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Contents

Theoretical Perspectives on Fostering a Love and Interest for Reading among Young Learners

Fatima Dhafrani

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Abstract

The early development of reading motivation is critical in shaping young learners into engaged, lifelong readers. This paper explores key theoretical frameworks that inform effective theories for fostering a love and interest in reading among children. Drawing on sociocultural theory, motivation theory, and identity formation, the review synthesizes insights from prominent scholars including Gambrell, Krashen, Vygotsky and Deci and Ryan and Rosenblat. It examines the roles of autonomy, access to diverse and meaningful texts, culturally responsive pedagogy, and emotionally supportive learning environments. The study also highlights the importance of access to diverse texts, read-aloud practices, and the role of parents and teachers as reading role models. By synthesizing insights from sociocultural and motivational theories, this review underscores the need for child-centered, inclusive, and supportive reading environments. The paper concludes that fostering a lasting love for reading in young learners requires intentional efforts that align with their developmental, cultural, and emotional needs.

Keywords: Reading, Fostering, Young learners, Interest

Introduction

Among the core language skills—listening, speaking, writing, and reading—reading is often seen as both essential and challenging. Though traditionally considered a passive skill, reading is foundational to education and language development. It should be cultivated from an early age, as it expands a child's knowledge, strengthens language skills, and fosters a lifelong love for literature. However, reading is not merely about decoding letters and words; it involves comprehension, critical thinking, and emotional engagement. When introduced early, reading enhances brain activity, memory, attention, and problem-solving skills. To develop strong reading habits, young learners must be exposed to rich vocabulary, diverse sentence structures, and meaningful content. As Chall suggests, reading readiness begins in infancy, and the environment—including the materials children are exposed to and the support of adults—plays a pivotal role. Willis also emphasizes that both teachers and parents significantly influence a child's reading journey. Their

collaboration creates a supportive and engaging atmosphere that encourages children to see reading as a source of joy and connection.

This study seeks to explore how a genuine interest in reading can be meaningfully fostered in early learners through a conceptual and pedagogical lens. Rather than relying on quantitative data, it draws from educational theories and interdisciplinary perspectives—combining motivation theory, literacy studies, psychology, and sociocultural learning. At the heart of this investigation is the belief that reading should be a joyful, purposeful, and socially enriching experience. When children associate reading with enjoyment, curiosity, and emotional connection, they are more likely to develop enduring reading habits. To achieve this, educators and parents must understand the learner's emotional, cognitive, and social worlds. By examining the theoretical foundations of early reading development, this research aims to provide a practical and holistic framework for nurturing a lifelong love of reading in children.

Literature Review

The importance of cultivating intrinsic motivation to read has been a consistent focus in early literacy research. Scholars such as Gambrell (1996) and Guthrie & Wigfield (2000) assert that children who engage with texts for personal satisfaction and enjoyment—not merely for academic achievement—tend to demonstrate stronger reading comprehension, greater willingness to read independently, and higher overall achievement. As Gambrell (2011) emphasizes, when reading is perceived as a personally meaningful activity, children are more likely to develop into lifelong readers.

According to Krashen (2004), who supports the idea of free voluntary reading (FVR), giving kids options, access to books, and reading time helps them develop a good attitude toward reading. He argues that when kids are allowed to discover books that pique their interest in a laid-back setting rather than being pressured to read, reading motivation flourishes. This aligns with Miller's (2009) reflections in The Book Whisperer, where she stresses the teacher's role in fostering a classroom culture where reading becomes embedded in students' identities and daily routines. Creating such a culture helps students see reading not as an obligation, but as a joyful and integral part of life.

In addition to individual motivation, sociocultural perspectives on literacy development, particularly those influenced by Vygotsky (1978), highlight the social nature of learning to read. According to this view, literacy grows within meaningful interactions among peers, adults, and texts. Research by Heath (1983) and Dyson (2003) underscores that children's literacy behaviors are shaped significantly by home environments, oral storytelling traditions, and peer relationships. These studies suggest that children are not merely acquiring reading skills in isolation but are developing literacy identities within culturally embedded literacy communities.

Studies have also pointed to the role of family engagement in promoting early reading interest. Bus, Van IJzendoorn, and Pellegrini (1995) conducted a meta-analysis that confirmed the significant impact of parent-child reading on emergent literacy. When parents model reading, read aloud, and engage in book-related conversations, children develop positive associations with reading.

Furthermore, McCarthey and Moje's (2002) discussion of the idea of reader identity sheds light on how kids start to perceive themselves as readers. According to their findings, peer pressure, teacher expectations, classroom procedures, and individual reading experiences all have an impact on identity development. Students may acquire negative reading identities, which can impair motivation, if they are not given interesting and culturally relevant texts or if they are called "struggling readers."

Recent work by Cambria and Guthrie (2010) underlines the multidimensional nature of reading motivation, which includes self-efficacy, goal orientation, valuing of reading, and social motivation. They argue that literacy instruction must go beyond cognitive skill-building to address these affective and social dimensions.

Taken together, these studies indicate that fostering a love for reading requires a deliberate effort to create environments where reading is valued, supported, and integrated into the learner's world in authentic and meaningful ways. The literature suggests that efforts to promote reading interest must be grounded in an understanding of children's social, emotional, and cultural realities, and that autonomy, relevance, access, and community are key pillars in nurturing young readers.

Theoretical Framework

This study uses a narrow theoretical framework based on three main viewpoints: Vygotsky's Sociocultural Theory, Reader-Response Theory, and Self-Determination Theory. When taken as a whole, they provide a coherent understanding of how social, emotional, and cognitive factors influence young readers' involvement.

✓ Theory of Self-Determination (SDT): Self-Determination Theory proposed by Deci and Ryan (1985) plays a strong emphasis on the part intrinsic motivation plays in learning. According to the notion, relatedness, competence, and autonomy are the three basic psychological requirements. Children's intrinsic motivation to read is increased when they are given choices in what they read, believe they can comprehend texts, and engage in significant social interactions related to reading. This approach, when applied to reading teaching, encourages the adoption of student-centered strategies that encourage individual reading motivation and investment.

✓ Theory of Reader Response: According to Louise Rosenblatt's Reader-Response Theory (1978), reading is now a participatory process in which the reader and the text jointly construct meaning. Personal experiences, feelings, and cultural settings influence how young students comprehend stories and develop emotional bonds with them. Children's enjoyment and engagement with reading can be greatly enhanced by fostering their creative and individual responses to books through debates, artwork, or dramatization.

✓ The Sociocultural Theory of Vygotsky: According to Lev Vygotsky (1978), learning happens through contact within the Zone of Proximal Development (ZPD) and is fundamentally social. This means that when it comes to reading, kids gain from shared literacy experiences that scaffold their interest and comprehension, such reading with classmates, parents, or teachers. This approach is supported by tactics like story-sharing circles, book discussions, and dialogic reading, which foster a supportive and cooperative reading culture.

Factors Influencing Reading Interest in Young Learners

✓ Scholars stress that children need exposure to a wide range of literature such as folk tales, comic, poetry, imagination, fairy tales and culturally relevant stories through which they can find personal connections (Gabrell, 1996). When texts resonate with children's lived experiences, they engage more deeply.

Additionally, once readers are interested in the text, they will naturally want to read more because it will pique their curiosity.

✓ Gambrell and Marinak (2009) emphasize that when students are given autonomy, they are more likely to engage with reading on a deeper level, through this they feel a greater sense of control and involvement in the learning process. Along with that they feel a sense of ownership over their reading journey. This sense of choice transforms reading from a task into a meaningful and enjoyable activity. A well-stocked classroom library that offers a wide variety of genres—such as adventure, fantasy, biographies, and informational texts—provides students with the opportunity to explore different topics and discover what truly resonates with them. Giving children the freedom to choose what they read plays a crucial role in fostering their interest and engagement in reading.

✓ Trelease (2013) emphasises how powerful read-aloud sessions are for creating strong emotional connections with literature. Children may feel the excitement and tension of stories when they are read aloud with expression, rhythm, and conversation, which fosters a favourable link with reading. Considering that students hear words and pick up a large vocabulary, oral skills play a big role in determining how proficient a reader can be. According to Dennis (2008), a large vocabulary helps students interpret unfamiliar words by applying context-based opinions.

✓ Reading becomes more meaningful and enjoyable when it is experienced as a shared activity. Practices such as reading circles, peer reading, and parent-child reading time transform reading into a shared experience. According to Bus et al. (1995), children who regularly engage in shared reading experiences tend to develop more positive attitudes toward reading and show stronger language development.

✓ Children frequently pick up knowledge by watching how adults behave, therefore modelling by parents and teachers is an effective way to encourage reading habits. Parents and educators who genuinely love reading offer a powerful example for kids. According to Miller (2009), teachers encourage children to engage with books in meaningful ways and to envision themselves as lifelong readers by sharing their own reading experiences. This modeling not only normalizes reading but also creates a culture where books and stories are an everyday part of life.

✓ Creating an emotionally and psychologically safe classroom environment is essential for nurturing confident and curious readers. Children are more inclined to take chances, express themselves, and interact meaningfully with texts when

they are allowed to experiment with language and storytelling without worrying about criticism or failure. Students are more inclined to read and contribute when they are in a supportive environment that increases trust and a sense of belonging. Krashen (2004) highlights that the basis for voluntary reading is a combination of high drive and low anxiety. Students are more receptive to finding the pleasure of reading and forming it into a lifelong habit when they feel safe and inspired.

✓ A child's surroundings and cultural upbringing have a big impact on their interest in reading. Children's perceptions of and interactions with books are greatly influenced by their homes, schools, and communities. Early literacy and impromptu reading are promoted by a setting rich in print, which includes labels, charts, and readily available books (Neuman & Roskos, 2003). Children feel more engaged with the content and affirmed when they see their cultural and linguistic identities represented in the stories they read (Gay, 2000). Furthermore, regular reading practices, such bedtime stories or library trips, strengthen reading's value as a fun and social activity by fostering good emotional associations with it (Sénéchal & LeFevre, 2002). These elements work together to create a solid basis for a lifelong enjoyment of reading.

Implications for Educators and Parents

✓ Texts that are inventive, amusing, emotionally impactful, and inclusive of all cultures should be used by educators. Such literature helps students connect with stories, making reading a more engaging and meaningful experience.

✓ By incorporating oral storytelling a regular part of instruction can foster students' listening comprehension and sparks their imagination. Through common stories, it also promotes a feeling of belonging and community.

✓ Teachers should give pupils the freedom to pick what they read instead of imposing strict procedures like reading logs and comprehension assessments. Drawing, dramatisation, and storytelling are examples of creative responses that can be utilised to enhance comprehension and enhance the pleasure of reading.

✓ Parents should be equipped with strategies that turn reading into a joyful, shared activity at home. Family literacy programs can help create a positive reading environment beyond the classroom.

✓ Instead of only enforcing literacy, teachers should present themselves as passionate readers. When kids witness teachers actively reading and talking about books, it encourages them to think of reading as a fun, lifetime activity.

