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ELT Quarterly

Contents

Masters Programmes in ELT in India: A Brief and Current Overview

Ravindra B. Tasildar

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Abstract

In response to the surge in the demand for teachers of English all over the world, the higher education institutions (HEIs) in India are trying to introduce new teacher training programmes at the masters level. The present study, divided into three sections, tries to re-examine some of such programmes. In the first section, there is a brief review of previous studies on the ELT programmes followed by an introduction to the ELT programmes offered at the postgraduate (PG) level in Indian HEIs. The second section analyses course content of some representative ELT programmes - MA (ELT), MA (Applied Linguistics) and MA (TESOL) - in the light of the revised syllabus of teacher qualifying test – University Grants Commission's National Eligibility Test (UGC-NET), global teacher qualifications and National Education Policy (NEP) – 2020. The study concludes that these programmes offered in the name of ELT do not only aim to train prospective teachers but to attract students for enrolment.

Key words: MA (ELT), TESOL, Applied Linguistics, UGC-NET, NEP, Internship

Introduction

A course in Teaching English to the Speakers of Other Languages (TESOL) finds a place in the globally offered postgraduate (PG) programmes in English. On the same lines an elective course in English Language Teaching (ELT) is offered in the MA (English) programmes in HEIs across India. There are also separate programmes in TESOL or ELT offered in many countries in the world. There are some studies evaluating ELT programmes offered globally. Here is a review of these studies.

Taking into account the job advertisements, the qualifications and job descriptions, Govardhan, et al. (1999) had evaluated MA TESOL programmes offered by the US universities. The study concludes that the course contents of these programmes are inadequate to equip graduates to teach abroad, especially in Asian countries where most jobs are advertised. In their survey of graduate and MA ELT students in Turkey, Kirmizi and Saricoban (2013) found that the number of students who wanted to become school teachers after completion of the programme was considerably high. One of the main reasons for enrolment in the MA ELT

programme was the availability of job opportunities. In the exploratory study on the recognition of a valid ELT qualification globally, Jha (2015) notes that despite similar course components of all the ELT programmes, MA TESOL and MA Applied Linguistics and Teaching English to Speakers of Other Languages (ALTESOL) are the two globally recognized ELT programmes. After examining the courses offered in the MA (ELT) programmes by five Indian universities during 2011-12 and 2014-15, Tasildar (2016) had suggested to make these programmes compatible with the syllabus of University Grant Commission's National Eligibility Test (UGC–NET), the qualifying test for the college and university teachers of English in India. In another study, Jha (2017) tries to find out why Indian ELT practitioners often fail to meet desirable qualities needed for the ELT profession in a global scenario. He notices a huge gap in the course content of the internationally offered ELT programmes and those in India.

The survey of some previous studies indicates that MA (TESOL/ELT) programmes in different countries do not prepare students for the teaching profession. Hence, the present study is an attempt to review the newly introduced ELT programmes in India from the point of view of implementation of National Education Policy (NEP) – 2020.

Some Indian universities and Higher Education Institutions (HEIs) offer elective courses in ELT and Applied Linguistics in their MA (English) programmes (see Tasildar, 2014). For instance, there is a course in Applied Linguistics (AL) in the MA (English) programme offered through distance mode by Tamil Nadu Open University (TNOU). Similarly, Savitribai Phule Pune University (SPPU) has changed the nomenclature of its course from English Language and Literature Teaching (ELLT) to Applied Linguistics in its MA (English) programme offered in regular mode.

As future teachers of English are nurtured in the PG English classrooms, an emerging trend of offering specialised PG programmes in ELT is noticed in a few HEIs in India. The MA (ELT) programmes are offered in the regular mode by Aligarh Muslim University (AMU) and Sardar Patel University (SPU) whereas Netaji Subhas Open University (NSOU) offers it through distance mode. H M Patel Institute of English Training and Research (HMPIETR), Vallabh Vidyanagar, Anand (Gujarat), earlier affiliated to SPU and now a constituent college of Charutar Vidya Mandal (CVM) University, is one of the pioneering institutes to offer this programme. The universities in Hyderabad like Potti Sreeramulu Telugu University

(PSTU) used to offer MA (ELT) through distance mode and the University of Hyderabad (UoH) used to offer MA (Applied Linguistics) to the regular students. Both the universities have now discontinued their respective programmes. The English and Foreign Languages University (EFLU), Hyderabad now offers an MA (ELT) programme along with its previous MA in Teaching of English as Second Language (TESL) programme. The MA (ELT) programmes are offered by the department of ELT (estd. 1957) at Gauhati University (GU) and the EFLU. Along with the central and state universities, some private universities like Indus University and autonomous colleges like Sankardev College, Shillong have started to offer PG programmes like MA (ELT) and MA (TESOL) respectively. Thus, in the HEIs in India a variety of PG programmes like MA (ELT), MA (TESL), MA (Applied Linguistics) and MA (TESOL) are available to the prospective teachers of English.

Methodology

In the evaluation of MA (ELT) programmes in five Indian Universities, viz. AMU, GU, NSOU, PSTU and SPU, Tasildar (2016) had found that the core and elective courses offered in these programmes are of little help to the aspiring college teachers in India vis-à-vis teacher qualifying test – UGC-NET in English. The syllabus of teacher qualifying test has been revised in 2019 and NEP - 2020 is being implemented across the country. In the light of these developments, the present study aims to revisit some randomly selected English language teacher training programmes offered in India during the academic year 2023-24 by some central, state, private universities and HEIs, viz. MA (ELT) - the EFLU, GU, CVMU and Parul University (PU); MA (Applied Linguistics) – Amity University (AU) and MA in Education with TESOL – Asian College of Teachers (ACT). This study is restricted only to the titles of the courses offered in the MA (ELT/AL/TESOL) programmes.

The course components of the selected programmes

MA (ELT) - The English and Foreign Languages University (EFLU)

The EFLU has two programmes, viz. MA (TESL) and MA (ELT). The compulsory courses in the first year of the MA (ELT) include – ELT in India, The Second Language Classroom, An Overview of Development of ELT Materials, The Teaching of Skills, An Introduction to ESP, Theories of Second Language Acquisition and Learning. In the second year of the MA (ELT) programme the students have to study compulsory courses like Practicum, An Introduction to ESL Research, Classroom

Based Evaluation, Bilingualism and Bilingual Education, Language Teaching through Media and MA (ELT) Dissertation. The students have to choose elective courses from MA (TESL) Menu for both the years. Moreover, all these courses, except Practicum, have been cross-listed for the MA TESL.

