



**Marwadi**  
education foundation

ISSN 2454-8537



**DEPARTMENT OF  
COMMUNICATION SKILLS**

**International Journal of  
Humanities In Technical Education**  
(A Bi-annual Refereed Journal)

## **Using Technology-based Resources for Teaching Communication Skills**

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“Every student needs a grandparent to link him to the past and an ICT to take him into the future.”

The most visible symbol of globalization has been the spectacular development of ICT. A radical reform of education is currently occurring throughout the world and one of the most prominent tenets of the reform is the introduction and integration of ICT in the education system. Today Information and Communication Technologies play an important role in enhancing quality of education and the and the delivery of instruction.

ICTs (Information and Communication Technologies) are all those devices, tools, content, resources, forums and services that are digital and those that can be converted into or delivered through digital forms. ICTs are a diverse set of technological tools and resources used to communicate and to create, disseminate, store, and manage information. It also includes interactive digital content, satellite communication, web-based content repositories, interactive forums, learning management systems and management information systems. This can be effectively deployed for realizing the goals of teaching learning, enhancing access to resources, building capacities as well as management of the educational system. This paper attempts to establish a ground for technology integration in education and highlights various ideas and insights on planning this integration process in the global context. Teachers have a significant role to play in the sustained and authentic application of ICT in education. Simply compelling a teacher to integrate technology into the classroom is an exercise in futility. What is needed is an exercise in thinking so that teachers could view technology as an effective tool to use throughout the education system.

Information Communication Technology (ICT) has become a major issue in many language discourses today. The growth in the use of computer based learning resource materials assists students to collect evidence of their use of information technology, and to do so in the context of their subject based studies (in this case, communication skills) rather than having to undertake additional tasks to accumulate this type of evidence. When students use information technology for communication, such as email, they simultaneously reveal their

proficiency in their communication skills. This paper proposes to explore possibilities of teaching communication skills effectively through the use of ICT across all professional course including science, technology and management oriented curricula.

ICT has proved to be one of the most effective modes of dissemination of knowledge in the formal, non-formal and informal sectors of education. ICT can be an effective tool in supporting various aspects in an educational institution if used appropriately for specific purposes in a specific context. An attempt should be made to unearth these strategic innovations so that they can be deployed for an effective transmission of knowledge to the students.

The use of ICT is dependent upon computers, the Internet, broadcasting technologies (radio and television), and telephones. According to Anderson the growth in the use of computer based learning resource materials assists students to collect evidence of their use of information technology, and to do so in the context of their subject based studies (in this case, communication skills) rather than having to undertake additional tasks to accumulate this type of evidence. When students use information technology for communication, such as email, they simultaneously reveal their proficiency in their communication skills. Additional use of information technology may involve students' activities with the Internet, emailing assignments, using spreadsheets or desktop publishing packages in the context of their coursework or class-work. (21)

**Importance of ICT in English language teaching:**

Since the new ICTs are assisting in achieving many objectives of education particularly with cooperative and collaborative learning approach (of constructivist paradigm), there is a need to assess effectiveness of ICTs in education. This could be done through planned research studies. We need to take a fresh look at the research methodologies which we have been using in Education for the new ICTs as they demand a new perspective. The use of ICT in language teaching can implemented with the appropriate use of Web technologies such as Google groups, blogs, Slideshares and so on.

English language is widely used in communication, education and diverse human endeavours. In India, it has become the language of everyday use. Based on this, there is need

to sustain and attain global proficiency and mastery. Today's classrooms are often equipped with ICT tools, and teachers are expected to use them effortlessly. It is needless to say that the last few years have seen many changes in the way in which ICT has been integrated into everyday teaching in colleges and universities. Teachers are now expected to use ICT in innovative and exciting ways as a tool to enhance teaching and learning in all parts of the curriculum as well as to support their own professional development. In this digital era of 21<sup>st</sup> century, teachers also want to develop their knowledge of the ways in which ICT supports English teaching, and their own professional practice, for them, this book will be an important resource that will help them recognize where, when, why and how ICT can be used in English Language Teaching. This paper attempts to promote the sharing of good practice and transnational cooperation in the field of the application of Information and Communication Technologies (ICT) to English Language Learning and Teaching. It is also necessary to explore how ICT can be used to provide invaluable support in extending learning and to help new teachers understand how ICT can support good practice in teaching English and how it can be interwoven in teaching communication skills for students in professional courses.

Current employers refuse to accept employees who insist on sending paper letters. Teachers are also entrusted with the responsibility in sending out their students prepared for current employment conditions. Anne Fox has identified many other reasons for adopting ICT in the classroom, particularly in case of learning English:

For language teachers, this could include the many online dictionaries or comprehensive grammar explanations as well as easily accessible source material for working with texts and authentic artefacts such as catalogues and brochures. The second major benefit of ICT for language is in the area of communication. It has never been easier for teachers to present their students with opportunities to interact with the target audience either in written format or through sound and even video. (70)

### **Limitations of ICT**

Several limitations can be identified by the over-dependence of ICT in education as related to student behaviour. Computers are likely to limit students' imaginations and thwart their access to originality and innovation. Excessive dependence on ICT can restrict the critical thinking and analytical skills of a student. For example the excessive use of a calculator for

performing simple mathematical operations can impose a restriction upon a student's capacity of performing mathematical operations mentally. Students often have only a superficial or minimal understanding of the information they download. Long hours of computer-based learning can exercise negative physical side-effects such as vision problems. Students may be easily distracted from their learning and may visit unwanted sites. They tend to neglect learning resources other than the computer and internet and focus on superficial presentations and copying from the internet.

Students may have less opportunity to use oral skills and hand writing. The use of ICT may be difficult for weaker students, because they may have problems with working independently and may need more support from the teacher. Technology related issues can also restrict the advantages of using ICT. The exorbitant expenses of technological infrastructure and maintenance of the facilities, high cost of spare parts, virus attack of software and the computer, interruptions of internet connections, and poor supply of electric power are among the technology related limitations of ICT use in education.

As technology is integrated into contemporary society, higher education needs to balance between the expectations of a new generation of tech-savvy students, often called the Net Generation, with the perspectives and methods of an older generation of faculty. The students of today have grown up in a digitally enriched ambience where technology is transparent, ubiquitous and hence inevitable in all walks of life. The quick changes in the nature of technology, students and faculty have caused the necessity of exploring new paradigms to bring sustainable and measureable teaching and learning assistance.

After decades of promises that technology has promised for its uses in education, universalities and institutions demand perceptible results. They have become skeptical of the huge investments and wish to see a more comprehensive assessment of performance. "Academic technology is also a victim of its own success: once seen as a competitive advantage...it is now a fundamental campus component." (Campbell, Obliger et al 47) To address such issues the students' attitude, the teachers' technical aptitudes and the interest of the institutions to further invest in technology to upgrades its systems are important questions that require accurate answers.

### **Uses of ICT in language learning/communication skills**

“Instructional Technology, or the use of equipment to deliver instruction, has become an essential strategy in many communication programs...Purchased, pre-recorded media, for example, make accessible historical and contemporary speeches—including the context in which they were delivered—and enable students to see and hear important personalities demonstrate communication skills that can be described or stimulated for student imitation” (Wulff, Nyquist 256) Letter writing and e-mailing could be taught to the students through hands-on experience on the computer. Many websites even offer templates with options to select from, which when completed results in a completed letter, email or a report. Report-writing can be learnt in an interesting manner through peer teaching or collaborative activities amongst students. Most students who have an academic background in science, technology and computer applications pay maximum attention to their courses and ignore their development in soft skills, particularly communication skills. By integrating ICT in the learning of effective communication, teachers can offer students a practical exposure to the uses of core skills and soft skills. Moreover, presentations, group discussions and interviews can be video recorded and played to the students in order to give them an accurate feedback about their performance. This also helps them in their self appraisal of the same. By demonstrating through videos, pictures and other ICT based evidences “Students are encouraged to accept, and not make hasty ethnocentric value judgement about, different cultural systems (including their own).” (Kim, Gudykunst 145)

A blog is a personalized webpage, maintained by the author in reverse chronological diary form. Students can also be asked to submit their written assignments as blogs in such a way that they can see the assignment of other students only after all the students have submitted before the deadline. Students can also be encouraged to engage in the peer assessments of such assignments on the blogs.

Evaluation of students' learning can be done on through on-line tests and quizzes. A variety of online resources which offer readymade exercises for students of various capacities and potentials. Websites like Grammarly help to look for spelling and grammatical errors in a document and also help to curb plagiarism by highlighting texts that have been borrowed but not acknowledged in the list of works cited.

ICT as tool is advantageous only when it supports valuable learning. Thus the effective use of ICT and Web tools can successfully inculcate effective communication skills which work towards the overall development of students in professional education.

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## **Teaching Science Fiction to Techies**

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### **Introduction**

The ultimate goal of any course of education is to achieve academic success. Recent developments in science and technology have changed the perspectives about teaching and learning in higher education. Information and communication technology (ICT) provides opportunities to explore information and gain knowledge about various fields through different channels of communication. It is a valuable tool to enhance teaching and learning of engineering courses. Teachers can use a range of media to teach various subjects of engineering and also English. The integration of relevant literature into the English classroom would create interest among students. As a modern literary genre, science fiction can be a better option to teach English to science and technology students. Science fiction writers have often provided prescient glimpses of future technologies. Science fiction is required reading to get students thinking about possibilities that seem far-fetched. The most common themes presented in many of science fictions are space travel, time travel, utopias and dystopias, and encounters with alien beings.

### **Teaching Science Fiction to Engineering Students**

The teaching of science fiction stories can be used to combine theory, visual imagery and illustrations to serve as a guide and spur many new ideas and innovations in engineering education. Major works of Science fiction can be taught to engineering students to encourage them to use imaginative literature for getting innovative ideas in their respective fields.

The possibilities and advantages of teaching science fiction to engineering students are:

- Teaching of science fiction can create a wide spectrum of applications used in various engineering branches.
- It can develop a greater appreciation of the role of the writers of science fiction literature.

- In order to begin the courses, science fiction films can be used to teach basic engineering concepts and develop images of the way things function and the complexities of design.
- It can help illustrate many common engineering concepts, while at the same time challenging the students to think about the many possibilities of design and technology.
- It can also create links between engineering and practice and explore important concepts of technology and society.
- The course may illustrate some principles of basic engineering and also create a positive image of engineering and transfer scientific knowledge to usable technology.
- It can also serve a useful purpose of introducing innovative and creative ideas related to man, technology and society.
- As responsible citizens, the engineers can also become aware of an ever-increasing consumer demand, issues related to pollution, possible long-term or irreversible environmental challenges and diminished resources. Hopefully, this will help the new generation of engineers will think about the ethical and societal implications of their ideas and inventions.

### **English Language Teaching (ELT)**

The designing of curriculum of any course needs to address teaching of various subjects in a meaningful way where students are engaged and motivated throughout their course. One of the strategies of planning courses could be cross-curricular approach so that the syllabus can be able to incorporate curricular expectations from various subject areas to improve students' capabilities. Teachers of various disciplines can foster an environment that encourages connection between subjects and alter students' perceptions about the relationship between various disciplines is to focus on creating integrated, cross-curricular instruction of multiple subjects. The advantage is that students will begin to see knowledge as interdependent and connected rather than as individual, isolated subjects.

English plays a major role in getting better academic and career opportunities to engineering graduates. English is a compulsory subject for most of the first-year students of Engineering and technology. An ELT course for engineering courses can be designed to focus on the use

of science fiction material, both printed and audiovisual, to teach English. Various works of science fiction can be selected so as to create interest among techies and also learn English.

### **Methodology and Teaching Materials**

The teaching methods of twenty first century have been informative as well as facilitative. The pedagogy of an ELT course can give the students motivation to include activities and samples of assignments derived from the works of science fiction. Any syllabus for teaching English comprises of the four skills of language learning i.e. Listening, Speaking, Reading, and Writing. Science can be integrated into English language in order to touch upon curricular expectations for reading, writing, oral communication, and media literacy. A variety of methods exist for teachers to apply to successfully integrate their curriculum with other subjects. Teachers of English and engineering subjects can decide and offer various classes four to five choices in the genre of science fiction. Students can be allowed to explore science fiction stories of their choice and have activities based on these books. Teachers of English can partner with teachers of other disciplines to conduct presentation sessions and give assignments so that students have common activities for those subjects. In collaborative evaluation methods, respective teachers can focus on the content and skills to be tested and evaluated in the given activities. As the skills and information students acquire becomes more heavily interrelated, the more structured students' learning happens.

### **Classroom Activities and Language skills**

By incorporating science and English together, engineering students can be immersed in activities that allow them to experience and then express their ideas in a creative manner. Students can be engaged in the thoughtfully constructed activities and connect their learning experience so that science becomes more relevant. This cross-curricular approach also helps to meet the needs and interests of learners with varying language abilities and learning styles. Students need to collaborate with fellow class members and actively participate in certain activities.

### **Listening Skill**

- Teachers can activate students' interest by asking them to watch science fiction movies and test their listening comprehension skills.

- Listening skills of the students can be tested during their presentation sessions in the form of feedback.
- Teachers can ask students to draw graphical representations, diagrams, tree diagrams, tables based on listening text material.
- By exposing the students to different science fiction films, teachers can train students on different English pronunciation patterns and accents.

### **Speaking Skill**

- Some lessons can promote healthy discussions regarding implications of science and technology.
- Teachers can ask students focus on scientific discoveries and technological advances during different times and create a presentation that highlights one or more scientific innovations and how they affected society both then and now.
- Students can take part in small skits based on science fiction stories and act as characters. It also creates lot of interest if students take their roles seriously.
- The course seeks to familiarise students with written science fictions stories and media adaptations. There can be discussions based on comparisons of the book with the films.
- Students' speaking activities such as group discussions and mock interviews based on the teaching materials can be considered for grading purposes.

### **Reading Skill**

- Students can be involved in reading science fiction stories of their choices to inculcate their reading skills.
- Teachers can ask students to read prescribed science fiction stories and make notes or summarise it.
- Teachers can engage students in reading and proofreading of written assignments of their fellow students.
- Teachers can provide pictures and posters of science fiction stories to reflect and frame mental pictures of their observations.
- Students can be asked to read current research going on in their respective fields and make predictions.

### **Writing Skill**

- Students can write letters, research articles, book reviews, narratives, poems, or newspaper articles based on science fiction stories.
- Some scientific topics can be extended if students prepare a written response, deliver a speech or participate in a classroom debate.
- Teachers can also plan projects for a pre-determined portion of the syllabus of engineering subjects and English.
- Students can be asked to write descriptive essays, summaries, technical reports and produce e-mails on various work related topics.

### **Conclusion**

Reading science can make students understand and visualize basic and advanced concepts of science and technology. A course using science fiction found in literature and movies can be designed as a part of curriculum. An integrated approach in teaching engineering subjects and English enables students to achieve higher level critical thinking and collaborative skills. Teachers can use science fiction in their teaching so that students study some major fiction works and become acquainted with the innovations that they had been achieved in science and technology. The paper describes how science fiction can be taught to engineering students to encourage them to use imaginative literature for getting innovative ideas in science and technology and also master various skills of English language learning.

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## **Significance of Language Labs in Engineering Education**

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### **Introduction:**

‘The Earth is revolving round the Sun’ is the known fact alongside ‘the globe is revolving round the English language’. The English language, internationally a language of the asset, as it is used in business, technology, media etc. and intranationally a lingua franca leads us to globalization. ‘Think logically and speak clearly’ is the living slogan in this educational arena. Now-a-days, engineering education is given priority at this juncture communicative competence is playing a crucial role in competing the requirements of this competitive world. Engineering students in rural areas are suffering from the low level of communicative competence. For developing language proficiency of graduates, they require higher levels of speaking skills to serve the need of the purpose like examinations and placements. Engineering students are presumed to work for industries in India and abroad to get the ability to communicate in different situations.