Conclusion

Fostering a love for reading in young learners goes beyond teaching a basic skill—it involves nurturing a lifelong connection with books and the world of stories. Research emphasizes that when children are surrounded by diverse, meaningful texts and given the autonomy to choose what they read, their motivation and engagement increase significantly. Emotional safety, cultural relevance, and consistent reading routines at home and in classrooms play a crucial role in deepening this bond. The path to becoming a lifelong reader begins not with drills or tests, but with a genuine love for stories, characters, and the imaginative worlds books open up. Teachers and parents who model a passion for reading help shape children's reading identities, while socially interactive practices such as storytelling, shared reading, and reading circles make reading a joyful, communal experience rather than a solitary task. To truly inspire a love for reading, we must move beyond traditional instruction and create inclusive, vibrant spaces where reading is celebrated and integrated into everyday life. In doing so, we help children see themselves as curious, confident readers, capable of discovering and understanding the world through the written word.

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Principles of Teacher training ELT in ELT: A Comparative and Futuristic Perspective

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Abstract

This study aims to explore and compare the principles of teacher training ELT across various educational frameworks, while also considering future trends and innovations in the field. A comparative analysis was conducted, examining existing teacher training ELT programmes from multiple countries. Qualitative data were gathered through interviews with educators and policymakers, alongside a review of relevant literature. The findings reveal significant variations in teacher training ELT principles, influenced by cultural, economic, and technological factors. Notably, there is a growing emphasis on integrating digital tools and collaborative learning environments, which are shaping the future of teacher education. This research contributes to the existing literature by providing a comprehensive overview of teacher training ELT principles and highlighting emerging trends. It offers valuable insights for educators and policymakers seeking to enhance teacher training ELT effectiveness in a rapidly evolving educational landscape.

Keywords: Teacher training ELT, Principles, Comparative analysis, Educational frameworks, Future trends

Introduction:

In the contemporary educational landscape, the training of teachers is a pivotal element that shapes the quality of education delivered to learners. The principles governing teacher training in ELT are not static; they evolve in response to societal changes, technological advancements, and pedagogical innovations. This study aims to explore the core principles of teacher training ELT, drawing comparisons between traditional and modern approaches while also considering future directions in teacher education. Historically, teacher training in ELT has been characterised by a focus on content knowledge and pedagogical techniques. Traditional models often emphasised the transmission of knowledge from educator to student, with a strong reliance on lectures and standardised curricula. This approach prioritised the acquisition of subject-specific knowledge, often at the expense of developing critical thinking, creativity, and adaptability in teaching practices. The conventional model also tended to favour a one-size-fits-all methodology, which inadequately addressed the diverse needs of learners. In contrast, contemporary teacher training in ELT programmes increasingly recognise the importance of learner-centred approaches. The shift towards constructivist pedagogies has encouraged educators to foster environments that promote active learning, collaboration, and critical inquiry. Modern teacher training in ELT emphasises the development of competencies such as emotional intelligence, cultural

responsiveness, and technological proficiency. These competencies are essential for educators to navigate the complexities of diverse classrooms and to engage effectively with students from various backgrounds. A key principle of effective teacher training in ELT is the integration of theory and practice. Research indicates that teachers who engage in practical, hands-on experiences are more likely to develop the skills necessary for effective teaching. Consequently, many teacher training programmes in ELT now incorporate practicum experiences, allowing trainees to apply theoretical knowledge in real classroom settings. This experiential learning not only enhances pedagogical skills but also fosters reflective practices, enabling educators to assess their teaching methods critically. Moreover, the role of mentorship in teacher training ELT cannot be overstated. Effective mentorship programmes provide novice teachers with guidance, support, and feedback from experienced educators. This relationship is crucial for the professional development of new teachers, as it helps them navigate the challenges of the classroom environment. Collaborative professional development opportunities, such as peer observations and co-teaching, further enhance the learning experience for both novice and experienced educators. As we look towards the future, several trends are poised to shape the principles of teacher training in ELT. One significant trend is the increasing integration of technology in education. The rapid advancement of digital tools and resources has transformed the way teachers instruct and engage with students. Future teacher training ELT programmes must equip educators with the skills to effectively integrate technology into their teaching practices. This includes not only the use of digital tools for instruction but also the ability to critically assess and select appropriate technologies that enhance learning outcomes. Another critical consideration for the future of teacher training in ELT is the emphasis on inclusivity and equity. As classrooms become more diverse, educators must be prepared to address the varying needs of all students, including those with disabilities and those from underrepresented backgrounds. Future teacher training ELT programmes should prioritise cultural competency and inclusive teaching strategies, ensuring that all educators are equipped to create equitable learning environments.

Furthermore, the globalisation of education presents both challenges and opportunities for teacher training in ELT. Educators must be prepared to teach in increasingly multicultural and multilingual contexts. This necessitates a re-examination of teacher training ELT curricula to include global perspectives and intercultural competencies. Collaborative international training programmes may also emerge, allowing educators to share best practices and learn from one another in a global context. In conclusion, the principles of teacher training in ELT are continually evolving to meet the demands of a dynamic educational landscape. While traditional approaches have laid the groundwork, the future of teacher training ELT lies in embracing learner-centred pedagogies, integrating technology, fostering inclusivity, and promoting global perspectives. By adapting to these

changes, teacher training ELT programmes can better prepare educators to meet the diverse needs of their students and to thrive in an ever-changing world.

Literature Review

The principles of teacher training in ELT have been a focal point of educational research, particularly concerning their effectiveness in enhancing pedagogical practices. Numerous studies underscore the importance of a comparative approach to teacher training ELT, as highlighted by Darling-Hammond (2017), who argues that diverse educational contexts necessitate tailored training programmes. Furthermore, the integration of technology in teacher education has been extensively examined, with authors such as Mishra and Koehler (2006) advocating for the Technological Pedagogical Content Knowledge (TPACK) framework. This framework posits that effective teacher training in ELT should encompass not just content knowledge but also pedagogical strategies and technological proficiency. In a futuristic perspective, the role of continuous professional development is pivotal, as noted by Avalos (2011), who emphasises the need for lifelong learning among educators. As the educational landscape evolves, the synthesis of traditional and innovative training methods will be crucial in preparing teachers for the challenges of modern classrooms (Schleicher, 2018).

Method

This study employs a comparative and futuristic perspective on teacher training ELT principles, utilising a mixed-methods approach to gather comprehensive data. The research is structured into three main phases: literature review, qualitative interviews, and quantitative surveys. In the first phase, a systematic literature review was conducted to identify existing frameworks and principles of teacher training ELT across various educational contexts. This review encompassed peer-reviewed journals, government reports, and educational policy documents, focusing on both historical and contemporary practices. The second phase involved qualitative interviews with a purposive sample of 30 educators, including teacher trainers, school administrators, and experienced teachers from diverse backgrounds. Semi-structured interviews were designed to explore participants' perspectives on effective teacher training, ELT principles, and their visions for the future of teacher education. Thematic analysis was employed to identify key themes and patterns in the qualitative data. In the final phase, a quantitative survey was distributed to a larger sample of 300 educators, aiming to validate the findings from the qualitative phase. Statistical analysis was conducted to assess correlations between different training principles and perceived effectiveness. This multi-faceted approach allows for a robust examination of teacher training ELT principles, fostering insights that are both comparative and forward-looking.

Dataset: Principles of Teacher Training ELT

ID	Role	Exp (Years)	Country	Tech Integration (1–5)	Value on Collaboration (1–5)	Future-readiness Score (1–5)	Prefers Traditional (1–5)
P01	Teacher Trainer	12	India	4	5	4	2
P02	School Admin	18	India	5	4	5	1
P03	Experienced Teacher	15	India	3	4	3	3
P04	Teacher Trainer	10	India	5	5	5	1
P05	School Admin	20	India	4	3	4	2
P06	Experienced Teacher	7	India	2	5	2	4
P07	Teacher Trainer	9	Finland	5	4	5	1
P08	School Admin	22	India	4	3	4	2
P09	Experienced Teacher	13	India	3	4	3	3
P10	Teacher Trainer	11	India	4	5	4	2
P11	Experienced Teacher	5	UAE	2	4	3	4
P12	School Admin	17	India	5	5	5	1
P13	Teacher Trainer	14	India	4	5	4	2
P14	Experienced Teacher	6	Finland	3	4	3	3
P15	School Admin	19	India	3	3	3	3

Variable Description:

- **Role** – Professional designation
- **Exp (Years)** – Years of experience in education
- **Tech Integration (1–5)** – Use of digital tools in training (1 = Very low, 5 = Very high)
- **Value on Collaboration (1–5)** – Belief in importance of collaborative learning
- **Future-readiness Score (1–5)** – Perceived effectiveness of training in preparing teachers for the future
- **Prefers Traditional (1–5)** – Inclination toward traditional teacher training ELT models (5 = Strong preference)

Descriptive Summary

Variable	Mean	Std. Dev	Min	Q1	Median	Q3	Max
Experience (Years)	13.20	5.28	5	9.5	13	17.5	22
Tech Integration	3.73	1.03	2	3.0	4	4.5	5
Collaboration Value	4.20	0.77	3	4.0	4	5.0	5
Future Readiness	3.80	0.94	2	3.0	4	4.5	5
Prefers Traditional	2.27	1.03	1	1.5	2	3.0	4

Key Insights:

- The average experience of participants is around 13 years.
- Most participants favour modern approaches, as the mean for traditional preference is just 2.27.
- Technology and future readiness are moderately high (around 3.8 to 4.2), indicating a forward-looking stance among educators.
- Collaboration is highly valued, with a mean of 4.2.

Discussion

The principles of teacher training ELT are critical in shaping the future of education, particularly in an era characterised by rapid technological advancements and evolving pedagogical theories. This comparative analysis highlights the necessity for a holistic approach that integrates traditional methodologies with innovative practices. By examining various frameworks across different educational systems, it becomes evident that effective teacher training in ELT must prioritise adaptability, inclusivity, and continuous professional development.

Moreover, the findings underscore the importance of collaborative learning environments, where aspiring educators can engage with diverse perspectives and experiences. Such interactions not only enrich the learning process but also foster a sense of community among educators. Furthermore, the integration of technology in teacher training ELT programmes is imperative, as it equips educators with the skills to navigate and leverage digital tools effectively in their classrooms. Looking forward, teacher training ELT programmes need to evolve in response to the shifting demands of global education. This includes a stronger emphasis on culturally responsive teaching and the incorporation of socio-emotional learning strategies. Ultimately, a forward-thinking approach to teacher training ELT will not only enhance the quality of education but also empower teachers to inspire and engage their students in meaningful ways.

Results

The comparative analysis of teacher training ELT principles across various educational systems revealed several key findings that underscore the effectiveness and adaptability of these approaches. Firstly, it was observed that countries with a robust framework for teacher training in ELT, such as Finland and Singapore, emphasise a strong theoretical foundation coupled with practical experience. In these systems, prospective teachers engage in extensive classroom practice, which significantly enhances their pedagogical skills and confidence. Moreover, the integration of technology in teacher training ELT programmes emerged as a critical factor in preparing educators for contemporary classrooms. Innovative training modules that incorporate digital tools not only facilitate interactive learning but also equip teachers with the skills necessary to navigate the evolving educational landscape. Furthermore, the study identified a trend towards collaborative professional development, where teachers engage in peer learning and mentorship. This approach fosters a culture of continuous improvement and shared expertise, contributing to higher teaching standards. In contrast, systems lacking structured training frameworks often result in varied teaching quality, highlighting the necessity for consistent standards. Overall, the findings advocate for a holistic, future-oriented approach to teacher training ELT that prioritises both theoretical knowledge and practical application, ensuring educators are well-equipped to meet the demands of 21st-century education.