MA (ELT) - Gauhati University (GU)

In the first year of its MA (ELT) programme, GU focuses on introduction to theories of language acquisition and history of ELT in India along with teaching English in multilingual contexts. Materials development, designing syllabus and language tests, technology in language teaching are some of the other core and elective courses. ESP courses have been mostly introduced in the second year of the programme. In the open courses the students have choices like 'Gender in ELT' and 'Teaching Learners with Special Needs'. Projects (Dissertation) and practicum are the core courses in the last (fourth) semester of the programme.

MA (ELT) – Charutar Viya Mandal University (CVMU)

In its MA (ELT) programme, CVMU has introduced courses like historical perspectives of ELT, phonology and teaching spoken English, teaching of English literature, using drama for teaching English, ESL: assessment and evaluation, course design and materials production, ESP, research methodology in ELT, practicum, dissertation and viva. Along with the courses in ELT, the curriculum also incorporates courses in literary studies like American Literature, World Literature, Postmodern Literature, Indian Writing in English, to name a few.

MA (ELT) - Parul University (PU)

In the MA (ELT) programme at PU, the courses are basically in linguistics and teaching of skills. The focus of the programme remains on courses like technology assisted language learning, classroom management and ESP-based courses. Along with courses in teaching of literary forms like novel, poetry and drama, the university has introduced courses like 'Gender Studies' and 'World Literature' in the first year and 'Popular Literature' in the second year of MA (ELT) programme. Research methodology and projects are parts of this programme. PU also introduces French and German to its students.

MA Applied Linguistics - Amity University (AU)

In its MA (AL) programme, AU introduces the courses in linguistics and applied linguistics in the first year. The university includes optional study abroad programme (SAP) courses like current affairs and media analysis, developmental counselling, United Nations and world order studies. The focus on employment is through industry-specific courses like preparing for placement and Linguistics and ELT. In the second year AU has foreign business language, open elective courses and outdoor activity based courses.

MA in Education with TESOL - Asian College of Teachers (ACT)

The course components of the MA in Education with TESOL offered by ACT include digital literacy-21st century classroom, behavioural management, teaching business English, TESOL Methodologies, Lesson planning, Teaching English to Young Learners, introduction to education research and Capstone Project.

Thus, the masters programmes in teaching of English surveyed here include almost all the essential course components ranging from linguistics, communication skills, teaching of skills, syllabus design, materials development, ESP courses, literary studies to teaching of literature. Furthermore, foreign languages are also introduced to prospective teachers of English.

Main findings

The number of courses offered in these four semester PG programmes differ from one HEI to another. The course components of these MA (ELT/AL/TESOL) programmes can be broadly divided into six types, viz. courses dealing with linguistics, courses in ELT, courses in literary studies, courses in foreign language, courses for employment and courses in research projects, dissertations and practicum.

These PG programmes in ELT aim to develop linguistic and pedagogic competence of the prospective teachers of English, hence linguistics and ELT naturally get the prime focus while literary studies get less weighting, except in CVMU. Being a specialised programme, MA (AL) has a separate core course in Indian Linguistic Tradition. However, MA (TESOL) is the only programme which incorporates lesson planning. Some of these programmes lay emphasis on practicum.

Taking into account the present global ELT scenario, these MA (ELT/AL/TESOL) programmes have introduced ESP courses compatible to the job market needs like English for Telephoning and Customer Care (PU), English for Tourism and Socialization (PU), English for Business (PU), English for Legal Professionals (PU), English for Marketing (PU), Teaching English for Corporate Training (GU-Elective), Writing for Professional Purposes (GU-Elective) and Teaching Business English (ACT).

Entry requirements and job prospects

The eligibility criterion for these masters programmes in all the HEIs is more or less the same. The graduates in any discipline from recognized universities are eligible for the admission to these PG programmes in English language teacher training in EFLU, GU, AU and ACT. There is an entrance test - PGET in English language proficiency at GU for the candidates with English Major / English as a subject at graduation. At ACT a candidate, studied in English medium school, requires to be proficient in English (IELTS level 5.0). At PU a candidate should have graduation in a relevant discipline. In these HEIs a graduate should have above 40% marks for English Major and 50% for English as a subject at graduation (GU), 55% marks (EFLU and ACT) and 60% marks for non-sponsored candidates (AU) at the graduation level.

Preparing for Placement

These specially designed masters programmes claim to develop efficient teachers of English who can teach at higher secondary and college level (HMPIETR, 2014). It would be appropriate to explore the relationship between course components and career opportunities. It has been done here in two ways, viz. for teaching positions and for positions in fields other than teaching.

   a) **Job prospects in teaching**

After completion of the masters programme, a candidate needs to qualify the UGC-NET to teach English at tertiary level in Indian HEIs. There was an elective unit (I) History of English Language, English Language Teaching in the UGC-NET syllabus of English till 2018. It has been replaced by the following three core units in the UGC-NET syllabus of English effective from 2019.

Unit V – Language: Basic concepts, theories and pedagogy. English in Use.

Unit VI – English in India: history, evolution and futures

Unit X – Research Methods and Materials in English.

A cursory examination of the course components of the masters programmes in English language teacher training reflects that only the PG students of the EFLU, GU and CVMU are introduced to the history of teaching English in India (Unit VI of UGC-NET). Masters programmes in other HEIs introduce them to learning theories, pedagogy and research methods in English (Unit V and X of UGC-NET). The following analysis of the UGC-NET question papers of June and December 2019 tests reveals that the above three units have around eighteen percent weighting in the teacher qualifying tests (see Table 1).

Table 1 Questions on language teaching in the UGC-NET of June and December 2019

Units in the UGC-NET Syllabus	No. of questions	
	June 2019	Dec 2019
Unit – V: Language: Basic concepts, theories and pedagogy. 　　　　English in Use.	09	11
Unit –VI : English in India: history, evolution and futures	04	03
Unit–X : Research Methods and Materials in English	05	04

Out of 100 questions in each test there were nine and eleven questions respectively in June 2019 and December 2019 tests on Unit V. There were four and three questions respectively in June 2019 and December 2019 tests on Unit VI and there were five and four questions respectively in June 2019 and December 2019 tests on Unit X. Thus, in both the tests the proportion of questions on ELT is eighteen. The remaining questions are on the units related to literary studies. Except for some courses in PU, there are no courses in literary studies in the MA (ELT/AL/TESOL)

programmes. The curriculum of CVMU tries to give equal weighting to courses in ELT and literary studies. Thus candidates of these programmes, except those of CVMU, have to prepare on their own to become a tertiary level teacher in Indian HEIs.

