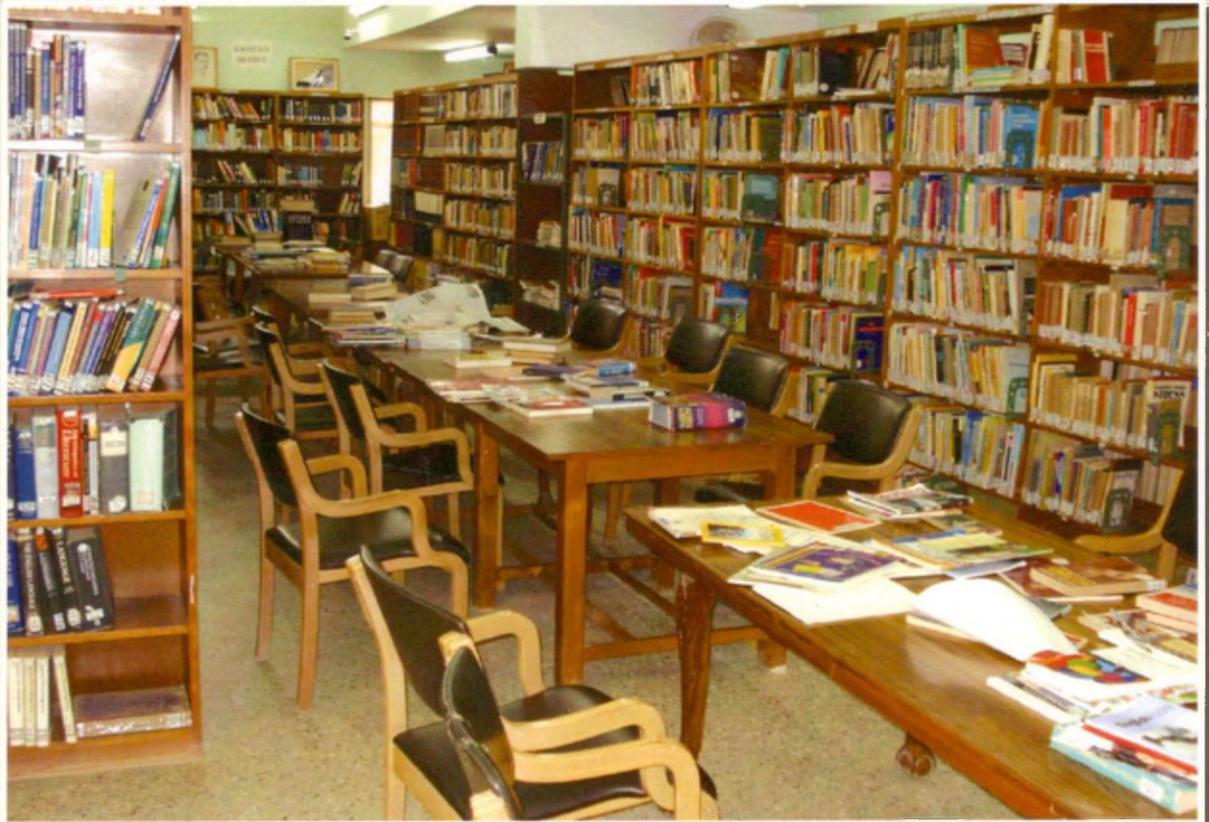


TRAINING ON COMMUNICATION SKILLS IN ENGLISH FOR HIGHER SECONDARY TEACHERS OF TELENGANA STATE AND PUDUCHERRY



16.7.2018 TO 20.7.2018

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

Communication is one of the most essential functions of language. Language originated and evolved over the ages as a result of man's need to communicate effectively and convincingly with his fellow compatriots. So to a great extent, all studies concerning language used to be primarily focussed on man's dire need to communicate and most of the school syllabus sharply got focussed on the training of the communication skills. This programme was conceived and developed based on the request of the State of Telengana. Later Union Territory of Puduchery was included in the Training Programme.

Even after decades of introduction to the English Language Teaching methods and its subsequent changes, teacher resourcefulness and industriousness is still an untapped area in India. Teachers still depend on online and offline resources of other countries. While the argument about notional-functional syllabus and context embedded teaching still continues, we see that learners in India find themselves disconnected from the language if they are disconnected from the culture. The teachers therefore, need to bridge the gap by helping the learners associate their culture to the target language. The question is not about the culture alone, it is about the language which is unfamiliar to the learners. While the urban populace has reached the comfort level with the English language, the rural population is still facing some challenges. It is necessary for teachers to identify the existing gaps among their learners and use methods suitable to cater to their needs. This paper mainly focuses on non- use of technology for classroom activities.

Teacher capacity building through suggested pedagogical practices would help refine the teaching-learning process. In an ever changing world, the learner is constantly in contact with newer material to learn from. The teacher needs to negotiate between the classroom environment and the external sources of inputs that their learner is receiving and make the engagement more fruitful. In order for this to materialise, teacher innovativeness and industriousness is highly expected in today's world.

Teacher training programmes most often tend to fail to see the need for developing appropriate language skills. The language or the style of the language the teacher uses in the classroom is absolutely different from the routine life situation. A special delivery of language makes a lot of difference in the classroom. The three language functions that Sinclair and Coulthard (1975) talk about, helps one understand the different purpose for which we use

language. The learner though might be exposed to an academic language, definitely gains lexical and semantical cues from certain usage that they are exposed to. Though content and language have been integrated in many classroom experiments, we notice the limitation of pedagogical technique used and the need to establish suitable ones.

When seen through the lens of pedagogical practice, we notice that the challenge is faced both by the learner and the instructor. Locating the need in both ways is the primary concern of this study. Both the learners and the instructors are expected to identify the mutual needs. Often the perceived needs of the learners by the instructor may not be the actual needs. From the following tasks presented, a teacher could take cues for developing nuanced pedagogies to suit various classroom requirements.

Objectives

- To help teachers use innovative but simple tools to teach English language
- To help learners involve in the process of learning
- To help teachers think and act as per the class dynamic
- To help learners adapt to multiple possibilities of classroom instruction

Methods and procedure

For the conduct of the Training Programme ten Resource Persons who had expertise in different fields of communication were contacted who expressed their willingness to contribute. On that basis, Training Modules were collected from them which was compiled together as the Training manual. KRPs were asked to report for the workshop along with textbook and other resources they make use of in the classroom.

The Training Programme was held at RIE Mysore from 16th to 20th July 2018.

22 KRPs from Telengana and Puducherry participated in the programme. 10 subject experts served as the Resource Persons.

Soft copies of the Training Manual and handouts were provided to the KRPs.

At the end of the Training programme, feedback was collected, so that when similar programmes can be organised in a better way in future.

Karunakaran B Shaji
Programme Coordinator

RESOURCE PERSONS OF THE WORKSHOP

1. Dr.G.Rajagopal, Former Professor, EFLu, Hyderabad
2. Dr. MS. Xavier Pradheep Xing, St.Joseph's Collge, Tiruchirappally
3. Dr.Narayan Kumar Chaudhary, CIIL, Mysore
4. Sri.N.S.Reghunath, Former HOD, DESSH
5. Dr.K.Yesodha Nanjappa, Yuvaraja's College, Mysore
6. Dr.C.Praveen, IIASE, Trissur
7. Dr.Ravinarayan, RIESI, Bangalore
8. Ms.Praveena Naidu, Language Skills Trainer, Mysore
9. Dr.Verghese KJ, Christ's College, Iringalakkuda
10. Dr.B.Geetanjali, Asst.Professor, Govt College, Dharwad

Faculty Members

Dr.P. R.Harinath, HOD

Ms. Shilpa V

Dr.Paramitha Sasthri

KRPs who participated in the Workshop

1. Kolan Uma Rani, Govt Junior College, Secunderabad
2. KM.Saritha, Govt Junior College, Khanapur
3. Y.Srilakshmi, Govt Junior College, Mahaubabad
4. B.Kiranamani, Govt Junior College, Warangal
5. Ahmed Mujeed Ullah, Govt Junior College,Sarangedy
6. Bhagya Lakshmi, Govt Junior College, Khammam
7. D.Prameela, Govt Junior College,Khammam
8. G.Suman Govt Junior College, Kallur
9. Bhukya Baloji, Govt Junior College, MiryLugua
10. Varikala Vau, Govt Junior College,, Suryapet
11. L.Sumdara Sumanth, vKhammam
12. Madellah Ramiah, Govt Junior College, Khammam
13. S.Rama Raju, Govt Junior College, Medchal
14. B. Harikrishna, Govt Junior College, Warangal
15. T.Sreedhar Singh, Govt Junior College, Bayyaram

16. M.Abrose Arun, Govt Junior College, Hanukonda
17. P.Nagachar Rao, Govt Junior College, Warngal
18. P.Parashamulu, Govt Junior College, Warnagal
19. Panaganti Nagesh, Govt Junior College, Mancherial
20. Chaikalam Amardere, Govt Junior College, Warangal
21. D.Uma Maheswari, Govt Junior College, Hyderabad

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Communication- Grammer and other Factors in Classroom Transaction

- *Prof. G.Rajagopal*

INTRODUCTION

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Teacher training programmes most often tend to fail to see the need for developing appropriate language skills. The language or the style of the language the teacher uses in the classroom is absolutely different from the routine life situation. A special delivery of language makes a lot of difference in the classroom. The three language functions that Sinclair and Coulthard (1975) talk about, helps one understand the different purpose for which we use language. The learner though might be exposed to an academic language, definitely gains lexical and semantical cues from certain usage that they are exposed to. Though content and language have been integrated in many classroom experiments, we notice the limitation of pedagogical technique used and the need to establish suitable ones.

