
The English Classroom

Bi-annual Journal

Volume 18

Number 1

June 2016

ISSN 2250-2831

Chief Advisor

Prof Jacob Tharu

Formerly, CIEFL, Hyderabad-500 007

Advisors

Dr G Rajagopal

Former Professor, EFL-U, Hyderabad-500 007

Dr S Mohanraj

Former Professor, EFL-U, Hyderabad-500 007

Editorial Board

Shri Narasimhaiah

Director, RIESI,
Bengaluru-560 056.

Editor-in-Chief

Ravinarayan Chakrakodi

Lecturer, RIESI,
Bengaluru-560 056.

Editor

Gururaj S

Lecturer, RIESI
Bengaluru- 560 056

Co-editor

Regional Institute of English, South India

Jnanabharathi Campus, Bengaluru - 560 056.

Phone : 080-23218452 / 23213243 Fax : 080-23211732

E-mail : english@riesielt.org

Website : www.riesielt.org

The English Classroom

Bi-annual Journal

Volume 18

Number 1

June 2016

ISSN 2250-2831

CONTENT

Name of the Author(s)	Title of the Article	Page No.
From the Editors		
1. Dr S Thiruvenkataswami	Does English language acquisition take place inside the classroom (ICL) or outside the classroom? (EOCL) - Implications for classroom practice at the tertiary level.	1-10
2. Anindya Syam Choudhury and Mehjabeen Rahman	Making a Case for a discourse-based Grammar Pedagogy in ESL Contexts	11-20
3. Chandreyee Sarkar Mitra and Dr T Shrimathy Venkatalakshmi	Student Perceptions, Experiences and Expectations from Teacher Feedback	21-38
4. John Joseph A and Dr K Elango	Remedying Remedial English Language Teaching at the Tertiary level	39-51
5. Deepesh C	Mother-tongue Medium vs. Pseudo-English Medium School Education: Evidence of Contrast in the English Language-learning Experiences of Students in Technical Colleges	52-60
6. Venkateswara U and Dr Divya John	Augmenting the Verbal Communication of Students by Changing their Learning Behaviour	61-77

7.	Dr Parthasarathy Misra	The Textbook Pedagogy and the English Language Teaching in India	78-86
8.	Jenefer Joseph and Dr T Shrimathy Venkatalakshmi	A Critique of The Uniform Syllabus for Class IX Introduced in Schools in Tamil nadu	87-103
9.	Martha Thindle Karunakar	Teaching English to Rural Students through a Bridge course: A Study of a Select batch in a Technical College	104-114
10.	Dr Sweta Mukherjee	Understanding Emotional Intelligence in the Language Classroom	115-126
11.	A R S Jayanth and Dr S Soundiraraj	Exploiting group work activities to develop Speaking skills of ESL Learners	127-141
12.	Dr S Mohanraj	Classroom Tips: Developing Reading Skills	142-145

DOES ENGLISH LANGUAGE ACQUISITION TAKE PLACE INSIDE THE CLASSROOM OR OUTSIDE THE CLASSROOM? IMPLICATIONS FOR CLASSROOM PRACTICE AT THE TERTIARY LEVEL

Dr S Thiruvenkataswami

Professor of English, English Department
SSN College of Engineering
Chennai.

Email: thiruvenkataswamis@ssn.edu.in

ABSTRACT

It is important to provide students in engineering colleges, the Target Learners (TL), a judicious mix of curriculum driven from English in the Classroom (EICL) and exposure to experiences from English outside the Classroom (EOCL). During the survey, the TL, Employers and the Officers of Training and Placement were unanimous in their opinion that the TL lacked adequate proficiency in English for employability and social interaction. It is evident from the study that the TL felt that they needed exposure to EOCL in addition to their EICL for the enhancement of their language proficiency. Hence, an attempt was made to explore the possibilities to enable the teacher to incorporate exposure to EOCL in their classes. The support of technology and techniques to maximize learner interaction in class are recommended to achieve this objective.