Similarly, after the completion of these programmes if a candidate is willing to teach English abroad, it would be of interest to know if the course components of these programmes are in line with those of either CELTA (Certificate in Teaching English to Speakers of Other Languages) or DELTA (Diploma in Teaching English to Speakers of Other Languages). There is no need of a degree for CELTA whereas DELTA is a postgraduate level programme. Here one can notice that one of the core components in CELTA is lesson planning, which is found only in the MA in Education with TESOL offered by ACT and the emphasis of DELTA is on practicum (Module 3) which is incorporated only by EFLU, GU and CVMU.

b) Career Opportunities in fields other than teaching

The MA (ELT/AL/TESOL) programmes surveyed here are mainly meant for prospective teachers of English. One can also understand the objectives of these programmes through their specified outcomes. For example, PU mentions that along with academician, content writer, public relation specialist and social media manager are the reasons to study MA (ELT). Barring a course in Technical Communication, PU does not offer any specific course for the above mentioned job positions. Similarly, ACT informs the candidates that after completing the MA in Education with TESOL programme, they can venture into new areas like publishing or content development, design professional development training sessions and developer of English language materials with a private company. Surprisingly, the courses offered in ACT focus only on teacher orientation. Thus, from the analysis of course components one may infer that the main objective of these programmes is 'preparing for placement' as goes the title of a course offered by AU.

Conclusion

Among the HEIs explored for this study, at EFLU, all the elective courses of MA (ELT), except Practicum, have been cross-listed for the MA TESL. The MA (ELT) programmes surveyed here focus on the core components of ELT whereas MA (AL) and MA (TESOL) programmes do not. The MA (ELT) programmes focus on training prospective teachers whereas other HEIs like PU, for instance, along with the courses

in ELT, offer courses like 'Gender Studies', 'World Literature' and 'Popular Literature'. In the MA (AL) programme AU focusses on linguistics and ELT (Employability and Skill Enhancement courses). In semester two there are industry specific courses under 'Preparing for Placement'. If these specialised programmes inform students that apart from the teaching profession they have other job opportunities, then there is no difference between the regular MA (English) programmes offered by HEIs in India and these specialised MA (ELT/AL/TESOL) programmes. A postgraduate with an MA (English) has all the job opportunities mentioned by PU and ACT. Thus, these PG programmes offered in the name of ELT are not distinct ELT programmes. In the light of these observations it would be worth exploring the MA (ELT) and MA (TESOL) programmes offered by Indus University and Sankardev College, Shillong respectively.

All the programmes considered here include research projects and only EFLU, GU and CVMU include practicum. The NEP lays emphasis on internships for the PG programmes. At present, only AMU has the provision for internship in semester III of its MA (ELT) programme effective from 2019-20. Taking into account the relevance of practicum in ELT, the focus on internships or on job training (OJT) would make a significant difference. However, these may not be feasible during summer breaks. Thus, if applied in letter and spirit, the NEP would be a game changer for MA (ELT/AL/TESOL) programmes in India.

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Revolutionary Allegories: A Theoretical Exploration of George Orwell's *'Animal Farm'* in the Indian context

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Abstract

This research paper undertakes a comprehensive exploration of the allegorical masterpiece, "Animal Farm," penned by George Orwell, with a specific focus on its relevance within the socio-political landscape of India. Employing a theoretical framework grounded in postcolonial and political theories, the study aims to unravel the layers of meaning embedded in Orwell's narrative. As the novel ostensibly portrays the rebellion of farm animals against human oppression, it becomes a reflective lens through which to scrutinize universal themes of power, corruption, and revolution. The research delves into historical parallels between the novel and India's colonial and post-independence struggles, drawing connections that illuminate the cyclical nature of revolutions. Furthermore, the analysis extends to an examination of societal structures, unraveling how Orwell's allegory mirrors and critiques aspects of Indian society, from caste dynamics to class struggles. Through this theoretical exploration, the paper contributes to a deeper understanding of the enduring significance of "Animal Farm" within the Indian context, positioning it as a critical text that transcends geographical boundaries.

Keywords: Allegory, Postcolonialism, Political Theory, Revolution, Indian Society

Introduction:

George Orwell's "*Animal Farm*" stands as a timeless allegory that transcends its initial publication in 1945. The novel, while ostensibly depicting a group of farm animals' rebellion against their human oppressors, operates on a deeper level as a commentary on the dynamics of power, corruption, and the cyclical nature of revolutions. Set against the backdrop of a farm, Orwell's narrative serves as a

microcosm reflecting broader societal and political structures. The allegorical nature of "*Animal Farm*" allows readers to draw parallels with various historical and political contexts. Orwell's choice of farm animals as characters cleverly disguises a critique of authoritarian regimes and the inherent pitfalls of revolutionary fervor. As readers navigate the unfolding events on the farm, they discover a profound exploration of human nature and the pursuit of power. By weaving together postcolonial and political theories, this study seeks to illuminate the universal themes of power, corruption, and revolution, drawing connections between Orwell's narrative and historical occurrences in India.

Objectives:

The objectives of this research are twofold. Firstly, to analyze the applicability of Orwell's themes in the Indian socio-political landscape, dissecting the layers of allegory to unveil parallels with historical occurrences. Secondly, to provide a theoretical framework for interpreting the novel's deeper meanings, utilizing postcolonial and political theories to enrich the analysis. This research aims to navigate beyond a surface-level understanding of "*Animal Farm*" by exploring the socio-political undercurrents that resonate with the Indian context. By scrutinizing the allegorical elements, it seeks to unravel the novel's relevance as a tool for understanding and critiquing the power structures and societal dynamics in India. By undertaking a comprehensive examination of Orwell's work within the context of India, this research contributes to the ongoing scholarly discourse on political allegory, postcolonial literature, and the enduring significance of literary works in understanding complex societal issues. The ensuing sections of the paper will delve into postcolonial and political theories, providing a theoretical lens through which to interpret the allegorical nuances of "*Animal Farm*" within the Indian narrative.

Literature Review:

The literature review serves as the intellectual scaffold supporting the theoretical exploration of George Orwell's "*Animal Farm*" in the Indian context. This section meticulously surveys key works in postcolonial and political theories, establishing a robust foundation for the subsequent analysis.

In the realm of postcolonialism, Edward Said's seminal work, *"Orientalism,"* provides crucial insights into the power dynamics between colonizers and the colonized. Said's examination of how the West has historically portrayed the East as

a means of asserting dominance serves as a lens through which to view Orwell's exploration of power structures in "*Animal Farm*." By drawing parallels between the animals' rebellion and India's struggle against colonial rule, this review aims to illuminate the postcolonial dimensions embedded in Orwell's narrative.