### **Significance of Communication Skills:**

Most of the intellectual engineering graduates fail to make an impact on the global market mainly because they lack the required communicative competence. It is a high time for every engineering student to realize that he/she should learn not only technical skills but also communication skills. Communication skills are indispensable for an engineering graduate. Technological University Curricula can no longer afford to ignore the importance of communication skills for engineering students for their educational, as well as professional purposes. It is no way an exaggeration to say that communication skills in English are necessary for sheer survival in this world today. So communicative competence is a key dimension of modernizing Engineering graduates.

### **Language Labs:**

Innovative trends in science and technology provide an enthusiastic platform for the engineering students to learn communication through technology. Communicative English becomes the unprecedented predominance in JNTUK curriculum. English Laboratory is introduced to the Engineering students to improve the communicative competence through

technology as it is a technological aid for the students to learn. Incorporation of language laboratories enrich the learning skills of the students and provide the wide range of opportunities for the students besides inculcating interest and enthusiasm towards learning easily. The first and foremost chapter, in the university curriculum, is situational dialogues or role plays. K-Van Solutions and Hi-Class are some of the software companies developing the software to give ease to the student before they are going to handle any dialogue in the prescribed curriculum. This language laboratory has a various advanced facilities which can help an engineering student to learn language with effective communication.

### **Technological Tools:**

The idea of the language laboratory establishment came into existence in education in the 1960s. With the popularity of internet in the 1990s advanced the development of education through the technological tools. Multimedia control server, headsets and microphones, the communicating response pad, etc. are the gear up tools to use in language labs. Computer-Assisted Language Lab, Web-Assisted Language Lab, Mobile Assisted Language Lab, Radio and T.V. Studios are all various technological devices to develop the communicative competence of the students. For instance, look into the dictionary for a word is an outdated fashion and watch the web in cell phone or computer by consulting technology is an updated passion for the technological students. Demand for technology in the engineering field makes emerge these technological tools. Language learning and promoting language becomes easier and interesting to both the pedagogy and the learner.

### **Computer-Assisted Language Lab:**

Computer Assisted Language Labs provide repeated practice for the average students to meet their objectives. At present, students have got exhausted, boring, painful and lose interest in working with the Text Assisted Language Labs. Computer Assisted Language Labs attract the students with its own features. These labs teach more interesting and attractive ways. Though the students are taking tedious drill, it becomes more interesting to take the drill. These labs motivate students to go beyond the initial mastery over the topic. Intelligent students can go speedily in meeting the tasks set to them and the other students can go according to their own limitations of their knowledge.

When the students work with the computer they can work individually. After gathering the content, they work in pairs and teams. This feasibility is available in lab classes. They learn from the internet as well as from their interactive communication with their peers. Students can estimate their level of knowledge and compare their strengths with their classmates. Teachers' contribution in making them learning the skills plays the essential role in the lab.

The teacher can get login with the server system, teacher can attend the student individually and clarify the doubts while they are working. Teacher can engage all levels of students very fruitfully. Teachers' planning prior to come to the language labs work very well in such type of labs. If an online test is conducted to the students, immediate result and feedback will be provided to each student. Through this, they can estimate themselves and practice to get the good result. Tedious evaluations of grammar, vocabulary, pronunciation processes become very handy to the teacher with Computer Assisted Language Labs. Teachers using the CALL software in a sophisticated manner can explore their ideas and promote communicative competence in engineering students.

**Web-Assisted Language Lab:**

The world wide web gives exposure to technological students to acquire knowledge. Students get easily hyper media or hyper text communication on the Internet. Knowledge from the different parts of the world is linked together and saved electronically. Web users are transferring and sharing the information and enriching the resources day by day. Promoting communicative competence through the web brings out new approaches to the process of education and instruction.

Providing different web addresses in the form of URLs to the students to give practice in the language lab. They take various exercises from different web sites and get mastery over them. Teacher can divide all the students into pairs and make them participate in discussion with their peers. Perfect monitoring of all students can give a lot of benefit to both the student and the teacher while promoting communicative competence. Providing the opportunity to work with various websites and allow them to participate in discussions. Students can easily and interestingly develop their communicative competence.

**Mobile Assisted Language Lab:**

Mobile is a common device used by all the students of technology. Now a days 90 percent of the students are using cell phones, 20 percent of the students are using tablets and iPods. Common features of these devices now include the Internet access, SMS text-messaging, voice-messaging, cameras, and video-recording. In the process of language learning, all these features empower communicative language practice, access to reliable content, and accomplish the task. This particular lab is more focused for vocabulary and quiz. This mobile technology is useful to the student both inside and outside of the classroom. The teacher can send the chunks of vocabulary or quiz to students. Students can answer at that time or they can take time and answer them. They write the assignments issue by the teacher. It is like continuous learning mode. Whenever students show interest towards the tests they can take them. When the student sees the words send by their teacher they work with the word stems and can improve the vocabulary and quiz in the same manner.

Students have fun with their mobile phones. Students are very attentive and focused while they are using mobile phone in the classroom. One way computers are better than mobile phones for handling different types of information but these mobiles are very easy to carry from one place to the other because of portability. Some students don't have their personal computers, for them these cell phones are really a boon. Though this technological lab can have its own limitations but based on the continuous instruction by the instructors it will work very well. Comparitively the mobile is the cheaper than computers and a middle class student also can afford to buy the mobile to work for the technological classes in this present scenario.

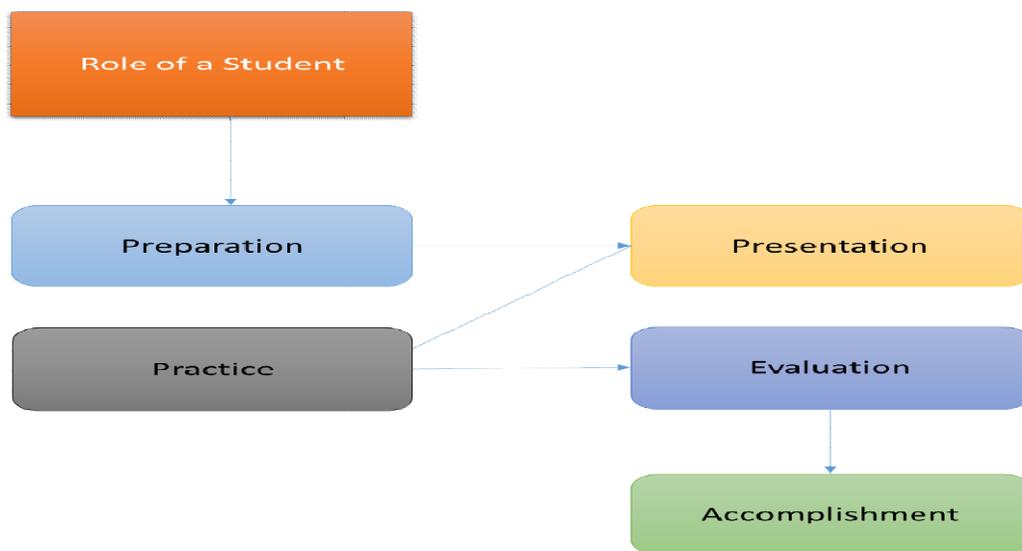
**Radio and T.V. Studios:**

Students usually do presentations in Radio and T.V. In some of the colleges, the management provides the students both the Radio and the T.V. facilities. Students can get their feedback from the society and the other students. Their voice modulation will be tested in the studios. They can listen to their own voice in the Radio and they can see their posture in the T.V. Reading newspaper, participating in the group discussions, debates and quizzes are the significant programmes in both the medias. Students can get recording their sessions and bringing to the teacher for evaluation. Though they evaluate themselves, they feel satisfaction

to get evaluated by their teachers also. If they identify their mistake in their pronunciation, body language etc. they cannot commit the same mistake once again in their life time.

### Role of the Student:

Whatever may be the technological tool is, after collecting the information the role of the student starts. Every student has to undergo the below stages to improve their communicative competence. Teacher's promoting communicative competence and students adaptability to the situations should be in a balanced proportion.

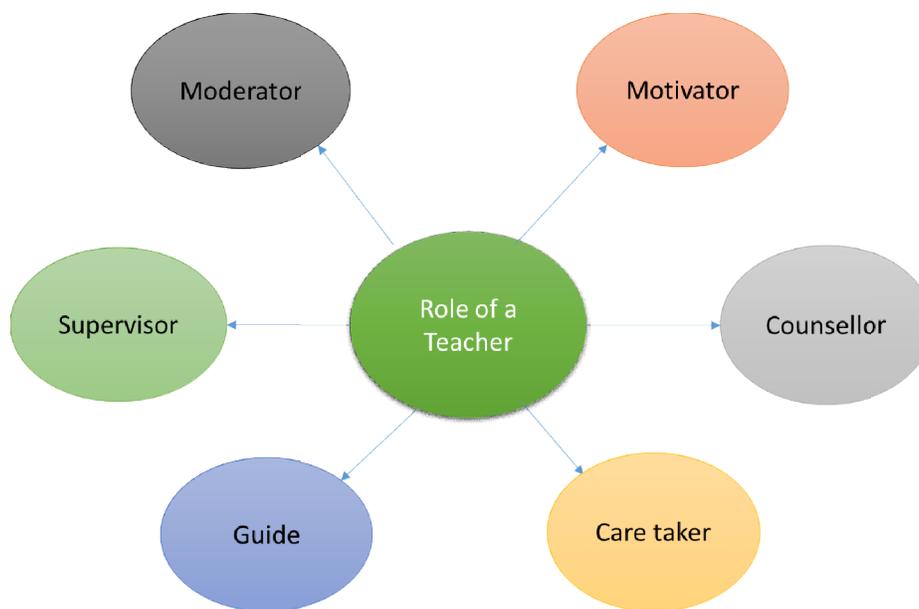


- **Preparation-** In this stage, the teacher's role is to recognise the students' basic knowledge to perform the task such as eliciting their previous knowledge, selecting the information, arranging the information logically, finding out the apt vocabulary to the context, planning for the concept and getting synchronisation of the main ideas.
- **Presentation-** In this step, the teacher monitors each student; advice the students about their astute attention, self-monitoring, moderation, elaboration and note taking.
- **Practice-** At this juncture, the teacher encourages the students to look after their language production, pronunciation and body language which includes posture, eye contact and smile.

- **Evaluation-** In this phase, after practicing, the students assess their effectiveness of their own learning by briefing or giving a self-talk, either collaboratively or individually.
- **Accomplishments-** In the last stage, the students transfer their ideas to accomplish their tasks by integrating them with existing knowledge.

**Role of a Teacher:**

Technology with a dedicated teacher is very essential in a language laboratory. Synchronizing the tools with students knowledge is the prime responsibility of the teacher. Playing the different roles in the lab is shows the expertise of the teacher.



- **Motivator:**

Teacher always motivates the students to participate in different activities in the lab. Strength comes of the words of the teachers. Mesmerizing words of the teacher work on the young minds to reach their goals to develop their communicative competence.

- **Care Taker:**

Teacher has to give the assurance to the student that they committed any mistake at the beginning that will be acceptable. This assurance gives them enough of energy. At first, they committed some mistakes but those will be reduced by the monitoring of the teacher and student as well.

- **Counselor:**

Teacher counsels the student when they feel fear to participate in the discussions and presentations. Interacting with the student reduces the tension in the budding engineers. They overcome their fears with the soothing words of the teacher.

- **Moderator:**

Sometimes students will be humiliated with the mockery made by the other students in the class. In this connection, teacher has to act like a moderator, who mediates and convinces the other students by making them understand that the mistake made by the student is inevitable in the part of every beginner.

- **Guide:**

Teacher has to show a path where they prove themselves in attending presentations in technical symposiums and seminars. Teacher always gives them the strength by extending the helping hand in preparation of the material and giving guidance in every aspect.

- **Supervisor :**

Teacher's duty is to supervise the whole class that they are going on in the right way or not. What type of material they are browsing in the internet, the way they are handling the tools in the lab etc. Timely feedback while they are participating in the activities.

**Feedback:**

Promoting communicative competence is a never ending process. It seems every time it starts. The last but not the least skill is to make the students understand getting feedback and giving feedback. It plays an essential role in evaluating a student to uplift to the expectations. Teacher's support in the part of every individual is to give the timely and relevant feedback on the performance of the student. At first, teacher has to take the chance to give the feedback

then ask the student to share his/her feedback. While giving the feedback both the teacher and the student has to follow the above points in the picture. In this context of feedback, Brown says in his book *Principles of Language Learning and Teaching*: “Learning to swim, to play tennis, to type or to speak all involve a process in which success comes by profiting from mistakes, by using mistakes to obtain feedback from the environment and with that feedback to make new attempts that successively approximate desired goal.” According to Brown, students learn anything through trial and error method. Positive feedback from the teacher nurtures the students to improve their self-confidence and self-esteem.

**Conclusion:**

Ever longing passion for the student of Engineering is placements. Achieving placement is possible only through their communicative competence. In every walk of life, their communicative competence plays a pivotal role. Now a days the said technological tools are available in many engineering colleges. Students can hone their communicative competence through the proper usage of these tools. If they use technology for limited purposes they can stand by themselves. The same technology may give the chance to students to spoil their lives. Teachers' contribution can help the students to build confidence to face the competitive world. Rigorous monitoring of the teacher through giving them the online tests can give a lot of benefit to the students. While the teacher is promoting the communicative competence, the students have to learn life skills which are the very important ingredients of their future success. Teachers' obligation is to make them identify their personal strengths and areas for development in personal presentations.

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**Analysing the Impact of TED Videos on Presentation Skills of First Year  
Engineering Students**

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**Introduction**

In recent years, use of technology in language classroom has gained great importance. Computers are in use for language teaching for more than 30 years now. Emergence of Internet-based content availability added a new area called language education 2.0 but now is replaced by language education 3.0. Apart from the use of social media and other language teaching online resources, the age old use of video has got a new boost as there is an increased awareness of communicative techniques and the newly launched video sharing platforms help people to be aware of different world regions and their cultures.

This study aims at sharing the effectiveness of using one such platform, videos from a community called TED (Technology, Entertainment and Design) which features achievers from different areas of social and corporate worlds. As one watches a TED video, one would find apt use of technology for effective delivery of presentations. The people who present are in full of knowledge of their subject and have the greatest of self-confidence, something they have dedicated their life to.

**Use of video in Education**

Using video for teaching has several benefits. According to Mayer and Gallini (1990) there is a connection between visual clues, the memory process, and the recall of new knowledge. It means the use of video in educational settings would have direct impact on memory process and would help learners recall information they have learnt using videos.

The use of video in educational settings makes learning communicative, engaging and insightful. In addition, it enables students to acquire a range of transferable skills (Allam, 2006). According to Bijmens (2006), the use of video influences research skills, collaborative working, problem solving, technological awareness, and organisational skills.

Willmot et al (2012) stated that use of digital video in education can benefit students in:

- increasing student motivation
- enhancing learning experience
- obtaining higher marks
- developing potential for deeper learning of the subject
- developing of learner autonomy
- enhancing team working and communication skills.

### **Use of videos in ELT**

In language teaching, video is used for:

- developing listening skills of the students
- sharing information in a visual mode
- presenting and reinforce a language; and
- stimulating the language production.