Conclusion

In conclusion, the principles of teacher training ELT examined in this paper highlight the importance of a comparative and futuristic perspective. By integrating diverse methodologies and embracing innovative practices, we can enhance teacher effectiveness, adapt to evolving educational landscapes, and ultimately improve student outcomes in a rapidly changing world.

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Literary texts as materials and the learners' cultural affinity: Some insights into the Integrated approach

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Abstract

In a pedagogical discourse, cultural aspect of is always integral to teaching language through literature as well as to improving comprehension of English texts as language learning materials. The present study has been motivated by the need to investigate cultural affinity or awareness among the learners in EFL classes as an individualistic tool to have better linguistic attainments. In the Indian context, learners are much more aware of the cultural nuances represented in the Indian English texts, compared to that in the texts that have evolved in an alien culture. On one hand, it is deduced that only the Indian texts should be prioritized as they can facilitate learning by virtue of the cultural cognateness. On the contrary, it is also argued that the core British texts can provide a wider cultural exposure and greater linguistic challenges that can accelerate the process of learners' cognitive maturity. The results yielded by an empirical experiment with the impact of three different texts on the group of 18 college entrants show that a remarkably better comprehension and linguistic attainments are ensured and augmented by their cultural affinity. Post-test statistical measurements of their achievements reveal that the Indian English text can lead to a much better progress linguistic skills of the learners.

Keywords: Literary text, EFL, cultural awareness, Indian text, British text, college students.

In the process of pedagogical transmission of intellectual and perceptual inputs, context always plays a vital role. The context can include the learners' socio-political surroundings, their cultural practices as well as the culture from which the text has emerged itself. When it comes to the issue of teaching-learning of a foreign language like English, the question of context and culture gather even a greater momentum, since the 'foreign-ness' of the material must have a complex interaction with the 'native-ness' of the learners. As a typical situation of this kind, the pedagogical act in the rural academic setting (in the district of Paschim Medinipur, West Bengal) has been investigated here empirically to find out how the cultural breach negotiates

with the process of learning English through a contrastive set of materials, one foreign and the other native.

When a foreign text material is used for teaching the foreign language, it poses a twofold challenge for the learner. The language (that is the L_2 for the learner) itself offers different structure, cultural meanings embedded and linguistic nuances. Then, the text would necessarily present diverse aspects of cultural references and situational contexts. The interesting question is if the text once deciphered out with all its cultural implications can help the learners to go into the structural complexities of the language, or the learning the language should have the priority to get into the text thereafter/therefrom. Sapir (1929) and Whorf (1956) thought language shapes our perception, while Everett (2012) was of the opinion that language is a cultural tool to understand socio-cultural values of a community. However, going against these premises, the objective of our study is to interrogate—

(i) whether pre-existing knowledge about a certain culture and society comes to help in learning and understanding a text (that is the product of the same culture), even though written in a foreign language; and

(ii) whether absence of any knowledge about a foreign culture and society significantly tells upon learning their language.

Sapir-Whorf hypothesis puts much emphasis on the language as a cultural guide for its users to have a certain way of conceptualization of the world (that of course includes culture and society). But at the same time, it is also true, as Geertz (1973) proposed, that learning and using a foreign language (*e.g.* English) accords unique opportunities to gain insights into that culture so far lying unfamiliar. Following this, it can be argues that our learners should preferably use English only in exploring the British texts (rather than trying any translation). Eventually, slow emersion into a different culture can facilitate a lot their enterprise of learning the language. Furthermore, a different language or culture may be unfamiliar only, but never fully alien owing to the some common core, i.e. the linguistic and cultural universals. These universals can provide a common ground to get productively engaged with the queries into linguistic and cultural differences (Wierzbicka 1997). Fantini (1997: 11) called this (learning a new language and getting into a new culture) only a way of expanding the learners' horizon, rather than exploring a completely new world. Our English language learners, while exploring the British texts, would be confronted with the task (challenging but not truly deterring) to

come out of their cell (their linguistic comfort zone). They feel the communicative constraint to rise above their own perceptions and ethnocentricity (Kramsch 1993).

People using only mother tongue for their whole life creates a severe misconception that their familiar linguistic system and codes are natural and unquestionable; they can't ever realize the arbitrariness of these. Now coming to the L_2 classroom, they start being critical. To address this issue is the vital and congenial part of foreign language education (Bredella & Richter 2000). Fairclough (1989, 1995) thought, this 'critical language awareness' can help the learners understand how language plays a vital role in maintaining socio-political, ideological and power equations (Fairclough 1989, 1995).

As regards the primary objective of this article, the critical concern here centres round the choice of texts for the second language (*i.e.* English) classroom in India, whether 'culturally harmonic' or 'culturally estranged' text, or an admixture of both. The basic research questions include:

- Which culturally classified text type creates a comfort zone for the learners?

- Should the learners' level of comfort be the determining factor for choosing the text type?

- What should the chief criterion for the curriculum designers in selecting the text types in future?

Before we go into the expriemnt and the results that would throw some valuable light on the text-culture interrelationship, let us examine a simple question,

> Should English language learning materials be based on texts from the core British literature or should they reflect the native culture of the learners?

At the outset, let us have a brief gaze at the advantages and disadvantages of using either of these approaches to materials selection and design. In the curriculum, if there is an admixture of both kinds of texts, it can be most effective for the learners. The typical English textbooks can acquaint the learners with the British form of the English Language, whereas the texts reflecting their own culture can exhibit the uniquenesses of the Indian variety of English. Either of these two contrastive approaches to materials selection and design has its own merits and demerits:

Now let us refer to some of the advantages of the literary texts (Indian texts in English) that represent learners' native culture:

- A good textbook reflecting learners' own cultures can be an effective trainer for the teacher, not only for the students. Because of the cultural familiarity, it can help the teacher out in the classroom, in case he has no preparation or previous experience of teaching the course content/curriculum.

- When everything in such text books like pictures, graphs, names and characters would be so familiar, they can be visually and psychologically very appealing.

- From the viewpoint of the students, a good textbook reflecting their own cultures can easily take place of the trainer/teacher/instructor/counselor.

They have the disadvantages too:

- These texts may be de-motivating for some of the advanced students;

- Students may remain unaware of the standard English usages and of the cultural or linguistic diversities.

On the contrary, advantages of the texts (selected from the area of core British literature) reflecting foreign cultures are also not really scanty:

- English literature textbook will serve for the standardization of the learning contents across the sections and institutes under the same board/council.

- A good English textbook can maintain a uniform standard for the students who will be exposed though the textbook to the same quality study materials.

- As an indispensable support system for the teacher, the English textbook can serve as the language model, when he has some other language as his L_1 and is without much L_2 input on his own.

Some of the primary disadvantages of this type of texts may be like the following:

- Some learners may find the cultural aspects represented in the English literature text books quite alien and difficult to grasp.

- For many students the language, its vocabulary and grammar may sound very hard to get into.

- The reference books and materials for higher studies in this area may be very expensive and not so easily available;

- These texts may be de-motivating for the weaker students.

For the empirical experiments four English texts were used, 2 to be used in each round. The choice of these texts has been motivated by the fact that the first two short-stories were written by the Indian authors ("Father's Help" by R.K. Narayan and "The Lost Child" by M.R. Anand respectively) and they talk about the Indian society and culture with which our test subjects can easily associate themselves. On the other hand, the last two stories written by the British authors ("The Selfish Giant" by Oscar Wilde and "Araby" by James Joyce respectively) have presented the social and cultural experiences that are alien to the subjects.

On a single day, only one round of the experiment took place. Every round has two sessions, a three hour long reading session (2 texts assigned) and it is followed by the MCQ question-answer session of 2 hour duration (60+60 questions to be attempted).

Experiment-I

Of the two empirical experiments conducted in order to find an empirical support to the hypothesis, the FIRST experiment was planfully divided into two different rounds, as per the scheme mentioned below:

Table 1:

Rounds	Text used	Participants		Objective
		Male	Female	(to test)
I (Day1)	"The Lost Child"	8	10	Comprehension (structure & content)
	"Father's Help"			
II (Day2)	"The Selfish Giant"			
	"Araby"			

The 18 participants (both male and female indiscriminately) were the 12th standard pass-out, newly admitted college students (aged between 18-20 years) from the rural areas of Paschim Medinipur, West Bengal. As they were the speakers of Bangla as their mother tongue and English is only the second language in their school

curriculum, they have a very mediocre proficiency in English. It was made sure that none of them read any of these four stories beforehand.

On the first day allotted for the round one, all the 18 participants were given the two select texts to read and comprehend on their own (without any prompt or instruction). They were given 3 hours time to read and comprehend the first two Indian texts shown above.

On the same day, after this 3 hour long reading sessions followed by small break for half an hour, they were given a set of 120 multiple choice questions (60 MCQ from each story) that have the following scheme (In MCQ test they were allowed to consult the hard copy of the stories):

Table 2:

Structure	Criteria	MCQs (Time 1 hr.)
	Grammar	10
	Vocabulary	10
	Sentence & Narration	10
Content	Characters & Relationships	10
	Society & Culture	10
	Message & Appeal	10

For their responses to the MCQ set (containing 60x2 questions), 2 hours' time was allotted without any specific break-up for the individual sections (time management was left to the discretion of the subjects)

The second day was devoted to the next round of the experiment. While in this first round two Indian texts were used, in the second round conducted on the alternate day dealt with the British texts and followed the same methodology. As on the first day, this round on the second day also lasts for 5 hours and 30 minutes (3 hours for reading and comprehension+ break for 30 minutes +2 hours for MCQ test)

Experiment-II

On the third and last day, the next or the SECOND experiment was conducted. This experiment that was in the form of an oral interaction with the subjects was designed as a kind of support to/confirmation of the findings in the first experiment. In this oral session, all the 30 subjects were invited to produce extempore a summary of these stories in their own words and to answer a few other questions relating to their

level of comprehension. Each of the participants was interviewed for about 10 minutes, and was guided to their understanding of and over-all take on the whole narrative with all its aspects. The findings in this experiment were not quantified.

Results

Regarding the learners' correct responses to the MCQs (nos. 60 for each text) on all the four texts (2 Indian and 2 British), the findings are summarized here (ranking maintained):

Table 3:

Learners (ranked)	Texts				Learners (ranked)	Texts			
	Indian		British			Indian		British	
L-rank1	57	57	45	44	L-rank10	49	52	43	42
L-rank2	54	56	45	46	L-rank11	50	55	42	37
L-rank3	55	58	43	41	L-rank12	48	53	40	38
L-rank4	54	56	45	42	L-rank13	47	50	41	36
L-rank5	56	53	44	43	L-rank14	44	48	39	37
L-rank6	53	58	42	43	L-rank15	46	49	36	36
L-rank7	52	57	42	44	L-rank16	45	43	38	35
L-rank8	54	53	41	42	L-rank17	44	47	34	34
L-rank9	51	54	42	39	L-rank18	42	46	36	35

The value of t is -20.888665. The value of p is < .00001. The result is significant at p < .05.

In the FIRST experiment the first round is designed to investigate learners' responses to the two Indian texts.