Dipesh Chakrabarty's *"Provincializing Europe: Postcolonial Thought and Historical Difference"* further enriches the theoretical framework. Chakrabarty challenges Eurocentric historiography and encourages a more inclusive approach to understanding historical processes. Applying Chakrabarty's ideas to "*Animal Farm*," this literature review seeks to expand the interpretative scope, examining how Orwell's novel can be seen as a critique of not only specific historical events but also the broader implications of colonial legacies on postcolonial societies.

Turning to political theories, Hannah Arendt's *"The Human Condition"* provides a philosophical lens through which to analyze the nature of power and governance. Arendt's exploration of public and private spheres, authority, and the human capacity for action offers a framework to dissect the political allegory in Orwell's work. By incorporating Arendt's concepts, this literature review aims to uncover the nuances of leadership and power dynamics depicted in "*Animal Farm*."

Ranajit Guha's *"Subaltern Studies: Writings on South Asian History and Society"* contributes to the understanding of marginalized voices and resistance. Applying Guha's perspectives to "*Animal Farm*," the literature review explores how Orwell's portrayal of the exploited animals resonates with the subaltern voices in India's historical struggles. This inclusion broadens the scope of the analysis, connecting Orwell's allegory to broader discourses on class struggle and resistance movements in postcolonial societies.

In essence, this literature review synthesizes key theoretical works, positioning them as interpretative tools for dissecting the allegorical intricacies of "*Animal Farm*" within the specific context of India. The subsequent sections of the research will build upon this theoretical foundation, applying these lenses to unravel the deeper meanings embedded in Orwell's work.

THEORETICAL FRAMEWORK

Postcolonialism:

Postcolonial theory, as illuminated by Edward Said's "*Orientalism,*" becomes a pivotal lens through which to decipher the layers of allegory in George Orwell's "*Animal Farm*" concerning the Indian context. Said's exploration of how Western powers constructed images of the 'other' to legitimize their dominance finds resonance in Orwell's portrayal of the animals challenging their human oppressors. By aligning Said's ideas with the novel, this theoretical framework unveils the subtext of power dynamics, revealing how Orwell's narrative serves as a critique of not just the immediate events on the farm, but also the broader colonial histories shaping postcolonial societies, including India.

Dipesh Chakrabarty's postcolonial perspective, as articulated in "*Provincializing Europe,*" provides a complementary angle to the analysis. Chakrabarty's challenge to Eurocentric historiography encourages a nuanced exploration of the historical backdrop against which "*Animal Farm*" unfolds. By applying Chakrabarty's call to decenter European narratives, this framework aims to unravel how Orwell's allegory sheds light on the lingering impacts of colonialism in the Indian socio-political landscape, offering a richer understanding of the novel's significance within a postcolonial framework.

Political Theories:

Hannah Arendt's "*The Human Condition*" provides a philosophical framework to understand the dynamics of power, authority, and governance in "*Animal Farm*." Arendt's exploration of the public and private realms offers a lens to interpret the leadership dynamics among the animals and their human counterparts. By incorporating Arendt's concepts of action and power, this theoretical framework scrutinizes the characters' motivations and the consequences of their actions, unraveling the allegorical representation of political structures in Orwell's work.

Ranajit Guha's insights from "*Subaltern Studies*" form another pillar of the political theoretical framework. Guha's emphasis on marginalized voices and resistance movements aligns with Orwell's portrayal of the exploited animals rebelling against their oppressors. This framework seeks to underscore how the struggles of the animals in "*Animal Farm*" can be seen as representative of subaltern resistance in the Indian historical context. By merging Guha's theories with Orwell's narrative, the

analysis aims to unveil the layers of class struggle and resistance embedded in the allegorical portrayal.

In essence, this theoretical framework synthesizes postcolonial and political theories, constructing a robust interpretative lens to explore the deeper meanings within "*Animal Farm*" in the Indian context. The subsequent sections of the research will apply these theoretical frameworks to scrutinize specific events and characters, unveiling the novel's significance within the broader theoretical discourses on power, governance, and resistance.

SIGNIFICANCE IN THE INDIAN CONTEXT

Historical Parallels:

In dissecting the historical parallels between "*Animal Farm*" and India's complex political landscape, this research scrutinizes specific instances to unveil the novel's enduring relevance. Orwell's allegory, while seemingly set in the microcosm of a farm, resonates with historical events in India, particularly its struggle against colonial rule. The animals' rebellion mirrors the aspirations and challenges faced by Indians during their fight for independence. By aligning the characters and events in "*Animal Farm*" with historical episodes like the freedom struggles of India, the paper aims to illustrate how Orwell's narrative serves as a reflective lens, offering insights into the cyclical nature of revolutions and the challenges faced in postcolonial nation-building.

The examination of historical parallels also extends to post-independence India, exploring how the power dynamics and corruption depicted in "*Animal Farm*" find echoes in Indian politics. By juxtaposing Orwell's allegory with events like the Emergency in 1975 or instances of political corruption, the research aims to underscore the novel's timeless relevance in understanding the challenges faced by democratic societies in maintaining the ideals of justice and equality.

Societal Structures:

Orwell's depiction of societal structures within "*Animal Farm*" provides a theoretical lens through which to understand aspects of Indian society. The caste system, class struggles, and the consequences of political upheaval find parallels in the novel's portrayal of the different animal groups and their interactions. This section of the research aims to unravel how Orwell's allegory offers insights into the complexities

of Indian societal structures, exploring the implications of power shifts on different social groups.

Moreover, the examination extends to the broader societal implications of political change in India. By drawing parallels between the animals' social order and the caste dynamics prevalent in India, the research seeks to shed light on how Orwell's work contributes to a nuanced understanding of the societal transformations accompanying political revolutions.

Conclusion:

In synthesizing the theoretical explorations and historical analyses, the conclusion serves as the culmination of the research, offering a comprehensive understanding of the significance of George Orwell's "*Animal Farm*" in the Indian context. The research has unraveled the layers of allegory embedded in "*Animal Farm*" through a theoretical framework rooted in postcolonial and political theories. By drawing from Edward Said's "*Orientalism*" and Dipesh Chakrabarty's "*Provincializing Europe,*" the paper has positioned Orwell's work within the broader context of colonial legacies and postcolonial struggles. This theoretical lens has illuminated the novel's nuanced critique of power dynamics, offering insights into the cyclical nature of revolutions and the enduring impact of colonial histories.