Video, as a tool for language teaching helps educators address the above mentioned objectives and therefore considered to be one of the most used and appreciated resource. Students like to learn language using videos (Canning-Wilson, 2000); as it works as an effective visual aid in presenting the target language naturally (Cakir, 2006).

Increasing emphasis on communicative language teaching has led to the increased use of use of video in English classrooms. It is not only a rich and a valuable source of information (Hemei, 1997), but also, when appropriately used, is interesting, challenging, and stimulating. For students engaged in language learning, it provides authentic material leading to better comprehension, enhancing language skill. Cakir (2006) states:

We know that deficiencies in vocabulary can make even a simple task very difficult for our students. Video makes meaning clearer by illustrating relationships in a way that is not possible with words, which proves a well-

known saying that a picture is worth thousand words. Two minutes of video can provide an hour of classroom work, or it can be used to introduce a range of activity for five minutes. A ten-minute programme can be useful for more advanced students. Less advanced students may wish something much shorter because their limited command of the language also limits their attention span.

Understanding the usefulness of videos it was felt that they can also help in developing presentation skills for the following reasons:

- it provides authentic language input,
- any short sequence from a programme can be selected and utilized for intensive study. The teacher can use and reuse it repeatedly several times whenever necessary,
- Students can concentrate on the nuances of language in detail and interpret what is being said,
- they can also concentrate on visual clues such as facial expression, dress, gesture, posture, and on voice modulation, intonation, tone and tenor,
- videos help teachers in maintaining students' concentration in the learning process.

### **TED Videos (Technology, Entertainment and Design)**

Emergence of Internet and video-sharing sites available on it has added a new dimension in the use of video for language teaching.

Here, it would be worthwhile to explain what TED videos are and how they came into existence. TED was invented in 1984 by Richard Saul Wurman with an intention to explore ideas in the three fields namely technology, entertainment and design. The first TED talk/lecture included a demo of the compact disc, the e-book and 3D graphics from Lucasfilm. TED continued in the form of conference series since then. In 2006, first six TED talks were posted online. By 2012, TED videos were watched more than billion times.

The key advantages of using TED talks in language classroom are that:

- most of the TED talks range from 5 to 15 minutes which makes them an ideal resource to be used in the classroom and for student assignments,
- students' interest can be developed as they are based on real-life experiences of presenters or on the work they are involved into,

- they can prove immensely helpful in improving students' note-taking, listening, and discussion strategies/skills,
- they can help students enrich their vocabulary,
- being available along with transcripts, TED talks makes it easier for students to acquire information on content from them in an effective manner,
- TED videos include a range of topics on business, design, marketing, self-development, technology and global issues which are capable of generating interest in students.

The advantages mentioned above helped the researchers to consider them as appropriate resource materials for enhancing presentation skills of students. It was premised that as students would watch real presentations delivered on an international platform, it would inspire them to imbibe certain characteristics of what they view. It would also motivate them to reflect on their shortcomings and deal with their presentations in a similar manner as dealt by the presenters on the TED platform.

Ten (10) TED talk videos were chosen for the present study after a comprehensive research on various blogs and websites. Reviews and comments of people who had watched those videos were also kept in mind before making the final selection. Each video had an individual objective. For example, Amy Cuddy's video on body language is considered one of the best videos on use of body for effective communication. Ken Robinson's presentation is one of the most-viewed talks in history etc. Keeping in mind the objectives of the study, the following videos were selected:

1. Gordon Kangas: Giving Presentations Worth Listening To
2. Hans Rosling: The best stats you've ever seen
3. Ken Robinson: How schools kill creativity
4. Sam Richards: Push Your Audience
5. Dan Pink: The puzzle of motivation
6. Jacqueline Novogratz: An escape from poverty
7. Amy Cuddy: Your body language shapes who you are
8. Ron Gutman: The hidden power of smiling

Each video had the following elements which, when combined, resulted in a greater understanding of how presentations needed to be delivered.

- Using appropriate body language for communicating effectively
- Capturing the interest of audience and provoking curiosity
- Explaining complex data while giving presentations
- Managing data on PowerPoints i.e. ways to display slides
- Using stories to connect with the audience
- Using rhetorical questions and humour
- Giving a powerful opening to a presentation
- Giving powerful conclusions and flawless delivery
- Using visuals that engage the audience in a better manner.

The select videos had everything in them to give their viewers something new every time they saw it.

### **The Study**

A study was conducted at Shantilal Shah Engineering College, affiliated to Gujarat Technological University, involving 18 students of First Year Engineering. The students were from different branches of Engineering which included Information Technology (4 students), Mechanical Engineering (3 students), Electrical Engineering (5 students) and Electronics and Communication (6 students). Random sampling was done and students voluntarily participated in the study.

The study was conducted over a period of 15 days, which incorporated the Pre training test – training - Post training test design. In the Pre- training, each student presented on a topic which was scored on the basis of Assessment Rubric (Appendix 1) adapted from Read Write Think's 'Oral Presentation Rubric' and Harvard's 'Resident Research Presentations Rubrics'. This rubric took into consideration wider aspects of making a presentation, such as manner of delivery, clarity of objective and content, preparing PowerPoint slides, design and planning, presentation techniques/skill and personal conduct. The scores were computed on scale of 1 to 4 in which, 4 was considered excellent while 1 meant that improvement was needed.

Evaluation of student presentations was done by two external teachers who were not directly connected /involved with the study.

After the first round of presentations, comprehensive presentation training for 15 days was imparted to the students with the help of select TED videos. Out of 15 days, for 12 days all the students watched the videos together. There were comprehensive discussions on each aspect of the video in between and after watching the videos.

The researchers encouraged students to observe how the talks are initiated by the presenters so that they can develop the skill of opening their presentations in an effective way. The students were made to note five best things about all the videos they saw. When they talked about what they had in their notes, they were encouraged to justify their observations – which in itself became small presentations.

The students were also given the basic instructions to notice the way presenters maintain interpersonal communication with the audience, their attire, eye contact, the way they modulate their voice etc.

Apart from that the students were asked to make their own version of the talks they saw and share it with their peers and the researchers. It gave them hands on experience of getting prepared for presentations.

The students were encouraged to emulate the people they were watching. They were asked to observe the visuals, how the speakers spoke, what kind of body language they displayed etc. in their talks.

For the remaining 3 days each student was assigned a personal computer and copies of all the eight videos were given to them for personal observation. For 3 days they watched these videos alone and they were asked to note what they were learning from them. They were also told to note how they would implement the learnt strategies while delivering their own presentations.

The students' presented again which comprised the Post training test. These were evaluated by the same team of two teachers who evaluated the pre-training presentations.

In the rubric there were four grading in five categories i.e. Excellent (score-4), Good (score-3), Fair (score-2) and Needs improvement (score-1). After the analysis, the scores were calculated and a total score was assigned to each student presenter. For example, if a student has achieved 2 in 'Delivery', 1 in 'Objective & Content', 2 in 'PPT', 3 in 'Presentation Skill' and 3 in 'Personal Conduct', his total score would be 11.

### Results and Discussion

#### Pre -Training Presentations

As mentioned in the previous section, the study comprised the Pre training – training - Post training design. In the Pre-test, each student made a presentation which was evaluated on the basis of the prepared assessment rubric. The following table charts the scores of these presentations.

No. of Students = 18

Components	Scores			
	1	2	3	4
Delivery	1	16	1	----
Objective & Content	3	9	6	----
PPT	6	10	2	----
Presentation Skill	----	14	4	----
Personal conduct	3	11	6	----

Table No. 1. Scores on Pre -Training Presentations

Based on the above scores, one can derive that nearly all students achieved less than average scores in all aspects for their presentations (delivery, objective & content, making PPT slides, presentation skills and in personal conduct). Even in preparation of PowerPoint slides, which is considered to be one of the basic skills among undergraduate students, these students failed

to achieve good score. No student reached the mark of excellence (score 4); this meant that nearly all students had to improve on their skill of presenting.

### **Post -Training Presentations**

No. of Students = 18

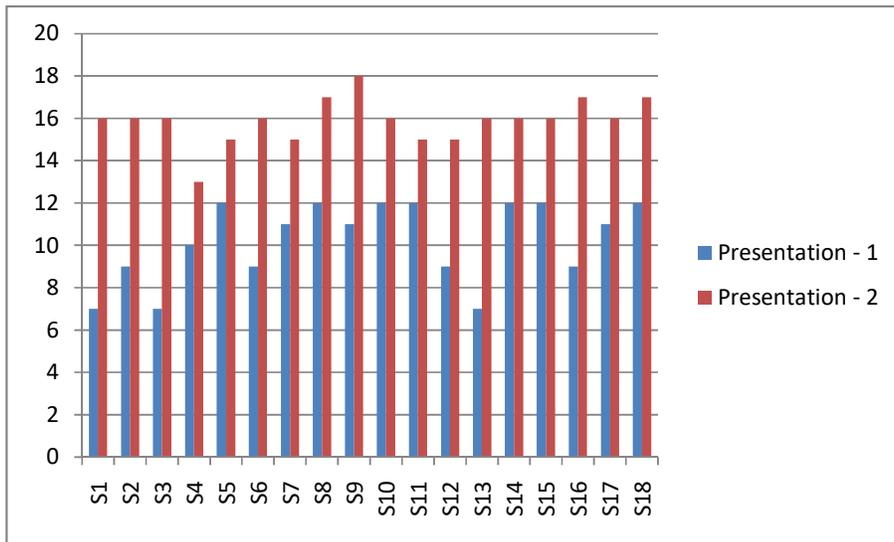
<b>Components</b>	<b>Scores</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Delivery	-----	-----	9	9
Objective & Content	-----	3	10	5
PPT	-----	2	11	5
Presentation Skill	-----	3	12	3
Personal conduct	-----	4	10	6

Table No.2 Scores on Post-Training Presentations

The post-training scenario presents a different picture than the Pre –Training one (Table No.1). It is significant that no student received a score less than 2. Another noticeable fact is that the average scores of students have shifted from fair (score 2) to good (score 3). Also, we can now see that many students have got a score of 4 (not a single student got the score of 4 in the pre-training presentations), which means that there has been a remarkable improvement in their presentation skills. The training program comprising viewing videos and discussing the nuances have helped them internalise certain aspects of the presentations. Viewing of videos in their own personal space also helped them reflect on their shortcomings and they used this opportunity to learn how to overcome them and make effective presentations.

### **Comparative Analysis**

The comparative analysis of the impact of TED videos on presentation skills of the students is graphically presented below.



This graph presents a clearer picture of the impact of the TED videos. The cumulative minimum score in the first round of presentations was 7, whereas the minimum score in the post-training presentations was 13. 22% of the students scored 15, 50% scored 16, 16% scored 17 and 11% scored 18. One can thus conclusively say that the TED video-based presentation training program for a short span of 15 days brought about the necessary quite effective results.

### Conclusion

The 15 day study conclusively proves that TED videos can be effectively used for improving presentation skills of students. It is suggested that such a practice be regularly undertaken in the classroom all the year round so that it helps students to improve one of the most demanded skills in the corporate environments, thus enhancing manifold their employability quotient.

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**APPENDIX**

The following rubric was prepared to assess participant presentations. The rubric was adapted the Read Write Think’s ‘Oral Presentation Rubric’ and Harvard’s ‘Resident Research Presentations Rubrics’. (ReadWriteThink, 2013; Musial et. al., 2007)

<b>Oral Presentation Assessment Rubric</b>				
	4-Excellent	3-Good	2-Fair	1-Needs improvement
<b>Delivery</b>	<ul style="list-style-type: none"> <li>• Holds attention of the audience with direct eye-contact.</li> <li>• Does not look at the notes frequently.</li> <li>• Maintains audience interest with moderation in voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains eye-contact with audience but returns to notes frequently.</li> <li>• Speaks with satisfactory variation of volume.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows minimum eye-contact with the audience.</li> <li>• Reading mostly from notes / PPT.</li> <li>• Speaks in uneven volume.</li> </ul>	<ul style="list-style-type: none"> <li>• Holds no eye-contact with audience.</li> <li>• Everything read from notes/PPT.</li> <li>• Speaks in low volume / monotonous tone.</li> </ul>
<b>Objective &amp; Content</b>	<ul style="list-style-type: none"> <li>• Clearly explains objective of the presentation.</li> <li>• Demonstrates full knowledge by answering all questions with explanation.</li> <li>• Provides clear purpose and subject.</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfactory of explanation of objective.</li> <li>• Answers questions without elaboration.</li> <li>• Had somewhat clear purpose and subject.</li> </ul>	<ul style="list-style-type: none"> <li>• Reasonable explanation of objectives.</li> <li>• Is uncomfortable with the information. Answers only rudimentary</li> </ul>	<ul style="list-style-type: none"> <li>• No explanation of the objective.</li> <li>• Cannot answer questions as does not have proper grasp of information.</li> <li>• Does not define the subject</li> </ul>

			<p>question.</p> <ul style="list-style-type: none"> <li>• Attempts to define purpose and subject.</li> </ul>	<p>and purpose clearly.</p>
<b>PPT</b>	<ul style="list-style-type: none"> <li>• Logical flow maintained.</li> <li>• Extensive use of graphics – highly relevant to the content.</li> <li>• Decent colours and slide design.</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfactory logical flow.</li> <li>• Satisfactory use of graphics.</li> <li>• Satisfactory colour choice and design.</li> </ul>	<ul style="list-style-type: none"> <li>• Reasonable logical flow.</li> <li>• Reasonable use of graphics.</li> <li>• Reasonably good colour choice and design.</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks logical order.</li> <li>• No use of graphics. In appropriate when used.</li> <li>• Bad slide design and colour choice.</li> </ul>
<b>Presentation skill</b>	<ul style="list-style-type: none"> <li>• Clear and concise presentation.</li> <li>• Answered technical questions with great ease.</li> <li>• Smooth delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfactory presentation skills.</li> <li>• Adequate responses to questions.</li> <li>• Minor pauses.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation skill needs improvement.</li> <li>• Could answer questions only after referring to notes.</li> <li>• Highly dependent on PPT/notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to discuss the topic properly.</li> <li>• Could not answer questions.</li> <li>• Materials and presentation skill lack polish.</li> </ul>
<b>Personal conduct</b>	<ul style="list-style-type: none"> <li>• Very well prepared.</li> <li>• Professional attire.</li> <li>• Well-mannered and respectful toward audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfactory preparation.</li> <li>• Satisfactory behaviour.</li> <li>• Satisfactory attire.</li> </ul>	<ul style="list-style-type: none"> <li>• Reasonably prepared.</li> <li>• Appropriate attire.</li> <li>• Behaviour appropriate for context.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrived late.</li> <li>• Not in professional attire.</li> <li>• Inappropriate behaviour for context.</li> </ul>

	<ul style="list-style-type: none"><li>• Arrived in time.</li><li>• Polished presentation.</li></ul>			<ul style="list-style-type: none"><li>• Not prepared.</li></ul>
Circle the Total Score: 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20				

**Poetry as a Powerful Tool in Communication Skill Classrooms:  
A Case Study**

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Communication Skill as a core subject is rapidly reaching the departments of Humanities and Social Sciences. Almost all the educational programs are incomplete without the training of Communication skills. The professional schools like Management, Technology, Law, Pharmacy etc. have embraced Communication Skill as one of the leading courses to ensure the multi-dimensional development of their pupils. In such a scenario, it becomes imperative to generate awareness of effective communication among students. In most of the educational institutions, the said course is being taught by the English teachers. One of the major challenges of this course is its limited scope. Researchers have been constantly working on exploring various strategies to make communication classes interesting and effective. Some of these methods are rigorously practiced in classrooms and practical sessions like Presentation, Role Play, Extempore, Group Discussion, Language games etc. to make the sessions more interactive and appealing. However, there is a vast gap between the lectures which are delivered in classrooms and the implementation of the same in practical life. One of the reasons behind this gap is the dry theory of Communication Skill which involves the issues like why, when, how, where one should communicate and also the obstacles that block the effectiveness of any communication. When such aspects are discussed in the classrooms, they are received very passively by the students. Instead of motivating students, they generally create monotony in their reception of theory. As a result, the subject is taken lightly and students fail to relate it to their daily lives.

