOVATIVE TECHNIQUES AND STRATEGIES TO MEET THE NEEDS OF THE LEARNERS.

In the technological era, we cannot keep away technology integrated techniques from our classrooms. An analysis of the recent studies in abroad and India puts forth a handful of techniques to help the learners enhance their performance in English.

Trans media Teaching Framework: - It focuses on developing reading skill and is based on multiple Intelligence Theory along with elements of Project Based learning and Content Based Instruction.

Just-in Time Teaching Technique: - It is used for developing both writing and reading skill in English and it supplies remediation and encouragement to the weaker students along with the enrichment of the stronger ones.

Trans cultural Comparative Literature method:-This method gives emphasize to grammar, vocabulary and limited translation exercises where traditional techniques are connected with relevant and engaging cultural activities that inspire students to communicate ideas

Padlet: - It provides a space for collaborative language learning. It inculcates reading habit. It gives opportunity for the learners to enhance their listening skill too.

Flipped Classroom: - It provides instructional content online outside of the classroom. Content may be delivered in variety of forms; it includes video lessons prepared by the teacher, online collaborative discussions, digital research and text readings.

IMPLICATIONS

An overview of the series of theories, approaches, strategies and techniques in ELT in Kerala point towards the need for establishing the appropriateness of such adopted methodologies. The curriculum and pedagogy need to be adapted through contextualization.

The constraints in the acquisition of English at the secondary level , as revealed in the study , have to be overcome by reducing the number of students in ELT classroom, differentiated instructional strategies and also through initiative like 'Navaprabha' and 'Sradha'.

An eclectic approach has been under the consideration of SCERT expert group and the principled strategies and techniques put forward by the researchers in the present study may prove meaningful and effective in Secondary classrooms of Kerala.

CONCLUSION

Focus group discussions, workshops, research feedback all put together will be the appropriate strategy to design an eclectic approach, adaptive curriculum and teacher made contextualized strategies for ELT in Kerala context.

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ENHANCING LEARNING EXPERIENCE THROUGH ICT

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ABSTRACT

Arguably, education at its most effective not only teaches students specialized subject matter but also empowers them to understand and engage with the world around them in the process of exploring and shaping their own identities. Perhaps no other discipline is as equipped to facilitate this process as English language teaching since a good amount of the English textbook contains literary texts, a through engagement with which demands that the learners think critically about issues in the world around them that demand attention. However, in an age in which we "live our lives on screen," it is also prudent to include on ELT syllabi visual texts that can either supplement reading material or form primary texts in their own right.

Having offered two open elective courses that include visual texts as primary study material and being in the process of formulating the syllabus for my third such course, I will draw on my experiences with my students at Christ University and explore, in this paper, the various perceived benefits as well as possible disadvantages of using visual texts for study. I aim to outline the objectives and contents of my courses, paying special attention to the various creative means of assessment that were used in these courses to facilitate the learning process in a way that focused on learners, their engagement with the contexts in which they live and work, and our continuing enveadours, as educators, to empower them to not only enrich their minds but also give something back to their communities. For example, I will analyze the use of the film *The Pianist* in our first year General English course and the book and film *Harry Potter and the Prisoner of Azkaban* in my open elective courses. Additionally, I will outline and discuss the use of assessments such as creating timelines, making mind-maps, and cosplaying.

Keywords: English language teaching, experiential learning, visual texts, visual cultures, interdisciplinarity

INTRODUCTION

The inclusion of visual texts is usually a standard in any current curriculum of English Language Teaching. This study focuses on two courses offered at Christ University: General English and Alternative English. At Christ University, General English is studied by all students of triple-major undergraduate programmes as well many BA and B.Sc Honours programmes. While General English focuses on literary texts as well as grammar and mechanics, Alternative English is an additional course taken by students in lieu of second-language courses that focuses on texts from marginalized regions.

Given that the strategies of any pedagogical domain must continually evolve alongside the evolution of the contexts in which they are implemented, this study was undertaken to examine how the emergence of visual cultures and the corresponding increase in the use of visual texts in academic curricula have impacted the field of ELT, particularly in terms of the practical implications of managing classrooms and maximizing the efficacy of teaching-learning strategies.

OBJECTIVES

This study was undertaken as a means of understanding and improving the ways in which visual texts are used on English Language curricula. The following kinds of texts have been used to analyze the practical implementation of visual media in the course of English Language Teaching: films, music videos, comics, and graphic novels. The primary objectives of the study are as follows:

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METHODS AND PROCEDURE

Some of the specific texts taught to CU students during the last three academic years are *The Pianist*, P Sainath's documentary *Nero's Guests,* Amar Chitra Katha's *Draupadi*, John Berger's *Ways of Seeing*, and the web comic *Persepolis 2.0*, which is based on Marjane Satrapi's graphic novel *Persepolis. The Pianist* and *Nero's Guests* have both been used for the General English course, one in each semester of the first year of undergraduate study. The former tells the story of a pianist whose family is torn apart because of the Holocaust, and the latter depicts the tragedy of farmer suicides in India; the title is an allusion to the Roman emperor Nero, who allegedly set his

prisoners on fire as entertainment for his dinner guests. Both films encourage students to think about issues relevant to the world in which they live. While a text like ACK's *Draupadi* does make Indian mythology more accessible to students, it is also highly questionable in its depiction of the protagonist as well as other characters, and can be used to problematizse issues relating to gender.

Mirzoeff (1999) begins his *Introduction to Visual Culture* with the provocative claim that "Modern life takes place onscreen" (1), and, if anything, this statement is even more relevant in the current scenario than when it was originally made. He goes on to state that "the visual is contested, debated and transformed as a constantly challenging place of social interaction and definition in terms of class, gender, sexual and racialized identities," and that the field of visual culture is "resolutely interdisciplinary" (3). These claims inevitable raise the curious question: can ELT be an "interdisciplinary" field? While often viewed and discussed in specialized terminologies, the answer to this question must surely be a resounding 'yes'. In contexts in which the boundaries between the 'real' and the virtual are constantly being re-negotiated, no academic field can survive without adapting to become flexible and incorporate interdisciplinary avenues of teaching-learning.

Another theoretical framework that has proved useful is, as summed up by Ramirez, the fundamental idea that "in order to make the acquisition of the language more meaningful for the students, teachers must bring the real world into the classroom" (7). In this context, visual texts as well as a guided awareness of visual cultures provide means of "show[ing] the culture of the target language, the habits and the body language that lie behind the language transactions," and helps establish the critically significant notion that "the use of the target language has a purpose: the real purpose of real communication" (Ramirez 7).