Figure 1: Learners' responses to the MCQ test after the reading session conducted on Mulk Raj Anand's "The Lost Child" (numbers indicate hard counts)
[Snt & Nrn=Sentence and Narration;   Chr & Rln=Character and Relationships;
Sty & Clt=Society and Culture;   Msg & App=Message and Appeal]

Figure 2: Learners' responses to the MCQ test after the reading session conducted on R.K. Narayan's "Father's Help" (numbers indicate hard counts)

[Snt & Nrn=Sentence and Narration;   Chr & Rln=Character and Relationships;

Sty & Clt=Society and Culture;   Msg & App=Message and Appeal]

Figure 3:   Comparative learner responses to the MCQ test after the reading sessions conducted on the two Indian short-stories (numbers indicate hard counts)

[Snt & Nrn=Sentence and Narration;   Chr & Rln=Character and Relationships;

Sty & Clt=Society and Culture;   Msg & App=Message and Appeal]

The second round of the FIRST experiment dealing with the two British texts

Figure 4: Learners' responses to the MCQ test after the reading session conducted on Oscar Wilde's "The Selfish Giant" (numbers indicate hard counts)

[Snt & Nrn=Sentence and Narration;   Chr & Rln=Character and Relationships;

Sty & Clt=Society and Culture;   Msg & App=Message and Appeal]

Results of the paired t-test indicate that there is a significant large differences between the learners' comprehension of "The Lost Child" (*M*=50.1, *SD*=4.6) and comprehension of "Father's Help" (*M*=52.5, *SD*=4.4), $t(17)$=4.3, p<.001 (α=0.05).
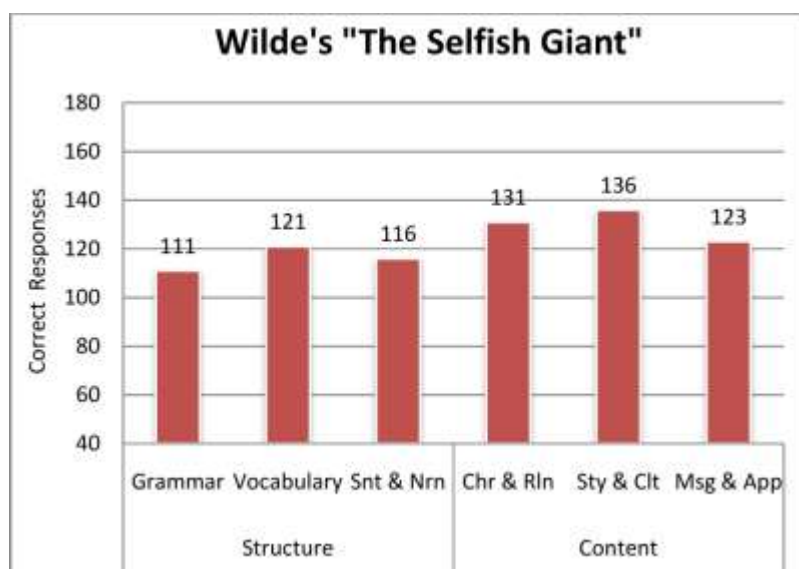
Figure 5: Learners' responses to the MCQ test after the reading session conducted on James Joyce's "Araby" (numbers indicate hard counts)

[Snt & Nrn=Sentence and Narration;   Chr & Rln=Character and Relationships;

Sty & Clt=Society and Culture;   Msg & App=Message and Appeal]

Figure 6: Comparative learner responses to the MCQ test after the reading sessions conducted on the two English short-stories (numbers indicate hard counts)

[Snt & Nrn=Sentence and Narration;   Chr & Rln=Character and Relationships;

Sty & Clt=Society and Culture;   Msg & App=Message and Appeal]

Results of the paired t-test indicate that there is a significant large differences between the learners' comprehension of "The Selfish Giant" (*M*=41.0, *SD*=3.3) and comprehension of "Araby" (*M*=39.7, *SD*=3.7), $t(17)$=2.8, p<.013 (α=0.05).

Let us now make a comparison between the responses to the Indian texts and those to the British texts to check whether the learners' level of cultural affinity makes any difference in their perception and comprehension.

Figure 7: Summative learner responses to the MCQ test after the reading sessions conducted on the two Indian short-stories taken together (numbers indicate hard counts)

[Snt & Nrn=Sentence and Narration;   Chr & Rln=Character and Relationships;

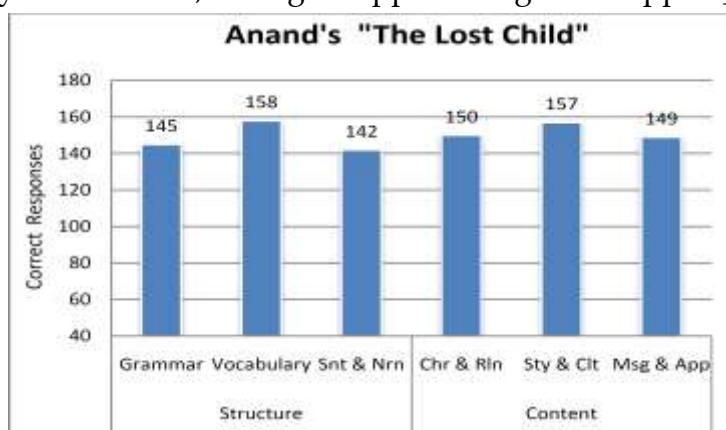Sty & Clt=Society and Culture;   Msg & App=Message and Appeal]
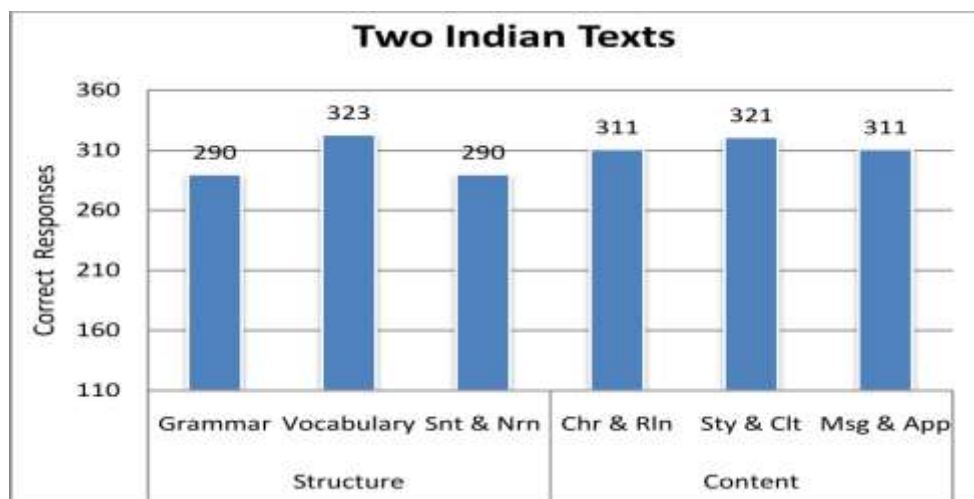
Figure 8: Summative learner responses to the MCQ test after the reading sessions conducted on the two English short-stories taken together (numbers indicate hard counts)

[Snt & Nrn=Sentence and Narration;   Chr & Rln=Character and Relationships;

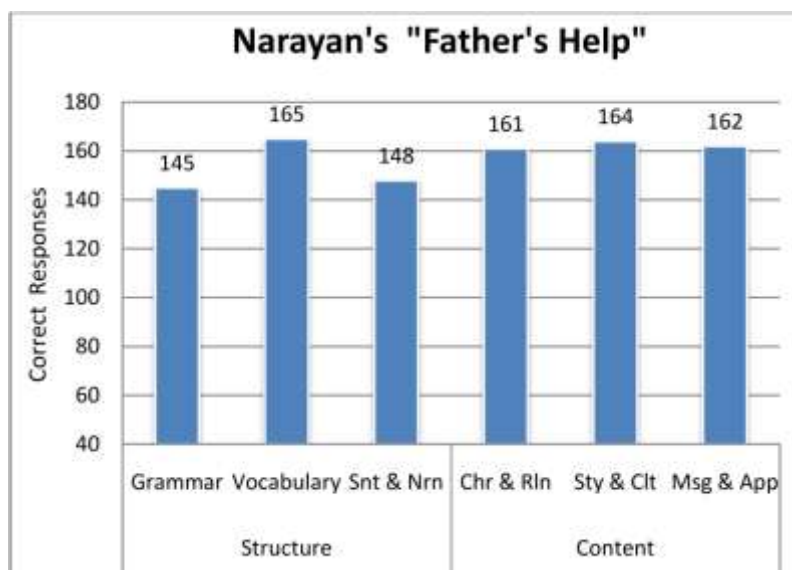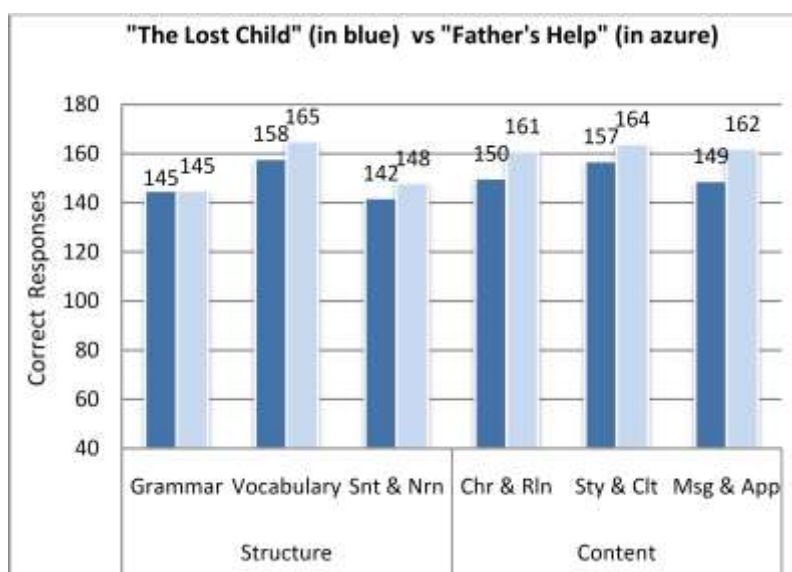Sty & Clt=Society and Culture;   Msg & App=Message and Appeal]
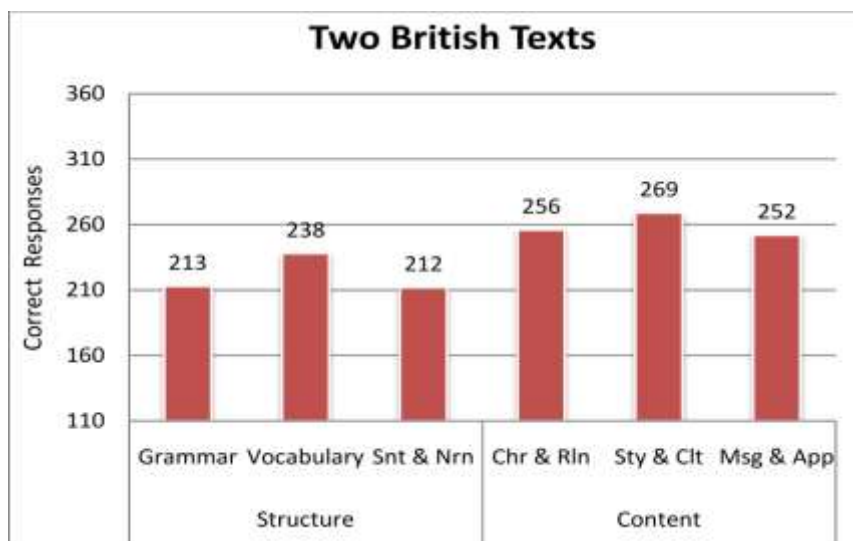
Figure 9: Inter-language comparison between learner responses to the MCQ test after the reading sessions conducted on the Indian and English short-stories taken together (numbers indicate hard counts)