One major benefit which English teachers have to overcome this dryness of theory is their literary background. Communication and Literature cannot be separated from each other. However, our current education system fails to recognize this while designing the curriculum.

Literature exemplifies communication and communication in turn gives voice to literature thus sharing an inseparable bond. Literature is the study of human behavior and their art of communication. Literature exhibits both implicitly and explicitly how human relations are maintained and sustained only with the help of communication. Thus, the relationship between communication and literature has a vital significance.

As Gary Saul Morson opines, “Practical language uses words to accomplish a goal, but poetic language is oriented towards the words themselves. Thus, practical language seeks to be transparent, whereas poetic or literary language is deliberately difficult so that we pay attention to it.”<sup>1</sup>

Thus, critics throughout the ages have acknowledged the appealing nature of literature in general and poetry in particular. Poetry can play a potent role in teaching communication skills to the technical students who have little exposure to literary studies. It not only offers a unique way of understanding the various aspects of communication skills but also provides an aesthetic and intellectual insight of various classics across the world. Poetry helps in cultivating various skills like Speaking, Writing, Listening and Reading. It also gives concrete examples of Presentation skills, Interpersonal skills and the effective pursuit of Intrapersonal and Extrapersonal communication for professional success. All these aspects of communication can be discerned both overtly and covertly in the poetic works of great masters like William Shakespeare, John Milton, John Donne, Alexander Pope, William Wordsworth, John Keats, P.B. Shelley, Samuel Coleridge, and Robert Browning to mention few. All these poets have employed wonderful communication techniques to express their emotions and feelings. Almost all the levels of communication are exemplified in their poems.

### **Levels of Communication through Poetry: Some Examples**

Extrapersonal level, to begin with, is an act of communication with non-human entities. When we communicate with nature, animals and other non-human objects, we enter the realm of Extrapersonal communication. Such type of communication may not have direct impact on the human behavior but it helps in refreshing our emotions and feelings. So many lessons can also be learnt by this mode of communication even though the sender is always

passive in such cases. The beautiful scenery of nature, chirping of the birds, the emotional bond with the pets, the changing seasons, all play a very important role in human life. Poetry evokes them in such a manner that one cannot avoid being influenced by all these. The finer and profound emotions of human existence can be related with with poetry. As poets are more sensitive and imaginative, these things affect them in the most profound manner. As William Wordsworth realizes in “Tintern Abbey”:

These beautiful forms  
Through a long absence, have not been to me  
As is a landscape to a blind man's eye:  
But oft, in lonely rooms, and 'mid the din  
Of towns and cities, I have owed to them  
In hours of weariness, sensations sweet,  
Felt in the blood, and felt along the heart;  
And passing even into my purer mind,  
With tranquil restoration...<sup>2</sup>

Wordsworth asserts that nature has always been with him in all the phases of his life be it a childhood or when he was young. He is haunted like a passion by the ‘sounding cataracts’ and those deep and gloomy woods arouse appetite in him to know more about them. As he grows up, his understanding of nature is escalated and he starts experiencing the presence of some mysterious power which is responsible for all the things in the universe. He feels:

Well pleased to recognize  
In nature and the language of the sense  
The anchor of my purest thoughts, the nurse,  
The guide, the guardian of my heart, and soul  
Of all my moral being.<sup>3</sup>

If Wordsworth finds nature as the teacher and guardian of his soul, Keats and Shelley draw inspiration of happiness and perceive eternal beauty in the various objects of nature. The reality is so dull and cruel to them that they enter the world of Nightingale and Sky Lark as Shelley sighs:

We look before and after,  
And pine for what is not:  
Our sincerest laughter  
With some pain is fraught:  
Our sweetest songs are those that tell of saddest thought.<sup>4</sup>

What Shelley observes is relevant today also. There is an extreme level of stress in students and most of the time they fail in managing their stress properly. It results in increasing depression, nervous breakdown and suicidal tendencies among the youngsters. They do not know how to react to unfavourable circumstances in their life. They are not happy with what they have and always 'pine' for what they do not have. This anxiety is a result of the tremendous competitive attitude that they are forced to maintain. Shelley's visionary and revolutionary approach towards life makes a good case study to solve problems in one's life. The inspiration which Shelley draws from Sky Lark can clearly be seen in following lines:

Teach me half thy gladness  
That thy brain must know,  
Such harmonious madness  
From my lips would flow  
The World should listen then, as I am listening now!<sup>5</sup>

The same level of anxiety is seen in John Keats' odes like 'Grecian Urn', 'Autumn' and 'Nightingale' where he tries to escape this unfair reality and enters the world of a Greek Urn, the season of autumn and the music of nightingale. He realizes that the world of art is changeless and therefore, happier than real life. He also suggests that we have no need to wait for spring season to bring happiness in our life as autumn too has its attraction which has gone unnoticed so far. The music of autumn is as melodious as that of spring and can be heard in the songs of small gnats, hedge crickets, lambs, and red breast. Like Shelley, Keats is also curious to return to the real world to announce this eternal truth:

When old age shall this generation waste,  
Thou shalt remain, in midst of other woe

Than ours, a friend to man, to whom thou say'st,  
'Beauty is truth, truth beauty'- that is all  
Ye know on earth, and all ye need to know.<sup>6</sup>

When an individual person communicates within oneself, he/she indulges in intrapersonal communication. It is considered the most fundamental among all others levels of communication. The various facets of intrapersonal communication are meditation, speculation, introspection, self-motivation, attitude, will power, prayer, goals and dreams of an individual. Imagination and creativity also stems from this very intrapersonal level. If a person is intrapersonally strong, it will reflect in his external behavior and performance as well. Most of the poetic examples discussed above belong to intrapersonal communication also. They are the result of long contemplation and self motivation of the poets. However, some other examples can also be given to define intrapersonal communication as Satan in John Milton's *Paradise Lost* laments over his plight:

Me miserable! Which way shall I fly  
Infinite wrath, and infinite despair  
Which way I fly is Hell; myself am Hell;  
And in the lowest deep a lower deep  
Still threat'ning to devour me opens wide  
To which the Hell I suffer seems a Heav'n.<sup>7</sup>

Satan's rebel against God brings him to the hell. But this physical hell is less horrible than the hell which he is suffering in his mind. However, he is strong enough to fight against this despondency and finally decides to act what he wishes. Sometimes, immoral acts done by human beings reach back to them in the most unusual manner and they have to suffer a lot. Such case studies in the classrooms work as catharsis to students and their conscience is sustained. The psychological diseases like somnambulism, lycanthropy, and schizophrenia have been abundantly found in the great works of literature. As the physician in Shakespeare's *Macbeth*, points out:

Foul whisp'rings are abroad. Unnatural deeds  
Do breed unnatural troubles; infected minds

To their deaf pillows will discharge their secrets.<sup>8</sup> (65-67 Macbeth)

Such case studies help students in understanding the significance of ethics and morality in their life. It can help them face their personal demons. The youth today find it difficult to face their own thoughts. They try to keep themselves busy, running away from their innermost selves.

Another important aspect of communication skill is effective presentation technique that makes persons successful in their professional field. The best example of the execution of presentation skill is the pandemonium speech delivered by Satan to his followers after their fall from the heaven. As has been discussed earlier, Satan was once the follower of God and his vaulting ambition led him to revolt against the Almighty for which he was expelled from heaven. However, Satan does not accept his defeat and addresses his followers in the most effective manner to convince them that they will not succumb to their enemy:

What though the field be lost?

All is not lost; the unconconquerable will,

And study of revenge, immortal hate,

And courage never to submit or yield

And what is else not to be overcome?

That glory never shall his wrath or might

Extort from me.<sup>9</sup>

In conclusion, it can be said that poetry gives an ample scope for the analysis of communication skills in class rooms. It has the power to convert the quotidian to the sublime thereby increasing the efficacy of pedagogy sessions of communication skill studies. Textual examples cited in this paper substantiate the same.

The reconciliation between literary studies and communication skill studies is the need of the hour. This paper is an attempt to bridge the gap between these two traditionally segregated fields of English studies. As stated in introductory remarks, English teachers have an extra edge over others as far as this union is concerned. It may be noted that this pursuit demands a more scholarly attention which it has not received so far. There has been some research on teaching literature to technical students but they have been few and far between. For instance

a paper on using 'design technology' in writing poetry had shown how poetry can be appreciated by means of technical concepts which in turn had shown an improvement in the learners overall achievement<sup>10</sup>. More research works need to be devoted to this inadequately addressed domain of academia. Thus, this paper may be received as an attempt to set forth a new field of research.

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- <sup>3</sup> Wordsworth, 119.
- <sup>4</sup> P.B. Shelley, "To a Sky Lark", *The Poet's Pen*, comp. PE & Homai Dustoor, OUP, 1971(58).
- <sup>5</sup> Shelley, 59.
- <sup>6</sup> John Keats, "Ode on Grecian Urn", *John Keats (Everyman's Poetry edition)*, ed. J.M. Dent, Orion Publishing Group, London, 1996 (65)
- <sup>7</sup> John Milton, *Paradise Lost*, ed. John Leonard, Penguin Classics, 2000 (iv.73-78 )
- <sup>8</sup> Shakespeare William, *Macbeth*, *The Complete Work of William Shakespeare*, ed. Wordsworth Editions Ltd., 1996 (71-73).
- <sup>9</sup> Milton, (i. 105-111)
- <sup>10</sup> Janice Koch and Brooke Feingold, "Engineering a Poem: An Action Research Study," *Journal of Technology Education*, Vol. 18 No. 1, Fall 2006 (54-65)

## **Constructivist English Language Teaching**

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### **1.0 Introduction:**

A classroom where a teacher teaches and students are taught following an notion that a teacher knows everything and the students know nothing is an age-old image of what teaching was perceived earlier. Pedagogy inviting participation, collaboration, inquiry, interaction, creativity, and co-operation leading to construction of knowledge has entered into the epistemic view of education with the arrival of constructivism in educational scene. Rich contexts for learning, social interaction, valuing differences, providing time for deep understanding are the features brought in through innovative strategies and practices to alter the aforesaid notion into the one i.e. *the road to knowledge is always under construction*. The role of the teacher to meet this end is to give the students center stage in the classroom, providing a setting in which the students play an active role in their learning. Teachers act as guides, mentors and advisors building bridges between their students' individual interests and understandings.

Constructivism as a meaning making pedagogy has been at the forefront of academic debates among researchers and practitioners. The concept of learning and the role of the teacher undergo a great change in constructivism. As an epistemology, it maintains that individuals create or construct their own new understandings or knowledge through the interaction of what they already know and believe and the ideas, events, and activities with which they come in contact (Richardson, 1997). A teacher, from the imparter of knowledge becomes facilitator of conditions, which helps a learner in the process of knowledge construction. Learning activities in constructivism are characterized by active engagement, inquiry, problem solving and collaboration (Brooks and Brooks, 1993). The underlying assumptions of constructivism in a nutshell are as follows:

- The learner is a unique individual and his learning is an active social process of constructing subjective knowledge.

- The learner has to arrive at his or her version of the truth, influenced by his or her background, culture or embedded worldview.
- Responsibility of learning should reside increasingly with the learner (Glaserfeld, 1989)
- Instructors have to adapt to the role of facilitators and not teachers

## **2.0 English Language Teaching: State of affairs In Gujarat**

Enhancing **communicative competence** rather than grammatical competence is the core objective accepted theoretically by the teaching fraternity in Gujarat as far as teaching of English is concerned. The text books, being based on communicative approach, emphasizes the mastering language functions woven in reading materials and the tasks that follow it. It expects a great deal of participatory, activity oriented and student centered leaning environment where “use the language, Learn the language “is advocated in practice. But if we look at the actual practice, it can be said that the English classrooms, to some extent, are characterized by execution of communicative activities based on language functions, encouragement for language use, contextual input and practice, group/pair work, judicious use of the mother tongue and facilitating for genuine language production. Some teachers are still striving to become fully communicative teachers as they bring in mastery of rules on grammar through mechanical drilling before they prepare students for communicative activities.

Looking to this state of affairs, the need for switching fully to communicative approach is felt to make English language learning more meaningful.

## **3.0 Synchronic Connections between Language, Learning and Constructivist English Language Learning**

Why constructivism in language teaching stipulates to find out synchronic connections between these questions:

- What is the nature of language?
- What is meant by learning?

- What is meant by constructive English language learning?

The answers to these questions are given in the following table describing the linear connections between these three areas.

<b>Language</b>	<b>Learning</b>	<b>Constructivist English Language Learning</b>
Language is not just a system, not just a human phenomenon, nor just a social phenomenon. It has all of these three dimensions (Chomsky: 1957).	Learning is not understanding of the “true” nature of things, nor it is remembering dimly perceived perfect ideas, but rather a personal and social construction of meaning out of the bewildering array of sensations which have no order or structure besides the explanations which we fabricate for them (Vyogostsky, 1978).	There is no standard language patterns as knowledge ‘out there’ independent of the user helping one to be effective communicator, but only contextual and appropriate language samples which are constructed further as we go on using language.
Language is a product of multiple determinants operating through number of mediating processes. These determinants are cognitive skills that require humans to perceive the essential elements speech, to recognize and remember the abstract rules and to select appropriate words and rules to figure out linguistic knowledge in different areas of discourse (Bandura, 1989)	Learning generates when we make sense out of our world by taking in information from the environment and assimilating it into our pre-existing schemas and understanding.	English is not a subject. Learning English aims at developing communicative competence. This claims for being able to constructively produce language to convey meaning.
Language is productive, generative in nature.	Learning is an active process and a social activity, mediated through interaction.	Being able to produce appropriate language fluently requires contextual real life like situations for communication in English carried out through participation, involvement and co-operation.

The table above establishes that for constructivist English teaching classroom, teacher sets up contexts which are social in nature and monitors student exploration, guides the direction of student inquiry and promotes new patterns of thinking and create scope for variety in communication.

Classes can take unexpected turns as students are given the autonomy to direct their own explorations.

#### 4.0 Fusing Communicative Approach and Constructivism

In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure she understands the students' preexisting conceptions, and guides the activity to address them and then build on them. Fusion of constructivism with communicative approach will take English language teaching a step ahead by making it not just producing contextual English but by developing students' meta-cognitive skills regarding how new language is produced using the previous knowledge.

The following table shows how communicative approach takes learning a step ahead on fusing constructivism.

<b>Indicators of communicative approach</b>	<b>More in ELT on fusing Constructivism</b>
Focus on communication rather than structure	Making the production of language subjective construction based on previous language mastery of the learner
Emphasis on functional use of language in different social setting	Spiral development of how language production take place
Use of classroom activities that relate language forms with functions	Range of possible responses enables doing, stating and theorizing as a linear process.
Focus on meaningful tasks	Experimentation in language production
Collaboration	Development of social skills
Focus on the whole learner	Learners are developed as thinkers, not just users of language. This is done through engagement, exploration, elaboration and evaluation of what is produced as language. Quality in language use is manifest.
Teacher as a facilitator	Learners become co-inquirers, construct

	situations/contexts for production of language
Use of authentic, from life materials	Stepping out of the classroom for real language use.
Provide learners with opportunities to share and explore their beliefs, feelings and opinions.	Internalization of attitudes, learning life skills as a by product.
Goal of fluency	Goal of holistic development

**5.0. A Sample**

Given below is an extract from a story: *Oh Jallebies*. A reading comprehension lesson plan leading to communicative tasks based on constructivist approach is developed as a sample.