KEY WORDS

TL (Target Learners at the Tertiary Level), ESL/L2 (English as a Second Language), EFL (English as a Foreign Language), L1 (first language/mother tongue), GLH (Guided Learning Hours), EOCL (English outside the Classroom) and EICL (English inside the Classroom)

MAKING A CASE FOR A DISCOURSE-BASED GRAMMAR PEDAGOGY IN ESL CONTEXTS

Anindya Syam Choudhury

Assistant Professor
Department of English
Assam University, Silchar
Assam, India
Email: anindyasyam@yahoo.com

Mehjabeen Rahman

Assistant Professor
Department of English
Stamford University
Bangladesh
Email: mehjabeen.rahman@gmail.com

ABSTRACT

For long, the traditional sentence-based grammar has held sway in second language classrooms although its efficacy in enabling learners to become communicatively competent has often been questioned. In the Indian and the Bangladeshi contexts as well, parsing has been the most common technique in teaching English grammar, the focus being the development of metalingual knowledge. This article argues that instead of this inefficacious traditional sentence-based grammar, a discourse-based grammar pedagogy, which focuses more on 'grammar as language use' rather than 'grammar as syntax', is more profitable. In this regard, the article suggests that in ESL situations, like the Indian and the Bangladeshi ones, for instance, the teachers of English should teach the language through discourse-level contexts like listening to extended dialogues and having meaning-focused conversations so as to enable learners to learn collocations, chunks of speech, formulaic expressions and also the unique features of the spoken discourse like fillers, heads and tails and vague language.

KEY WORDS

Discourse, grammar, English language teaching, spoken discourse, communicative competence

STUDENTS' PERCEPTIONS, EXPERIENCES AND EXPECTATIONS FROM TEACHER FEEDBACK

Chandreyee Sarkar Mitra

Research scholar
Department of English, College of Engineering,
Anna University, Chennai
Email: chandreyeesarkar7@gmail.com

Dr T Shrimathy Venkatalakshmi,

Department of English,
College of Engineering,
Anna University, Chennai

ABSTRACT

Feedback from the teacher is recognized as an important support for effective learning. It can be viewed as a “consequence” of the student’s performance that the teacher can manage or control. It can be oriented to delivering meaningful, comprehensible and useful messages to the student. However, studies reveal that there are gaps and distortions in this interactive process that reduce effectiveness, and effort going waste. This study focuses on students’ perceptions of teacher’s feedback comments. The information from this source can help us understand the impediments better and to formulate ways of making feedback more effective and promote development of a healthy learning environment.

KEYWORDS

Feedback comments, effective feedback, teacher feedback, students’ performance, students’ improvement.

REVITALIZING REMEDIAL ENGLISH LANGUAGE TEACHING: RECOGNISING THE ROLE OF UNCONSCIOUS PROCESSES

John Joseph A

Research Scholar, Depart of English
Anna University, Chennai - 600025
Email: Johna1joseph@gmail.com

Dr K Elango

Former Head of the Department of English
Anna University, Chennai – 600025
Email: elango.kandan@gmail.com

ABSTRACT

Remedial English language teaching (RELT), which is offered in many universities world over, does not seem to deliver what it is supposed to. When students start learning English language, as they have not been made familiar with appropriate strategies of conscious and unconscious processes required to acquire the language, many of them take recourse to wrong strategies which lead to errors getting fossilised often in their unconscious mind. Therefore, RELT is needed to address the flawed unconscious competencies of students as language execution is processed in the unconscious mind. An attempt has been made to apply 'modelling', a technique of Neuro-Linguistic Programming (NLP), to facilitate incompetent learners to comprehend and model the successful practices of proficient learners to remedy the malaise that thwarts their learning of English.

KEY WORDS

Remediation, conscious/unconscious processes, NLP, modelling, resourceful state, anchor, strategies.