[Snt & Nrn=Sentence and Narration;   Chr & Rln=Character and Relationships;

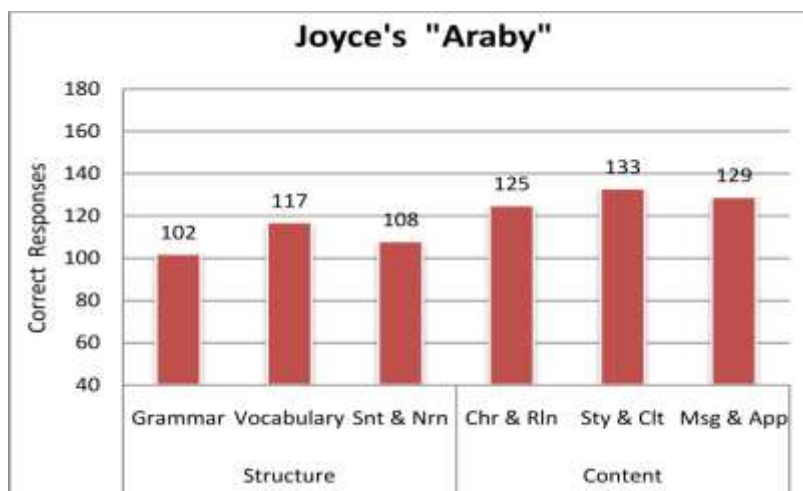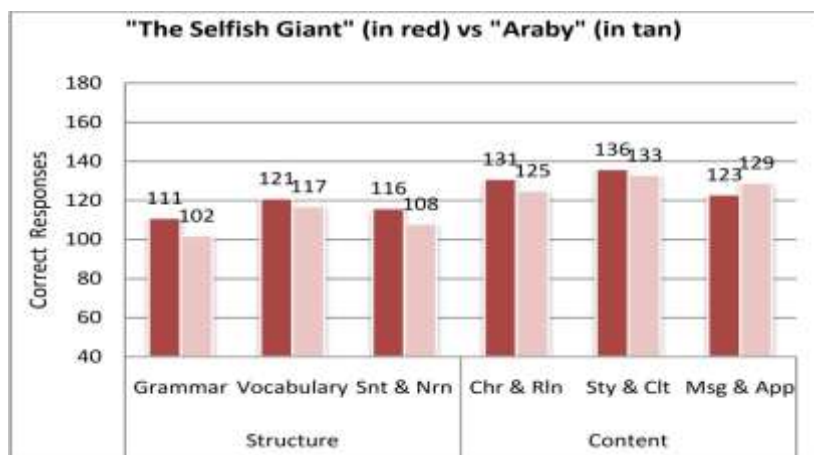Sty & Clt=Society and Culture;   Msg & App=Message and Appeal]
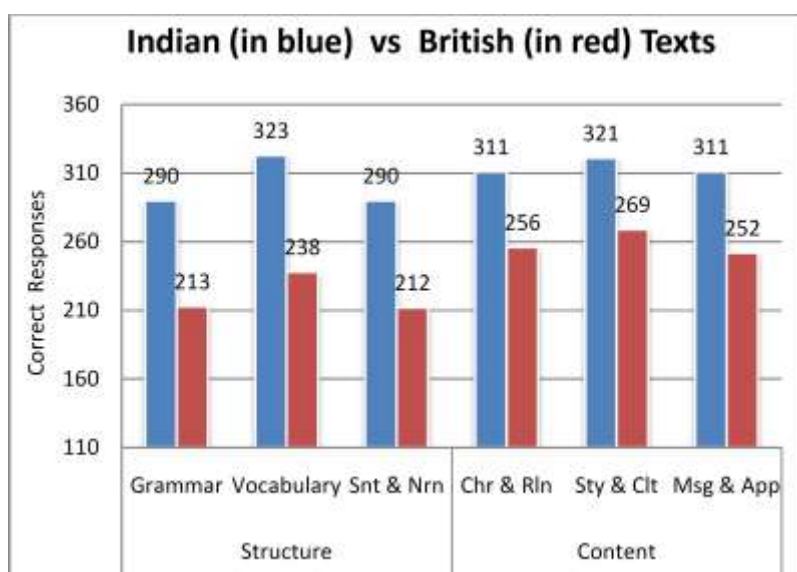
Results of the paired t-test indicate that there is a significant large differences between the learners' comprehension of two Indian texts (M=51.3, SD=4.6) and comprehension of two British texts (M=40.3, SD=3.5), t(35)=20.9, p<.001 (α=0.05).

Now that the experiment results reveal the element of cultural affinity or familiarity playing a positive role in helping learners comprehend the English texts better, the question arises—should the curriculum prescribe only Indian texts in English, or at least prioritize them over the British texts?

In fact, it is always a good idea to incorporate those English texts that would naturally allow the learners to connect to their own socio-cultural experiences. However, on the other hand, new challenges can encourage and nourish their problem-solving efficacies, be it in a mathematics class or a foreign language class. Along with the target language that is foreign, the contents also can put up newer challenges to the learners when the texts would open up newer worlds, provide perspectives and new information, and offer access to newer experiences and insights. It can be a very effective training for the learners to use English in different unfamiliar social and cultural contexts. Only special care is needed to ensure a very practical selection of the text types that should encourage diverse learner responses.

Pedagogists like Widdowson (1996), Toolan (1997) and a few others talked about the relevance of alternative texts in foreign language education. In the context of Indian classrooms, this observation has a certain implication. All the participants in the experiments have studied English as their second language, and the school curricula[1] has rooms for both the British and Indian texts in English representing varieties of English and ethnicity. In this age of globalization, such presentation of cultural diversities and different language contexts are really relevant (Cortazzi & Jin 1999). Having some knowledge about the different cultures, different ethnic communities and their respective ways of using English, these students are naturally oriented about:

(i)   Differences and the borders between cultures;
(ii)   Diverse (probable) linguistic/communicative contexts;
(iii)   Context-dependent linguistic and communicative demands;
(iv)   Challenges inherent in language use in different cultural backgrounds.

In fine, it can be argued that, the greater the number of English texts with cultural and linguistic diversities and ethnic groups using the language, the better for the

learners for the best possible orientation as English users. So the curricular designers should exploit the possibilities of future textbooks where there would be enough linguistic challenges and orientation for the learners, confronted with good number of cultural encounters, with newer ethnic groups using communicating in English in diverse contexts.

Note:

1 Both the 10th or 12th levels (namely, West Bengal Madhyamik and Higher Secondary) were under the state board/council; and all the test subjects studied under this board/council with English as their L_2.

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Enhancing English Language Learning for Engineering Students: Integrating ICT and AI for Effective Teaching

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Abstract

In modern engineering education, English proficiency is essential for communication, technical documentation, and global collaboration. This study examines how AI and ICT enhance language learning for engineering students. AI-driven tools offer personalized learning experiences, technical vocabulary building, and interactive methods like chatbots, gamification, and speech recognition to improve fluency. Automated writing aids refine documentation, while AI-powered simulations and VR provide real-world practice. Data-driven tracking, AI-facilitated peer learning, and 24/7 access ensure continuous skill development, helping students bridge communication gaps and succeed in global professional settings.

Key Words: Information and Communication Technology (ICT), Artificial Intelligence (AI), English Language Teaching (ELT), Personal Learning Environment (PLE)

The concept of traditional 'teaching' has undergone a significant transformation. Today, the focus has shifted towards 'learning,' a dynamic process driven by the learner's curiosity and willingness to engage. Educational experts argue that genuine teaching can only occur when there is a receptive, eager learner. With technological advancements, learning has become more accessible than ever, encouraging individuals to develop a broad knowledge base rather than mastering a single subject in depth. In this modern context, learning is propelled by curiosity rather than imposed instruction. Personal Learning Environments (PLEs) have gained prominence for their ability to adapt to individual learning preferences and needs.

A PLE provides learners with the tools and resources necessary to explore the English language and its literature at their own pace. It tailors the learning experience to accommodate individual strengths, weaknesses, and styles, fostering a more engaging and effective educational journey. In this personalized environment, the teacher's role evolves from a transmitter of knowledge to a facilitator of growth. As Brand Henry aptly noted, "A good teacher can inspire hope, ignite the imagination, and instil a love of learning." Today, teachers motivate and guide

students, encouraging them to take ownership of their learning and discover the joy of lifelong intellectual exploration.

In the field of engineering, English serves as the primary language for academic research, professional communication, and technical documentation. Engineers frequently engage with national/international teams, requiring strong linguistic skills for collaboration. Moreover, proficiency in English is crucial for comprehending technical manuals, writing reports, and presenting research findings. The integration of AI and ICT in language learning can address linguistic challenges and improve students' communication skills, enabling them to succeed in global professional environments.

AI-driven learning platforms provide customized educational experiences by adapting to individual proficiency levels. These platforms assess students' strengths and weaknesses, offering tailored lesson plans and exercises to address specific needs. Key features of AI-driven personalized learning include:

- ✓ Adaptive Learning Paths: AI algorithms analyze students' progress and adjust lesson difficulty accordingly.
- ✓ Customized Vocabulary Enhancement: AI tools introduce technical vocabulary relevant to engineering disciplines.
- ✓ Automated Feedback: Real-time feedback on grammar, pronunciation, and sentence structure helps students refine their language skills.

Interactive learning methods enhance student engagement and motivation. AI-powered tools, such as chatbots, gamification, and speech recognition software, offer dynamic learning experiences. AI-driven chatbots simulate real-life conversations, allowing students to practice communication skills in various engineering contexts. Incorporating game elements, such as quizzes, leaderboards, and rewards in teaching-learning processes, increases motivation and retention. AI-powered speech recognition software evaluates pronunciation accuracy, helping students improve fluency and articulation.

Technical documentation is a fundamental aspect of engineering education and professional practice. AI-powered writing assistants, such as ChatGPT (OpenAI), Jasper, Copy.ai, Grammarly and ProWritingAid, provide valuable support in grammar and syntax correction, technical writing style enhancement, plagiarism detection etc.

AI and virtual reality (VR) technologies offer immersive learning experiences that bridge the gap between theoretical knowledge and real-world applications through virtual simulations, VR-based language immersion and AI-enhanced role-playing exercises. Virtual environments simulate real-world situations where students interact using English, reinforcing their communication abilities.

Tracking student progress is essential for measuring learning outcomes and identifying areas for improvement. AI algorithms monitor students' learning progress, generating reports on strengths and weaknesses. AI-powered dashboards provide insights into learning trends, helping educators tailor instructional strategies. AI-driven collaborative platforms connect students with peers for knowledge sharing, discussion forums, and group projects.

One of the key advantages of AI-based learning tools is their availability anytime and anywhere. Engineering students, who often have demanding schedules, benefit from on-demand learning resources with self-paced learning exposure.

The recent AI Action Summit, held in Paris on February 12, 2025, brought together global leaders to discuss the responsible development of AI. Prime Minister Narendra Modi, invited by President Emmanuel Macron to deliver the opening address, highlighted the transformative potential of AI and stressed the importance of global collaboration to establish governance frameworks that promote innovation while ensuring safety and inclusivity.