When seen through the lens of pedagogical practice, we notice that the challenge is faced both by the learner and the instructor. Locating the need in both ways is the primary concern of

this study. Both the learners and the instructors are expected to identify the mutual needs. Often the perceived needs of the learners by the instructor may not be the actual needs. From the following tasks presented, a teacher could take cues for developing nuanced pedagogies to suit various classroom requirements.

OBJECTIVES

- To help teachers use innovative but simple tools to teach English language
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- To help teachers think and act as per the class dynamic
- To help learners adapt to multiple possibilities of classroom instruction

METHODS AND PROCEDURE

Task one

Level: Middle school

Vocabulary teaching in most schools is based on texts prescribed for literature. Words that are part of the story, essay or poetry is what is discussed as word list. In addition, there might be related words or other synonyms that might be discussed and used. In order to help learners get sufficient exposure to a range of vocabulary, it is important to integrate words from the various subjects that the learners are studying. This not only enriches vocabulary but also ensures that the learners understand a word in its multiple contexts.

Materials required

Pencil, scale, eraser for the learners

Different coloured chalks for the teacher

Procedure

Let us assume the following are some of the words from different subjects that the learners are going to be trained to use. The teacher can list them on the board. The learners may be asked to write any one list in a sheet of paper. They could be asked to explain what the word means and write it in the paper. The other related meanings could be written in a scattered manner on the board. The learners can then be asked to pick the other meanings of the words in their list. For example, **Tangent** - a completely different line of thought or abrupt change of course;

Inertia - remain unchanged, stagnant, idle, immobile, passive, and the like.

When learners are allowed to guess the meanings, it would register better. Every word is learnt holistically and not in disconnected manner.

Mathematics	Science	Social Studies
Tangent		Crusades
Probability	Predator	Inflation
Axiom	Fossil	Subsistence
Matrix	Inertia	Jeopardy
Outlier		

Task two

Level: Primary school

Materials required

Popsicle, colour pens

Procedure

Depending on the class and the level of the learners, the teacher may write words and sentence connectors in coloured popsicle sticks. While substitution table is not anything new in the language teaching field, teachers may be able to notice that adding colour and variety to a task makes a lot of difference to the learning. Each stick may carry a noun, a pronoun, a verb, an adjective, or just conjunctions, interjections, etc. the number of sticks would depend on the class size. The teacher may distribute one stick per student. The students may then be allowed to find any combinations to make a sentence. For example, a student having a stick with the word 'she', may try to find any verb to continue his/ her sentence. So he/ she may find another student with the word 'eats'; then the two students together may look for another word to continue the sentence, like 'apple', then the sentence would be 'she eats apple'. The teacher can inform the students if the sentences should have three words or five words or more. They can then display their sentence sticks to the class. If the size of the class is large and the possibility of noise is high, the teacher can provide each student with a bunch of posicles and ask them to make any number of sentence combinations. The teacher can also take the help of the students to colour and write the words on the sticks. This could help them in practising the spelling of the words.

Task three

Level – middle and high school

Materials required

Learners may be asked to bring any small objects or trinkets of their choice to class. You might want to caution them that objects of sentimental value to them maybe avoided as you cannot take any responsibility for loss or damage. This activity could be done for both vocabulary and grammar units. The teacher may collect all the objects and lay them on the table. This activity can be done in any of the following ways

A few objects may be grouped together and the teacher may ask the students to provide adjectives that are common to all those kept on the table. The teacher may either already write a few adjectives on the board or ask the learners to choose from the list or let them use by themselves. The learners may make short sentences using the adjectives and the objects that are displayed.

Kindergarten word learning

Materials required

Letter magnets about five or six sets

Procedure

The teachers may scatter the letter magnets on the table. This activity can be done to help learners with three or four letter word spellings. If the class is given phonetic instruction, then this activity would be extremely easy. New words can be introduced through this activity. Children can be asked to pick the letters from the pile to make simple but new and unfamiliar words. The teachers may orally utter the word and ask the students to spell it out using the letter magnets. The classroom can have an iron panle where the learners could fix their letter magnets as they guess the spelling.

Example: words like pond, ship, plant, snow, and more

Task four

Level: primary

Procedure

This task is to teach prepositions. The teacher could plan a treasure hunt activity within the class. The teacher would have to prepare small chits to write instructions using prepositions. The tables and desks in the class would also have to be rearranged. The students might have to away from

the furniture for this task. The chits might have to be stuck in and around the furniture. The instructions should be simple and clear. One object could be hid within the classroom. The first chit could be given by the teacher to the first student and then there could be turn taking.

The statements could be as follows

Your first clue is **under** the desk that is fourth **from** the left.

To find your next clue you must pass **through** the entrance of the classroom.

Your next clue is hidden **between** where I stand and where you sit.

The list of clues could continue with as many clues included as possible with appropriate prepositions.

Task five

Level: Primary school

Materials required: cardboard, small bits of magnets, double tape, small fishing rod with an iron bait.

The card board can be shaped into fishes of different sizes and colours. A word maybe written on each of the fish and using the double tape on the other side, the magnet may be attached. The teacher may ask the learners to use the fishing rod to pick out a fish and then read the word. Alternately the teacher may utter a word and ask the learner to spot that fish and pick it out. This activity can again be done to introduce learners to new lexical items. They can be allowed to explore and guess words that are pronounced by the teachers and spot the fish that carries the word.

CONCLUSION AND IMPLICATION

Teachers need to find creative ways to execute tasks that maybe found in language teaching books. Most of the books are written by foreign authors and may not suit large Indian classrooms. Teacher resourcefulness can be enhanced when teachers are exposed to such varieties of tasks. The tasks given above can be customised to suit different learner groups. The reason for using tasks that involve the learners as a whole is to increase the engagement with the learning.

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Mastering Major Skills in Communication Strategy

- *Dr. Narayan Chaudhary, CIIL, Mysore*

Man is the only animal to be blessed with the power of speech and thus he created a powerful tool of interlinking each other i.e., Language. He uses various speech organs actively viz. lips, teeth, tongue, vocal chords, lungs and other organs to produce sounds. Man is able to generate various elements of the language. Linguistics is the scientific study of human natural language.

The etymological meaning of the word “linguistics” is ‘the scientific study of language’. ‘Lingua’ in Latin means ‘tongue’ and ‘istics’ means ‘science’. Linguistic is the systematic study of the nature, structure and variation of language major sub-fields of linguistics includes phonetics, phonology, morphology, syntax, semantic, pragmatics and discourse analysis. Linguistic is one of Gardener’s nine Multiple Intelligences, which involves a strong ability to understand and use spoken and written language. Linguistic intelligence enables the students to evoke specific types of thinking such as hypothesizing, questioning, citing evidence, making assumptions, validating, evaluating and using schema through co-operative learning.

According to NCF 2005, knowledge needed for a complex task can reside in a group situation. In this context collaborative learning provides room for negotiation of meaning, sharing of multiple views and the internal representation of the external reality.

The present investigation is undertaken with a view that the findings will help to stress the importance of co-operative learning in the classroom, especially in developing linguistic intelligence. Here the Jigsaw method of co-operative learning is used in developing linguistic intelligence. The study is quasi-experimental where non-randomized pre test – post test design was used. The intact classes of eighth standard as a whole were considered as experimental and control group for the study. The tools that were used in the study are vocabulary through word games, listening material through songs and linguistic intelligence test. The findings are that the learning together model of the cooperative learning method in the experimental group is significant in comparison to regular teaching. This is evident from the t-values calculated for the pretest and post test scores of experimental and control groups. And the method is found to be equally effective for both boys and girls in improving their achievement.