<i>I was in the 9th standard at the government school. One day I went to school with four rupees in my pocket to pay the school fees. When I went there, I found that the teacher who collected the fees was on leave today and so the fees would be collected the next day.</i>
<i>All through the day the coins sat in my pocket, but on my way they began to speak. One coin said, what are you thinking about those fresh jalebies? jalebies are meant to be eaten and only those with money in their pocket can eat them”</i>
<i>“Look Here, You four rupees”, I said to them. I am a good boy. Don’t misguide me or it wont be good for you. Besides, you are my fees money. If I spend you today then how shall I show my face to my teacher tomorrow?”</i>
<i>The coins disliked what I said. All of them began to speak at once. There was such a clamour that the passerby in the bazaar stared at me and my pocket. I caught them tightly but after taking a few steps the oldest coin said, ” tell me honestly now, don’t you feel like eating those hot jalebies? And then, If you spend us for today, wont you get scholarship money tomorrow? Sweets with fees money, fees with scholarship money.”</i>

Here are the constructivist activities for enabling the students first comprehend the reading extract and thereby develop communicative competence using the expressions and structures woven in the extract. The planning has been done for class 9 students who are learning English as a second language.

Constructive Indicator/s	Objective/s	Classroom Interaction in the form of the Learner’s Activities	Resources
<p>Activating previous knowledge of the students through Bridging what they know and what they are expected to know.</p> <p>Engaging students to enter into a zone which is not fully known and yet not beyond their experiences to enable them to stretch themselves.</p>	<ul style="list-style-type: none"> <li>• Students recall their experiences on having money and the temptations faced.</li> <li>• Students frame questions to be asked to the coin.</li> <li>• Students state the state of the boy in different situations.</li> <li>• Students imagine further temptations given by the coin.</li> <li>• Students evaluate the response of the boy.</li> <li>• Students role play the characters of the lesson.</li> </ul>	<p>Students will answer the following questions by the teacher.</p> <p>When do you get money from your parents? What ideas about spending those money click in your mind on having money?</p> <p>Students will pay a game as instructed by the teacher. They will imagine themselves talking to a coin. They frame questions to ask to the coin. On listing to the answer given by the teacher on behalf of the coin, they will narrate their experience of having conversation with the coin.</p> <p>and will answer the following questions.</p> <p>How is the state of the boy in the following situations-getting money, going to school with money, absence of the teacher, finding the coin conversing? What might have happened to the boy on knowing that the teacher is not present in the school?</p> <p>What other questions might have been asked to the boy by the coin? Evaluate the first response of the boy to the talking coins?</p> <p>If you happen to be in the place of the boy, how would you have reacted? Do you think coins can really speak to tempt the boy? Students will read the last paragraph of the extract silently and will prepare role play scripts following the scaffold presented by the teacher in groups to enact roles of the coin, the</p>	<p>A coin made of hard board.</p> <p>Display of sample questions to be asked to the coin.</p> <p>Scaffold of the role play</p>

<p>Facilitating exploration through developing situations and grouping.</p>	<ul style="list-style-type: none"> <li>• Students infer instructions/ advice to be given to the boy</li> <li>• Students frame responses for each instruction or advice</li> </ul>	<p>Students will think of the roles of different people in the life of the boy and will imagine what will they instruct to or advice the boy. They will work in pairs and will fill in the details in the following table:</p> <p>People – Advice/Instruction – Parents – Teacher – Friend</p> <p>They will write responses to such instructions and advices individually. They will compare their responses with those of their partner.</p>	<p>Worksheet containing the table for writing instructions and advice, response box, table for making comparison of</p>
<p>Bringing forth variety of language production by facilitating explanation and elaboration through exhibiting, expanding, enhancing the newly learnt language.</p>	<ul style="list-style-type: none"> <li>• Students converse on the given situation.</li> </ul>	<p>Students will work in group of 6. They will study the context given to them and will distribute roles for initiating dialogues between them on the given situation.</p> <p>Context: Your exam is nearing. You are supposed to study. But the TV starts talking to you tempting you to watch cartoon movies. Your friend tempts you to go for playing with him. Your sister wants you to give her company for shopping. Your mother wants you to study. You are perplexed.</p>	<p>Chit containing the context, a sheet containing helping words and expressions.</p>
<p>Facilitating ownership of what has been learnt through reflecting over the process of learning and sharing.</p>	<ul style="list-style-type: none"> <li>• Student writes a letter to the boy/parents for presenting comparison between themselves</li> </ul>	<p>Students will work in groups. They will study the questions given by the teacher and will think over them collectively. They will frame two different ends for the story. They will compare end constructed by their group with that of others.</p> <p>Students will work individually. They will write a letter to the boy or to their parents comparing the characteristics of the boy and their own.</p>	<p>Prompting questions. Structure of a letter</p>

## **6.0 Suggestive Practices for Constructive English Language Teaching Classrooms**

Creation and internalization of knowledge, being the core of constructivist classrooms, the constructivism in English language teaching too emphasises turning away from the instructor and the content, and towards the learner. This dramatic change of role implies that a facilitator needs to display a totally different set of skills than a teacher. A teacher tells, a facilitator asks; a teacher lectures from the front, a facilitator supports from the back; a teacher gives answers according to a set curriculum, a facilitator provides guidelines and creates the environment for the learner to arrive at his or her own conclusions; a teacher mostly gives a monologue, a facilitator is in continuous dialogue with the learners. A facilitator should also be able to adapt the learning experience 'in mid-air' by taking the initiative to steer the learning experience to where the learners want to create value.

The learning environment should also be designed to support and challenge the learner's thinking (Di Vesta, 1987). While it is advocated to give the learner ownership of the problem and solution process, it is not the case that any activity or any solution is adequate. The critical goal is to support the learner in becoming an effective thinker. This can be achieved by assuming multiple roles, such as consultant and coach.

A few strategies for cooperative learning include

- Asking questions which require higher order thinking skills and relating content with personal details, thinking and feelings
- Contextualization of instruction to promote language production
- Maximizing social contexts for language production
- Scaffold instruction to support students in completing a challenging task and learning more complex language structure without reducing the complexity.
- Scaffolding supports learners' language fluency, stimulates their active thinking, and advances their communication ability in English.
- Using problem solving activities, project based learning

- Promoting critical thinking through think, reflect and converse activities
- Using cooperative group works and involving students in process oriented inquiry approach
- Using authentic learning opportunities and not becoming slave of lesson planning
- Reciprocal Questioning: students work together to ask and answer questions
- Jigsaw activities

### **7.0 Conclusion**

In order for any discipline to survive, it must accommodate changes in theory and practice and do so in a way that adds value to the discipline. Not only that, curious and innovative teachers need to fuse theories to actualize finer facilitation of learning. New epistemic explanations regarding nature of learning and teaching trigger through experimentation in blending theories. Let us accept the fact that as teachers we also need to construct are own pedagogy which is flexible, flowing and free from any rigid structural hassles.

**\*With the Editor of ELT Quarterly's permission, this paper is reprinted here from ELT Quarterly's March 2013- Issue-1-4-Volume-14.**

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## **English Language Writing Skills Assessment for In-service Teachers of English**

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### **Introduction**

The present paper focuses on the writing skills competence in English language teachers of Anand district at secondary level. The English Language teachers need to be careful regarding four basic skills- Listening, Speaking, Reading and Writing in order to develop these skills in learners. The present paper discusses writing skills at advanced level and the techniques and tools for assessing writing skills. At the core, the paper discusses objectives of the research, research methodology, research tools and data collection procedures followed by the authors. The research involves the assessment of writing skills of 30 secondary school teachers of English working in various schools of Anand district. A detailed analysis of the writing skills competencies of these teachers is presented with interpretations and major findings. The paper aims at getting an overview of the present scenario in the field of teaching and learning of English language writing skills in Gujarat, specifically with reference to in-service teachers of English, their competence in writing skills and scope of enhancing writing skills in in-service teachers of English.

### **Rationale of the Study**

It is necessary to know how these basic language skills play a vital role in the field of teacher education. When we learn our native language, we usually learn to listen first, then to speak, then to read and finally to write. But this sequence of language skills is changed when it comes to teacher education. Pre service teachers of English need to acquire these basic skills in order to become a good language teacher. It is observed in Gujarat that the pre service

teachers keep on listening to their teachers every day. Most of the teacher trainees read materials only to clear their exam as they are exam oriented. They write in English during the practice teaching programme and examination. They try to speak in English during the hours they spend at the college. Apart from it they don't get less exposure for speaking in English. Most of the trainees are not making any attempt to acquire these basic skills on their own. . Here the sequence of language skills is Listening, Reading, writing and speaking. It is noticed that in service teachers of English keep on speaking in the classroom. They read the lessons in the classroom while teaching in the classroom. While teaching textbooks they write on the black board. For example they write difficult words from a particular lesson on the board. Then they provide very less opportunities where the learners can express themselves in English. The exposure is not provided. The sequence of language skills is – Speaking, Reading, Writing and Listening. Again this sequence is changed when the tasks and activities are assigned to the learners in the classroom. It is like this- Reading, Speaking, Writing, and Listening. The common factor in these type data is 'Writing skills' that remained on third position every time. Why is it so? This question led researchers to study the writing skills competence in English language teachers at secondary level.

### **Writing Skills at Advanced level**

#### Advanced Writing Skills

Writing skills is one of the language skills which the English language teachers need to develop very accurately. Writing skills require efforts and practice in composing, developing and analyzing ideas. The English language teachers should have mastery over these skills.

There are some characteristics of an expert writer. Expert Writers

- are goal directed
- understand their topics
- consider how paragraphs and sentences advance the goal
- use cohesive devices to tie sentences and paragraphs together
- aware of and anticipate readers' needs
- attend more to meaning than form in meaning
- make more revisions than non-experts writers

(Flowers and colleagues, 1980, 1986)

Here Flowers and colleagues have suggested necessary qualities one should have in order to become a proficient writer. The English language teachers should have good understanding of writing skills as they are supposed to teach these skills to their learners.

### **Developing achievement tests to assess writing skills**

According to Linda Suskie “The most important purpose of assessment should not be improvement or accountability but their common aim: everyone wants students to get the best possible education.” Here Linda Suskie wants to say that the common purpose of assessment is that a teacher should try to know where the learners really lack and they should help students know what to aim for in order to give them good education.

Achievement test is a way of assessing an individual's knowledge, skill or accomplishment in one or more content areas.

#### **Fundamentals of Achievement Testing**

The purposes of achievement tests and their results are many and varied. Some of the possibilities are to:

- measure an individual's achievement of course objectives
- assess the group's performance
- evaluate the test and the items
- evaluate and improve instruction and the curriculum

The fundamental purpose of achievement testing is to promote learning. Achievement test results should accurately measure individual differences or achievement at a certain pre-specified mastery level and should always foster learning. Essay or multiple-choice achievement test can be developed. If the achievement test requires measuring the highest cognitive by combining both essay and multiple-choice items into a single test is commonly suggested. This is advocated especially if the test writer is new to achievement test construction.

The uses and advantages of essay achievement tests are as under.

The essay items are used...

- When measuring the highest cognitive levels
- When a response needs to be created
- When evaluating writing ability

Advantages of essay achievement tests

- Relatively short amount of time required to construct the items.
- Allows for creativity, originality and composition.

### **Objectives of the Study**

- To identify the problems in English language writing skills of the secondary school teachers of English
- To study the errors committed in English language writing by the secondary school teachers of English in terms of punctuation marks, vocabulary and grammar.
- To study the writing skill competence of the secondary school teachers of English in terms of cohesion and coherence.
- To offer some relevant remedies and suggestions to improve the writing skills in the in-service secondary teachers of English

### **Research Questions**

- What are the problems that teachers face while writing in English?
- How can criteria be developed for assessing writing skills of English language teachers?
- What are the areas of writing skills the teachers of English need to improve?
- Up to what extent the teachers of English are efficient writers in terms of coherence and cohesion in writing?
- What can be done to improve writing skills of English language teachers?

### **Null Hypotheses**

Ho<sub>1</sub> - There will be no significant difference between the scores of the errors in the writings of the First language teachers and the second language teachers in the area of grammar.

Ho<sub>2</sub> - There will be no significant difference between the scores of the errors in the writings of the First language teachers and the second language teachers in the area of vocabulary.

Ho<sub>3</sub> - There will be no significant difference between the scores of the errors in the writings of the First language teachers and the second language teachers in the area of Punctuation marks.

Ho<sub>4</sub> - There will be no significant difference between the scores of cohesion and coherence in the writings of the First language teachers and the second language teachers.

### **Delimitations of the Study**

The present study was limited to secondary school teachers of English working in Anand district.

### **Research Methodology**

There are many ways to conduct research and collect information. The present study used survey method to collect data. A survey is a data gathering method that is utilized to collect, analyze and interpret the views of a group of people from a target population. Basically, the types of surveys are broadly categorized into two: according to instrumentation and according to the span of time involved. The types of surveys according to instrumentation include the questionnaire and the interview. On the other hand, the types of surveys according to the span of time used to conduct the survey are comprised of cross-sectional surveys and longitudinal surveys.

### **Tools used in the Research**

For the present study the writing skills achievement test was used to collect data. Achievement test is an important tool in measuring instructional progress. It's a kind of test which is designed to measure the knowledge or proficiency of an individual in something that has been learned or taught.

Achievement test means 'The type of ability test that describes what a person has learned to do'. Thondike and Hagen (2016)

### **Sample and sampling technique**

“Sampling is indispensable technique of behavioural research; the research work cannot be undertaken without use of sampling.” (Singh & Bajpai, 2008, p.136)

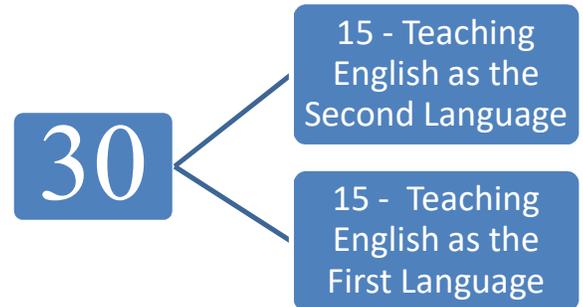
The focus of the present research is to study writing skill competence of in-service teachers of English at secondary level. The sample of the study was 30 teachers of English working in different schools of Anand district. They were selected from Gujarati medium schools and English medium schools of Anand district.

Sampling technique- Convenient Sampling Technique was used to select the sample from Anand district.

### **Data Collection**

The present research aimed to study the writing skills competence of English language teachers. The following steps were taken in order to collect data.

- The Writing Skill Achievement Test was prepared which had following three topics described including some clues.
- Each teacher was personally contacted by the researcher, individually or in group in some cases.
- The teachers were given the Writing Skill Achievement Test.
- The teachers were supposed to share their ideas in about 300 words on any one of them.
- They were given 1 hour to complete the task.