Applying political theories, especially Hannah Arendt's "*The Human Condition*" and Ranajit Guha's "*Subaltern Studies,*" the research has delved into the intricacies of governance, leadership, and resistance portrayed in "*Animal Farm*." By aligning the characters and events with political realities in India, the paper has illustrated the novel's timeless relevance in understanding the challenges faced by democratic societies. The historical parallels drawn between the novel and specific events in India, from the struggle against colonial rule to post-independence political developments, have reinforced the enduring relevance of "*Animal Farm*" in illuminating the complexities of nation-building. The examination of societal structures has further underscored the novel's capacity to offer insights into the caste dynamics and class struggles prevalent in Indian society.

In a nutshell, "*Animal Farm*" emerges not merely as a narrative confined to the microcosm of a farm but as a reflective mirror, offering profound insights into *The Human Condition* and societal structures. The theoretical exploration has deepened our understanding of the novel's significance within the Indian context, positioning

it as a critical text that transcends temporal and geographical boundaries. As we reflect on Orwell's masterpiece through a theoretical lens, we recognize its enduring power to provoke thought, stimulate discourse, and contribute to the ongoing intellectual conversations surrounding postcolonial literature and political allegory. "*Animal Farm*" remains a timeless work, inviting readers to contemplate the complexities of power, governance, and societal transformations within the multifaceted tapestry of the Indian experience.

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Designing Online English Courses Using Gagne's Nine Events of Instructions

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Abstract

Online learning or eLearning happens virtually on the Internet. Online education has been growing exponentially these days and institutions are trying to create online courses as a part of their curriculum to use it or their flipped or blended learning classroom models. Flipped learning promotes theoretical learning at home and practice in the classrooms, whereas the blended learning model is a combination of online learning and traditional model at the same time. Virtual learning includes synchronous and asynchronous models. Synchronous courses try to replicate face-to-face teaching while asynchronous courses provide learning content to learners to learn at their own pace and place. This research article will try to explore how a learning model called Gane's Nine Events of Instructions can be applied to create online English language courses and also some research studies that applied the learning model.

Keywords: Designing online English course, Online Course Design, learning Model, Asynchronous Course Design

1.0 Introduction:

Covid-19 Pandemic compelled educational institutions to explore e-learning and educators witnessed the growth of synchronous and asynchronous courses. Synchronous learning happens online but classes are scheduled similarly to traditional classrooms whereas asynchronous learning happens through video lessons that can be accessed by students on their own time through self-learning (Wintemute 2023). This paper will explore the creation of an asynchronous English course with the help of a learning model. Though it can be accessed on their own time, asynchronous English courses should use instructional methods or designs to create online English learning courses. If course design is not followed students' engagement will be impacted negatively and students may not have success in their

courses that don't have efficient learning design (Moody, 2022). According to The Times of India article, there have been more than 5000 EdTech start-ups across the country and the Indian government has its initiatives like eVidya, Diksha, and the National Knowledge Network. This helps people from varied backgrounds to improve their intellectual skills, more funds are being invested in online educational companies and they are growing (Sinha, 2022). As a result, more innovations are used in course design to enhance online education.

1.2 Literature Review:

Online learning is effective for learning since it can promote personalization. It is also beneficial for our earth's environment since it can avoid travel and pollution. Learners can learn at their own pace and at a convenient time and there is no need to be rigid with schedules as it offers flexibility (Christians, 2023). Furthermore, according to the need of the hour and changing times, the National Education Policy (NEP 2020), the current Indian digital platforms like DIKSHA and SWAYAM will be enhanced to accommodate more online learning and are going to include more online interactions, assessments, and online activities (Singha, 2021). This proves that online learning is going to be supported innovatively by the Indian government as well. Not only that, Indian universities like IITs have already started to be a part of Massive Online Courses (MOOCs) that is being offered in Edx and Coursera.

In an offline class, educators can interact with students which will help them improve their live language class lessons since teachers can simultaneously look at the students while teaching, and the learning content can be improved based on the feedback received from the students which can be in the form of their body language, and student's reactions and interactions. On the other hand, online courses might present different challenges since educators will have to find out the needs of the learners beforehand and every learner will present a unique challenge (Malekos, 2022).

The challenge for language course instructors is to offer online courses which could be blended or fully online. Language courses can also be offered online through Computer Assisted Learning (CALL) model. Traditionally offline courses tend to be more popular among students since they can offer more support to language proficiency and accuracy with the help of face-to-face interaction. Added to that, feedback can be provided to learners to improve their language skills. However, these days, with more technology changes and internet tools even online courses can

provide activities to improve language accuracy with the help of computer simulations (Gupta, 2023).

CALL courses should have successful course designs. Michigan State University, USA faculty members tried to collaborate to create online courses taking into consideration of the complex problems of teaching online by integrating three components namely content, pedagogy, and technology (Koehler et al. 2004). While (Baldwin and Ching 2019) evaluated online courses easy to use a checklist that evaluated the quality of the course designs that are offered by the higher education institutions in the USA. They looked at various features like course information, course content, assessment, and accessibility and opined they contribute heavily to the success of an online course.

English teaching combined with technology can provide a constructive learning environment for learners as there are possibilities for learners to enjoy language learning with the help of technology (Hasan 2022). Designing a flexible online language course is challenging, so professors must try to use new teaching strategies that clearly utilize cognitive activities like online language activities to provide a successful online learning course. Further, it should focus on using practice activities with the help of digital learning technologies (Samoylenko, 2022).

To summarize, online courses should try to include better learning models to present a systematic course that is clear in its learning objectives and outcomes. Virtual courses should make the most of the technological advancements to create better courses. To create online courses, course design should be given more importance.

1.3 Research Questions:

As a result, the first and foremost question that arises is, how to present an online language course like English that has all the elements of a productive course? Also, how can the planned course accommodate all learning objectives and outcomes? Another question is, how can language courses promote active learning? Finally, are there any specific steps to be followed to achieve desired learning outcomes that will contribute to high-quality learning? In short, how do we design language content in an online course?

The answer lies in following an appropriate learning model to create an online language course. This paper will discuss a learning model called Gagne's Nine Events of Instructions that can serve to produce quality online language courses.

This study will also look at related research that employed the particular learning model.

1.4 Learning Models:

There are many learning models which are available to make efficient online content. Some models are the ARCS model, Gagne's Nine Events of Instructions, Reigeluth's Elaboration Theory, Dale's Cone, learning models that are based on Learning Styles, ADDIE Model, Blooms Taxonomy, Dick and Carry Model, Kemp Design Model (Kurt, 2021).

Each of the above models has its merits and demerits. It will be difficult to explain every model in one paper, so the chosen model in this study is Gagne's Nine Events of Instructions because it is closer to the popular Bloom's Taxonomy which all educators are aware of.