INTRODUCTION

“Language is the expression of ideas by means of which speech sounds are combined into words, words are combined into sentences and combination of sentences gives shape to ideas and thoughts”- Dr. Sweet. Linguistic Intelligence, as one of Gardner’s nine Multiple Intelligences, involves a strong ability to understand and use spoken and written language.

Co-operative learning is an approach to organize classroom activities into academic and social learning experiences. It differs from group work, and it has been described as “structuring positive interdependence”.

Linguistic intelligence, in this context, enables the students to evoke specific types of thinking such as hypothesizing, questioning, citing evidence, making assumptions, validity hypothesis, evaluating and using schema through co-operative learning

According to NCF 2005, knowledge needed for a complex task can reside in a group situation. In this context, again, collaborative learning provides room for negotiation of meaning, sharing of multiple views and the internal representation of the external reality. Group learning tasks, taking responsibility and contributing to a task at hand are all important facets of acquiring knowledge. The present investigation is undertaken with a view that the findings will help to stress the importance of co-operative learning in the classroom, especially in developing linguistic intelligence.

OBJECTIVES OF THE STUDY

1. To study the performance of the student in Linguistic Intelligence through co-operative learning,
2. To study the influence of co-operative learning technique in developing Linguistic Intelligence.
3. To study the gender difference in the level of students in developing Linguistic Intelligence through cooperative learning.
4. To study the attitude of students towards Linguistic Intelligence through cooperative method.

HYPOTHESES OF THE STUDY

1. There is no significance difference between the control group and the experimental group in developing Linguistic Intelligence.
2. There is no significance difference in gender level of students in developing Linguistic Intelligence through cooperative learning.

3. There is no significance difference in the performance level of Linguistic Intelligence between control group and experimental group.

DESIGN OF THE STUDY

The study is of quasi-experimental in nature, wherein a control and experimental groups are employed. A non-randomized pre test – post test design was used. The intact classes of eighth standard as a whole were considered as experimental and control group for the study.

SAMPLE OF THE STUDY

The subject of the study were the students of class VIII of Kollegal, Chamarajanagara District, Karnataka.

TOOLS USED IN THE STUDY

Lesson plan on cooperative learning method of teaching, the Linguistic Intelligence test.

STUDIES RELATED TO CO-OPERATIVE LEARNING AND ENGLISH

Kagan (1995) has said that language acquisition is determined by a complex interaction of a critical input, output and context variables. An examination of these critical variables reveals that co-operative learning has a dramatic positive impact on almost all of the variables critical to language acquisition.

CALDERON (1999) The co-operative learning model selected was Co-operative Integrated Reading and Composition (CIRC). Findings show that CIRC is an effective classroom management tool for bilingual and English as second language content instruction.

Bibi (2002) studies the comparative effectiveness of teaching English grammar with the help of text book and by using group work activities. It was found that the teaching of English grammar through group work activities played a positive role in improving the academic achievement of the students studying English at the elementary as well as secondary stage.

Liang (2004) investigated the Chinese immigrant high school student's perceptions of co-operative learning and their interactions during study presented a complex picture of co-operative learning in the ESL classroom.

Gomleksiz (2007) compared the effects of the Co-operative Jigsaw II method and traditional teacher-centered teaching method on improving vocabulary knowledge and active-passive voice in English students attitudes towards learning English. The attitude scale results showed that the co-operative learning experiment had a significant position effect on English student's attitudes

towards learning English. The attitude scale results also showed that the co-operative learning experiment had a significant position effect on English student's attitudes towards learning English.

STATISTICAL TECHNIQUES EMPLOYED

Both descriptive and inferential statistics were employed

MAJOR FINDINGS OF THE STUDY

The analysis and interpretation of data revealed significant results of which have been consolidated and presented in the form of major findings. The learning together model of the cooperative learning method in the experimental group is significant from the regular teaching. This is evident from the t values calculated for the pretest and post test scores of experimental and control groups (-2.882 and -3.035). Cooperative learning method has been found to be equally effective for both boys and girls in improving their achievement.

EDUCATIONAL IMPLICATIONS OF THE STUDY

1. Cooperative learning method was found to have an equal effect on both the sexes. It shows that heterogeneous groups can be made for group activities including both boys and girls.
2. This has been encouraged in the classroom since they enhance interpersonal relationships and skills of communication among students.
3. Linguistic intelligence through cooperative method has to give importance especially in the second language classroom since it enhances students' ability to communicate in the language
4. Since the method provides children an opportunity to explore and discover things on their own and enhances the independent nature of the learner in developing linguistic intelligence.

LIMITATIONS OF THE STUDY:.

The study was limited only to two variables; achievement and attitude, and limited to only class VIII. It was also limited to analyzing only factors related to Linguistic Intelligence.

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Teaching Prose in Classroom

- Dr.K.J. Verghese

The paper is based on a research study conducted to assess the effectiveness of training on writing skills. The main objectives were to study the effectiveness of training programme on classroom transaction, examine transmission status, get feedback from beneficiaries and offer suggestions for future planning.

The data were collected from trainers, teachers, parents and students. The reflection was recorded on the mode of training, content, practices and the level of understanding of the trends in tune with the curricular demands, student needs within the limits of prescribed content.

The tools used were interview schedule, questionnaires, classroom observation schedule, student response sheets, video recording on training and classroom process, evaluation of modules and samples of student writing. The study covered 320 primary schools comprising 3142 students, 354 teachers and 2021 parents in 8 districts.

The influence of the training continued to be at a low level. The response sheets were found to be unfamiliar by the students which were prepared based on the training module. Learner performance did not reveal impact of training. A very little impact was recorded in teachers' classroom transaction and the learner performance. It reflected teacher's inability to translate training knowledge into classroom practice although a total of 93.79% teachers found the training effective in understanding the concept and process.

Key words: Training, translation, practice, Learner, performance.

INTRODUCTION

Indian education system has undergone a meaningful change over the years due to technological development and globalization. National and state governments stress the quality of teaching at school level, considering the needs of learning English in the changed contexts. Introduction of English in curriculum at the first standard indicates transformation in educational practices in recent years. Improving quality of learning English has posed various challenges owing to limited experiences of teaching English at this level. Realizing the needs, Sarva Shiksha Abhijan, Karnataka entrusted the responsibility to the British Council to improve teachers' proficiency and pedagogic skills. Concurrently the Regional Institute of English, South India, was assigned to conduct a survey, to assess the impact of the said training. The study, although recorded success

of training, transferring gained knowledge into practice remained a challenge. The survey covered eight districts, 354 teachers, 46 master trainers, 2,021 parents and 3,142 students. The study adopted observation of training session, semi-structured interview, questionnaires and written test as tools for the survey. The paper highlights objectives of the study, methods and procedure, results and implication of the study.

OBJECTIVES

The main objectives of the study were to study the effectiveness of training programme on teachers' professional development and improvement of classroom transaction. It was further expected to examine the quality of training content and trainers' manual in the light of specified content outline. The study was to assess gender, social class, rural-urban and other regional differentials to get first hand feedback to offer suggestions for the professional development of in-service teachers teaching English.

METHODS AND PROCEDURE

The data were collected from trainers, teachers, parents and students. The reflection was recorded on the mode of training, content, practices and the level of understanding of the trends in tune with the curricular demands and needs of students within the limits of prescribed content. The training programme had used training packages and modules prepared by experts in the field in accordance with the syllabus requirements for a period of 5 days for the master trainers and 3 days during cascading the same. Every phase of master training included 35 - 40 master trainers at district level and cascading training had a group of 40-50 teachers participating in each batch at the block level. The methods and procedures followed in the study were observation of training session, semi-structured interview, questionnaires and written test.

RESULTS AND DISCUSSION

The basic purpose of learning a second language is to develop communication skills. It involves integration of a set of sub-skills. Deftness of expressing ideas coherently in writing involves a set of stages, steps and processes. Learners are required to generate and organize ideas and transfer thought onto paper in a correct sequence using appropriate vocabulary, correct spelling and accurate sentences in the form of well-organized paragraphs.