Further, as John Hughes observes in his article "Visual Literacy in the English Language Classroom," it may be argued that educators do not need to teach their students visual literacy. If so—either because students are already fluent in digital communication or because such content is outside the scope of the language classroom—why we should teach students to read visual texts? Hughes outlines three levels of visual literacy that may be pertinent to the language classroom: first, the basic level of "What does it mean?" (which can easily be linked to the signifier-signified lesson and used to explore words through etymology); second, critical thinking exercises that help students to 'think beyond the frame' and encourage discussions on ambiguity; third, it can enhance creative

thinking through assignments such as writing based on picture prompts, photo-based exercises, and even student-made videos. For example. CU's Developing Fluency and Clarity in English (course curriculum by Western Michigan University) course taught to first-year Business Studies undergraduate students contains assessments such as writing either narrative or argumentative essays based on picture prompts, and the General English course has an assignment in which students make 'timelines' using photographs depicting important events in their lives.

Finally, Lee's research on interdisciplinary collaboration may also be taken into consideration, given that there is often a sense of disconnection between language teachers and subject teachers. Among other endeavours, she describes the creation of a digital testing tool that was worked on by teams from various departments, including computer science. It is also worth keeping in mind that digital as well as visual media as ELT tools may also provide a practical means of overcoming the issue with teaching English in academic environments in which not many instructors have native-speaker level efficiency, Media created by native speakers may thus allow instructors who are ESL or EFL speakers themselves to circumvent many of the problems associated with their lack of fluency in the language.

RESULTS AND DISCUSSION

The implementation of the study of visual texts in interdisciplinary contexts allows for innovative testing methods as well as learning opportunities, but it would be wise to keep in mind the ideas proposed in Carr's seminal article "Is Google Making Us Stupid?" Often, the primary issue with using digital tools and visual media is that learners have too many distractions while using virtual platforms. At the same time, impose restrictions on the use of such tools would undoubtedly defeat the purpose of creating learning environments that encourage students to explore their individual inclinations rather than enforce 'one size fits all' approaches.

Also, unless assignments are exceptionally unique, plagiarism remains a pressing concern that has been exacerbated by the increasing use of digital tools and visual media. Even with creative assignments—or perhaps especially with such tasks—it is all too easy to copy and paste not only written text but also images and other visual media. While such issues can largely be circumvented using Moodle-based assignments or plagiarism checkers such as Turnitin, it must be kept in mind that the idea is not primarily to 'catch' learners who resort to academic dishonesty: it is primarily to encourage learning environments that nurture learners' creativity, enable them to enjoy the process of learning to think for themselves, and empower them to use the academic and

intellectual resources at their disposal to connect with real-world contexts and discover how they may best contribute to the sociocultural contexts in which they live.

CONCLUSION AND IMPLICATIONS OF THE STUDY

As ELT is increasingly focused on real-world contexts and individual responsibility, it is imperative to build its teaching-learning strategies around the technological and virtual tools available to us. In fact, the Service Learning component already implemented in many CU programmes also facilitates the use of experiential learning, although it was not in the scope of this study to examine its role and implications.

Finally, it is imperative to recognize that using visual texts does not necessarily detract from the value or utility of written texts. In fact, when used skilfully, visual media such as film adaptations of books or biopics of writers can be used to attract students toward exploring the written word.

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MULTIDIMENTIONAL LEARNING THROUGH ICT

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ABSTRACT

'Teaching' has undergone a paradigm shift in consonance with the changes in the field of education. It has become a cultural struggle and a professional tussle for existence in which survival of the fittest becomes a key factor in the present scheme of things. In the wake of such incredible and inevitable change the role of teacher increases manifold. English as language and medium of instruction at all levels of learning assumes prime significance these days. The teacher is left with no other option than enhancing and updating his skills to suit the needs of the profession. It is a fact that 'teaching' assumes the role of 'learning' and 'teacher' a 'facilitator'.

Classroom instruction which was teacher-centric has now become learner-centric. The archaic methods of instruction no longer stand the test of time. One confronts a series of changes in teaching of English from Grammar Translation Method to Direct Method followed by Situational Language Teaching, Audio Lingual Method, and Communicative Language Teaching. Thus acquisition of language is an ever changing process and teacher as a role model has to accept the fact. He has to adapt himself to the changing linguistic environment and transform himself from an 'instructor' to a 'facilitator'. Linguistic changes whether local or global should be given proper focus for a better understanding and learning. Unless the teacher equips himself with the nuances of communication and instruction related to his profession he neither can reach his destined goal nor sustain in the linguistic society. The inevitable presence of English in all walks of life is a fact which has to be universally acknowledged. English has not lost its flavor or fervor despite repeated efforts made by State Governments to promote Regional Languages. But the issue that pricks one's conscience is the question of communicative competency. At times the learned and many times the learner fall short of the standards of communication. The onus is on the teacher in the new garb of facilitator.

INTRODUCTION

Teaching in India has become more of a conventional activity than a professional one with few exceptions to the institutes of national repute. Population wise India stands second in the world but with relation to education it is at 99th position. Such is the dismal state of affairs. On the contrary we have a mammoth school system where 250 million students study in 1.4 million

schools. But allocation of funds adequate enough to strengthen the education system with sufficient qualified teaching staff is a tough task for any government to accomplish. Under such circumstances teaching as a profession falls behind in the sequence of national achievements. The irony of the situation is that teacher recruitment at the initial stages involves competition and professional competency, but once selected implementing the job and reaching the destination of superannuation has almost become a cake walk for most of the candidates. Government's negligence in strengthening education system misuse of the lapses by some mediocre teachers to their maximum advantage leads to discontinuity of professional development among teachers. Further training programs designed for orienting and refreshing the novice and the experienced teaching fraternity has fallen short of the expected outcomes. These programs have become mere activities meant for 'Career Advancement of Teachers' rather than becoming resources aimed at promoting real professional growth among individuals. Continuous Professional Development in teaching is the need of the hour. It holds key to the future. It enhances the levels of competency, induces self-confidence, and enriches the teacher-facilitator with necessary inputs for a better work culture. It encompasses professional and moral responsibilities. It is obligatory on the part of the teacher to give back to the society the benefits he has reaped through his rich profession. English which holds the reins of Indian administration, education, innovation and business entrepreneurship needs to be assimilated with the cultural ethos of the nation. Teachers of English have to play a stupendous role towards this direction.