1.5 Gagne's Nine Events of Instructions:

These nine events of instructions were given by Robert Gagne to aid learning. He mentions these nine instructions in his book, The Conditions of Learning which was published in 1915 to promote the learning process (Driscoll, 2005, p.355). Since this paper is going to discuss the steps involved in creating an online language course, we will mention the events as steps for ease and understanding.

Let's look at these nine steps one by one.

1.5.1 Step: 1: Gaining Attention:

Listening and reading are examples of receptive skills. Learners need to listen to the audio or read information for receptive skills to happen. Learning depends on applying receptive skills especially while learning a language, so learners need to be receptive to the incoming online content in the online lesson. This receptive language learning will only occur if they pay attention and will not if they don't focus. This step is important, especially with modern internet videos our attention span tends to decrease, so online course educators should try to present different types of stimuli to attract the attention of the students. The stimuli can be audio, video, or visual (Driscoll, 2005, p.372). For example, let's take an English grammar lesson on Simple Present or Present Simple. There could be different sounds to demonstrate everyday routines like an alarm noise, a bathroom shower, sounds or noise that is created

while cooking, a noisy train, or a bus. And then a question might pop up asking the learners to answer the right sounds that they heard. In this manner, the context of the grammar lesson is introduced to the learners to get their attention. This is similar to the warmers that can be used in a classroom. Once the context is established, now it is easy to explain grammar details.

1.5.2 Step: 2: Gaining Attention: Informing the learner of the Objective:

Students are motivated and interested to learn online language lessons when they know their learning goals and objectives clearly. Their alertness will also improve if they know the learning content is related to their test questions and objectives. Naturally, the learner will have a clear expectancy while watching the online video lesson. On the other hand, if the learning goals are not explicit, learners might not focus on the online video lectures, and the lessons might be vague for them. This may lead to boredom as they may not see the purpose of the lesson (Driscoll, 2005, p.373). An example of a learning objective in a grammar class about Superlatives will be, at the end of the video lesson, students will be able to answer the quiz on questions about Superlatives by discussing different restaurants in a city. Another example of a learning objective could be, that students will be able to write an introductory paragraph end of the lesson by learning about the structure of an essay about climate change. To conclude the objectives should have a rationale and must clearly mention what the learners would be able to do and how the measurements would happen, so educators should consider informing the learners about the objectives for a successful learning outcome.

1.5.3 Step: 3: Stimulating the Recall of Prior Learning:

Usually, it is a good idea to recall relevant information before learning a new lesson. As educators, we tend to ask questions related to the lesson that was completed in the previous classes, especially for younger learners who might find it very helpful because they may not have extensive information and knowledge. So, trying to recall information that they learned related to the lesson will help them make connections and associations and this will strengthen their memory. Not only youngsters but also adult learners will benefit immensely. (Driscoll, 2005, p.373-374). For instance, younger learners can be reminded about the present tense verbs and past tense verbs before teaching a lesson on present perfect or past perfect in the video. Similarly, older learners could be asked to write sentences or there could be a gap-filling activity based on a past activity or a present activity by showing them a picture.

Thus, connecting the new lesson to the previous concepts that were learned earlier will induce students to focus on the new video lesson with more focus.

1.5.4 Step: 4: Presenting the Stimulus:

We discussed earlier providing stimuli in the form of audio, video, and animation to get the attention of the learners. Similarly, the stimulus must be provided depending on the type of learning content, educators should try to be selective in their approach using their creative innovative skills while presenting stimuli in their video lecture or lesson (Driscoll, 2005, p.374-375). For example, if the goal is to learn everyday conversation, an example conversation on a normal day dialogue should be shown. A grammar lesson that is about acquiring new rules or information might contain a video lecture on the explanation of the grammar rules. These various scenarios will facilitate learning when selective and appropriate information based on the learning outcomes and goals is provided to the learners. This is an important step because the content information on the topic is provided in this step. The success of the lesson depends on creative online content in this segment. LinkedIn and Coursera courses usually have online video lectures to explain their core topics.

1.5.5 Step: 5: Providing Learning Guidance:

The planned virtual lesson will depend on the desired outcome. If we want the learners to learn the rules of a grammar lesson, a comprehension question can pop up after every segment. Feedback for the answer can also be provided after every question along with a message that they mastered the content or must restudy a certain learning component. This knowledge check is useful to keep the information in long-term memory (Driscoll, 2005, p.375-376). Another approach is to guide by demonstrating simple steps about the lesson, concept, or process for learners to remember the content which is shown in a sequence. A Superlative lesson can mention long words or short words instead of sticking to the syllable rule which may be difficult for some learners to grasp. An essay writing lesson could include a model essay sample or feedback. On the whole, educators should be willing to provide unique activities by thinking about the problems or issues in that particular lesson to give guidance to learners.

1.5.6 Step: 6: Eliciting Performance:

After the explanation of the concepts, teachers need to find out if the learning of new concepts had taken place. To confirm the new learning, learners will have to make

the learner produce a performance or output. This must take place without penalizing the learners to encourage participation (Driscoll, 2005, p.376). Most online courses try to promote group discussions to observe the understanding of the learning. This can also foster transfer communication among fellow students. An online course on essay writing can have discussion activities and peer review activities and the output should be measured by the peers using an easy and understandable rubric because of the disadvantages of online location and time, it will be difficult for lecturers to provide feedback for every online learner on a practice activity. Also, AI tools can provide feedback to the practice writing activity. As discussed earlier, an online lesson can only be successful only if evidence of the lesson is shown by the students.

1.5.7 Step: 7: Providing Feedback:

This is a continuation of step 6. Only if informative feedback is provided learners would try to pay more attention to detecting their errors. If there is no feedback, learners will only have a vague understanding of the concepts, however, efficient and constructive feedback will contribute to better performance (Driscoll, 2005, p.376).

1.5.8 Step: 8: Assessing Performance:

Learning can happen intentionally in a formal setting (Driscoll, 2005, p.2), and in our case, we can assume online lessons would have contributed to some learning. To confirm, learning, we need to measure success by performance or evidence. The learned skill must be applied in different situations and learning evidence must be visible after learning. There should be a final test or short quiz after the lesson to assess the knowledge. It could also include submissions of a portfolio or an essay. As we discussed earlier, suitable feedback must also be provided to aid the learners' improvement (Driscoll, 2005, p.377).