### **Data Analysis and Interpretation**

The following criteria were developed in order to assess the writing skills competence of English language teachers:

1. Punctuation Marks (Error count)
2. Vocabulary (Error count)
3. Grammar (Error count)
4. Coherence and Cohesion (Marks out of 10)

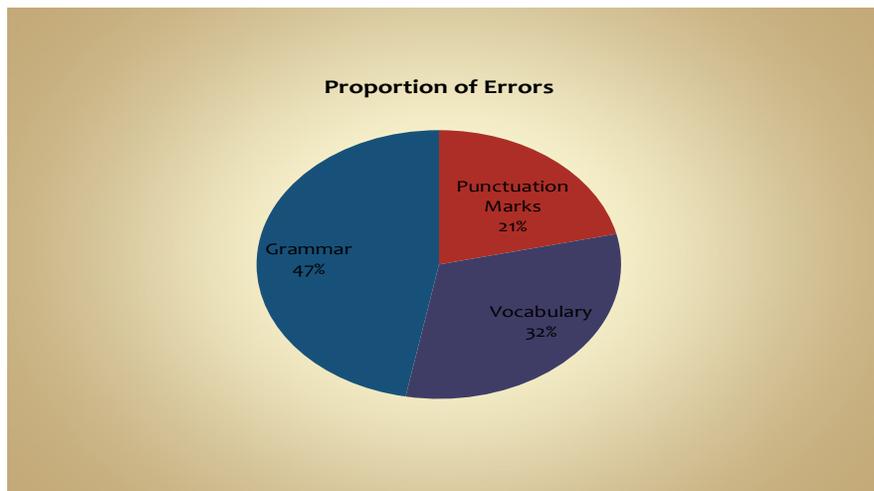
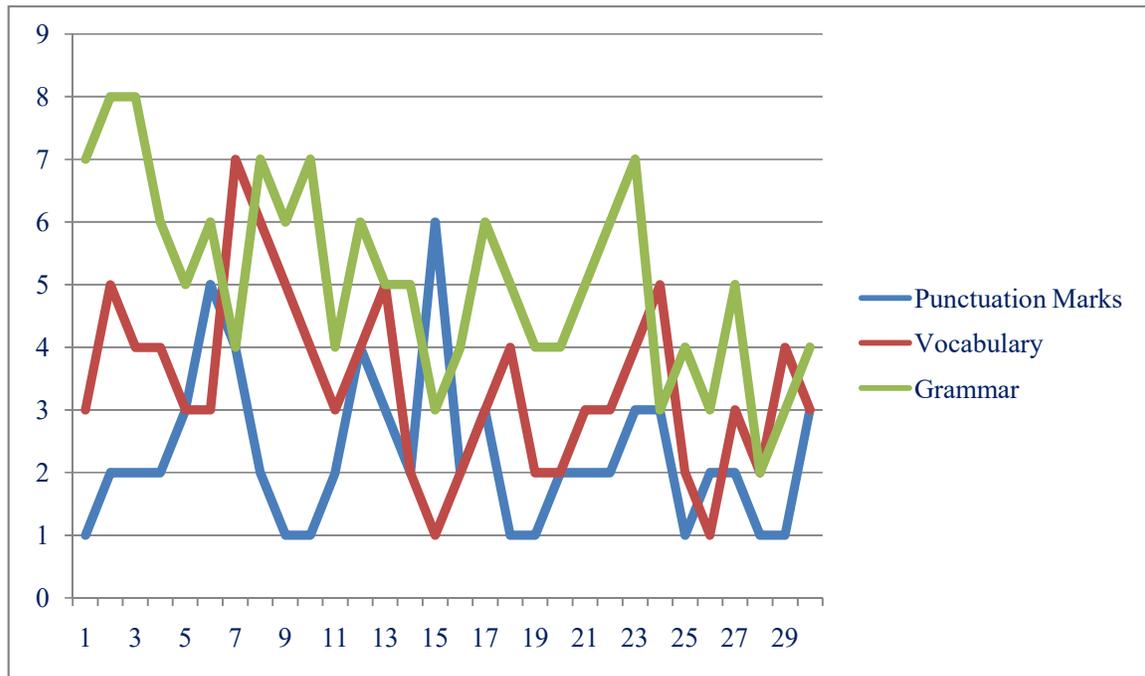
The data collected through the Writing Skill Achievement Test were analyzed with the help of

- Mean of the errors in the writing areas. (Punctuation Marks, Vocabulary, Grammar )
- Mean of the scores in the writing areas (Coherence and Cohesion)
- sign test, a non-parametric statistical technique as the sampling didn’t follow randomization techniques (to check the hypotheses)

**Mean of the errors and scores of the writing skills criteria**

	<b>Total Sample</b>	<b>Second Language Teachers</b>	<b>First Language Teachers</b>
<b>Punctuation Marks (Average errors)</b>	<b>2.3</b>	<b>2.66</b>	<b>1.93</b>
<b>Vocabulary (Average errors)</b>	<b>3.4</b>	<b>3.93</b>	<b>2.86</b>
<b>Grammar (Average errors)</b>	<b>5.06</b>	<b>5.8</b>	<b>4.33</b>
<b>Cohesion &amp; Coherence (Average marks)</b>	<b>6.5</b>	<b>6.2</b>	<b>6.8</b>

The above table clearly shows that the teachers of English have committed errors in each area of writing skills. On the other hand the average scores in cohesion and coherence are also weaker than what is expected from them as the teachers of English. We can conclude, in general that they are not efficient writers of English and need improvement.



The above graphs clearly prove that the teachers have committed highest errors in the area of grammar (47%) and they have committed lowest errors in punctuation marks (21%). Vocabulary area (32%) has also got considerable errors. We can conclude that the teachers need improvement in the areas vocabulary and grammar more.

**Ho<sub>1</sub> - There will be no significant difference between the scores of the errors in the writings of the First language teachers and the second language teachers in the area of grammar.**

Pair No.	Grammar (SL)	Grammar (FL)	Sign
1	7	4	1
2	8	6	1
3	8	5	1
4	6	4	1
5	5	4	1
6	6	5	1
7	4	6	-1
8	7	7	0
9	6	3	1
10	7	4	1
11	4	3	1
12	6	5	1
13	5	2	1
14	5	3	1
15	3	4	-1

x = 2                      p = 0.004  
 N = 15                    p < 0.01  
**So Ho<sub>1</sub> is rejected at 1% level**

From the above table, it can be concluded that the amount of grammatical errors committed by the teachers of English as a second language were significantly higher than the amount of errors committed by the teachers of English as a first language and therefore we can further conclude that teachers of English as a second language need more improvement in the area of grammar than teachers of English as a first language as far as writing skills in English are concerned.

**Ho<sub>2</sub> - There will be no significant difference between the scores of the errors in the writings of the First language teachers and the second language teachers in the area of vocabulary.**

Pair No.	Vocabulary (SL)	Vocabulary (FL)	Sign
1	3	2	1
2	5	3	1
3	4	4	0
4	4	2	1
5	3	2	1
6	3	3	0
7	7	3	1
8	6	4	1
9	5	5	0
10	4	2	1
11	3	1	1
12	4	3	1

x = 2                      p = 0.004  
 N = 15                    p < 0.01  
**So Ho<sub>2</sub> is rejected at 1% level**

13	5	2	1
14	2	4	-1
15	1	3	-1

From the above table, it can be concluded that the amount of vocabulary errors committed by the teachers of English as a second language were significantly higher than the amount of errors committed by the teachers of English as a first language and therefore we can further conclude that teachers of English as a second language need more improvement in the area of vocabulary than teachers of English as a first language as far as writing skills in English are concerned.

**Ho<sub>3</sub> - There will be no significant difference between the scores of the errors in the writings of the First language teachers and the second language teachers in the area of Punctuation marks.**

Pair No.	Punctuation (SL)	Punctuation (FL)	Sign
1	1	2	-1
2	2	3	1
3	2	1	1
4	2	1	1
5	3	2	1
6	5	2	1
7	4	2	1
8	2	3	-1
9	1	3	-1
10	1	1	0
11	2	2	0
12	4	2	1
13	3	1	1
14	2	1	1
15	6	3	1

x = 3                      p = 0.018  
 N = 15                    p < 0.05  
**So Ho<sub>3</sub> is rejected at 5% level**

From the above table, it can be concluded that the amount of punctuation marks errors committed by the teachers of English as a second language were significantly higher than the amount of errors committed by the teachers of English as a first language and therefore we can further conclude that teachers of English as a second language need more improvement in the area of punctuation marks than teachers of English as a first language as far as writing skills in English are concerned.

**Ho<sub>4</sub> - There will be no significant difference between the scores of cohesion and coherence in the writings of the First language teachers and the second language teachers.**

Pair No.	Second lang. CC	First Lang. CC	Sign
1	6	7	-1
2	7	7	0
3	6	8	-1
4	7	6	1
5	6	7	-1
6	6	6	0
7	5	8	-1
8	6	6	0
9	6	7	-1
10	7	7	0
11	7	8	-1
12	5	8	-1
13	6	5	1
14	5	6	-1
15	7	5	1

x = 3                      p = 0.018  
 N = 15                    p < 0.05  
**So Ho<sub>4</sub> is rejected at 5% level**

From the above table, it can be concluded that the scores achieved by the teachers of English as a second language were significantly lower than the scores achieved by the teachers of English as a first language and therefore we can further conclude that teachers of English as a second language need more improvement in the area of coherent and cohesion than teachers of English as a first language as far as writing skills in English are concerned.

**Major Findings**

The present research assessed the writings skill competence of English language teachers working in Gujarati medium schools and English medium schools of Anand district. The writing skills were assessed in terms of punctuation marks, vocabulary, grammar, coherence and cohesion.

- The writing skills are being neglected by the in-service secondary teachers of English.

- They don't write much except the blackboard/roll up board work, that too most of the time copying from the textbook.
- The secondary teachers of English are not able to write error free English with a good coherence and cohesion.
- The first language teachers commit **significantly less errors** than the second language teachers in grammar, vocabulary and punctuation marks.
- The secondary teachers of English require an intensive training in writing skills in English focusing on grammar, vocabulary, cohesion and coherence.
- The Teachers of English are good at using punctuation marks. However they require a couple of workshops to clarify their doubts.
- Most of the teachers don't know the difference between coherence and cohesion
- Appropriate language use was almost missing for the variety of ideas they shared on a particular topic
- There is no correlation among the errors of grammar, errors of vocabulary and errors in punctuation marks.

#### **Suggestions for the In-service Teachers of English on the basis of the Research**

- The teachers should be motivated to read good and ideal pieces of writing in English
- One or two day workshops can be organized to correct their common errors
- The teachers should also be offered online courses on writing skills in English by the teacher education institutions
- The teachers should start publishing their own e-journal, online group discussion forums, blogs etc. where they get an opportunity to write English almost every day.
- Teachers should be made aware of the online resources and mobile applications with the help of which they can improve their writing skills.
- Competitions related to writing skills in English should be organized for the teachers and the prizes/rewards should be given to the good pieces of writing

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[www.ijelr.com](http://www.ijelr.com)

[www.languageindia.com](http://www.languageindia.com)

## **Implication of Technology in Pedagogy**

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### **Introduction:**

Recently, there has been a growing global interest in arranging web-based courses. Modern information and communication technology (ICT) render possible new forms of organizing teaching and learning processes. The work of James Schwoch, Mimi White, and Susan Reilly (1992) recognizes media as a form of pedagogy which construct social knowledge and require critical dissection of its mode of teaching. The authors see "media as perpetual pedagogy".

In education, pedagogy refers to teaching, especially instructional strategies. In educational publishing, the term extends to any material that supports subject content, especially material that aids learners in discovering, acquiring, or mastering that content. The material may be on the page and in ancillaries. Mohamad Abidin, Ibrahim Abuhelaiga & Majid Mohammadi (2011) rightly say:

Using ICT and integrating it into the learning process can ensure effective learning. For effective integration of ICT in teaching and learning, teachers are required to know how learning occurs (Divaharan and Wong, 2003). Based on the work of Roschelle et al. (2000), it has been found that technology improves the teaching and learning processes when students learn via active engagement and reciprocities actions based on the real-life situations.

Apart from knowing how learning occurs, teachers must also have a good knowledge of the pedagogy on how children learn language and also how the learning can be improved by means of ICT (Wilson, 2002). With such knowledge, it is almost certain that the use of ICT will be an effective tool in enhancing the teaching and learning of the English language, especially EFL. That is, the proliferation of electronic aids will enable the teachers to choose from the best available solutions to suit their students learning needs. (*ELT Voices of India*, 19-25)

Textbook pedagogy may include overviews, outlines, focus questions, headings, key terms, summaries, figures, tables, images, illustrations, cartoons, captions, summaries, review questions, applications, bibliographies, timelines, marginalia, any material especially selected to be set off from narrative text and so on. Pedagogical material that accompanies the text in a supplement might be questions or assignments or problem sets in a reader, workbook, lab manual; practice tests; study guide; slides; animations; links; video; software applications, etc.

Whatever model of learning you prefer, interactivity is implicit in the concept of pedagogy, as an addition of the relationship and communication between teachers and students. I think this implicit interactivity is the principal reason that the Internet has so rapidly become the place where education takes place. The Internet is a natural fit, a true home, a global classroom for teaching and learning process. Publishers use the term media asset to refer to digitized text, still images, moving images, sound files, hyperlinks, and user interface capabilities that can function pedagogically.

### **Techno-Teaching and Interactivity-**

To have pedagogical value, the interactivity must mean more than just being able to learn from manipulating the object. The mind of the learner must be engaged to relate the experience to the concepts and facts expressed in the text in aid of the learning objective. So, finding or creating a media asset and endowing that asset with pedagogical value are two different functions that together invite both interactivity and engagement. Together they are greater than the media asset, as they embrace the broader intended learning. The final major component of learning is the capacity of the learner to access and integrate multiple sources of

information and to evaluate the quality of those sources so they can form a judgment as to what is useful information for them at any particular time.

How might we improve a 50-minute lecture period where questions from the audience comprise less than five minutes of class time and where only 19 percent of students will ask a teacher for advice after class? The true value of modern educational technologies is only fully realized when they allow us to do things interactively. We sought to find ways to engage students using technology, to provide formative feedback along the way, and to allow for novel ways of interacting with instructional content.

It is commonplace to use technology to mediate human-human interaction. Educational technology, therefore, allows for two basic types of interactive activities: technology-based (human-machine) and media-based (human-human). Human-machine interaction might involve interactive whiteboards, tablet and pen display interfaces, document cameras, and other hardware-based tools (i.e. keyboards and mice) and allows instructors or students access to learning materials, in potentially novel ways, by using a technology interface. Human-human interaction can occur in three distinct ways:

1. Interaction between the learner and the originator of the teaching material;
2. Interaction between the learner and an instructor who mediates between the original material and the learner by providing guidance and assessment; and
3. Interaction between the learner and other learners.



**Why, What, and How in Pedagogy and Media Technology**

The aim of the present paper is to describe the phases of planning, the results, and to discuss the evaluation along with the three aspects of: why, what, and how from a multi medial as well as a pedagogical aspect.

By tradition three didactical questions, are considered when designing goals and structure of a course, namely: *why*, *what* and *how*. The why-aspect is normally connected to the aims of education; the what-aspect is related to the content object that needs to be dealt with and the how-aspect is the act of learning in itself, choice of methods and media.