Sokolik argues, "Helping students in understanding the process of writing by guiding them through the steps of invention, drafting, review, revision, and evaluation will help demystify writing and make it an important part of their learning of English" (106). Process writing

comprises diverse stages. According to Seow, the major stages are planning, drafting, revising and editing. Responding, evaluating and refining are other steps imposed externally to students (316). Learning a second language promotes anxiety, too. Raimes notes that “There is even more anxiety when writing is involved” (306). Cultural background and learning contexts pose further challenges in second language learning. Understanding the rationale of written communication is critical in reducing such concerns. Richard and Renandya maintain, “A genre-based approach ... provides students with ample opportunities to become aware of the different purposes of written communication” (304). Emphasis on grammatical accuracy is critical in developing writing skills in non-native contexts. Ferris asserts, “A lack of grammatical accuracy in ESL student writing may impede students’ progress in the university at large” (328). A set of theoretical principles makes writing less intimidating. Prabhu suggests that the approaches and principles should provide teachers a scope for understanding skills, elements, and activities in developing teacher’s “sense of plausibility about teaching” (172), to develop what Shulman calls “the wisdom of practice” (11). The analysis of training framework, materials and training tools of the British Council training showed a deliberate endeavour to make teachers comfortable in developing writing skills using a process based approach.

The training on writing skills had a significant impact on teachers. First hand observation and interaction recorded the seriousness and enthusiasm of teacher participants in the training. The survey showed three hundred thirty-two (332) teachers out of three hundred fifty-four (354) surveyed, found training on writing skills very effective. The survey confirmed that a total of 93.79% teachers benefitted from the training. Teachers gained new insights on the methods, types of activities, and areas of focus in teaching the skills. Content demonstrated activities and techniques to develop learners’ psychomotor skills; for instance, holding pencils, movement of hands and handwriting, sense of and proper spacing. The confusion about the basic difference between handwriting and writing skills prior to the training was resolved during the micro-teaching sessions in the training. The step by step teaching followed in the training provided opportunities to grasp the notion of writing skills. It was observed that the training had focussed on writing at the word level, sentence level, paragraph level and other mechanics of writing such as the use of punctuation, spelling, etc., stressing their focus on both the micro and macro levels writing skills.

Dexterity of master trainers in handling training programme was noteworthy. Master trainers expected at least 40% of the teachers would teach using gained knowledge. While most of the master trainers were happy about their own growth in the journey of professional

development, a vast number of them were concerned about the implementation of the trainings. Many of them echoed some anxiety of teacher participants that the number of students in the classroom would determine the effectiveness of some of the activities practiced in the training programme.

Language proficiency determines success of implementation. The monitoring team expressed the practical difficulties of teachers. There had been a positive change in the attitude and methods of teaching. Many teachers had started transacting lessons involving students in some activities. Such change in attitude and practices indicates that teachers would change process of teaching writing in classroom practices. In the case of any difficulty, the monitoring team would resolve issues and help to implement trainings on writing skills during regular school visits.

Learning English as a second language demands systematic and meticulous approach to the language. Clear understanding of aspects of the language to capture and to sustain the very process of learning are crucial in second language learning. It is imperative that a teacher prepares learners in three aspects. Nunan suggests those areas as “exploring skills, exploring language and supporting learning process” (v). While investigating skills for language learning and the best way to help is to familiarize learners with the meta-cognitive strategies of probing the skill itself.

Despite such an attempt in the training on writing skills, the process and ability to convert the gained knowledge into classroom application on the part of the teachers invalidated the success of the training. The test results of learner achievement provided an indication that received trainings remained unutilized in classroom practices. The test results unlocked three aspects which required special attention—grasping the transferring process of acquired awareness, translating language command, and practicing gained knowledge. The test conducted to assess the students’ existing status could act as a baseline for additional study to assess teachers’ abilities to employ the gained knowledge to enhance learner performance on writing skills.

CONCLUSION AND IMPLICATIONS OF THE STUDY

Learning from experience is crucial in academic progress. The study observed that most of the teachers were found to be a little less proficient in language use. Considering this aspect of difficulty, three important pieces of decisions become crucial, namely, planning a programme, preparation of training materials and the process of transaction. Teachers’ existing experience of language use remains vital ::

- The range of proficiency levels of teachers entails assessment of teachers' needs.
- Decisions on materials and training tasks necessitate a reconsideration.
- The training tasks using the text lessons increase familiarity.
- Tasks activating theory of language development and activities that support language learning are useful for training teachers.
- Active participation in simple language activities as the process of training transaction is important.
- Engaging teachers in tasks, trainers need to withdraw as early as possible.

Trainers may consider demonstrating certain activities that involve teachers, and then follow the task up by debriefing. Engaging in micro-teaching enables teachers comprehend concepts and develop efficiency in transacting the tasks. Peer group assessment is equally important in handling certain activities. Once teachers' efficiency is assessed in the training sessions, a sense of achievement prevails, which, in turn, encourages teachers to perform the learned classroom practices in their own instructional context.

A pre-training survey is essential to assess teacher's language proficiency. Text-based training tasks prove effective considering the proficiency of teachers in adapting new activities.

A participatory mode of training by supporting activities with micro-teaching tasks followed by feedback could be rewarding. It would be advantageous to prepare a training programme and pilot it before conducting a programme for the whole State. Such preparation would prove fruitful in enhancing training quality and pedagogic skills of the teachers in translating training into classroom practices as part of the process of continuous professional development....

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Whole Language Approach and Communication

- *Dr. C.Praveen*

This paper describes how the higher secondary English teacher practices Whole Language Approach in the higher secondary level. Dissatisfied with traditional language learning practices employed up to the higher secondary level in Kerala, KCF 2007 and many recent studies proposed to implement whole language approach in the school curriculum. As there is no methodological awareness materials / classes provided to the teachers, they are all now in a crux to execute a proper methodology in the classes. The data collected from 50 higher secondary English teachers from Kannur district, Kerala. Perception scale, focus group discussion with teachers and interview schedule were used as a tool to collect data. The study sought to analyse teachers' perception and awareness towards whole language approach. The result indicated that the Higher Secondary English Language teachers have only a vague idea about whole language approach and its practices; since teachers are practiced traditional ways of learning, they are reluctant to follow new trends and practice; misconceptions about the term Whole Language among the teachers were also found. The study concludes recommending various content enrichment programs for the teachers at various levels. Pre- service programs as well as in service programs would be enriched by providing equal importance to all the language skills.

INTRODUCTION

The Whole language Approach in recent years becomes a popular trend in language learning which challenges traditional language learning practices. It represents a complex change in perception about the classroom, switching from the traditional skills- related approach to an active meaningful and student centred educational movement. Recent researches in the western countries and some of the Asian countries had recommended Whole language approaches in the school curriculum. Based on the recommendations of NCF 2005, KCF 2007 Kerala government recommended implementing whole language approach up to higher secondary level in the schools. This research paper seeks to investigate the awareness and perception of teachers who practises whole language approach in the higher secondary English classes.

WHOLE LANGUAGE APPROACH (WLA) - A CONCEPTUAL BACKGROUND

The term "Whole Language" was coined by Dr. K. S. Goodman, a psycholinguist of the University of Arizona in the early 1980's. It is an educational philosophy in its own way. It is a philosophy of language learning instruction based on the concept that learners need to experience

language as an integrated whole. It is not just a method of teaching or a textbook, or a set of pre-packaged activities available for purchase by teachers. It can be described as a philosophy, a theory, or a set of principles that allows teachers to view learning in a particular manner. The classroom becomes whole language, only when the teacher has beliefs in the principles of whole language. In whole language, learning is based on real experience and the existing knowledge of the learner. Whole language has not prescribed any uniform steps of practices. So that each classroom will be different depends upon the teachers.

WLA is applicable for higher secondary students as well. WL philosophy suggests that the learners learn best when they have need for that learning. Recognizing that what they are learning will solve a problem or help to achieve a goal motivates the child or adult to work harder. The concept of relevancy also implies that the reading and writing activities must be purposeful and authentic, rather than artificial and isolated. Advocates of whole language stress the importance of the learner's past experiences. Higher secondary students have acquired wide experience from living than the lower class students. They bring these experiences to any learning situation. These experiences enable them to relate to and contribute to new learning. As per the recommendations of NCF (2005) and KCF (2007), the English textbook at higher secondary level has been revised accordingly.

Many research studies have been conducted in this area over the years. Recent studies done by Chen, L.C, Cheng, J. C & Chou, M. J (2016), Erlina, D, Mayuni, I & Akhadiah, S (2016), Huang, L. Y. (2014), Liu, P. L. (2013), Alhaddad (2014), Moghadam, J. N & Adel, S.M.R (2011), Wang, P (2011), Huang, Y. J (2009), LeDoux, A (2007), Li, L. C (2006) and Sangmin, L. (2006) found that Whole Language Approach is effective in teaching language meaningfully. The studies also suggested providing awareness training programs for the teachers. Many comparative studies also were done in this area to find the comparative effect of WLA over traditional method. It is noted that there is no single study found in the area of higher secondary level in India. So the practice of WLA at higher secondary level needs to be explored.