A recent study by E. Luria (2024) explored how Alexa, Amazon's artificial intelligence and personal assistant, can help to enhance motivation, confidence, engagement. The study aimed to explore how Alexa could be utilized in English language learning to foster positive student outcomes. AI is often integrated into ICT tools to enhance functionality—for instance, smart virtual assistants in communication apps or personalized learning experiences in educational software. ICT focuses on using technology to store, retrieve, transmit, and manage information. It includes tools like computers, the internet, communication systems, and software applications. For example, video conferencing tools, databases, and educational platforms are part of ICT.

Here are some effective ICT/AI enabled tools for students to improve their English language and grammar:

Writing and Grammar Assistance

- ✓ Grammarly: Real-time grammar, spelling, and style corrections with explanations.
- ✓ ProWritingAid: Focuses on grammar, style, and structure with in-depth writing analysis.
- ✓ Quillbot: AI-powered paraphrasing tool to improve sentence clarity.
- ✓ Sapling: Grammar and writing assistant for emails and academic writing.
- ✓ Slick Write: Checks grammar, sentence structure, and readability.

Vocabulary and Language Learning

- ✓ Duolingo: Adaptive learning with gamified lessons to build vocabulary.
- ✓ Memrise: Uses spaced repetition with real-world sentences and native speaker videos.
- ✓ Wordtune: Provides real-time suggestions to enhance vocabulary and tone.
- ✓ Lexilize Flashcards: Customizable flashcards for vocabulary practice.

Speaking and Pronunciation Practice

- ✓ Elsa Speak: AI-driven pronunciation coach with real-time feedback.
- ✓ Speechling: Interactive pronunciation practice with human coaches.
- ✓ Mondly: Includes AR and VR-based speaking practice.

Comprehension and Interactive Learning

- ✓ BBC Learning English AI Tools: Offers interactive grammar, vocabulary, and comprehension activities.
- ✓ ReadTheory: Adaptive reading comprehension practice.
- ✓ Quizlet: AI-powered flashcards and quizzes for vocabulary building.

For image generation and design, we have DALL.E, DeepArt, Runaway ML while for audio & speech processing, we have Descript, Murf AI, Speechify etc. For learning and research, we have Elicit, Scholarly, Quizizz AI while for coding and development, we may use GitHub Copilot, Tabnine, Replit Ghostwriter and for business and productivity, we may use Notion AI, Fireflies.ai, Zoho Zia and Beautiful.ai.

Despite the numerous benefits of AI and ICT in English language learning, several challenges must be addressed like data Privacy and Security, digital literacy

requirements, over- reliance on AI etc. If these limitations are minimized, the usage of AI would surely benefit a lot.

The integration of AI and ICT in language learning offers engineering students a flexible, engaging, and effective way to acquire English proficiency. Personalized lessons, interactive tools, writing aids, VR simulations, and real-time analytics collectively support skill development. As the global engineering landscape continues to evolve, these technologies empower students to bridge communication gaps, participate in international projects, and succeed in their professional endeavors. By embracing innovative learning environments, educational institutions can better prepare engineering students for the challenges of the modern workplace.

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Dynamics and polemics in effective Teaching and comprehensive Learning of Literature

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Abstract

Understanding the dynamics and polemics in teaching and learning literature is crucial for developing effective pedagogical strategies that foster critical thinking, creativity, and a deeper appreciation for the literary arts. Literature is vital for promoting inclusivity and tolerance because it exposes students to stories from various backgrounds, which challenge their prejudices and broaden their viewpoint. In addition to improving language skills, this interaction with different viewpoints develops emotional intelligence, which helps people better negotiate challenging social situations This article attempts to discuss the possible multifaceted interactions, highlighting better ways to influence the teaching practices and student engagement with literature, ultimately contributing a comprehensive and evaluative understanding of literature and its role in shaping human experience and knowledge.

Key words: Literature, teaching, student learning, methods, challenges, language

Introduction

The teaching and learning of literature are inherently dynamic processes, shaped by many factors including cultural contexts, pedagogical approaches, and the evolving nature of literary texts. This article covers the transmission of literary knowledge and engages with the complex interactions between teachers, students, and the texts, which are explained and discussed in detail. As teachers pilot the intricacies of literary instruction, they encounter various polemics that arise from differing ideologies, methodologies, and interpretations of literature, as literature is a sheer understanding of the readers' ability to read and interpret. These preposterous debates often reflect broader societal discussions about representation, canon formation, and the purpose of literature in education.

Importance of Literature in Education

Integrating literary texts into educational curricula enriches students' linguistic abilities and cultivates a deeper appreciation for language. By engaging with literature, learners' tendency to experience diverse narrative styles and rhetorical devices that challenge their understanding and use of language in nuanced ways shall increase. This experience can accelerate creativity and expression, as students learn to memorize their thoughts and emotions more effectively through writing and discussion. Likewise, the emotional resonance found within literary works provides fertile ground for moral education, prompting students to reflect on ethical dilemmas and societal issues analysed within the narratives

In addition to fostering empathy and critical thinking, the study of literature also serves as a bridge for cultural understanding in an increasingly globalized world, for better communication skills and cross-cultural awareness. These distinctive linguistic elements in literary texts push students to value language's diversity and strengthen their bond with the text and the cultures it depicts. Therefore, incorporating literature into the classroom will show a reflective impact on how students view and engage with the world, going beyond simply enhancing their academic performance.

I. Approaches to Teaching Literature

1.   Traditional Approaches

Traditional approaches to teaching and learning literature have been used for centuries and remain influential in many educational systems. These methods focus on close reading, historical context, and formal analysis, often emphasizing canonical works. The following are the comprehensive traditional approaches:

A. Historical-Biographical Approach: It focuses on the author's life, historical period, and cultural context. For this, students are required to analyse how historical events, social norms, and the author's personal experiences influenced the work, for example, studying Charles Dickens' A Tale of Two Cities in the context of the French Revolution.

B. Formalist / New Criticism Approach: This approach emphasizes close reading of the text, it ignores external context. It focuses on literary elements like structure, imagery, symbolism, and diction and encourages analysis of themes, irony, and

ambiguity within the work. For instance, analysing the symbolism in William Blake's The Tyger without considering Blake's personal beliefs.

C. Moral-Philosophical Approach: This approach critically examines literature for ethical and philosophical lessons, and to questions: What moral values does this work teach? It is often used with religious or allegorical texts (e.g., Paradise Lost, The Pilgrim's Progress).

D. Genre-Based Approach: This approach studies literature by categorizing it into genres (tragedy, comedy, epic, sonnet, etc.). It examines conventions, structures, and expectations of each genre, like comparing Shakespearean tragedies (Hamlet) with Greek tragedies (Oedipus Rex).

E. Classical Rhetorical Approach: The most significant approach, as is rooted in ancient Greek and Roman traditions of rhetoric. It analyses how persuasion, argumentation, and stylistic devices are used in literature. For example, studying Mark Antony's speech in Julius Caesar for rhetorical techniques.

F. Lecture-Based & Teacher-Centered Instruction: In this approach, the teacher delivers content through lectures, while students take notes. It insists on memorization of key facts, dates, and interpretations. This approach was quite common in older, exam-driven education systems.

G. Textual Analysis & Essay Writing: This approach enables students to write critical essays analysing themes, characters, and literary techniques. It often follows a structured format (e.g., thesis statement, textual evidence, analysis).

The main advantages of traditional approaches are, they provide a strong foundation in literary history and analysis. They also facilitate the development of close reading and critical thinking skills. These approaches enable to preserve the culture and historical literary heritage. Besides, these approaches have their share of criticisms as they could be rigid and exclude marginalized voices. It records an overemphasis on memorization rather than creative engagement, which may further discourage personal interpretation in favour of "authorized" readings.

2.   Modern Approaches:

These days, teachers are blending traditional methods with student-centred approaches (discussions, creative projects, digital tools) to make literature more engaging and inclusive. Utilizing social media platforms to facilitate discussions on

literary texts encourages students to coherently interpret them in real time, thereby fostering a sense of community and shared exploration of ideas (skobo,2020). This approach democratizes access to literature and prepares students to navigate the complexities of a media-saturated world, ultimately enriching their emotional and moral development as they engage with diverse narratives (Septiari et al., 2023).

A. Technology-Enhanced Learning: In this approach, the use of digital storytelling using tools like podcasts, videos, and interactive platforms (e.g., Adobe Spark, Canva) to reinterpret literary works. E-Literature & Hypertext enable exploring digital literature, interactive fiction (e.g., Twine, ChoiceScript), and online archives (Project Gutenberg, JSTOR). The performance of Virtual/Augmented Reality (VR/AR) creates immersive experiences (e.g., VR Shakespeare performances, AR-enhanced book annotations). Likewise, AI & Chatbots are also helpful AI tools (ChatGPT) for creative writing, literary analysis, and personalized feedback.

B. Student-Centred & Active Learning: With the changes in times and methods, learning has increased its spectrum quite dynamically. Flipped Classroom enables students to read/watch materials at home and engage in discussions/activities in class. The organisation of Literature Circles facilitates small student-led discussion groups with assigned roles (e.g., summarizer, connector, critic). The instructor can incorporate Project-Based Learning (PBL), where students create adaptations (films, graphic novels, podcasts) of literary texts.

C. Multimodal & Interdisciplinary Approaches: This approach has sundry paths for the valuable delivery of literature. Graphic Novels & Visual Literacy are used in teaching -learning process to analyse adaptations (e.g., Persepolis, Maus) alongside traditional texts whereas Music & Poetry are meant to explore song lyrics (e.g., hip-hop, folk) as modern poetry, and film & media studies enable to compare book-to-film adaptations (e.g., The Great Gatsby, Dune).

D. Critical & Cultural Perspectives: This approach is an extensive domain. It studies Postcolonial & Decolonial readings as re-examining classics through marginalized voices. This approach also identifies Gender & Queer Theory where analysing the texts through feminist (e.g., The Handmaid's Tale) and LGBTQ+ lenses is deployed. Critical Race Theory (CRT) discusses race and power in literature (e.g., Beloved, The Hate U Give).

E. Creative & Expressive Techniques: Literature can be fun and informative through this approach. The availability of Fanfiction & Rewriting encourages

students to write alternative endings or perspectives. Spoken Word & Performance Poetry increases the learning ability by bridging classic poetry with modern slam poetry.

F. Data-Driven Literary Analysis (Digital Humanities): The latest approach, best suited to the Gen Z generation. Text Mining & Distant Reading is enabled because of the availability of tools like Voyant Tools to analyze word frequencies, themes, and trends. Network Analysis assists in mapping character relationships (e.g., Game of Thrones sociograms).

G. Social-Emotional Learning (SEL) Through Literature: We have Empathy-Based Discussions where we use novels to explore mental health, identity, and social issues. Bibliotherapy here, students select texts that help them process emotions and experiences.

H. Open Pedagogy & Crowdsourced Learning: Wikis & Collaborative Writing will help students' involvement in contributing to platforms like Wikipedia or class blogs. The Social Media Literary Analysis helps in using Twitter/X threads, TikTok book reviews, or Instagram "bookstagram" challenges.

These approaches make literature more accessible and relevant to today's learners.