OBJECTIVES

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METHODS AND PROCEDURE

Purely theoretical based on primary and secondary sources, observation and experience. Area of research includes centers of higher learning, academic staff colleges, resource centers for workshops and refresher courses, junior colleges and schools form samples for this presentation.

RESULTS AND DISCUSSION

Teaching is an eternal process of learning. Teachers of English need to be away from self-contentment in matters of language acquisition. Native speakers of English have a vocabulary of 20,000-35,000 words. Worldwide users of English have a vocabulary of more than 1 million words. Individuals make use of 20,000-30,000 words. Such is the vastness of the application of words in English. Teachers of English need self-introspection in this area of vocabulary usage in their personal and professional interaction. As a part of the CPD (Continuous Professional Development), they need to focus on the four areas of language acquisition -listening, speaking, reading and writing. This has to be inculcated at all levels of instruction, i.e. from K.G to P.G. In the year 2015 government of Telangana State came up with the novel idea of introducing English from the kindergarten stage in Telugu Medium schools. But it faced initial hiccups in the form of shortage of qualified and competent English teachers. This has a cumulative effect on the career of the student. He pursues under-graduation and later post-graduation without basic foundation of the language.

The task of the college teacher becomes tough here. He finds it difficult to maintain a perfect balance between the role of a teacher and a facilitator. Unless teacher becomes a continuous learner he or she cannot overcome the situation. Learning plays a pivotal role in teaching that adds value to society in various forms. The teacher can play the role of a teacher-educator. He can impart language skills to fellow teachers by conducting workshops, crash courses, and orientation and refresher programs. Thus an educational platform which tackles the dearth of English teachers could be materialized. Besides, college teachers can play the special role of academicians too. They must contribute scholarly articles on language for the academic welfare of the society. Statistics of higher education in India shows that the percentage of research among college teachers is very less. Few college teachers take interest in research as per UGC records. They have a misconception that research is meant for university teachers only and their job is instruction. Repetition becomes the forte of their teaching. They reproduce whatever they have learnt at the initial stage of their appointment and spend a hassle-free professional life. Such passive attitude of the teachers dilutes the standards of higher education. Unless they learn they cannot teach, unless they read they cannot write. These language skills if used effectively contribute to the professional development of the teacher and will yield astounding results.

MEASURES FOR CPD

Governing bodies have to introduce certain stringent measures making the mediocre teacher focus on Continuous Professional Development.

- Renewal of 'Teaching License' based on the competency of the teacher has to be introduced.

- Written/Oral test for assessing the levels of teaching/learning has to be conducted for updating and upgrading of knowledge and skills.

- Annual/incentive/additional increments have to be linked with individual performance based on authentic sources.

- Idea of pursuing research as part of CPD has to be encouraged.

- Research has to be made part of teaching – through Minor/Major Research Projects.

- Promotion and Career Advancement Scheme has to be linked with real classroom performance of a teacher but not based on fictitious written records.

- Recruitment at different levels to be made on competition and qualification not on mere seniority (by exempting/waiving off qualifications).

- NET/SET/TET has to be made mandatory for teaching at University, College & School.

To help the learner become an efficient user of English the teacher needs to be a continuous learner. Continuous learning is possible in an environment of healthy interaction. But hardly have we found interactive classrooms in institutions of higher learning. The reasons are very familiar to us. Despite the difficulties the teacher comes across he or she has to impart the language skills to the pupils. The teacher must be well versed with the elements of language-words, phrases, sentences, and discourse, as well as their structuring. Accuracy, fluency, appropriacy needs proper focus. Literary skills have to be inculcated. Ability to use a dictionary, reference books, as part of study skills has to be developed. These things get materialized with lover of books. Serious and comprehensive reading is a prerequisite condition for CPD.

MEASURES

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Teachers face a series of obstacles in their journey towards Continuous Professional Development. Professional Obstacles through stake holders in higher learning, Personal Obstacles through family obligations hinder the progress of a teacher. Academic atmosphere at college sometimes may be discouraging. English may not find proper allocation in the timetable. Students may not ready for interaction with the teacher. But these are to be comprehended as stepping stones to success.

CONCLUSION AND IMPLICATION OF THE STUDY

'Continuous Professional Development of English Teachers' is a healthy concept designed to improve the standards of both the teacher and the taught. It drives home the point that to be a successful teacher one needs to be a successful learner. Teaching and learning go hand in hand. This is the crux of CPD. It is unfortunate to state that certain institutions remain aloof from these activities. Reasons may be plenty but they have to be assumed as challenges for a successful career in teaching. An element of sympathy combined with a bit of patience is the minimum prerequisite condition for a successful career. Salary hike, increase in emoluments and incentive increments, pay revisions and enhancement of Grade Pay take place continuously. But in consonance with these changes one expects a continuous change in the professional development of a teacher more particularly an English teacher. This is due to the fact that a comprehensive amount of the academic turmoil of the college student is with English. Under-graduate students mostly hailing from rural areas face the brunt of the situation. Thus it becomes prerogative on the part of the English teacher an enlightened member of the human society to focus on CPD for his personal and professional enrichment. Continuous Professional Development secures credibility and identity in the teaching community. Besides it heightens the responsibility of a teacher towards acquiring more knowledge and skills for the academic welfare of the institution. Learning through speech, reading, practice, communication, and interaction becomes part of his career. CPD enables institutions of higher learning to thrive in society in spite of academic, social and linguistic barriers.

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TRANSFORMING SMARTPHONE INTO A LEARNING TOOL

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ABSTRACT

As the Internet evolves and the access to it becomes near universal, the options for both English language teachers and teacher educators to develop professionally are changing and broadening. It was widely believed and expected that continuing professional development (CPD) of English language teachers takes place mainly in formal CPD contexts like conferences, seminars, workshops, etc. In the new electronic professional development (e-PD) paradigm, where the Internet plays a central role, flexibility across time and space is improving and new forms of interaction are beginning to gain credibility. Teachers also report of incidental CPD while taking part on social media websites, online discussion forums, etc. which are primarily not intended for learning. This paper explores how English language teachers make use of Blogs for their CPD. Blogs are a powerful way of organising one's thoughts and publishing them online for the whole world to read. The study used an online questionnaire to collect data from English language teachers who teach in different parts of the world on the range of Blogging activities that could contribute to CPD. The data were analysed using the theories of affordances and 'community of practice'. The study reveals the range of CPD activities which teachers perform using Blogs and discusses the ways in which four affordances available on Blogs viz. communication, learning, technological and social play a major role in making CPD using Blogs possible. Thus, the study presents blogging activities as a valid means for CPD.