OBJECTIVES OF THE STUDY.....1 and 2 ..??

1. To analyze the implementation of Whole Language Approach by English language teachers in higher secondary classes.
2. To bring out the teacher's reflections on implementing Whole Language Approach.

METHODS AND PROCEDURE

The study adopted a combination of qualitative and quantitative method. 50 questionnaires and perception scale were distributed to higher secondary English teachers of Kannur District, Kerala. 27 open ended questionnaire were returned and more some of them are incomplete. Focus group discussion was conducted with 5 experienced English Language teachers to get a thorough understanding about the implementation of whole language approach at higher secondary classes.

Teachers' perception scale consists of five points which were aimed at receiving the perception towards the principles and practice of Whole Language Approach. 15 questions were included in the scale which are categorised as in the given table. Open ended questionnaire consists of 10 questions provides ample space for the teachers to write their reflections freely. Focus group discussion is an extension of questionnaire seeks to get the teachers reflection more accurately.

RESULT AND DISCUSSION

The results were analysed using both qualitative and quantitative method.

SI NO	TEACHERS' PERCEPTION	PERCENTAGE (%)				
		3	4	5		
1	Teachers perception and awareness on WLA	4	28	26	42	0
2	Use of resources, real materials and assessment procedure in the classroom	0	4	16	68	12
3	Effect of teacher training programme on implementing an effective method in the classroom.	0	2	18	46	5

(1) Strongly Disagree, 2- Disagree, 3- No Opinion, 4- Agree, 5- Strongly Agree)

1) Teachers perception and awareness on WLA

As per the data, 42% of the teachers have heard of whole language approach and its practices. 28 % of the teachers haven't got any awareness about WLA, and other 4% have no idea about WLA. As per the reflections in the questionnaire and focus group discussion, it is clear that most of the teachers have only a vague idea about WLA. Misunderstanding about WLA also found in the study as some of them had stated that WLA is same as Whole word approach. One of the teachers explained as "WLA is an approach to spelling that encourages a lot of reading aloud to the child". These misconceptions can only be rectified through providing proper training. Moreover merely 90% believed that it is something which is related to constructivism and states that WLA is something where students create their own knowledge.

2) Use of resources, real materials and CCE in the classroom

Only 4% of the teachers disagree with the use of authentic material and CCE in the classroom. 68% of the teachers accept the use of authentic material and believes in CCE. Self and peer assessment are rarely adopted in the classroom. As the activities are not properly implemented in the classroom, the CCE is not possible in its desired way. The teachers do not have proper idea to document all the activities done in the classroom as well. Moreover they did not get proper resources and guidelines to implement it in the classroom. One of the experienced teachers commended as "The Whole language Approach recommends many activities in and outside classroom which are time consuming and cannot be actively implemented as the size of the classroom so large and should be limited to 30-40".

3) Effect of teacher training programme on implementing an effective method in the classroom:

Here the teachers were asked to respond their reflections on teacher training programme and its effect. Only 2% of the teachers have opined that teacher training practices are effective; 80% of the teachers on the view that teacher training programmes need to be reframed. The teachers opined that there is no awareness programs conducted on the methodological awareness programmes. The current training session were only focused on some of the activities, question paper preparation and content analyses. Teachers were under confusion whether to follow a constructivist, progressive pedagogy or to go back to the old traditional method. One of the teacher opined as "WLA is highly beneficial but proper training and modules must be provided to make the teacher talented to handle children".

The teachers took up many activities proposed by Whole Language Approach but they couldn't keep their classroom democratic most of the time. As the activities in a large classroom

takes time and become noisy many of the teachers do not provide required time for activities. They report that they teach with a blend of methods and techniques drawn from both approaches.

CONCLUSION AND IMPLICATION OF THE STUDY

This research indicates that most of the higher secondary English teachers have only a vague idea about whole language approach and its practices. The wholeness of the language is not being taken into consideration in most of the classes. The teachers do believe in student centeredness and activity centeredness but they couldn't implement the pedagogy in such a way as there are many obstacles which led them back to traditional method. Furthermore CCE is not properly takes place in the classroom as the teachers do not have proper understanding about the documentation of activities in the classroom. In a nutshell most of the teachers believed that whole language or any other progressive approaches are a burden for the teachers too.

Teacher training program should be empowered with enough resource material and awareness material. It is suggested that in-service and pre- service education programmes must be arranged in such a way to empower the teacher with enough conceptual awareness and resources. The study also suggested restructuring the classroom and its ambiance, the size of the classroom must be limited to 30 and the time allotted for each class need to be changed.

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Paradigms of Theatre - ESL Classrooms

- Dr.B. Geethanjali

Learning a language is much more complex process than acquiring because the learners are not exposed to the target language on a regular basis and are also not able to practice the language in real life situation. Teaching any language as a second or foreign language comprises major challenges for the teacher of that language. Using Theatre in teaching, particularly in teaching English as a second language, provides a number of advantages. Theatre can be integrated into language classrooms effectively to achieve communicative purpose by integrating the four basic language skills (LSRW).

Theatre in language learning has a clear pedagogical aim concentrating on the personal and social developments of the learners. It encourages learners to imagine, indulge, act and learn. Theatre can assist, facilitate and foster language skills, namely, reading, writing, speaking and listening and their integrated linguistic competence by making a suitable meaningful context. Moreover, it is a powerful tool that indulges learners to be interactive throughout the class period. It also enables learners to connect emotion and cognition as it enables them to make the connection between thought and action. Teaching English as a second language naturally involves a balance between receptive and productive skills; here theatre techniques in pedagogy effectively deals with this requirement. Theatre is vital in enhancing learner's confidence, creativity, motivation in learning.

This paper aims to explore how Theatre can be used effectively, interactively to encourage learners to learn English as a second language and what are the major issues and challenges in the real classroom situation that the teacher has to face. It also aims to understand how English can be taught with the help of theatre techniques in the classroom to develop the learner's knowledge of the language.

Key Words: Theatre, ESL, Pedagogy, Theatre Techniques, Receptive Skills, Productive Skills

INTRODUCTION

On many occasions it has been observed that the teaching of English language falls short of fulfilling its goals. Even after years of English teaching, the learners do not gain the confidence in using the language in and outside the class. Real communication involves sharing of ideas, emotions and feelings with appropriateness and adaptability. The conventional English class hardly gives the learners an opportunity to use language in this manner and develop fluency. Thus, the main purpose of the language teaching course, i.e. developing skills in communication, is unfortunately, neglected.

An attractive alternative is teaching language through theatre because it gives a context for listening and meaningful language production, forcing the learners to use their language resources and thus, enhancing their linguistic abilities. It provides situations for listening, speaking, reading and writing. It is very useful in teaching literary texts as it helps in analyzing plot, character and style. It also involves learners more positively and actively in the text. As Wilga Rivers (1983) states, "the theatre approach enables learners to use what they are learning with pragmatic intent, something that is most difficult to learn through explanation."

By using theatre techniques to teach English, the monotony of a conventional English class can be broken and the syllabus can be transformed into one which prepares learners to face their immediate world better as competent users of the English language because they get an opportunity to use the language in operation. Using theatre techniques also fulfills socio-affective requirements of the learners. Moreover, this learner centered approach makes the syllabus personally fulfilling.

Language does not exist independently. Through language, people can share their opinions, cultures and worldviews. Bas (2008) claimed that theatre activities can help students to learn language well. It offers great opportunities for students to communicate with others even when they have limited vocabulary. They can use their body languages and gestures to express their purposes. In a study by Schiller (2008) about the function of using theatre for at-risk students, he claims that some at-risk students are low level learners. How to motivate them to be engaged in learning? Theatre and drama games or activities encourage them to communicate with others and express themselves bravely. Although audiotapes and computers are practical tools to help students learn some routine phrases and common words, students need to experience a real language environment.

Gaudart (1990) found that theatre is also used for introducing or concluding the class, and it stimulates students' interests and creates their enthusiasm for English learning :: "Through the theatre and drama work, we will develop student's imagination. It can make our learning process meaningful." (Guida, 1995). Theatre also helps students to process new words or expressions in an appropriate context. Wagner (2002) gave us an example: a teacher asked students to write about the way to remedy a cough. One of his students wrote, "a spoonful of Joshanda," but one of other students didn't know the meaning of Joshanda. It is a good example to prove that theatre gives students a good chance to realize how to use a word according to different culture. Chauhan (2004) claimed that using theatre in English as Second Language classes reverse our conventional English education, and it explores students' potential to learn and also improves their linguistic performance. According to Schiller (2008), most theatre leads young people to learn about social life actively, and it also fosters their conflict-resolution abilities and improves human relations.