**Table:** The why, what and how aspects in pedagogy and media technology.

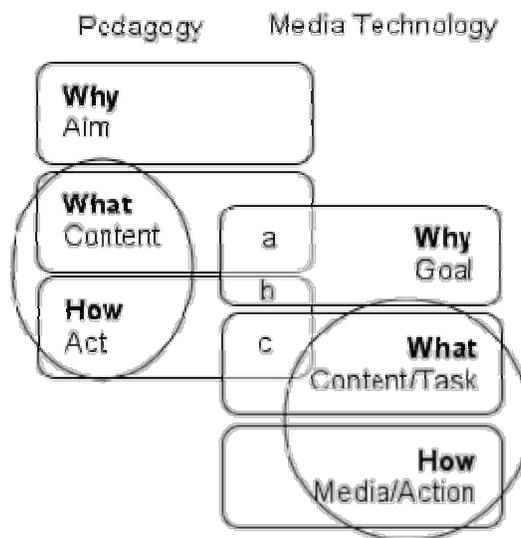
<b>Didactical aspect Perspective</b>	<b>why</b>	<b>what</b>	<b>how</b>
<b>Pedagogy</b>	Motives and aims in educational settings.	The content or object of learning.	The very act of learning (methods and technology used).
<b>Media Technology</b>	Goals of using the program.	The content and functionality. What the user has to do in order to reach the goal.	How the content is to be presented. How to act in each step of the interaction.

*"Thus, focusing on the object of learning as well as and in conjunction with the way of going about is found to produce desired approaches and outcomes, whereas separating the what from the how of learning and attempting to train the how without reference to the what is doomed to failure" (Marton & Booth, 1997, p. 171).*

When designing a multimedia application, e-learning, there are a number of design aspects to consider. These include the design of the information architecture, the multimedia presentation and the human-computer interaction. Questions like why, what and how are important in the different parts of the design. In information architecture the three aspects could be recognized as follows (Rosenfield & Morville, 1998, p.11): mission (why), content and functionality (what), and organization, navigation, labeling, and searching system (how).

### Similarities and differences between pedagogy and media technology

The aspects why, what and how in pedagogy and media technology are sometimes used in similar ways and sometimes differently. Thus, occasionally the same words are used, but with different meanings. This can make it difficult to understand how to take advantage of all aspects in both subjects.



**Figure 3:** The relationship between the aspects why, what and how in pedagogy and media technology.

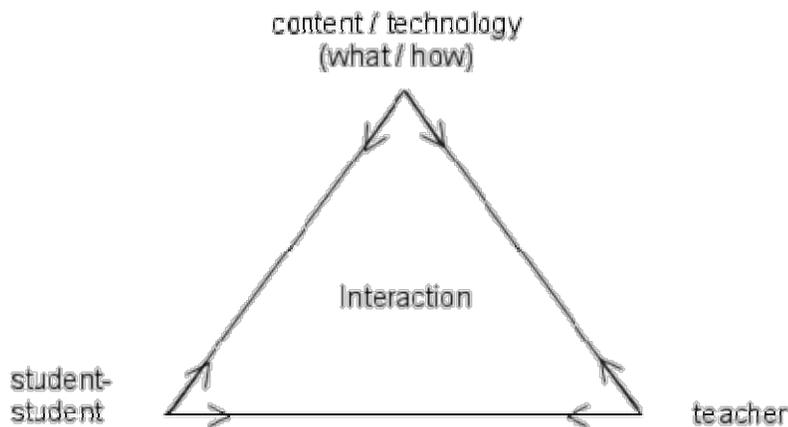
In the text below is illustrated the congruence between the what and how in pedagogy and the why and what in media technology:

- The what-aspect in pedagogy matches the why-aspect in media technology. This is the what aspect (content) in pedagogy and the why aspect (goal) in media technology.
- A minor part of the how-aspect in pedagogy intersects the why-aspect in media technology. In pedagogy the how-aspect implies the usage of methods and technology. However, in media technology the choice of technology is referred to as the why-aspect.
- The what-aspect in media technology represents what functionality is to be used in the program. This corresponds to the method in the how-aspect in pedagogy.

To maintain good quality learning outcome in web-based courses, it is imperative to consider the what-aspect in interplay with the how-aspect and not as separated aspects. Focus on only one of them jeopardize the possibility to establish high-quality learning environments.

**How to design web-based environments based on the interplay between the "pedagogical what - and how - aspect"**

Teaching and learning has for long been regarded as a mere transmission of information from one point to the other using different media (Fox, 1983; Larsen, 1988; Laurillard, 1993). This view has been challenged by modern pedagogical theories based on the importance of interaction. Figure 4 captures the modified concept of learning.



**Three strategies to keep the act and the content in combination**

New learning situations require new learner qualities and in an attempt towards defining how teachers and students should interact, Marton and Ramsden (1988)

➤ ***Present the learner with new ways of learning :-***

Examples of diversities between traditional classroom teaching and web-based learning.

<b>Traditional classroom teaching</b>	<b>Web-based learning</b>
a) Restricted (educational settings)	1. Freedom in time (spare time)
b) Spatially controlled	2. Freedom in space
c) Limited responsibility	3. Vast responsibility
d) Shared	4. Individual (or in collaboration)
e) Synchronous verbal human feedback face-to-face and body language	5. Asynchronous verbal human feedback and synchronous electronic feedback
f) Content concretion	6. Content abstraction

➤ ***Make the learners' conceptions explicit to them :-***

Marton et al (1993) have identified six different conceptions of learning with two overriding categories of how students conceptualize learning. The first group of students describes learning as a process of gathering facts and information from a text. The second group (D-F) regard learning as finding meaning, seeing things in a new light.

**Learning as:**

A ...increasing one’s knowledge

B ...memorizing and reproducing

C ...applying

} Learning as primarily reproducing

D ...understanding

E ...seeing something in a different way

F ...changing as a person

} Learning as primarily seeking meaning

➤ **Use reflective teaching strategies**

It is central to separate between study ability and learning ability. Study ability deals with the *external* study behaviour and is also called study technique. *Learning ability* on the other hand deals with the *mental activities*

The table suggests that the following reflective teaching strategies are used: A list of commonly mentioned strategies. Nisbet & Schucksmith(p. 28, 1988)

<b>Asking questions</b>	Defining hypotheses, establishing aims and parameters of a task, discovering audience, relating task to previous work, etc.
<b>Planning</b>	Deciding on tactics and timetables, reduction of task or problem into components: what physical or mental skills are necessary?
<b>Monitoring</b>	Continuous attempt to match efforts, answers and discoveries to initial questions or purposes
<b>Checking</b>	Preliminary assessment of performance and results
<b>Revising</b>	May be simple re-drafting or re-calculation or may involve setting of revised goals
<b>Self-testing</b>	Final self-assessment both of results and performance on task

These can suggest that study techniques alone, are not enough when applied in a web-based learning environment.

### **Conclusions**

The most important result is that multimedia in combination with pedagogy can illustrate complicated processes in a more comprehensible way, which result in a pedagogical surplus value. It is clear that online environments offer exciting educational opportunities and are particularly congruent with the principles of learning. It appears likely that a number of educational and technological innovations will change the way we teach courses and programs over the next decade or so and, although the actual technologies themselves are not predictable, what is important is that educational processes are continuously developed, monitored, and evaluated so that learning drives the technological innovations, rather than the other way around. Over the next several years, it is critical that all educators think broadly about educational principles and practices and how they can be improved and modified to take advantage of the marvels of our changing technological world. Reflecting on the growing social importance new technologies make it clear that it is of essential importance for youth today to gain various kinds of literacy to empower themselves for the emerging new cyber society. It cannot be implicit that simply providing teachers/learners with tools and task materials will result in their automatic engagement with contextual thinking. Sometimes they are gathering information which may or may not lead to knowledge. The potential of computer mediation to foster knowledge depends less on what learners use, than on how learners use it. Technology employed in any pedagogical process are not unbiased, but themselves constructed socially and have a social history of development. The tools we use today embody a history of contestation, both in their construction and in their fundamental use. To understand what is being produced and reproduced, we require a theory that enables analysis of the contradictions within the varied social dynamics i.e. class, race and gender. McLaren (1995: 18) argues:

We need to rethink what the conditions of possibility are for the subaltern student to speak, to act, to transform the ideological precepts that inform the imponderability of everyday life and naturalise its social relations of power and privilege. We need to look to the subaltern for counter-representations, for counter-hegemonic articulations of new epistemologies, new

epistememes of resistance in both the practice of theory and the theory of practice. We need to motivate to an evaluative visibility the critically utopian imperatives that guide our project of possibility, our critical pedagogy. (*Australian Journal of Education*, 5-21)

In the same critical spirit, David Sholle and Stan Denski discuss media education the (re)production of culture, critically analyzing the social production of knowledge through mass media of communication and proclaiming the need for a critical pedagogy that criticizes its limitations, distortions, and biases. The authors stress the importance of building bridges across disciplines, using theory to connect media education with the empowerment of students and the promotion of radical democracy. Combining the critical theory of the Frankfurt school with British cultural studies, feminism, and postmodern theory, Sholle and Denski call for contextualizing education within the framework of its functions in U.S. society, and they connect critical pedagogy and media education with transformative practice and the goal of producing a more democratic society.

### **Drawbacks :-**

Using educational technologies in interactive ways is challenging because it requires better course design and course production. Time and effort must be invested in mastering the technology and in converting existing courses into digitized interactive experience

Yet, there is also the danger that youth will become totally immersed in a new world of high-tech experience and lose its social connectedness and ability to communicate and relate concretely to other people. Statistics suggest that more and more sectors of youth are able to access cyberspace and that college students with Internet accounts are spending as much as four hours a day in the new realm of technological experience. New technologies are always demonized and in studying the exploding array of discourses which characterize the new technologies. Similar extreme hopes and fears were projected onto radio, television, and now computers. It appears whenever there are new technologies, people project all sorts of fantasies, fears, hopes, and dreams onto them, and it's believed that this is now happening with new multimedia technologies. It is indeed striking that if one looks at the literature on new technologies -- and especially computers -- it is either highly celebratory and technophilic, or sharply derogatory and techno phobic. A critical theory of technology, however, and critical pedagogy, should avoid either demonizing or defying the new

technologies and should inside develop pedagogies that will help us use the technologies to enhance education and life, and to criticize the limitations and false promises made on behalf of new technologies.

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## **Digital Literacy: Concepts and Practices**

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### **1. Introduction:**

As per the demand of the time, it needs to implement certain non-conventional techniques in teaching-learning. The conventional ones are perhaps not sufficient to fulfill the growth of 21<sup>st</sup> century learner. That is why teachers do need to have sound knowledge of technology and use of technology in teaching-learning. So far as academics are concerned now a days it's time to go for virtual classroom. Virtual universities are coming up day by day. It gives a complete autonomy to learners and it also provides a different platform to teachers. 'Share and Exchange' has become the motto of today's life. Citizens are turned into 'Netizens' and etiquettes are turned into 'Netiquettes'. So that's the scenario today. Teachers need to go beyond the classroom and to do so there are number of web-tools which can help teachers go beyond the classroom and stay connected to learners all around the globe. Following are certain ways, concepts and practices that can be implemented to make teaching-learning more facilitating with digital literacy.

### **2. Digital Literacy:**

D2V is the new age requirement. Digital to virtual world, that's the journey we all are going for every now and then. We live in virtual world rather than actual world. Our day begins with certain virtual impressions and it ends with the same. So today's education system has also welcome this fact of virtual reality. Education system has undergone a shift from classroom to beyond classroom and to equalize this shift with demand of the today's learning pedagogy, it is highly essential that learners and teachers both cope with digital literacy that is prerequisite today. Slowly and gradually this shift is becoming essential and everyday-part of academic environment. Teachers have started their own WIKIs, Blogs, Websites to impart knowledge to their learners and these learners may belong to any corner of the world. Classrooms have become virtual-classrooms and even universities are planning to go virtual.

Content has turned into e-content and exams have become online exam. By enlarge learning has become flexible learning in its true sense and teaching has no geographical boundaries.



(From [www.ryanbretag.com](http://www.ryanbretag.com))

*Digital literacy is the ability to locate, organize, understand, evaluate, and analyze information using digital technology.. It involves a working knowledge of current high-technology, and an understanding of how it can be used. Research around digital literacy is concerned with wider aspects associated with learning how to effectively find, use, summarize, evaluate, create, and communicate information while using digital technologies, not just being literate at using a computer. (Wikipedia)*

## 2.1 Digital Literacy in Education:

These days academic institutes are getting updated by enhancing features and facilities being provided in their academic environment. Not only this, but in terms of their curriculum too, schools are adding more and more about digital literacy in the interest of the learners. This adds use of computer in classroom, use of software in education along with making materials

available online. Smart boards and audience response systems are being used in classrooms. After all teachers need to be digitally literate. Teaching digital literacy means a lot, like to teach learners how computers and websites can be used for their research, how to cite websites and even how to avoid plagiarism.

### 2.2 Digital Literacy in Society:

*Digital literacy helps people communicate and keep up with societal trends. Literacy in social network services and Web 2.0 sites help people stay in contact with others, pass timely information and even sell goods and services (Wikipedia). Many a times digital illiteracy may cause some online frauds. So people need to be very careful while they are utilizing their digital literacy skill online. Identity crisis is also one of the major drawbacks in online communication sharing. Government officials around the world have emphasized the importance of digital literacy for their economy.. According to HotChalk, an Online resource for educators: "Nations with centralized education systems, such as China, are leading the charge and implementing digital literacy training programs faster than anyone else. (Wikipedia)*

*Prior to the 21st century, literate defined a person's ability to read and write, separating the educated from the uneducated. With the advent of a new millennium and the rapidity with which technology has changed society, the concept of literacy has assumed new meanings. Experts in the field suggest that the current generation of teenagers—sometimes referred to as the E-Generation—possesses digital competencies to effectively navigate the multidimensional and fast-paced digital environment. For generations of adults who grew up in a world of books, traveling through cyberspace seems as treacherous and intimidating as speaking a new language.(Web-6)*

### 2.3 To Learn About Digital Literacy:

- Define: Ability to identify and appropriately represent an information need
- Access: Develop a search strategy to locate information within a database
- Manage: Organize information according to a classification scheme for later retrieval
- Evaluate: **Evaluates** information and its sources critically and **incorporates** selected information into knowledge base and value system

- Integrate: Summarize information from a variety of sources and then draw conclusions from that summary compare and contrast from multiple sources
- Communicate: Create a single persuasive slide to support a position
- Create: Create a visual representation of data to answer a research question, adapt, apply, and design information (Web-8)

### 3. Web 1.0 to Web 4.0:

Web 1.0 was a start around 100 years back and now it has taken the shape of Web 2.0 and with the passage of time it has been evolved in such a way that it has been welcome by large number of population all around the world. *Web 1.0 delivered the internet and connected large numbers of people. Web 2.0 demonstrated the technology to assemble and manage large global crowds with a common interest in social interaction. Web 3.0 online networks allow people to see through the community or market and facilitate collective matching, learning and consumption in hours (not months). Web 4.0 achieves a critical mass of participation in online networks that deliver global transparency, governance, distribution, participation, collaboration in key industry, political, social and other community endeavors. Web 4.0 delivers community sovereignty to channels and information.*(Web-1) In the 1990s, the internet provided organizations with a means to distribute basic information to their communities of interest and undertake basic transactions. Web 1.0 was limited up to one sided sharing and on the other hand limited up to reading and distributing it. *Organizations are exploring the potential of Web 2.0 enterprise innovation or industry model innovation with single point solutions such as wikis and forums. However, enterprise or industry innovation will be derived from the full application of Web 3.0 online networks concepts, rather than Web 2.0 point solutions.* (Web-1) **Web 3.0 transforms industry and politics with peer to peer structures**

The internet provides a costless distribution channel that can connect more than one billion people peer to peer. Web 3.0 online networks allow people to see through the market or community and collectively match, learn, consume information in hours not months. **Web 4.0 transforms the world with a critical mass of social, industry and political networks.** Web 4.0 achieves a critical mass of participation in online networks that deliver global

transparency, governance, distribution, participation, collaboration in industry, political and social networks and other key community endeavors.