Keywords: electronic professional development (e-PD), community of practice, online learning

INTRODUCTION

The Internet allows users to access a variety of online platforms; set up a shared spaced for collaboration; and add, manipulate, and create a body of knowledge. In such a scenario, the issue of how English language teachers develop themselves professionally using the Internet is a pertinent one. It is important to explore whether English language teachers and teacher educators are aware of as well as utilize the potential which the Internet has for their professional development. Further, the issue of how English language teachers use online platforms for their

professional development merits investigation. This paper explores how English language teachers make use of Blogs, which allow users to organise their thoughts and publish them online for the whole world to read, for their CPD. Through the study, an attempt is made to identify the activities that these teachers engage with on blogs for their professional development. Such an attempt is not only appropriate, but essential as well when one thinks of the role the Internet plays in supporting the English language teachers' professional development needs and aspirations. The study explores how online learning communities are formed using blogs. Finally, the study seeks to investigate the affordances that sustain teachers' interest in e-PD.

CONTINUING PROFESSIONAL DEVELOPMENT

Continuing Professional Development (CPD) can loosely be defined as any form of activity that is designed to enhance one's knowledge, skills, competency or even one's career progression. Just as there is inherent value in the formal forms of CPD such as joining courses, certification, joining professional organisations, etc. there is equally good value in informal vistas of learning. Day (1999) offers a widely cited definition of CPD, according to which it includes: all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute through these to the quality of education in the classroom. It is the process by which, alone and with others, teachers … acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice. (p. 4)

Several important elements of CPD are highlighted in this definition. First, it regards both natural and planned activities as part of CPD and evaluates the activities on the basis of how they benefit the individual, group or school as well as the quality of education in the classroom. Second, the definition is also clear about the ways in which CPD can happen – either individually or in groups. Third, there are several things addressed through CPD such as knowledge, skills, emotions, and thinking.

THEORETICAL FRAMEWORK

Affordances

Affordance can be defined as a quality of an object, or an environment, which allows an individual to perform an action. For instance, the handle on a tea cup provides an affordance for holding. In technology affordance is a unique provision that, when used appropriately, would allow the

features of a technological tool to be integrated with the learning process to actualize desirable learning behaviour. For the purpose of this study only four distinct types of affordances were focused. These are: (1) social affordance, (2) communicative affordance, (3) technological affordance, and (4) learning affordance.

Communities of Practice

Wenger (2012) defines a community of practice as a group of people who share a "concern or passion for something they do and they learn how to do it better as they interact regularly". What characterizes communities of practice is a shared commitment for a particular practice that creates an interactional network that enables and promotes knowledge sharing and professional development (Hoadley & Pea, 2002; Wenger, 1998; Wenger, White, & Smith, 2009). Research has shown that communities of practice exist in online environments (Dennen, 2008; Hur & Brush, 2009; Wenger, White, & Smith, 2009).

RESEARCH METHODOLOGY

The subjects for the present study were English language teachers from different countries including India. These teachers were chosen based on their willingness to be a part of the study.

DESCRIPTION OF THE METHODOLOGY

The methodology that was used for the study is digital ethnography. The researchers were a part of the online settings that were studied. This helped the researchers to observe and understand the dynamics of the milieu studied from a very close angle. In social sciences ethnography involves a holistic description of cultural environment (Singer, 2009). It comprises studying people in their own cultural environment through intensive fieldwork and involves in-depth investigation. Virtual ethnography is the practice of ethnography, but in a virtual or online setting (Bosch, 2009).

QUESTIONNAIRE

A questionnaire was designed to understand the activities that English language teachers engage with on blog platforms for their professional development. The questionnaire was sent to over 200 English language teachers via email, social networking platforms, microblogging sites, and blogs. An online appeal was also made to share the survey with teacher communities and learning networks. Through the questionnaire an attempt was made to find out the activities that teachers do online in order to meet their continuing professional development needs.

The questionnaire had four sections. In the first section personal details of the participants such as their name, gender, age group, country where they teach, and the level at which they teach were sought. These details were gathered to get a general demographic feel of the English language teachers who participated in the study. In the next section, the participants were asked to choose the frequency at which they accessed blogs – many times a day, once every day, once in a few days, rarely, and never. In the third section, all the activities that were possible on blogs were listed with an option for the participants to add their own activities which were not listed. The aim here was to be able to arrive at a complete picture of the activities possible on blogs. Since the online observation was to follow in the next phase only "Yes/No" questions were given against each of the possible activities. The final section of the questionnaire, sought participants' consent for observing their public online behaviour in the platforms that they use. Only those participants who agreed to this were involved in the next phase of the study.

ONLINE OBSERVATION

Since the participants were all operating in an online environment, it became mandatory for the researchers to observe and document their digital practices in blogs. A record of the online public activities on blogs was made for over a period of six months and field notes were prepared.

RESULTS AND DISCUSSION

Responses

Out of the 84 participants who conveyed willingness to participate in the study, only 66 were found using blogs for their professional development. Of the 66 teachers who were using blogs for CPD, 91.3% maintained a blog of their own. Those who responded that they have a blog were asked to leave the website address of their blog for further online observation. To the question whether they read ELT blogs 100% of them claimed that they do and when prompted in the question to leave the web address of the blog(s) that they read they mentioned the ELT blogs that they read.

Communities of Practice

A professional development practice found among those who use blogs for CPD was sharing interesting blog posts with the members of their own Personal Learning Network (PLN), thereby enabling more visibility to the post as well as the blogger. A close observation of the many online teacher communities proved that this was an essential community building exercise – a way by

which teachers identified with their PLN and felt wanted and cared for which in turn strengthened their affiliation to the PLN. 95.7% teachers replied that they shared the blog posts that they found useful with their communities spread across many online platforms. Over a period of time a community of bloggers emerges in which the community members support each other. Using blogs, learning communities were formed, built, and sustained and these communities often spilled over to other online platforms as well.

Affordances

The online observations were analysed using the theory of affordances that support professional development activities through blogs.