I.   **Strategies for Effective Learning**

The effective implementation of strategies to make students learn literature is to engage them with narratives that address social justice issues or explore personal identity. Learners/students should be encouraged to develop a deeper understanding of themselves and others, fostering empathy in a manner that transcends mere academic achievement. For this, teachers' should utilize diverse literary forms, such as graphic novels or digital storytelling, which can cater to varied learning preferences, making literature more relatable and accessible to all students

The effective deployment of the strategies fosters a sense of community and collaboration among students. As this paper discusses effective techniques that help students to participate in group discussions or collaborative projects centred around literary texts, learners can share diverse viewpoints that enrich their understanding of complex themes such as identity and social justice. This exploration, besides enhancing critical thinking, also builds interpersonal skills essential for navigating an increasingly interconnected world. For instance, utilizing contemporary works

that address pressing societal issues allows students to connect their personal experiences with broader cultural narratives, thereby reinforcing the relevance of literature in fostering empathy and global awareness. The effective strategies for literature learning, categorized into traditional, technology-integrated, and interactive approaches, with practical examples:

A. Close Reading & Annotation: The strategy helps teachers and students to analyse texts deeply by marking themes, symbols, and literary devices.

For instance use of traditional to annotate Shakespeare's soliloquies with colored pens for emotions (e.g., yellow for doubt in "To be or not to be"). The use digital helps in hypothesis to collaboratively annotate Arundhati Roy's "The God of Small Things" online. The pedagogical benefits are it develops critical thinking and evidence-based interpretation.

B. Role-Playing & Dramatization: The strategy is, students to embody characters to understand motivations and conflicts. For example, a live-action performance like a courtroom scene from To Kill a Mockingbird (Atticus vs. Bob Ewell). Students can also be encouraged to use Flipgrid to record monologues as Jay Gatsby reflecting on Daisy. The pedagogical benefit is it builds empathy and deeper engagement with texts.

C. Contextual Immersion: The strategy is to connect literature to historical/cultural settings.

Example, to study Partition history before reading "Train to Pakistan". For more enhanced teaching and learning process is the use of Google Earth to map Pip's journey in Great Expectations. The pedagogical benefit is to reinforces socio-political understanding of texts.

D. Creative Rewriting: The strategy is to reimagine texts from alternative perspectives or formats. For example, if they followed the traditional way of learning, students could be asked to write "The Tempest" from Caliban's viewpoint. If it is a digital method students can use Canva to design a newspaper front page covering the scandal in "The Scarlet Letter". The major pedagogical benefits are it encourages originality and narrative analysis.

E. Comparative Analysis: The strategy involved in this is, to compare texts with shared themes or adaptations. For example, in the traditional method, a teacher could help students to contrast "Devdas" (Sarat Chandra) with its film versions. If in

the digital method, students could be encouraged to create a Venn diagram in Lucidchart for "1984" vs. "The Handmaid's Tale". The outcome pedagogical benefit is that it sharpens analytical and comparative skills.

F. Gamification: This strategy takes the help of game mechanics to motivate learning.

For example, Quiz: Kahoot! trivia on "Pride and Prejudice" characters. Escape Room: Breakout EDU puzzle solving for "Sherlock Holmes" mysteries. The expected pedagogical benefit is to boosts retention through active participation.

G. Socratic Seminars: The strategy includes the student-led discussions with open-ended questions. For example, traditional method could involve debate: "Is Okonkwo (Things Fall Apart) a hero or tragic figure?" Hybrid method also can be made use where the use Padlet to crowdsource discussion questions pre-seminar. The pedagogical benefit is to develop argumentation and listening skills.

H. Social Media Integration: The predominant strategy is to leverage platforms for modern engagement. For example, Twitter Threads: Live-tweet "Macbeth" as a thriller (#MacbethMurders). TikTok: 60-second "BookTok" reviews of "The Palace of Illusions". Here the pedagogical benefit is to make literature relevant to digital-native students.

I. Visual Mapping: The strategy involved is to use diagrams to organize complex ideas.

for example, according to the traditional method, the student can be asked to draft the plot "The Hero's Journey" for "The Odyssey" on paper. If the digital method is used, the student could use MindMeister to map themes in "The Kite Runner".

If the implementation facilitates myriad benefits to the students, as it can be mix of Methods like combining traditional and tech for balance. Further, it is students' choice as it allows options (e.g., write essay or make video). It can also be added for reflection to end lessons with exit tickets (e.g., "What theme surprised you today?").

II.   Teaching Narrative Techniques

To effectively teach narrative techniques, teachers must impart knowledge of literary elements besides fostering an environment that encourages creativity and critical thinking. As a rudimentary explanation, the teacher should integrate structured frameworks, such as Freytag's pyramid, and teachers can guide students in

recognizing essential plot components, thereby enhancing their analytical skills and narrative understanding ("Literacy and Literature: Developing Narrative Creative Skills through Creative Writing", 2022). It divides a story into five distinct parts: exposition, rising action, climax, falling action, and denouement/resolution. This structure is often visualized as a pyramid, with the exposition and denouement at the base and the climax at the apex. Besides this, the teaching of literature can also be interactive and informative if the following are executed in the classrooms:

Give students a lesson Plan:

- Text: "The Merchant of Venice"
- Activity 1: Annotate Shylock's speech in Kami.
- Activity 2: Role-play trial scene via Zoom breakout rooms.
- Assessment: Meme contest ("Shylock's Revenge: Justice or Cruelty?").
- Engaging Students: Teaching Themes (Love, Infidelity, Morality)

Example: "The God of Small Things" (Arundhati Roy)
- Theme: Forbidden love, caste, and societal taboos.
- Teaching Approach:
  - o Compare Roy's nonlinear narrative with traditional storytelling.
  - o Debate: "Is Velutha and Ammu's relationship a rebellion or a tragedy?"
  - o Analyze how memory and trauma shape the narrative.

Example: "A Married Woman" (Manju Kapur)
- Theme: Female desire in a patriarchal marriage.
- Teaching Approach:
  - o Discuss: "Is Astha's affair an act of liberation or selfishness?"
  - o Compare with Madame Bovary (global parallel).

Example: "Midnight's Children" (Salman Rushdie)
- Technique: Magical realism, unreliable narrator.
- Teaching Approach:
  - o Ask students to rewrite a real historical event in a magical realism style.
  - o Analyze how Saleem's memory distorts history.

Example: "Train to Pakistan" (Khushwant Singh)
- Technique: Minimalist realism, stark imagery.
- Teaching Approach:
  - o Compare with "Toba Tek Singh" (Saadat Hasan Manto) for Partition narratives.

2. Teaching Symbolism & Metaphor

Example: "The Hungry Tide" (Amitav Ghosh)

- Symbol: The Sundarbans as a metaphor for human struggle.
- Teaching Approach:
    - o Map environmental symbolism (tides = fate, storms = conflict).
    - o Compare with "Life of Pi" (Yann Martel) for survival allegories.

Example: "The Shadow Lines" (Amitav Ghosh)

- Symbol: Borders (physical vs. psychological).
- Teaching Approach:
    - o Draw "shadow lines" in students' own lives (e.g., cultural divides).

3. Teaching Character Analysis

Example: "The Guide" (R.K. Narayan)

- Character: Raju (antihero, fraud turned spiritual guide).
- Teaching Approach:
    - o Debate: "Is Raju a sinner or a saint?"
    - o Compare with "The Catcher in the Rye" (Holden Caulfield) for unreliable narrators.

Example: "The Palace of Illusions" (Chitra Banerjee Divakaruni)

- Character: Draupadi (feminist retelling of Mahabharata).
- Teaching Approach:
    - o Contrast Draupadi's voice in original vs. Divakaruni's version.

4. Teaching Comparative Literature

Example: "Gora" (Rabindranath Tagore) vs. "Things Fall Apart" (Chinua Achebe)

- Theme: Colonialism, identity crises.
- Teaching Approach:
    - o Venn diagram: How do Gora and Okonkwo resist cultural erasure?

Example: "Interpreter of Maladies" (Jhumpa Lahiri) vs. "The Namesake"

- Theme: Diaspora, cultural displacement.
- Teaching Approach:
    - o Write diary entries from Ashoke/Gogol's perspective.

5. Pedagogical Strategies for Literature Classes:

a) Close Reading Exercises: Pick a passage (e.g., Ammu's death in The God of Small Things) and analyze word choices.

b) Role-Playing Debates: "Should Rukmani (from Nectar in a Sieve) forgive Nathan's betrayal?"

c) Creative Rewriting: Retell "Devdas" from Paro's perspective.

d) Adaptation Studies: Compare "Devdas" novel (Sarat Chandra) with Bhansali's film.

e) Interdisciplinary Links: Use "The White Tiger" (Adiga) to discuss capitalism and social inequality.

III.   Incorporating Technology

Furthermore, instructors likely should harness the potential of literature to address social issues and cultivate critical engagement, they must also consider the importance of promoting literary diversity within their curricula. This practice of a range of voices, particularly those from underrepresented groups, allows students to gain insights into various cultural narratives that challenge dominant perspectives and foster inclusivity. Moreover, by utilizing multimodal resources alongside traditional texts, teachers can create an engaging learning environment that resonates with diverse student populations, ultimately reinforcing literature's role as a transformative tool for personal and collective growth.

Incorporating technology into the teaching and learning of literature can make lessons more interactive, engaging, and accessible. Below are practical strategies, tools, and examples for integrating technology into literature education.

1. Digital Annotation & Close Reading: Tools available: Hypothesis (collaborative web annotation), Google Docs (comments & suggestions), Kami (PDF annotation)

2. Multimedia Storytelling & Adaptations: Tools: Canva (graphic novels, book covers), Adobe Spark (video book trailers), Pixton (comic strip adaptations)

3. Virtual Literature Tours & AR/VR: Tools: Google Earth Lit Trips (follow journeys in books), VR headsets (explore settings like Harry Potter's London), Metaverse App (AR quizzes on books)

4. AI & Chatbots for Literary Analysis: Tools: ChatGPT (generate alternative endings, character interviews), AI Dungeon (interactive storytelling), Quillbot (paraphrasing for understanding complex texts)

5. Interactive Mind Maps & Data Visualization: Tools: Padlet (collaborative theme boards), Lucidchart (plot diagrams), WordArt (word clouds for frequent motifs).

6. Gamification & Literature Quizzes: Tools: Kahoot! (quiz competitions), Quizizz (self-paced trivia), Breakout EDU (escape rooms for books)

7. Social Media & Literature Discussions: Tools: Twitter/X (live-tweeting a book), Flipgrid (video book reviews), Goodreads (class reading group).

8. Digital Storytelling & Creative Writing: Tools: Wattpad (publish student stories), Storybird (illustrated storytelling), Twine (interactive fiction games)

The benefits of Tech-Integrated literature teaching are that it first boosts engagement (students interact with texts dynamically). Second, it encourages collaboration (peer reviews, shared annotations). Third, it makes classics relatable (modern adaptations, memes). Finally, it supports diverse learners (audio, visual, interactive elements).