Theatre facilitates students to deeply understand themselves and others. They will compare the characters in the theatre and their own life in reality, thus theatre has the potential to change students' thinking to deal with interpersonal relationships. Gaudart (1990) claimed that theatre makes students inevitably immersed in a social milieu and create more experience for students learning how to get along with other people. Theatre stimulates students to come up with ideas and put them together. They work together to create the scenario with new characters. Thus, the value of theatre lies in the creative process and its effective opportunity for working with others.

Although theatre exclusively depends on dialogues, it is a very potent tool to teach language. Earlier theatre was given an emphasis, and it has held a special position in the literature. The oldest literature are available in the form of theatre, like Kalidasa's *Abhigyanam Shakuntalam* , *Meghadutam* and the poetics of theatre by Bharata Muni.

Using theatre enables students to use English appropriately in real conversations, expressing emotions and ideas and listening to the feelings and ideas of their peers. In other words, English is taught in the context in which it will be used, which is far removed from lists of vocabulary and work-sheets and which makes students aware of the language first and foremost as a means of communication. This conversational use of language promotes fluency. While rehearsing or reading a play, students are encouraged to listen to, read and then repeat their lines over a period of time. By repeating the words and phrases they become familiar with them and are able to say them with increasing fluency. Finally, theatre is an appropriate method for

teaching students with different learning styles and at different levels of understanding. No one learns in exactly the same way, we all have different methods of processing information. By actively involving him in his own learning process, drama allows each student to absorb the language in his own way. Similarly, learners whose language skills are still very limited are given the opportunity to communicate using nonverbal cues such as body movements and facial expression.

Using theatre in the ESL classroom is not a new concept. Theatre provides an excellent platform for exploring theoretical and practical aspects of the English language (Whiteson, 1996). The improvisation aspect of theatre gives students opportunities for developing their communicative skills in authentic and dynamic situations. By using theatre in the English classroom, we can use English with our students in intriguing and useful ways. The language can be used in context and makes it come to life. Theatre has the potential of making the learning experience fun for the students and even memorable because it is interactive and visual.

There are many studies about using theatre to learn English. Wan Yee Sam talks about the communicative approach, theatre techniques, value of theatre in education, advantages and disadvantages (Sam,1990). Alan Maley and Alan Duff are classic sources for understanding the benefits of using theatre techniques - how they help to learn new vocabulary, build confidence, motivate the students and help shift the focus from the teacher to the students (Maley, 1982). Theatre is a special communication situation which makes considerable demands on the flexibility and skills of the teacher (Kao, 1998). We have Morrow (1981) who gives some guiding principles behind the use of the communicative activities. Susan Holden (1981) adds some definitions as to what theatre is and how it provides opportunities for a person to express themselves. The personal nature of improvisation provides many outlets for self-expression. We even hear that student need to play as an important developmental process.

Theatre is a powerful language teaching tool that involves all the learners interactively. It can also provide connection among learners' emotions as it enables students to take risk with language and experience, the connection between thought and action, and also encourages student's motivation, by providing an atmosphere which is full of fun and entertainment, besides, of course, as stated earlier, fostering the learning of language skills such as LSRW by creating a suitable context.

Theatre is capable of engaging students actively with the English learning process. Using theatre techniques also fosters their integrated linguistic competence by setting meaningful

contexts. Through an extensive literature review, it is apparent that theatre is valuable in improving students' confidence, creativity and motivation in learning. Furthermore, some researchers think that theatre can teach young people how to manage interpersonal relationships. For students in English as a second language classes, theatre offers chances for students to use language effectively.

The research on theatre also shows that theatre plays a significant role in language teaching. Some researchers claim that theatre techniques in teaching process become more and more useful. Researchers have explored a variety of theatre activities in language teaching. Theatre has great benefit for increasing students' enthusiasm for learning. However, organizing the activities and designing the activities meaningfully are important for the teachers. Researchers have also found that some English teachers have difficulty controlling the class and some students complain that theatre activities only bring them fun instead of knowledge. As a result, teaching techniques are critical for using theatre.

This literature review explores how theatre affects self-esteem, student motivation, and success. Conducting theatre activities is skillful technique for teaching English Teachers should be aware of the appropriate methods and techniques for using theatre. It is the responsibility of the teacher to guide the language learning process effectively.

Finally, using theatre in teaching especially in ESL/EFL classrooms provides countless advantages. Theatre is necessary for developing students' variety of abilities: communication skills, physical development, and emotional intelligence. If teachers can have a good command over theatre techniques, they will implement theatre activities more effectively and efficiently (Royka, 2002). Theatre techniques help teachers to organize the class well as well as to engage all the students more actively in the English learning process (Gaudart, 1990).

OBJECTIVES OF THE STUDY

This inculcation of theatre and drama in ESL classroom proposes to attain the real life situation in English classrooms which is the primary focus of Communicative Language teaching. Improvising theatre and drama in ESL classroom doesn't mean to encourage parrot like repetition in its exercises. But rather on using the text as a stimulus to generate fresh thought. Moreover, the prime focus of the study is to enable learners to produce natural language in different mode or settings through different ingredients of drama and techniques of theatre. The study focuses to analyze the ways in order to encourage the learners to learn English language through theatre and drama as well as to improvise the incorporation of theatre by developing activities for the

effective use of Drama and theatre in Language teaching. Finally it foregrounds how techniques of drama and theatre are used in language teaching.

METHOD AND PROCEDURE

Putting plays in front of the learners is not what we meant by using or improvising Theatre and Drama in language classroom. The focus is not to teach acting and performance skills. The focus is to teach core curricular areas using theatre and drama.

Betty Jane Wagner states that there are many ways in which theatre and drama can be integrated into ESL classrooms. The real life situation seems to be the best way to inculcate and illustrate how theatre and drama can be improvised or used in English classrooms. There should be some activities through which teacher can assess the learner's potential to learn language.

The activities described below provide a practical application of some of the ideas how it can be used in classroom. They show how a simple idea can be built up through individual mime, questioning, role play and group discussion. These exercises are best thought of as opportunities for the students to try out the language they have already learnt and test its appropriacy to a variety of permutations of place, mood, character and relationships. Many of exercises can be adapted to suit particular classes, and can be used as the basis for further exercises which the teacher can devise. It is hoped that the themes chosen will be of interest to students from a wide variety of learner's background and age groups. It has been pointed out that one danger of role playing exercises is that students experience considerable difficulty in imagining their roles and enacting them, which is in direct opposition to sitting in a classroom. Each of activities starts with one activity in which the student work alone. From there, they progress to working in pairs or threes and then, possibly in larger groups. The problems of interacting in a large group should not be underestimated: the larger the group, the larger and more diffused the number of relationships. It is advisable for the pairs and groups to work together, and after some time teacher should reshuffle them.

Activity: Divide the students into pairs. Each pair should be given one of the role cue cards below. Tell the students to 'rehearse' a short role-play using the role cards. After a few minutes they will be asked to 'perform' this role play for the other students in the class. The focus is to improve the power of imagination of the learners and to improve the pronunciation of the learners. Estimated time will be 20 minutes, and listening and speaking skills will be focused on. After the activity, the teacher can ask the students to write mini-dialogues using the instructions on the role cards as a variation of the activity.

Activity : Students are asked to complete the following texts about Mr. X and I.

1. X and I are.....
2. They live
3. I is
4. X.....
5. One day.....
.....

1. So.....
.....
.....

Verbal inputs and sheets will be distributed among students and after completing this ask them to come and read aloud. It will develop the writing skills as well as imaginative power. Reading and writing skills will thus be covered in this exercise.

A teacher can use and improvise these kind of activities to teach the components of the syllabus. The activities have been used as an experiment in undergraduate and the result was quite interesting. Unfortunately, I do not have any classroom-based data to present here because I had taken the interviews of a few of the teachers who are teaching at undergraduate level and they were very much satisfied with the improved performances of the students after completing some of the activities.

ISSUES AND CHALLENGES

Some of the very significant issues, among others, is time management. Teachers don't have much time to incorporate the activities in the actual classroom as the size of class is very large and the burden is to complete the syllabus within the time limit. So management should take care of time and allot few specific classes for the implications of these activities. Secondly the group is heterogeneous and so the teacher has to take care of each of the students that is possible through pair work and pair share and so on. Finally the challenge for the teacher is to include the whole class in the process and take the response of students.