Communicative Affordance

The communicative affordance to which the blogs lend themselves through which one can publish articles in a media-rich environment was observed in several ELT bloggers' posts. Through the blogs, teachers shared with other English language teachers the many ways in which they learned online with adequate examples. Some of the blog posts shared by participating teachers in this regard are discussed here. In "IH Director of Studies Conference 2015" Teacher 89 summarized the highlights of the conference sessions that she attended. In a blog post titled "The English they can't do without" Teacher 72 shared with other English language teachers his experience of attending two international ESP conferences.

Learning Affordance

The varied frequency at which teachers blog can be regarded as a learning affordance of the platform. The bloggers do not put themselves under pressure to publish all the time. Instead they allowed generous incubation time for the ideas to develop fully and blogged when they were ready. Teacher 89 kept some of the blog posts as resources for courses such as CELTA and Delta and provided updates from time to time. In "Mentor Me! (or can I just get on with it?)" Teacher 81 reflected on his experiences as a mentor and asked whether when we mentor other teachers we were always asking the right questions. He conducted a poll as part of the blog post to collect information on trainee teachers. By reflecting on the topic of mentoring, Teacher 81 made use of the learning affordance in blogs.

Social Affordance

It is when the same activity is undertaken by a community of teachers that learning acquires a social nature. "#5TeachingChallenges" was about an online campaign that Cambridge English

website had launched for teachers. Teacher 81 shared his experience of participating in the campaign, summarized the five challenges that await English teachers who sign up, posted a promotional video on the campaign, and exhorted other teachers to join. He made use of the social affordance of blogs to appeal to the members of his online learning communities to engage in a professional development activity. In "Words with Multiple Meanings" Teacher 81 used an infograph he found online and presented three ways of exploiting it in a classroom. Here Teacher 81 made use of the social affordance. The learning affordance of blogs helped other English language teachers to adopt infograph for their classroom and reflect on the success/failure of the ideas.

Technological Affordance

Blogs support conversations and these conversations need not be synchronous. Instead blogs keep a record of those conversations – a technological affordance available on the blog platform – which can be returned to at any time. Depending on the notification settings the people involved in the conversation are sent alerts about the latest conversations so that they can participate – a combination of technological and communicative affordances. Teacher 30 maintained a blog post that lists upcoming webinars and whenever a new webinar was announced it was added to the existing webinar list making the list dynamic rather than static – reflecting the very nature of learning. The technological affordance that supports this is the feature to edit blog posts.

Implications of the Study

The findings related to the use of blogs implied that even teachers who did not want to blog found the act of reading other teachers' blogs professionally rewarding. Educational institutions and governments can include readings from blogs along with academic readings, acknowledging and accepting blogs as professional writing. They can also start an online repository of interesting blogs and blog posts, and can arrange them thematically so that teachers can access them easily at one place.

CONCLUSION

A significant finding from the data was that ELT bloggers found the process of blogging intrinsically rewarding. They regarded it as a means to reflect on the professional issues they encountered. In short, from the data it was clear that the English language teachers regarded blogs as a ready and easily available resource for their professional development. They either blogged or read others' blogs. The platform was also used as a means for self-determined learning as well as reflection

making use of the real and perceived affordances of the platform. Learning communities were formed around the blogs which in turn fed into the professional development of teachers.

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WEB TOOLS AND APPS FOR TEACHING

Meenalochana

ABSTRACT

Today's generation form kids to adults have strong passion towards the electronic gadgets, specifically with the smartphones. English Language Teaching (ELT) in the last decade has underwent many changes in terms of language learning and language teaching focusing more on use of technology in the English classroom. As Mobile Assisted Language Learning (MALL) is dominating the conventional language classroom, many teachers agree on the advantageous role of implementing smart phones in the classroom and outside the classroom. The simplest, and most widely used application among the learners nowadays is WhatsApp. The interactive features of mobile application, WhatsApp can encourage and engage learners more effectively and creatively. WhatsApp is a novel way of teaching and engaging learners in English and assess their writing abilities, speaking abilities pronunciation, and interpretation skills along with narrative skills. The main reason for this is, WhatsApp was the most integrative of all other social networking apps. It has multiplicity of options, simplicity, accessibility and efficiency. The main objective of this paper is to impact and influence the language learning through a very known mobile app, WhatsApp.

Key words: ICT, Smartphones, WhatsApp, MAAL, Accuracy & Assessment.

INTRODUCTION

Research on the use of technology in English language learning and English language teaching has incessantly developed in the past few years. Over dependency on technology by both teachers and learners due to the interactive features of multimedia, can allure the teachers to research on the novel ways of engaging the learners in language acquisition along the creative lines. A paradigm shifts in the learning environment in classroom attributed for the development of Information Communication Technology (ICT). The spurt of 3G Technology in mobile phones enabled the effective learning of language. (Hsu et al., 2006). Effective learning in the classroom becomes ineffective though a qualitative research is being done. The reasons are many and are very obvious

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OBJECTIVES

Education is an interdependent process that deals greatly the coordination of learners and resources. In order to prove this coordination, The University of Birmingham in the year 2002 tested 'a mobile learning organiser' on the technological concept of computing students. (Traxlor & Riorden, 2003). It is proved that a blended learning approach is needed to be enabled for learning language appropriately with the adoption of new technologies. It is necessary to introduce WhatsApp in the blended learning approach for language learning. WhatsApp is more embedded with new features, enhanced capabilities for rich social interactions providing innovative practices for language teachers.

As a student trainer, the researcher has tried many ICT enabled products in the language classroom, such as Rosetta stone, Tell me more, Orell and Globerena and many more which are so expensive.Establishing such platforms in academic institutions is a big deal as the managements are not ready to take a step. The irony is, these expensive ICT classrooms will be used so rarely as institutions have a congested learning schedules. In this scenario, the prime focus should be on conducting sessions rather than focusing on accuracy, appropriacy and authenticity. For this reason, the researcher tries to establish a well functioned classroom to kindle the interest among the learners as well as establishing an exciting learning environment. So, the technological device here the researcher made an attempt to use the effective way of WhatsApp in learning language among engineering graduates. Other than these secondary objectives, the researcher tries to explore on the primary objectives

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METHODS AND PROCEDURE

The controversy over the use of WhatsApp is killing the valuable time and leads to procrastination of assignments leads to poor time management among the learners. In fact, WhatsApp is a beneficial tool to both teachers and learners if it is used for knowledge creation and dissemination (Tuckman, 1975).

Various methods or techniques have been used by the researcher to optimize Teaching English Language using a mobile technology app called WhatsApp. These methods have been designed to arouse the curiosity among the learners in a virtual environment for a time frame of 60 Mins.