MOTHER-TONGUE MEDIUM VS. PSEUDO-ENGLISH MEDIUM SCHOOL EDUCATION: EVIDENCE OF CONTRAST IN THE ENGLISH LANGUAGE-LEARNING EXPERIENCES OF STUDENTS IN TECHNICAL COLLEGES

Deepesh C

Assistant Professor,
SSN College of Engineering, Chennai
Email: deepeshc@ssn.edu.in

ABSTRACT

Students who lack felicity in English at college come from two different backgrounds - mother-tongue medium and 'namesake' or pseudo-English-medium. Students from Mother Tongue (MT)-medium backgrounds see learning English as crucial for success. Research that recommends MT-medium education finds backing in the fact that the students from MT-medium backgrounds are quick to learn English fluently and do well in academics vis-à-vis students who come from pseudo-English-Medium schools, which are English-rich only in pretence. They have low quality teaching of English and hardly use English at school.

This paper argues, by comparing the growth in English language abilities of the two groups in question, that MT-medium education in schools is better than a namesake English-medium one in English-scarce contexts, and argues against pseudo-English medium education in schools. The study looks at a cross-section of student respondents from the two categories and compares their improvement in English over a period of a few months when exposed to a reasonably English-rich environment at a technical college in Chennai. The growth trajectories seen for the students from MT-medium backgrounds are much higher and richer than those seen for students from English-impooverished English-medium schools.

The implication for policy-makers is to discourage the mushrooming of name-sake English medium schools both in disadvantaged urban environments and in rural India, and to instead encourage MT-medium education there.

KEY WORDS

Mother-tongue medium schools English-medium schools English as a second language Language education policy BICS CALP National Curriculum Framework 2005

AUGMENTING THE VERBAL COMMUNICATION OF STUDENTS BY CHANGING THEIR LEARNING BEHAVIOUR

Venkateswara U

Dept of English,
St. Joseph's College of Engineering
Chennai - 119, Tamilnadu, India

Dr Divya John

Dept of English,
SSN College of Engineering
Chennai - 603 110, Tamilnadu, India.
Email: johndivya@yahoo.com

ABSTRACT

The present paper is an investigation into the attitude of the tertiary-level learners in engineering colleges to verbal communication, and an attempt to prove how teachers can develop the speaking skills of students by increasing their self-esteem and self-confidence, and by helping them develop a better interpersonal relationship with the other students in the class. The paper in addition establishes how the teacher's motivation can assist students to change their perception of the concept of self, and thereby enable them to augment their verbal skills. The study is conducted in three engineering colleges in Chennai with the collaboration of three English teachers from each college.

KEY WORDS

Tertiary level learners speaking skills motivation self-esttem
interpersonal relationship

THE TEXTBOOK PEDAGOGY AND THE ENGLISH LANGUAGE TEACHING IN INDIA

Dr Parthasarathy Misra

Azim Premji University,

Bangalore, India

Email: partha.misra@azimpremjifoundation.org

ABSTRACT

This paper examines why and how the Indian English-language classrooms have not greatly succeeded in helping Indian learners acquire basic English language proficiency and suggests how English language teachers of the regional medium schools of the country can prepare authentic materials for teaching English in meaningful and communicative situations as demanded by their specific contexts. Advocating pedagogic autonomy for English language teachers as material producers, the paper analyses the approaches adopted, the texts used and the tasks designed in the textbooks prescribed in a South Indian state.

KEY WORDS

English language teaching textbook pedagogy pedagogic autonomy
multilingual pedagogy language competencies authentic material

A CRITIQUE OF THE UNIFORM SYLLABUS FOR CLASS IX INTRODUCED IN SCHOOLS IN TAMIL NADU, INDIA

Jenefer Joseph
English Department,
College of Engineering, Anna University, Chennai
Email: jeneferjoseph88@gmail.com

T Shrimathy Venkatalakshmi
College of Engineering,
Anna University, Chennai

ABSTRACT

The year 2011 was a significant year for Tamil Nadu in the sphere of school education because of the introduction of (Samacheer Kalvi Thittam) Uniform Equitable System to secondary ESL learners in the state of Tamil Nadu. The reason behind the initiation of the new syllabus (class 1 to class 12) was to ensure equitable quality education and evaluation across the state by unifying all existing boards under one Board. The primary aim of this paper is to critically examine the class IX Samacheer English syllabus. It also describes a class in session for a clear understanding of the uniform syllabus in practice. Based on the observation and inputs from teachers, some of the problems in the new syllabus and its implementation in the classroom as part of the ongoing research are also discussed.