CONCLUSION

Drama which is used to convey feelings and emotions has become a popular tool for learning language, especially in the teaching of English as a Second Language classes. There are a variety of activities using drama, including: miming, role play, simulation, and improvisation. Drama and theatre is a valid technique which fosters students' interest and motivation by providing a relaxed and vivid environment and it also engages students' feelings and attention through experiencing the connection between action and thoughts. Drama encourages students to develop their creativity, strengthen their confidences, as well as improve the ability to cooperate with others. Teaching English as a second language involves balancing input and output, drama is an effective tool to deal with this issue. Students have their own stage to express their thoughts and show their initiative. In drama class, the students' role becomes the center of the class. The teaching curriculum and all the activities are planned to satisfy the students' needs and interests. Drama is considered a student centered and meaning based strategy. Some teachers confuse how to organize the activities, some teachers are afraid of losing their control over the class, and some teachers worry about how to design the activities. Drama techniques offer innovative approaches to teachers and help them to be successful. How to use drama technique in English as a Second Language classes becomes a considerable problem for teachers. Research shows that it is meaningful for teachers to have a command over drama techniques since these interesting techniques help students to be involved in the class actively and make the learning process vivid.

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Making use of ICT For improving Communication Skills

- Praveena Naidu

This paper explores the possibility of using a multilingual pedagogy with reference to the NCERT English textbooks currently being used across the country at the primary level. It is assumed that for a multilingual pedagogy for India at the primary level, the artificial barriers between languages like English and the school language should be removed from the class routine of the primary schools and an English teacher using a multilingual pedagogy in her classroom should be aware of the fact that L1 and L2 do not reside in two separate compartments in the mind of the bilingual child when she is exposed to a second language.

L1 and L2 are interwoven in the L2 user's mind in vocabulary, in syntax, in phonology and in pragmatics and the use L2 along with the child's L1 reinforces a child's repertoire in both the languages.

This paper, therefore, examines the NCERT English and Hindi textbooks for classes I, *Marigold* and *Rimjhim* respectively, explores the linguistic and the cognitive challenges faced by the learners in using the materials presented in these two textbooks and highlights the suitability of using both the Hindi and English textbooks for teaching English from the point of view of a multilingual pedagogy. The study concludes that the resources of both the English and the MIL textbooks can be used by the same teacher to enhance the bi-literacy of the pupils in two languages in the same class.

INTRODUCTION

The Position Paper on English Language Teaching published by NCERT in 2006 points out that English can occur in tandem with the first languages(s) of the learners at the lower primary stage, or at least in class I to III, and that the learning activities should be designed to create language awareness of the children exposed to English for the first time. Propagating a multilingual pedagogy, the said Position Paper remarks, "Materials need to be designed to promote such multilingual activity, and clear methodological guidelines need to be worked out in cooperation with teachers to see how more than one language can be naturally used. Linguistic purism, whether of English or the Indian languages, must yield to a tolerance of code-switching and code-mixing if necessary" (12).

In spite of the profound suggestions made in the NCF Position Paper on English Language Teaching, the English textbooks used at the primary level in India often ignore the existing cognitive and linguistic abilities of the learners who are exposed to English along with their mother tongue or the school language and consequently, the English textbooks alienate the young learners who fail to make a connection between the new language and their mental world. The basic truth that children use languages for meaning making and making sense of the world around them is often ignored in presenting materials in the English textbooks. The textbooks used for teaching the mother tongue or the school language, on the other hand, use the materials very carefully to prompt the learners to make a spontaneous connection between the language and their mental world. This double standard of preparing textbooks in English and the mother tongue creates a discordant note in the minds of the very young learners for whom learning English tends to be a mechanical exercise. An English teacher using a multilingual pedagogy in the classroom should be aware of the fact that L1 and L2 do not reside in two separate compartments in the mind of the bilingual child when she is exposed to a second language. L1 and L2 are interwoven in the L2 user's mind in vocabulary, in syntax, in phonology and in pragmatics. As Cook puts it rhetorically, 'learning an L2 is not just adding rooms to your house by building an extension at the back, it is the rebuilding of all internal walls' (407). Using L2 along with the child's L1 reinforces a child's repertoire in both the languages and therefore, a multilingual pedagogy is likely to be a double blessing for an Indian child learning English along with her mother tongue or the school language. By providing space for exploring two or more languages together and prompting the children to examine the resources of their home languages in the English class room, the English teacher becomes instrumental in developing the multilingual awareness of the children.

OBJECTIVES

Keeping in view the desirability of using multilingualism as a classroom resource for teaching English in India, this study examines and explores the suitability of using the resources of the Hindi textbook, *Rimjhim* along with the English textbook *Marigold* used in class I. The study examines the linguistic and cognitive challenges faced by the learners in using the materials presented in *Marigold* and highlights the suitability of using selected materials from *Rimjhim* along with the materials presented in the English textbook.

METHODS AND PROCEDURE

The study is done in two parts: First, the two textbooks are evaluated using some of the established criteria of material evaluation put forward by Tomlinson (15-36) and next, the

possibility of preparing a revised version of *Marigold* with the help of the materials presented in *Rimjhim* is explored from the point of view of a multilingual pedagogy.

The study uses following criteria for evaluating the two textbooks. (a) Do the materials connect between the learning experience of the children in the classroom and the life outside the classroom? (b) Do the textbooks relate the new to the earlier knowledge of the child? (c) Are the language items presented in the books age appropriate? (d) Do the materials prompt the children to use the target language creatively? (e) Are the visuals cognitively demanding for the young learners? (f) Are the activities child-centric or teacher driven? (g) How authentic are the materials? (h) Do the materials presented in the textbooks adhere to local conditions and cultures so that the children can relate them to their familiar world? (i) Is there a scope for experiential learning, complete with activities and clear instructions and opportunities?

RESULTS AND DISCUSSION

Thematic units, as pointed out by Curtain and Dahlberg, help the learners to 'interpret new language and new information on the basis of their background knowledge'(150) and it is gratifying to note that in both the English and Hindi textbooks for class1, the units are designed thematically. While the Unit 1 of *Marigold* is about the theme 'home', the Unit 1 of *Rimjhim* is about the 'school and the life around the school'. In Unit 1 of *Marigold*, words like girl, boy, grandfather, grandmother, father, mother, sister and brother are introduced while in the Unit 1 of *Rimjhim* words like school, teacher, park, courtyard, garden, swing are introduced. Though both the Units are theme based, the presentation of the lexical items in *Rimjhim* is more context embedded than those used in *Marigold*.

The theme of the Unit 3 of *Marigold* and the Unit 9 of *Rimjhim* is the animal world. In Unit 3 of *Marigold*, the children are asked to look at the pictures of kitten, cat, butterfly, rat, fish, seal, seagull, eel, elephant, flea, bee, lizard, alligator, whale and donkey and underline them in the poem. Words like cat, cow, sheep and monkey are, of course, introduced in the first unit of *Marigold*. In Unit 9 of *Rimjhim*, the pictures of cow, cat, rat, dog, rabbit, camel, lion, monkey, donkey and the elephant are introduced along with the Hindi words. If supplementary materials for the Unit 3 of *Marigold* are prepared taking the resources of the Unit 9 of *Rimjhim*, it would be quite interesting and useful for the children both cognitively as well as linguistically.

The theme of Unit 5 of the Hindi textbook is Transport. Words like car, truck, bus, scooter, cycle, auto-rickshaw, rail, guard and driver are used in this Unit in a highly context embedded manner. Showing the picture of a bus, the teacher tells the children about the passengers, the

driver and other related facts. The theme of the Unit 10 of *Marigold* is primarily transport but the theme is not exploited in a comprehensive and creative manner. Pictures of a sailor, an astronaut, a pilot are given along with the pictures of a dentist, a farmer, a postman and a teacher and the children are asked "What shall I be when I grow up?" Match the following: "A person who sails a ship", "A person who flies a spaceship," A person who flies an aeroplane." While the lesson of the Hindi textbook takes into account the child's previous knowledge and creativity, the English lesson ignores them and makes it a meaningless exercise. The Unit 5 of *Rimjhim* can be used for scaffolding the language activities of the Unit 10 of *Marigold*.