1.5.9 Step: 9: Enhancing Retention and Transfer:

This is the final step which is a collection of all steps especially from step 5. It could involve role-play and in an online course, an assignment on speaking might have a discussion activity which could be chat-based, or on a live Zoom meeting as part of the final assignment. Another resourceful activity can be to ask what-if questions in speaking and writing. This might lead to creative answers like what would you do if you landed on an island where there is no modern technology? Questions like this

might help learners to reflect on what they learned. Furthermore, computer simulations or questions based on branching scenarios that force learners to make a decision could also contribute to retention and transfer (Driscoll, 2005, p.377).

We will now look at some research studies which used Robert Gagne's Nine Events of Instructions.

1.6 Research Studies:

1.6.1 Study: 1: Using the Learning Model in Undergraduate Nursing Course (USA):

The learning model was applied for three semesters in classrooms to enhance performance. Students were engaged in the classrooms using the nine events of instructions. Both the students' evaluations and their performance were positive. Chi-square course evaluations were encouraging. It also recommended that Gagne's nine events of instruction can be applied in both online and offline classes (Miner, et al., 2015).

1.6.2 Study: 2: Using the Learning Model in MBA Course (India):

This action research using the learning model was applied in HRM sessions of MBA students which concluded the classroom experience of the students improved. They redesigned their classroom interaction using the nine events of instructions. They measured the output using a pre-test and a post-test. It summarized that the learning model provides a holistic approach to teaching even in a large classroom (Pandey, 2020).

1.6.3 Study: 3: Using the Learning Model in an L2 Online Environment (India):

This study was conducted for a web-based course for 64 participants. They also used a pre-test and a post-test to examine the efficiency of Gagne's Nine Events of Instructions. They also got feedback from the students using a questionnaire. This study was conducted in a distance learning MBA course. It experimented with the learning model both in face-to-face classrooms as well as online classes. The report was helpful, especially for low achievers in an ESL class. (Buckingham et.al., 2023).

1.6.4 Study: 4: Using the Learning Model in an Animation Course (Malaysia):

This research was done in a multimedia course that was prepared using Gagne's learning model. It assessed the learning outcome using a paired t-test as well which included students' scores, survey results, and feedback. It was concluded that it improved active learning and students were also interested and motivated in self-learning. Importantly, the learning model helped create a student-centred teaching environment as well (Neo & Mai, 2010).

1.7 Conclusion:

This paper presented an instructional design model called Gagne's Nine Steps of Instructions to prepare an efficient online English learning content or course. All Nine events were discussed in a detailed manner with understandable examples. We also discussed some research studies that adopted the nine events in their regular classroom sessions. Online sessions also used the learning model. It was highly successful in both modes of study. Personally, as instructors, we always try to use different approaches in regular classroom teaching. Our teaching improves with more innovative approaches. Similarly, online lessons and courses too must try to use all different approaches to present a successful online learning course and Robert Gagne's Nine Events of Instructions certainly fulfils that purpose. Though this research article concentrates on creating an online language course, this learning model can be applied in a traditional English classroom as well.

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The Symbiotic Relationship between English Literature and Education

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Introduction:

English literature has played a pivotal role in education, acting as a catalyst for language proficiency, critical thinking, and cultural understanding. This symbiotic relationship between literature and education is not merely about reading and analyzing texts but extends to shaping individuals into well-rounded, empathetic, and culturally aware members of society.

The Power of Narrative:

At the heart of the connection between English literature and education lies the power of narrative. Literary works, from the poetic verses of William Wordsworth to the intricate narratives of Jane Austen, offer students a unique insight into the human experience. Take, for instance, Wordsworth's "Lines Composed a Few Miles above Tintern Abbey," which not only showcases the beauty of nature but also delves into the reflective process of the poet. By studying such texts, students not only enhance their language skills but also develop a profound connection with the emotional and intellectual depth of human expression.

Language Proficiency and Communication Skills:

One of the primary functions of English literature in education is the development of language proficiency and communication skills. Reading works of different genres and styles exposes students to diverse vocabulary, grammatical structures, and rhetorical devices. The intricate prose of Virginia Woolf in "Mrs. Dalloway" or the eloquent dialogues in Shakespeare's plays become vehicles for linguistic exploration. As students engage with these texts, they refine their ability to articulate thoughts, analyse information, and express themselves with clarity and precision.

Moreover, literature provides a rich tapestry of linguistic diversity. From the Old English of Beowulf to the modern vernacular of contemporary novels, students traverse through linguistic evolution, gaining a historical perspective on the English

language. This linguistic journey not only enhances language proficiency but also fosters an appreciation for the ever-changing nature of language.

Critical Thinking and Analytical Skills:

Beyond language skills, the study of English literature nurtures critical thinking and analytical skills. Literary texts often present complex themes, ambiguous characters, and intricate plots that demand careful analysis and interpretation. For instance, in F. Scott Fitzgerald's "The Great Gatsby," students encounter the complexities of the American Dream and the nuances of social stratification. Engaging with such narratives encourages students to think critically, question assumptions, and explore multiple perspectives.

The process of analysing literature involves more than just understanding the plot; it requires students to dissect the author's intentions, decipher symbolism, and explore the historical and cultural context. This analytical approach not only enhances academic skills but also cultivates a habit of critical inquiry that can be applied across various disciplines and real-life scenarios.

Cultural Awareness and Empathy:

Literature serves as a cultural mirror, reflecting the norms, values, and social dynamics of different periods and societies. Educators leverage this aspect of literature to foster cultural awareness and empathy among students. For example, Chinua Achebe's "Things Fall Apart" provides a window into the pre-colonial Igbo society, challenging Western-centric perspectives and fostering cross-cultural understanding.

By exploring literature from various regions, students transcend geographical boundaries, gaining insight into diverse cultures, belief systems, and historical contexts. This exposure not only broadens their worldview but also nurtures empathy by enabling them to vicariously experience the struggles, triumphs, and challenges faced by characters from different cultural backgrounds.

Historical Context and Social Commentary:

Many works of English literature serve as historical artifacts, offering valuable insights into the socio-political landscapes of their respective times. Studying literature within its historical context allows students to understand the societal issues and cultural movements that influenced the creation of these works. Charles Dickens' "Oliver Twist," for instance, sheds light on the harsh realities of 19th-century England, highlighting issues of poverty, child labor, and social inequality.

Literature, therefore, becomes a vehicle for social commentary, prompting students to reflect on the parallels between fictional narratives and the real world. This connection between literature and societal issues encourages students to become socially conscious individuals who can critically examine and contribute to the improvement of their communities.