Method 1: Picture Ice Breaker:

Objective: Develop Interpretation and analytical skills

This technique helps the learners to come out of Anglophobia, a major threat for language learners. Those learners show reluctance to learn language leading to learning disabilities and attitudinal problems. This activity is more productive in virtual environment than the classroom environment as learners start using their basic understanding on a given picture and comes out with their individual stand point.

Method 2: TED Video's

Objective: Get focussed to different varieties of accents and pronunciation patterns.

This method is more in use in the language classroom. TED Ex pages provide ample learning sources for learning language. The irony of this method is fully packed classrooms with heterogeneity will not allow the teacher to implement in an accurate manner. The learner centric classroom will be the centres for boredom. Where as In WhatsApp learning, this method has more proximity to listen from all the members of the group. Accuracy and authenticity will be tested with appropriacy.

Method 3: Story Grid's

Objective: develop narrative writing techniques.

Exclusive learning of vocabulary leads to passiveness in the classroom. In order to create curiosity and interest, Story grid's is found to be helpful for the language learners. Accuracy in learning language will be assessed by the choice or power of vocabulary, a learner uses. In story grids,

learner will have the scope to use collocations, Idiomatic phrases, and foreign expressions. This technique is more useful for the GRE/IELTS aspirants.

Method 4: Case Studies / Situational contexts

Objective: understanding various situations and cope with them in real life.

The psychological theories of learning a language was better explained by the Behaviourist Theory by Skinner and Pavlov. Behaviourist learning is better learnt using this method. Case studies or Situational contexts deals with the cognitive development of the learner. Giving a right conclusion to a case or to a context will help the learner to nurture, decision making and problem-solving skills.

Method 5: Songs

Objective: Understand rhyme and rhythm of language for proper stress and intonation.

Singing songs are the best free time task for many. Learning English using Songs is the best remedy for Anglophobia for those who learn English as a second language. Accuracy and authenticity will be accurately assessed when learners start doing this method. WhatsApp learning will provide a chance to get over Nervous habits and shyness as they sing and upload audio clips to the members. This can be done in the classroom, but the psychological barriers control the behaviour.

Method 6: Discussion Forums

Objectives: Develop argumentative skill.

Discussions on the current trends related to science and technology, education, films & sports can create interest among learners and it will enable the learner for a quick participation.

The methods, which the researcher used in WhatsApp learning are conventional, but what makes interesting, is the planning and selection of authentic materials helped to see a better progress among the undergraduate learners.

RESULTS AND DISCUSSION

A sample size of 60 students of II B. Tech., students of WhatsApp learning group called 'The Language Club' of Vignan's Institute of Engineering for Women, Visakhapatnam has been taken for the survey. The data has been collected from sample group using an online Questionnaire administered through Google Forms. It involves indirect contact with the target group. The

response rate of this questionnaire was cent percent. The questionnaire was administered after the successful completion of 75 hours of learning with the involvement of 60 learners with a time frame of 1 hour 15 mins. Per day.

The prime motive of this survey is to identify the attitudes of the learners towards adopting innovative practices in learning English language and continuing in it. A series of hypothesis have been examined to test whether the learners are interested to accept WhatsApp as a learning tool. The survey reflects 'accuracy and authenticity' in English language learning is viewed as independent variable whereas using WhatsApp as dependent variable. After the analysis, the researcher observed that the independent variable has a strong demand and urge for dependent variable.

CONCLUSION AND IMPLICATIONS OF THE STUDY

The researcher finds after a thorough analysis on survey questionnaire and his personal experiences with WhatsApp teaching and learning experiences, these are the findings and implications on learners, teachers, researchers and to policy making authority. The myth about WhatsApp is, it is killing time yet, it is a great resource for learning if one use it wisely. Peers interaction is more and learning ambiance is more. WhatsApp learning assisted learners learning and extended their self-confidence. The survey reports showed that active participation in online discussions have satisfied the learners needs. The teachers should possess positive attitude towards WhatsApp learning to upgrade specific skills among the learners. Lot of research is involved in ICT methodology in classroom for the researchers. The policy making authority, like Board of Studies, panellists, and thinkers must formulate a much-needed policy which would enable the interactive classroom, active both online and offline. Policy makers make sure in Providing funds towards ICT enabled classrooms and active internet connection apart from providing needed training for senior teachers.

Overall this paper gives an idea of inclusion of WhatsApp into learning environment as a powerful tool for English language acquisition.

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UNDERSTANDING TECHNOLOGY AND ICT

Ms.Praveena Naidu

ABSTRACT

The extensive use of Technology in everyday life has a perceptible change in language learning among the students. Technology – especially smartphones/ tabs – in addition to various apps (software applications) have made an individuals to elevate his/ her capacity to execute and produce more work. Technology, by being user friendly have consistently prevents its users (students) to learn. For an instant, the "emoji's" "auto-correct" "the trend of dropping vowels in sending whatsapp msg" and so on conditions the student from not learning the Spellings. Further, various socio-political factors revolving around the technology inform us that in the real time classroom it is important to encourage pragmatic teaching to the school children.

INTRODUCTION

The word "technology" derived from the Greek word *tekhnologia* which means "systematic treatment." OED defines the word as "the application of scientific knowledge for practical purposes, especially in industry 'advances in computer technology.' The computer technology in a language classroom implies a form of tool that may increase the semantic contact between the encoder and the decoder (systematically). It is this technology that take its user to various corner of the world connecting – teachers, educators, and academician – to engage in exchanging knowledge. Technology is portrayed as a means to make the virtual space private and personal. A place where knowledge along with other facilities such as shopping, trading, are made available at the door steps of the users.

Technology came into our day to day life with a promise of consistent supply of every individual's needs. The student's need to access information were made available through technology. In fact, technology provided support to bring the impossible things to the classroom in numerous form such as documentary, movies, lectures series and so on. Due to which learners from various socio-economical background used technology to pursue their academic goals in their own learning phase. At this juncture it is important to analyze; to what extent these technologies can be exploited to fulfill the pedagogical needs. Many educators believe that the technology

revolutionize the overall students interaction in learning as well as teaching second language; while others consider it as an unnecessary distraction in education system.

Almost two decade ago when Computer Assisted Language Learning (CALL) was introduced in schools. The teachers found this method as innovative and the "new technology" appropriate to achieve pedagogical goals. CALL addressed specific goals such as accent, part of speech training. Areas such as *accent* training failed to provide evaluation to the students i.e the computer technology merely recorded the students voice in the system. Few schools in those days screened motivational videos and failed to contextualize its relevance. From the learners point of view Language Lab became a space of autonomous learning and it is up to the discretion of teachers to deliver feedback to the students. The issue departs from the point where research and practice of using technology meets the way it is explored and evaluated.