The materials presented in *Marigold* often fail to connect between the learning experience of the children in the classroom and the life outside the classroom. The activities given in *Marigold* are teacher driven and betray the perspectives of the teacher or the textbook writer. The child's voice and the child's perspectives are missing in a number of activities given in the book. In unit 10 of *Marigold*, for example, the child is asked to share her experience of an imaginary journey by a plane. The task is as follows: "Let's pretend you are a pilot flying an aeroplane. (a) What will you see outside your aeroplane(i) during the day? (ii) at night? (b) What will you see inside your aeroplane?" How can a child imagine what a pilot sees *inside the cockpit* while flying a plane in the sky? Again, what kind of experiential learning can take place when after reading the poem, *The Flying-Man*, the child is given the following task? "Choose your answer: The Flying-man is Superman. The Flying-man is a pilot. The Flying-man is an astronaut. The Flying-man is Batman." One wonders how a rural Indian child of class 1 will respond to the fictional superhero of American comic books. The poem *Rosoighar (Kitchen)* given in Unit 7 of *Rimjhim* can replace the poem *The Flying-Man*. The true/false tasks given towards the end of Unit 7 of *Rimjhim* are more child friendly and culture sensitive than the tasks given in Unit 10 of *Marigold*.

The visuals presented in *Marigold* are not cognitively demanding for the young learners, they are often contrived and do not take into account the child's natural instinct to use language for self expression and meaning making. In Unit 1, the pictures of a boy and a girl are given and the child is asked to match the words with the pictures: Draw a line and say "I am a boy" and "I am a girl". Why should a normal girl child say "I am a girl" pointing out at the picture of a girl? On the other hand, on page 24 of *Rimjhim*, there is a picture of a girl along with a question in Hindi, "What is the girl carrying on her head? Draw a picture". This task is more authentic and child friendly than the artificial utterances given in *Marigold*.

The Unit 7 of *Marigold* and the Unit 11 of *Rimjhim* have the same title, *A kite*. Both the textbooks have poems telling the child how a kite flies and how a child feels when she sees the kite flying, and, therefore, the lessons can supplement one another from the point of view of a multilingual pedagogy.

CONCLUSION AND IMPLICATIONS OF THE STUDY

On the basis of the discussion done so far, we may surmise that the resources available in the textbook used for teaching the mother tongue can be used judiciously, creatively and effectively for teaching English at the primary level from the point of view of a multilingual pedagogy. Be it English or any other language, the same cognitive and linguistic process is set in motion when a child encounters a language textbook for decoding and meaning making. Therefore, teachers teaching English should not be allergic to the use of the materials available in the textbook used for teaching the mother tongue of the children. The present study implies that English textbook writers and the writers of other Indian language textbooks should develop textbooks in a collaborative manner instead of working in silos.

REFERENCES

- Cook, Vivian. "Using the first language in the classroom." *Canadian Modern Language Journal*, vol.57, no. 3, 2001, pp.401-523.
- Curtain, Helena, Carol A. Dahlberg. *Languages and Children: Making the Match: New Languages for Young Learners, Grade K-8*. Pearson, 2004.
- National Council of Educational Research and Training. *Marigold*, 2006.
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- Tomlinson, Brian. *Developing Materials for Language Teaching*. Continuum, 2003.

APPENDIX-1

18.12

Detailed programme proposal for 2018-19

Format for Developing Proposals for DAB/IAB

ABSTRACT

	Title of Programme	:	Training on Communication Skills in English for Higher Secondary Teachers of Telangana State & Pudusery
	Type (Research/Development/Training/Extension/Other etc)	:	Development & 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 one of the primary functions of language. The teachers need to be aware about the proper development of four skills among the students. This workshop is meant to provide training in that direction.
	Specific Objectives	:	<ol style="list-style-type: none">1. Impart training to the Higher Secondary teachers of English in the Communication Skills2. To train the teachers in the use of the four skills, sub-skills and higher order skills
	Methodology	:	Training package would be developed. The training will be imparted through a 5 day workshop. The KRPs would be provided with soft copies of the materials used by the subject experts.
	Total Budget	:	Rs. 224775 (Two Lakhs, twenty four thousand, seven hundred and seventy five only)
	Plans for utilization and dissemination of the end product (s)	:	KRPs trained in the workshop may further impart training to other teachers in the state.

PROFORMA FOR PROGRAMME PROPOSALS

	Name of the NCERT Constituent/ Department	RIE, Mysore
	Title of the Programme	Training on Communication Skills in English for Higher Secondary Teachers of Telangana State
	Type of the Programme (Research/Development/Training/ Extension/Others etc.)	Development & 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	Higher Secondary English teachers of Telangana.
	(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)	Development & Training on Communication Skills in English for Higher Secondary Teachers of Telangana State
	(c) If programme is State/Region/ Agency specific, please specify	State of Telangana
	Beneficiaries	Higher Secondary English Teachers from the State of Telangana

NEED AND JUSTIFICATION :

Effective communication is key to the professional success of a language teacher. But it has been observed that many teachers especially in the rural and semi-rural areas lacking in the required skills of communication. This training workshop is meant precisely to improve the communication skills of teachers. The programme has been requested by the state.

(a) Specific Objectives:

- To provide comprehensive concept of the four major skills in communication
- To enhance the linguistic proficiency of the teachers
- To impart a clear concept of the sub-skills and higher order skills along with the four major skills of communication.

(b) Methodology:

The subject experts will provide lecture demonstrations to KRPs as to the use of four major skills, sub-skills and higher order skills of English language communication. They would be provided soft copies of the material used by experts, which could be later modified and used by Higher Secondary teachers in classrooms

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
4. Outside Agency	Govt of Telangana, Administrative

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

S. No.	Activities proposed to be organized	Proposed Dates	Estimated Expenditure
1	Activity 1 Development of Training Package	June 2018	12000
	Activity 2 Training on Communication Skills in English for Higher Secondary Teachers of Telangana State	June- July 2018	206275
	Activity 3 Preparation of Report	September 2018	6000
	Total		224775

- (c) Total Expenditure (10 a + 10 b) = Rs. 224775 (Two Lakhs, twenty four thousand, seven hundred and seventy five only)

Amount required in the proposed year : Rs. 224775 (Two Lakhs, twenty four thousand, seven hundred and seventy five only)

DETAILS OF EACH BUDGET ACTIVITY UNDER ITEM NO. 10 (A) (IN THE FOLLOWING FORMAT):

Activity No.1

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	*Printing of training package	12000	
	Total	12000	

* Training Modules will be collected from Resource Persons online and this indicates only Printing charges.

Activity No. 2

Training on Communication Skills in English for Higher Secondary Teachers of Telangana State

Proposed Dates: June- July 2018 (5 days)

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	TA for 7 subject experts (7 x 4000)	28000	
2	Local TA for 3 subject experts (3x 300)	900	
3	Honorarium for 10 subject experts (10x2000)	20000	
5	TA for 25 KRPs (25x 4000)	1,00000	
6	DA for 25 KRPs (25x300x5)	37500	
7	Tea, Snacks & Lunch (155x25x5)	19375	
8	Miscellaneous	1000	
	TOTAL	206275	

Activity No. 3

Title: Report Preparation

Proposed Dates: August 2018

1	Xeroxing, typing	1000	
2	Printing 7 copies of Report	5000	
	TOTAL	6000	

Scheme of Evaluation:

Feedback will be gathered from the proponents and beneficiaries of the programme

Dissemination of the findings:

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

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.

Name and designation of the programme coordinator:

Karunakaran B Shaji

Name and designation of other faculty members(s) involved :

DESSH faculty

Signature of the Head of Deptt./Div./Cell

Signature of the Programme Coordinator

Date:

Date:

APPENDIX-2

Regional Institute of Education, Mysuru

Workshop for the Development of Communication Skills in English for Secondary Teachers from

Telangana 16.7.2018 to 20.7.2018

Day/Date	9.30-11.30	11.45 - 1.00	2.00 3.30	3.45 to 5.00
16.07.2018 Monday	Registration Inauguration Session by Prof.Rajagopal	Prof.N.S.Raghunath	Dr.Xavier Pradheep Singh Using Nearpod for teaching English	
17.07.2018 Tuesday	Prof.N.S.Raghunath Communication - Themes and Strategies		Dr.B.Geetanjali	Group Work
18.07.2018 Wednesday	Dr.Narayan Chaudhari	Dr.Narayan Chaudhari	Prof. Yesodha Nanjappa Imparting Communication Skills Through Literature	Dr.P.Harinath Bilingualism- English and Telugu
19.07.2018 Thursday	Prof.C.Ravinarra yan Monitoring Growth in Writing through Portfolios	Ms.Praveena Naiud Negotiation Skills & Body language	Prof.C.Ravinarayan 1. Teaching and assessing writing skills	Dr.B.Geetanjali Enhancing Soft skills through ELT
20.07.2018 Friday	Prof. Yesodha Nanjappa	Prof.C.Ravinarrayan	Prof.C.Ravinarayan 2. Exploratory practices and Classroom research	Valedictory