Web 2.0 is the latest trends in the usage of World Wide Web technology and launched in internet market in 2004. Aim of web 2.0 is to enhance creativity and functionality of web design and web development. Web 2.0 makes searching and access of your web design, development and content very flexible and user friendly. *The centerpiece of the Web 2.0 transformation is AJAX, a group of Web page coding technologies that allows pages to respond to a user’s input without processing or reloading the page. (Web-2)*

**Web 1.0 —> Web 2.0**

DoubleClick —> Google AdSense

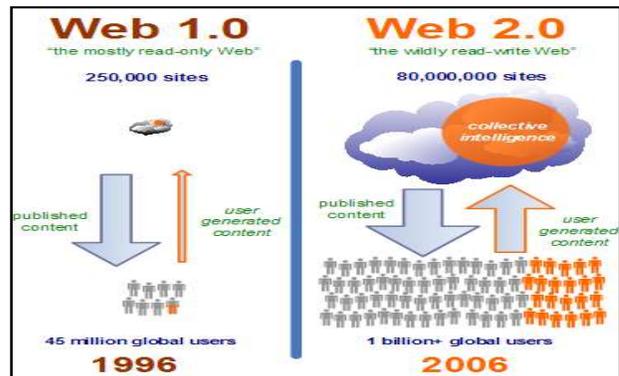
Ofoto —> Flickr

mp3.com —> Napster

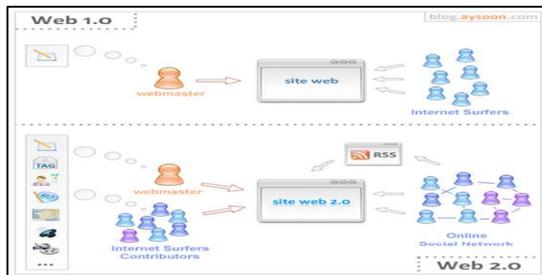
Britannica Online —> Wikipedia

Personal websites —> blogging

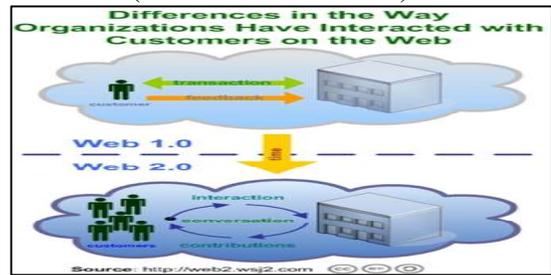
(Web-2)



(From mwsolutions.ca)



(Fom sizlopedia.com)



(From business-opportunities.biz)

**4. Wikieducator:**

Wikieducator can serve as a link between trainer and learner. Teacher can create his/her own wiki here and can share collective source of material collaboratively with learners.

Wikieducator gives a platform to go beyond the classroom and to stay connected with teaching-learning with new age feel and with the sense of digital literacy as well. It's an open network having free content so it enables endless number of learners to learn from wikieducator and to share with community. In this open education resource teachers just need to register and they can share variety of things through wikieducator. Wikieducator was launched in February 2006 by Wayne Mackintosh supported by Open Education Resource foundation. *WikiEducator is an international online community project for the collaborative development of learning materials, which educators are free to reuse, adapt and share without restriction A variety of learning resources are available on WikiEducator: direct instructional resources such as lesson plans and full courses, as well as learning-support resources, such as individual school portals and funding proposals..(Wikipedia)* WikiEducator's stated goal is to build a thriving and sustainable global community dedicated to the design, development and delivery of free content for learning in realisation of a free version of the education curriculum by 2015.

#### **5. Blogger:**

Google's Blogger service provides a platform full of various features that can be utilized for teaching-learning fruitfully. It gives an easy access to collaborate variety of material online at one place for a specific need of the learners. Teacher can create his/her own blog and can share academic environment online in the interest of the learners. It enables learner-autonomy and gives ease to learner to learn at his/her own comfort. Moreover blogs also provide a feature of sharing learner's feedback on blog itself. It gives a good opportunity to make learner publish his/her zeal for learning online and to publish his/her creativity. Teacher can place the useful links of other websites and resources here on blog and can also compile a collection of video-material available on world wide net by placing embedded code of the video to make relevant video-material available for the learners. It gives huge number of other gadgets as well like slideshow, archives of older posts posted by the Blogger and many more. One of the best feature of blogger is that it gives all these features free of cost.

#### **6. Prezi:**

Prezi.com is a website which enables user to make presentations in an entire different way, far better than the conventional use of PPTs. It helps to make presentation a dynamic one and more effective. To use Prezi, the user just needs to register and can use number quality features to make better presentations which can be shared with someone online.

### **7. Social Go & Ning:**

These are the two websites which facilitate the user for creating his/her networks online. Teachers can create their own network communities on such sites. Ning has recently started charging a little for creating network on it while Social Go is absolutely free for the limitations up to certain features and beyond the basic features it charges a little for some additional and advanced features. Here one can share audio, video, blog and can also create forum and chat room. Through these features one can accommodate learners' needs and necessities in learning and can fulfill it with online communication. As it is a web based network person from any corner of the world join the network and share the ideas. Hence it expand the horizons of teaching-learning at the same time by sharing and exchanging views online.

### **8. Wix & Webs:**

Webs.com offers free website making with high quality features allowing uploading your own content like audio and video too, whereas Wix.com helps to make flash enabled free website. Both the sites can be useful to create a free website for academic purpose.

### **9. Practice and Try Out:**

This study was made with 50 students from 1<sup>st</sup> level Under Graduate from Engineering discipline. They were given a questionnaire containing questions on learner's self assessment of digital literacy, their perceptions about the necessity of digital literacy, their use of computer technology, their use of internet and their views on use of technology in teaching-learning. They were exposed to use of computer technology and web-tools for three weeks for the subject of Communication Skills in their curriculum.

**9.1 Outcome:****Questionnaire:**

Part-1: learner's self assessment of digital literacy

Part-2: learner's perceptions about the necessity of digital literacy

Part-3: learner's use of computer technology and internet

Part-4: learner's views on use of technology in teaching-learning

**Learner's Response: (Total strength of learners: 50)**

Q.	All positive	Positive	Neutral	Negative	All negative
1	10	22	06	08	04
2	09	19	10	07	05
3	32	10	06	02	00
4	29	13	04	02	02
5	31	10	06	03	00
6	24	14	05	04	03
7	25	15	04	05	01
8	27	11	03	06	03

(No. of counts in each response)

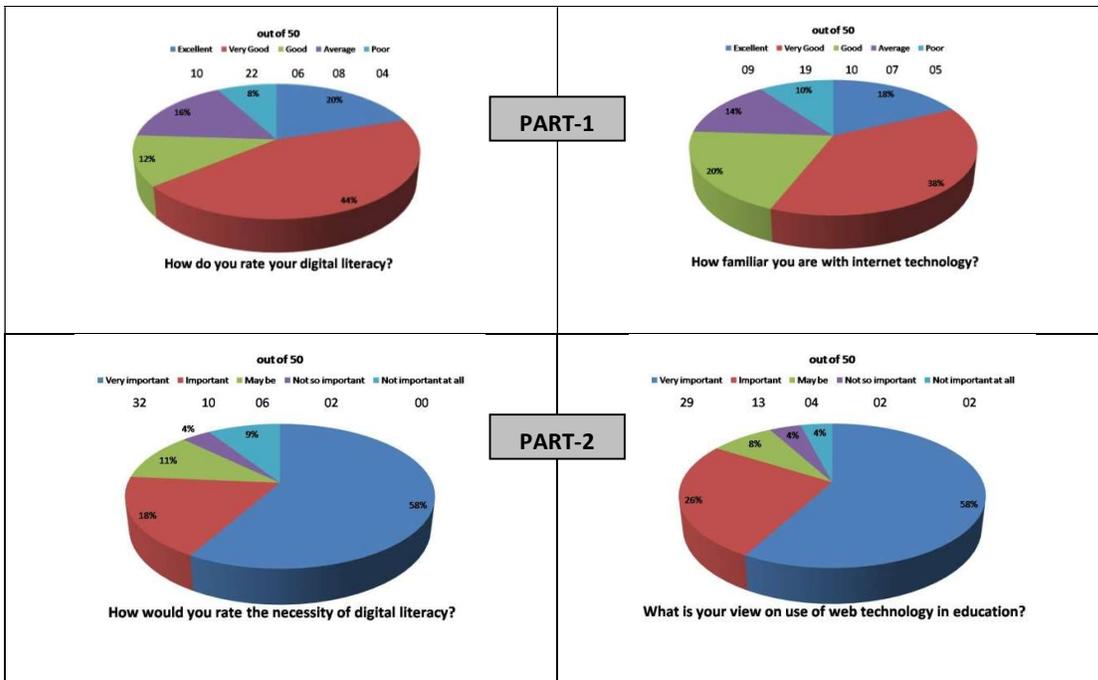
Q.	All positive	Positive	Neutral	Negative	All negative
1	20%	44%	12%	16%	08%
2	18%	38%	20%	14%	10%
3	58%	18%	11%	04%	09%

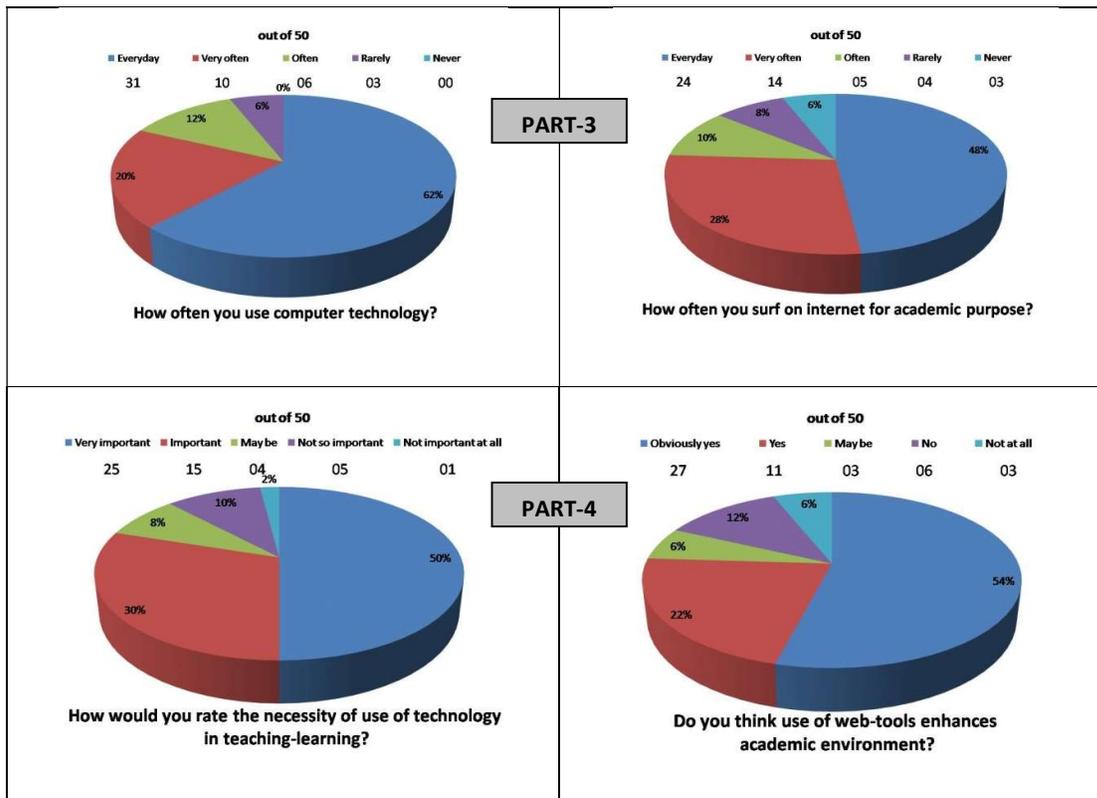
4	58%	26%	08%	04%	04%
5	62%	20%	12%	06%	00%
6	48%	28%	10%	08%	06%
7	50%	30%	08%	10%	02%
8	54%	22%	06%	12%	06%

(No. of counts in each response in percentage)

### 9.2 Analysis of Learners’ Response:

Following is the analysis of learners’ response to the questionnaire





**10. Conclusion:**

This study indicates that regarding digital literacy today’s learner is very much aware and he desires to learn the study area with the help of every possible technique of ‘beyond classroom teaching-learning’. Analysis of learners’ response clearly depicts that in rating digital literacy of theirs 20% of the learners are rating their digital literacy as excellent and 44% as very good. In all the questions learners are in favor of digital literacy. To fulfill the demand of time it is needed to see that teachers must be digitally literate to facilitate learners’ needs. Teachers must have sound knowledge of digital technology and he must have an insight to search, collect, compile, share exchange and use effectively the digital sources of knowledge in the interest of learners and by enlarge of academic environment.

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**Appendix:**

**QUESTIONNAIRE:**

1.How do you rate your digital literacy?

A. Excellent B. Very Good C. Good D. Average E. Poor

2. How familiar you are with internet technology?

A. Excellent B. Very Good C. Good D. Average E. Poor

3.How would you rate the necessity of digital literacy?

A. Very important B. Important C. May be D. Not so important, E. Not important at all

4.What is your view on use of web technology in education?

A. Very important B. Important C. May be D. Not so important, E. Not important at all

5.How often you use computer technology?

A. Everyday B. Very often C. Often D. Rarely E. Never

6.How often you surf on internet for academic purpose?

A. Everyday B. Very often C. Often D. Rarely E. Never

7. How would you rate the necessity of use of technology in teaching-learning?

A. Very important B. Important C. May be D. Not so important, E. Not important at all

8. Do you think use of web-tools enhances academic environment?

A. Obviously yes B. Yes C. May be D. No E. Not at all

**Learner’s Response: (Total strength of learners:50)**

Q.	All positive	Positive	Neutral	Negative	All negative
1	10	22	06	08	04
2	09	19	10	07	05
3	32	10	06	02	00
4	29	13	04	02	02
5	31	10	06	03	00
6	24	14	05	04	03
7	25	15	04	05	01
8	27	11	03	06	03

Q.	All positive	Positive	Neutral	Negative	All negative
1	20%	44%	12%	16%	08%
2	18%	38%	20%	14%	10%
3	58%	18%	11%	04%	09%

4	58%	26%	08%	04%	04%
5	62%	20%	12%	06%	00%
6	48%	28%	10%	08%	06%
7	50%	30%	08%	10%	02%
8	54%	22%	06%	12%	06%

P	1.How do you rate your digital literacy?
A	A. Excellent B. Very Good C. Good D. Average E. Poor
R	
T	2. How familiar you are with internet technology?
1	A. Excellent B. Very Good C. Good D. Average E. Poor
P	3.How would you rate the necessity of digital literacy?
A	A. Very important B. Important C. May be D. Not so important, E. Not important at all
R	
T	4.What is your view on use of web technology in education?
2	A. Very important B. Important C. May be D. Not so important, E. Not important at all
P	5.How often you use computer technology?
A	A. Everyday B.Very often C. Often D. Rarely E. Never
R	
T	6.How often you surf on internet for academic purpose?
3	A. Everyday B.Very often C. Often D. Rarely E. Never

P	7.How would you rate the necessity of use of technology in teaching-learning?
A	A. Very important B. Important C. May be D. Not so important, E. Not important at all
R	
T	8.Do you think use of web-tools enhances academic environment?
4	A. Obviously yes B. Yes C. May be D. No E. Not at all