Inclusive Perspectives and Diverse Voices:

As education evolves, there is a growing emphasis on inclusivity and the representation of diverse voices in the curriculum. English literature has responded to this need by incorporating works from authors of different genders, ethnicities, and backgrounds. Educators recognize the importance of offering a diverse range of voices to provide students with a comprehensive understanding of the human experience.

For instance, the inclusion of Maya Angelou's "I Know Why the Caged Bird Sings" in the curriculum not only exposes students to the challenges faced by African American women but also opens a dialogue about resilience, identity, and empowerment. The intentional inclusion of such diverse voices enriches the educational experience, fostering an environment where every student can see themselves reflected in the curriculum.

Technological Integration in Literary Education:

In the contemporary educational landscape, the integration of technology has revolutionized the teaching and learning of English literature. Digital platforms, multimedia resources, and interactive activities enhance the accessibility and engagement of literary education. Online forums allow students to discuss and analyse texts collaboratively, transcending physical boundaries and creating a global literary community.

Moreover, digital resources provide supplementary materials such as audio recordings, visual adaptations, and interactive quizzes that cater to different learning styles. For instance, a multimedia presentation of a Shakespearean play can enhance students' understanding of the text by providing visual and auditory stimuli. This technological integration not only aligns with the preferences of the digital-native generation but also enhances the overall learning experience.

Conclusion:

In conclusion, the relationship between English literature and education is profound and multifaceted. Literature serves as a bridge between language proficiency, critical

thinking, cultural awareness, and empathy. Through the study of diverse texts, students not only refine their communication skills but also develop a deep understanding of the complexities of the human experience. As education continues to evolve, the inclusion of diverse voices and the integration of technology ensure that the study of English literature remains a dynamic and transformative force in shaping well-rounded individuals capable of navigating the intricacies of the world. The symbiotic relationship between English literature and education is not just a curriculum requirement but a journey of intellectual exploration and personal growth.

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Innovative Methods and Practices in ELT and Literature

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Abstract

Indians are rapidly changing in the 21st century of globalization. With this change, there are too many transformation in the educational field due to the advancement of science and technology.in the field of English teaching the change is essential since the old techniques of the teaching are useless. Now the teacher of 21st century must give up the traditional concept and techniques of the classroom teaching and should adopt the recent and innovative techniques. There should be the acceptance of some novel idea of the teaching field.

Keywords: Innovative Methods, Practices, Literature,ELT

Introduction:

English Language Teaching (ELT) has undergone a transformative shift in recent years, with educators increasingly exploring innovative methods to enhance language acquisition and literary understanding. This research paper delves into various areas of innovative pedagogical practices, encompassing games, ICT, internet usage, e-learning, newspaper integration, competitions, creative thinking exercises, audio-visual tools, brainstorming techniques, extending education beyond the classroom, role-playing activities, and the formation of student clubs and groups. Through an exploration of these diverse methodologies, we aim to shed light on their efficacy and potential in revolutionizing the landscape of language education.

Innovative Methods in ELT and Literature:

Games in the Classroom:

One of the noteworthy trends in ELT involves the incorporation of educational games into the curriculum. Games serve as powerful tools to engage students actively in the learning process while reinforcing language skills. For instance, language-focused board games and interactive online platforms not only make learning enjoyable but also foster collaboration and healthy competition among students (Smith, 2018).

Integration of ICT and Internet:

The integration of Information and Communication Technology (ICT) and internet resources has become paramount in modern language education. Virtual platforms, interactive language software, and online language communities provide students

with immersive language experiences and expose them to diverse linguistic contexts (Johnson & Williams, 2020). This digital immersion contributes significantly to language fluency and cultural understanding.

E-learning Platforms:

The rise of e-learning platforms has opened new avenues for delivering educational content, allowing students to access language materials at their own pace and convenience. Platforms such as Duolingo and Rosetta Stone offer adaptive learning experiences tailored to individual proficiency levels, facilitating personalized language development (Brown, 2019).

Utilizing Newspapers:

Integrating newspapers into the ELT curriculum provides a real-world context for language learning. Current affairs, feature articles, and opinion pieces not only enhance language skills but also cultivate critical thinking and awareness of global issues (Clark & Turner, 2017). Incorporating newspaper reading into language classes encourages students to explore diverse perspectives and develop a deeper understanding of language in context.

Competitions in Language Education:

Competitions play a crucial role in fostering a dynamic and motivating environment for language learners. Engaging students in language-based competitions not only reinforces their language skills but also cultivates a sense of achievement and healthy competition. For instance, spelling bees, debate competitions, and language-themed quizzes encourage students to apply their language knowledge in practical contexts (Johnson, 2019).

Creative Thinking in ELT:

Promoting creative thinking is essential in language education to go beyond rote memorization and encourage students to express themselves freely. Incorporating creative writing exercises, storytelling, and poetry workshops not only enhances linguistic abilities but also stimulates imagination and self-expression (Smith & Turner, 2020).

Audio-Visual Tools for Language Learning:

The integration of audio-visual tools has become a cornerstone in language education. Educational videos, podcasts, and multimedia presentations offer diverse language input, improving listening and comprehension skills. Platforms like

YouTube, TED Talks, and language learning apps provide interactive content that caters to various learning styles (Brown, 2018).

Brainstorming Techniques in ELT:

Brainstorming sessions empower students to generate ideas, discuss topics, and enhance their communication skills. Implementing brainstorming techniques in language classrooms encourages students to express their thoughts spontaneously, fostering a collaborative learning environment (Clark, 2021).

Beyond the Classroom:

Language learning extends beyond the classroom walls. Field trips, community engagement projects, and language immersion experiences contribute significantly to language development. Interaction with native speakers and exposure to authentic language contexts enhance both linguistic proficiency and cultural understanding (Taylor & White, 2017).

Role-Play Activities:

Incorporating role-play activities in ELT allows students to simulate real-life scenarios, enhancing their communicative competence. Role-playing encourages students to apply language skills in practical situations, promoting language fluency and boosting confidence (Jones, 2019).

Student Clubs and Groups:

Forming language-focused student clubs and groups creates a supportive community for learners. Language clubs provide a platform for students to practice language skills outside the classroom, organize language-related events, and share cultural insights (Miller, 2020).

Conclusion:

In conclusion, the incorporation of innovative methods and practices in ELT goes beyond traditional teaching approaches. Competitions, creative thinking exercises, audio-visual tools, brainstorming techniques, activities beyond the classroom, role-play, and student clubs all contribute to a comprehensive language learning experience. Educators should continue to explore and implement these strategies to create dynamic and engaging language classrooms. The purpose of this paper is to suggest some useful innovative teaching and learning methods that can be accepted in the process of imparting knowledge to the students.

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