KEY WORDS

Communicative syllabus	ESL syllabus	ESL learners
NCF 2005	Samacheer Kalvi	secondary education
teacher – training	uniform syllabus	

TEACHING ENGLISH TO RURAL STUDENTS THROUGH A BRIDGE COURSE: A STUDY OF A SELECT BATCH IN A TECHNICAL COLLEGE ¹

Martha Thindle Karunakar
SSN College of Engineering, Chennai
Email: marthak@ssn.edu.in

ABSTRACT

The urban-rural dichotomy is seen among students even as India becomes increasingly globalised. The resources available to them in terms of learning facilities, the infrastructure, the learning ambience and their ability to meet the basic needs of food, clothing and shelter are vastly different. This paper discusses the effect of English language teaching as a Bridge Course on a select batch of rural students at an Engineering college in Chennai. It is based on a study that aims to understand how the teacher input and the teacher - peer - student interaction in the form of a Bridge Course integrates these rural students into the mainstream and empowers them in terms of their English speaking abilities. The impact and outcome of the training are assessed based on the entry level proficiency tests administered before the commencement of the course and the exit test after the completion of the course.

KEYWORDS

Comprehensible input interaction rural students
teaching English proficiency

UNDERSTANDING EMOTIONAL INTELLIGENCE IN THE LANGUAGE CLASSROOM

Dr Sweta Mukherjee

Assistant Professor
Department Of English
Christ University
Bengaluru

Email: sweta.mukherjee@christuniversity.in

ABSTRACT

Emotional Intelligence (EI) and its impact have been felt in various fields including the field of learning and hence in the recent years research has tried to establish connections between EI and teacher effectiveness, academic achievement and student and teacher relationships. There has been an increased emphasis on schools to teach social and emotional intelligence (Shao- Chieh, 2008). This paper aims at discussing the beliefs of English language teachers on the need to develop EI in the English language classroom and observes what they think they do to help their students acquire the skills of EI. The findings indicate that teachers do believe that emotions play a significant role in the language learning process and the skills of emotional intelligence can be taught through various ways in the English language classroom.

KEY WORDS:

Emotional intelligence
teacher beliefs

emotions
teacher roles.

language classrooms

EXPLOITING GROUP WORK ACTIVITIES TO DEVELOP SPEAKING SKILLS OF THE ESL LEARNERS

Mr A R S Jayanth

Ph. D Research Scholar,
Department of English,
College of Engineering Guindy Campus,
Anna University, Chennai
India 600025
E-mail: sjay.r35@gmail.com

Dr S Soundiraraj

Associate Professor,
Department of English,
College of Engineering Guindy Campus,
Anna University, Chennai
India 600025
E-mail: soundirarajs@gmail.com

ABSTRACT

The present experimental study was conducted to develop speaking of the ESL learners using group work activities. About 25 students from an engineering institute were selected for the study. After administering a pre-test, the students were divided into small groups and they were given intensive coaching by exposing them to actively participate in the group work activities. A post-test was conducted at the end of the training sessions and the gains made by students were computed and tested for significance. The results show a significant improvement which indicated that the students were highly benefited by the training sessions. The findings demonstrated that group work helps in reducing the anxiety of the learners. Appropriate group work activities could provide the learners with a learner-friendly ambience for practising speaking which can boost their self-confidence.

KEY WORDS

Speaking skills group work activities anxiety learner-friendly
ambience ESL learners