OBJECTIVES

The present school system direct the parents as well as the students towards their tutoring method though technologically equipped interactive classrooms. There are schools in India which introduces "tablet" device for school children through which they were taught and evaluated. Though one cannot deny the importance of technology in the learning process, introducing it at the early age – schools in specific – deprive the learners from the humanistic teaching environment such as storytelling, role play, performative and so on. This in a way not only makes the teacher obsolete in the classroom but also fail to give individual attention to the students. Further, technology these days are not a novel field for the students to explore; in fact they have access to it in the form of smart phones. When students are exposed to these devises ouside the classroom for various purposes, it is natural for them to get deviated and to expect similar kind of usage in the classroom.

In Indian context most of the teachers are not fully equipped / trained to use technology as an alternative method in the classroom. This can be observed not only in schools but also in higher education classrooms. For an instance, the use of PPT (Power point presentation) is overrated in the classroom setup. Smart board, Audio-visual aid, online examination and other use of technology largely reduces the burden of the teachers and students, meanwhile the purpose of these elements is getting changed from being a tool to becoming a primary source of knowledge. The objective of the paper is to locate the limitations of technology and the implementation of other methods in the language classroom.

METHODS AND PROCEDURE: SCHEMA AND THE END OF CREATIVITY

It is acknowledged that every classroom is heterogeneous, and irrespective of the socio-economical background of the student their understanding of reality varies. The students understand or attempt to comprehend everything thorough language. And it is widely observed that the language and its meaning differ from person to person. Moving one step further – psychologically – every individual relate words with an image before storing it in their memory. The relation between words and image are generated though the individuals interaction with the society or through the experience. For example, when we ask the students to reveal the image that pops in their mind after listening to the word "India", we may find that it is limited to one of the following: India Map, National Flag, Mahatma Gandhi, National Emblem. This suggests that the students understand words through their existing information in their mind. And as they learn they keep adding different experience and information to the word "India".

On the other hand, when the same word "India" is introduced visually to the students, the teacher choose one of the image from the schema which right away prevents them from thinking other relavant images. Educators who favor technology may find it systematic but it is important to notice that this eventually prevents the students from comprehending the word through experience / creativity. Technology may constantly update the students about their subjects. But at the same time this technological advancement removes the experience of pragmatic knowledge from the students. This in some case makes the student-learners inefficient to learn irrespective of their knowledge in the field. Therefore it is only through the physical classroom teaching or through simulation the teacher can deliver the practical knowledge.

RESULTS AND DISCUSSIONS

For this purpose of study, students belong to class 7 (section A and section B) were chosen as the targeted audience. The poem "Mystery of the Talking Fan" by Maude Rubin was taught to the student; section A with animated videos and section B with role play method. Their response towards the poem were documented, the following are some of the observations.

Section A

Preparation : the teacher arrange the classroom to with projector and the animated video

Observation : the students were attentive

Presentation : Playing the video

Production : The students were asked to respond – and they shared similar experience – some found their home fan and the fan in the video different.

Section B

Preparation: Incidentally the teacher observed a bird chirp near the classroom window – the teacher told the students that the bird is saying "good morning"

Observation : students said "good morning" to the bird – some even mimicked the birds chirp sound

Presentation : Teacher now shift the class attention to the Fan in the class room and says that the fan is telling something – some students asked "How a fan can speak?" – others carried over the birds communication but on the fan – the students came up with a creative story.

Production : The teacher reads the poem – tells the student that "this is what the fan spoke to Maude Rubin.

Though the above classroom experiment it is observed that in the role play method students not only showcased their creativity but also some amount of rationality too. Thereby the paper suggest and recommend that the teacher should follow certain limitations on using technology, preferably as an assisting tool in classroom. Furthermore in the researchers context pragmatic teaching using storytelling, roleplay and other methods exhibited better results in language classroom.

CONCLUSION

Given the present scenario in language learning, the teacher too exalt himself/ herself with different strategies in teaching. Though there are many methodologies, teaching aids, education technology advancement happens in academics. It is the teacher who at the end has to implement appropriate methods in the classroom. The paper suggest that the Indian schools and the public have to go a long way to understand technology. In the digital world where the students are prone to distractions such as "Blue whale" "Hot water" and similar challenges, the students are not so far from the danger of technology. Knowledge explosion is another area of problem in finding the authentic source to learn, that the teacher will be facing in the near future. This research paves a way to the academicians, educators to explore novel methodologies independent of technology that can be used in classroom.

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APPENDIX -1

18.11

Detailed programme proposal for 2018-19

Format for Developing Proposals for DAB/IAB

ABSTRACT

	Title of Programme	:	Enhancing the Capacity of Teachers in teaching English in primary classroom with ICT mediation
	Type (Research/Development/Training/ Extension/Other etc)	:	Development of Training Package & Training
	Category (New/On-going/Carried Over) (If new, give justification in brief, if on-going/carried over, mention the progress)	:	New This programme has been requested by the state. Communication is the primary task of language. Teachers need to be aware of the intricacies of the four skills of language in order to be effective in the classroom. This workshop will impart training in that direction
	Specific Objectives	:	To train the KRPs on the four major skills and subskills of language To transform them into effective communicators in the classroom and transfer those skills to the students.
	Methodology	:	A training package would be developed based on which training would be imparted to the KRPs.
	Total Budget	:	Rs.1, 79700 (Rs. One Lakh, Seventy nine thousand and seven hundred only)

Plans for utilization and dissemination of the end product (s)	:	The materials utilised for training KPR's will be provided to the states. The KRPs will provide training to other teachers in the State.

PROFORMA FOR PROGRAMME PROPOSALS

	Name of the NCERT Constituent/ Department	DESSH, RIE, Mysore
	Title of the Programme	Enhancing the Capacity of Teachers in teaching English in primary classroom with ICT mediation - Kerala State
	(a) Type of the Programme (Research/Development/Training/ Extension/Others etc.)	Development of training package and Training
	(b) Category of the Programme (New/On-going/Carried Over)	New
	(c) If the programme is on-going or carried over mention the PAC Code No. and year of approval	
	Total Duration of the Programme as phased in Col. 10 (a) (Months)	6 months
	(a) Date on which programme commenced/ to be commenced	June 2018
	(b) Target date of completion	October 2018
	Target groups	Primary Teachers from the state of Kerala
	(a) If the Programme is meant for a group with special needs (special groups, SCP/TSP, Minority, Girls etc.)	

(b) Stage of education to which the programme is meant (Pre-primary, Primary, Upper Primary, Secondary, Sr. Secondary, Tertiary, any other)	Primary
(c) If programme is State/Region/ Agency specific, please specify	Kerala
Beneficiaries	Primary teachers Kerala

7. Need and Justification

This programme is requested by the Kerala state. English classrooms, especially at the Primary level is undergoing a paradigm shift from the traditional pedagogical practices and strategies. The present day classrooms place a premium of ICT based teaching with traditional classroom getting a makeover to smart classrooms. But ICT based teaching of English language has to be incorporated into teaching practices with a note of caution and there is the need of discretion. A well designed training becomes most relevant here.

8. (a) Specific Objectives:

- To provide insights into the appropriate use of technology for the teaching of English language

- To share ideas and insights with ICT experts in the teaching of English language4

- To familiarise the teachers the latest ICT devices/gadgets/Apps/ websites/NCERT web sources etcetera

(b) Methodology:

The subject experts will provide lecture demonstrations to KRPs as to the use of ICT as a major tool in the teaching of English language at the Primary level. They would be provided soft copies of the material developed by experts, which could be later modified and used by primary teachers in classrooms

9. Collaboration Agencies (if, any):

Name of Agency		Nature of Collaboration	
NCERT Constituents		Other RIEs	
1. RIESI, Bengaluru		Academic	
2. CIIL, Mysuru		Academic	
3. EFLU, Hyderabad		Academic	
Outside Agency	Govt of Kerala	Administrative	

10. (a) Phasing of the programme with precise information on Activities proposed (including in-house activities involving expenditure)

Sl. No.	Activities proposed to be organized	Proposed Dates	Estimated Expenditure
1	Activity.1 Development of training package	June 2018	10,000
2	Activity.2 Training for 25 KRPs from State of Kerala	June- July 2018	1,63,700
3	Activity.3 Preparation of Report	September 2018	6,000
	Total		**1,79,700**

10. (c) Total Expenditure (10 a + 10 b) : Rs.1, 79700 (Rs. One Lakh, Seventy nine thousand and seven hundred only)

Amount required in the proposed year : Rs.1, 79700 (Rs. One Lakh, Seventy nine thousand and seven hundred only)

11. Details of each Budget Activity under Item No. 10 (a) (in the following format):

11.1 Activity No.1

Title : Development and Printing of Training Package

Sl.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	*Printing of Training Package	10,000	
	Total	**10,000**	

* Training modules will be collected from subject experts. So it will incur only cost of printing.

11.2 Activity No. 2

Title: Workshop for 25 Key Resource Persons from State of Kerala

Proposed Dates: June- July 2018

Sl.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	TA for 5 subject experts (7x2500)	12,500	
2	TA for 3 local subject experts (3x 500)	1,500	
3	Honorarium for 8 subject experts (8x2000)	16,000	

4	TA for 25 KRPs (25x2500)	70,000	
5	DA for 25 KRPs for 5 days (25x300x5)	42,000	
6	Tea, Snacks & Lunch for 5 days (155x25x5)	21,700	
	TOTAL	**1,63,700**	

11.3   Activity No. 3

Title: Report Preparation

Proposed Dates: August 2018

1	Xeroxing, typing	1,000	
2	Printing 6 copies of Report	5,000	
	TOTAL	**6,000**	

12.   Scheme of Evaluation: Feedback will be gathered from the proponents and beneficiaries o the programme

13.   Dissemination of the findings: Soft copies of the material used in the workshop will be made available to the KRP's.

14.   Plans for follow up/feedback on utilisation of the outcome: Feedback would be collected from the different agencies and beneficiaries of the programme. These inputs will be utilised in future programmes of similar sort.

15.   (a) Name and designation of the programme coordinator: Karunakaran B Shaji

(b) Name and designation of other faculty members(s) involved Faculty members of DESSH

Signature of the Head of Dept./Div./Cell   Signature of the Programme Coordinator

Date: Date:

APPENDIX-2

TIME TABLE OF THE TRAINING PROGRAMME

Regional Institute of Education (NCERT), Mysore-570006

Enhancing the Capacity of Teachers in teaching English in Primary Classroom

With ICT Mediation- Training Programme

22.10.2018 to 26.10.2018

Day/Date	9.30 to 11.15	11.15- 1.00	2.00- 3.15	3.30-5
22.10.2018 Monday	Registration & Inauguration Followed by introductory talk by Prof.Rajagopal G	Integration of ICT and Traditional teaching Prof.Rajagopal G	Enhancing Language skills through ICT Meenalochana	Website as a Source for the teacher Sh.Sekhar Reddy
23.10.2018 Tuesday	Grammar and skills of Communication C.Praveen	Multimedia Content Lal.C.A	Grammar and skills of Communication B.Geethanjali	Multimedia Content Ravinarayan
24.10.2018 Wednesday	ICT in study skills Dr.Meera KP	Flipped classrooms and ELT Dr.Jessa M	ELT through ICT Dr.Varghese KJ	Developing mobile Apps for teaching English Sh.Sekhar Reddy
25.10.2018 Thursday	ELT through ICT Dr.Varghese KJ	Teaching Literature through ICT Praveena Naidu	Creative use of Language Lab Dr.Varghese KJ	Language Lab session
26.10.2018 Friday	Functional Skills Dr.C.Praveen	Setting up a language lab in School B.Geethanjali	Communicative Lanauge function using ICT resources Dr.C.Praveen	Valedictory

Resource persons:

Prof.G.Rajagopal, Former Dean, IFLU, Hyderabad; Prof.Meera, Calicut University; Dr.Jessa, Ferook Training College; Dr.Premanand ME,   Malabar Christian College; Dr. Satosh VM, Payyannoor College, Dr.Varghese KJ, Christ College; Dr.C.Praveen, CET Thiruvananthapuram; Dr.Sekhar Reddy, Amrutha School of Education; Sh.Purushotham, RIE Bengaluru

Internal faculty:

Ms. Anusha Bharat, Dr.Paramitha Shastri

Programme Co-ordinator :

Karunakaran B Shaji

11.15 to 11.30 & 3.15 to 3.30 Tea break, 1.00 to 2.00 Lunch break