IV.   Challenges in Teaching Literature

Despite the advantages of contemporary approaches, teachers often face significant challenges in effectively teaching literature. One major obstacle is the perceived accessibility of literary texts, particularly for students who struggle with language acquisition or come from diverse linguistic backgrounds. This issue can be mitigated by employing multimodal resources, such as visual adaptations and digital storytelling, which have been shown to enhance comprehension and engagement among English as a Foreign Language (EFL) learners. Thus, while the shift towards student-centred pedagogies is promising, addressing these challenges remains crucial for realizing the full potential of literature in education. The challenges range from student engagement to cultural relevance. Below is a detailed breakdown of common obstacles educators face, with real-world examples and potential solutions:

1. Student Disinterest & Engagement Issues: The major challenge is that many students view literature as "boring" or "irrelevant," especially classical texts. For examples, A class groans when assigned Shakespeare due to archaic language. Students skim "Pride and Prejudice" without grasping its social satire.

2. Cultural & Historical Barriers: The main challenge is that students struggle to relate to outdated settings or foreign contexts. Examples: Indian students find "The Great Gatsby's American Jazz Age alien. Rural learners may not connect with urban elite themes in "A Suitable Boy." Solution can be applying local analogies: Compare Gatsby's parties to Bollywood extravagance. VR Tours: Use Google Earth to explore 1920s New York.

3. Language & Complexity: Dense prose, archaic diction, or non-native language hurdles. Examples, Students give up on "Wuthering Heights" due to Yorkshire dialect. ESL learners misread metaphors in Tagore's poetry. The possible solutions are, using simplified versions like use graded readers for "Moby Dick" and using audiobooks to play "Macbeth" with dramatic narration to aid comprehension.

4. Time Constraints: Syllabus pressure limits deep exploration, causing it a great challenge for the teachers to disseminate the content. For example, rushing through

"The Iliad" in 2 weeks and skipping postcolonial readings of "Robinson Crusoe." The solution could be executing a flipped classroom and assigning video summaries (Crash Course) as homework. Also, an excerpt that focuses on analysing key chapters (e.g., "The Trial" scene in "To Kill a Mockingbird").

5. Diverse Learning Styles: The main challenge is that one-size-fits-all teaching fails visual/kinesthetics learners. For example, the auditory learners zone out during the silent reading of "War and Peace," and kinesthetic learners struggle with essay-based assessments. The solution is multimodal approaches like Visual: Storyboard "The Odyssey" on Storyboard and kinesthetics: Act out "Romeo and Juliet" sword fights.

6. Sensitive Themes & Censorship: The main Challenge is that controversial topics (racism, sexuality) spark backlash. Examples are Parents object to "The Color Purple's explicit content and also Schools ban "The Kite Runner" for depictions of sexual violence. The solutions could be content warnings, where hints to preface lessons with disclaimers can be given, and balanced debates to discuss "Huck Finn's racial slurs in historical context.

7. Digital Distractions: This is the disturbing Challenge. Phones compete for attention during "Crime and Punishment" discussions. For example, the students checking Instagram while analysing "The Waste Land." The solutions could be interactive Tech tools like Kahoot for quizzes on "Animal Farm" characters. Second social media tasks: Tweet as Jane Eyre (@PlainJane protests patriarchy).

8. Exam-Oriented Mindset: This is also a recurring challenge, as memorization over critical analysis. For example, students memorize "Gitanjali" summaries without understanding devotion. The solutions that can be adopted are: Open-Book Exams: Analyse unseen passages from "Midnight's Children. "Creative Assessments: Write a Sherlock Holmes-style mystery as a final project.

9. Lack of Representation: This challenge to Eurocentric syllabi marginalizes global voices. An example of this is that African literature is always absent in many courses. Indian students rarely study "The Ramayana" in English class. The solutions could be diverse reading lists: Include "Things Fall Apart" (Achebe) and "The Palace of Illusions" (Divakaruni). Give students the choice and let them pick 1/4 texts (e.g., "Persepolis" graphic novel).

Further, if teachers can handle all these challenges, they can benefit from differentiating instruction like blending lectures, tech, and hands-on activities. They

can bridge gaps using analogies to connect old texts to modern life, and empower voices and let the students critique or reinterpret classics.

Conclusion

Considering the transformative potential of literature in education, it is also essential to recognize the role that teacher training plays in effectively implementing these innovative approaches. Teachers should be self-sufficient with a deep understanding of literary texts and the pedagogical strategies necessary to engage students actively and inclusively. The teacher's participation in professional development programs to improve their expertise on genres and multimodal resources can empower teachers to create dynamic learning environments that resonate with all learners, particularly those from varied linguistic backgrounds. Furthermore, fostering collaboration among teachers to share best practices and resources can enhance collective efficacy in addressing challenges associated with teaching literature. By prioritizing comprehensive teacher training alongside curriculum development, educational institutions can ensure that literature remains a vibrant and impactful component of language education, capable of shaping informed, empathetic individuals ready to tackle global issues.

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IKS in English: Reviving Indigenous Wisdom in the English Medium

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Abstract

This paper explores the revival of Indian Knowledge Systems (IKS) through English language education, highlighting a multidisciplinary approach that bridges traditional wisdom with contemporary academic frameworks. IKS encompasses a vast body of indigenous knowledge—including philosophy, Ayurveda, astronomy, and the arts—offering holistic and sustainable perspectives increasingly relevant in the modern world. The global resurgence of indigenous epistemologies is driven by concerns around environmental sustainability, cultural identity, alternative development models, and knowledge diversity. In India, the National Education Policy (NEP) 2020 marks a pivotal shift by integrating IKS into mainstream curricula, fostering a balanced pedagogy that merges modern education with indigenous insights. The paper positions English as a critical medium for disseminating IKS globally, enabling cross-cultural academic exchange and enhancing India's soft power. However, it also acknowledges challenges such as linguistic limitations in capturing the philosophical depth of Indian traditions and the need for high-quality translations and bilingual pedagogies. Ultimately, the study argues that with thoughtful curricular design and institutional support, English can serve as a powerful conduit for reviving and globalizing IKS, fostering a generation of learners grounded in both indigenous wisdom and global perspectives.

Keywords: NEP 2020, Indian Knowledge Systems, English Language Teaching, Multidisciplinary Approach, pedagogical strategies

Introduction

Indian Knowledge Systems (IKS) encompass a vast and diverse body of knowledge that has been nurtured over millennia, offering profound insights into life, nature, and the universe. Rooted in ancient traditions, IKS includes disciplines such as philosophy, linguistics, mathematics, medicine (Ayurveda), architecture (Vastu Shastra), astronomy (Jyotisha), and performing arts, reflecting a holistic understanding of existence. Unlike compartmentalized approaches seen in Western academia, IKS adopts an integrated and interconnected view, where knowledge of the cosmos is intimately linked to the self, community, and environment. The

Vedas, Upanishads, and classical Sanskrit texts form the backbone of these systems, transmitting timeless wisdom through oral and written traditions. Indian Knowledge Systems not only shaped the intellectual landscape of ancient India but also influenced global thought in science, spirituality, and culture. In the contemporary era, the resurgence of interest in IKS highlights its relevance for addressing modern challenges, from sustainable living to ethical governance. Smith (2012, p. 33) observes that "Indigenous knowledge is not just a relic of the past—it is a vital contemporary resource that can inform scientific, environmental, and philosophical inquiry."

By exploring IKS, one engages with a multidisciplinary approach that combines practical and philosophical dimensions, offering a comprehensive framework for personal growth, societal development, and global harmony. Its integration into modern education can contribute to the revival of indigenous knowledge and provide new perspectives for understanding our world. As Berkes (2012, p.7) rightly notes, "Indigenous knowledge is not simply traditional knowledge but rather dynamic knowledge systems that are essential for addressing the world's most pressing challenges, including sustainability and biodiversity conservation."

Global Currents

This resurgence of indigenous knowledge reflects a broader understanding that traditional wisdom can complement modern knowledge systems and provide innovative solutions to global issues in health, sustainability, and culture. Such a movement has been observed globally since the onset of the current century. UNESCO has declared the current decade in the name of indigenous languages (2022-32). Recent global movements to revive indigenous knowledge traditions reflect a growing recognition of their value in addressing contemporary challenges. The Maori Language Revitalization Movement (1980s–present) has successfully integrated Te Reo Maori into New Zealand's education system and legal frameworks. In Bolivia, Evo Morales' presidency (2006–present) led to the adoption of the Pachamama Law (2010), granting legal rights to nature. The Standing Rock Sioux protests (2016) spotlighted indigenous land and water rights in the U.S., while Australia's cultural burning revitalization (2019–present) reintroduced Aboriginal fire management to mitigate bushfires. The Andean concept of Sumak Kawsay (2000s–present) influenced Ecuador's constitution, promoting sustainable living. In Canada, the Truth and Reconciliation Commission (2008–2015) led to the revitalization of indigenous languages and governance. Hawaii's Pūnana Leo

schools (1983–present) have revived the Hawaiian language and traditions. The International Indigenous Peoples' Forum on Climate Change (1998–present) continues to advocate for indigenous perspectives in global climate policy. Together, these movements highlight the importance of indigenous knowledge in promoting sustainability, cultural identity, and social justice worldwide. This brief survey helps us put in global perspective the thrust on the revival of IKS in the NEP 2020.

The global interest in reviving indigenous knowledge traditions stems from several key factors that reflect the growing recognition of the value these systems offer to contemporary society. The process of globalization has led to the erosion of many local cultures and traditions. There is a growing movement to reclaim and preserve indigenous knowledge as part of protecting cultural identity. Communities and nations seek to revive their traditions to maintain a sense of self, pride, and continuity across generations. The global decolonization movement advocates for the recognition and validation of non-Western forms of knowledge. Indigenous systems of thought, which have been marginalized or dismissed by colonial powers, are now being revisited and integrated into mainstream academia, policy-making, and innovation. There is a greater emphasis on knowledge diversity, acknowledging that wisdom exists beyond the dominant Western paradigms. With increased access to global communication and technology, there is greater opportunity to share and exchange indigenous knowledge across borders. This allows for cross-cultural learning and the adaptation of traditional wisdom to modern challenges, from climate resilience to community governance. As Santos (2007, p.21) claims, "Cognitive justice requires the recognition of the epistemological diversity of the world, the acknowledgment of the existence of different ways of knowing."

Indigenous knowledge, particularly in areas like traditional medicine (such as Ayurveda, Chinese medicine, and indigenous healing practices in various cultures), offers alternative or complementary approaches to modern healthcare. With the increasing recognition of holistic well-being, which integrates physical, emotional, and spiritual health, indigenous practices provide valuable tools for achieving balance and health. Similarly, Sustainability and Environmental Conservation has seen a renewed interest in IKS because indigenous knowledge systems are often rooted in an intimate understanding of local ecosystems and sustainable practices that have been refined over centuries. As the world grapples with environmental degradation and climate change, many are turning to these traditions for insights

into harmonious living with nature, particularly in areas such as agriculture, water management, and biodiversity conservation.

Mainstream development models, driven by industrialization and consumerism, have often led to inequality, resource depletion, and social instability. Indigenous knowledge systems, which emphasize community-centric and sustainable ways of living, offer alternative models of development that prioritize harmony with nature, social cohesion, and economic equity. Moreover, many indigenous traditions offer profound spiritual insights and practices that contribute to inner growth and self-realization. In a world increasingly characterized by stress, anxiety, and disconnection, these systems provide pathways to mental well-being and spiritual fulfilment, appealing to those seeking more meaningful life philosophies. With the introduction of IKS, NEP 2020 can be understood to have attempted a system that not only revisits and revives ancient alternative and indigenous knowledge systems, but also a system that will help students grasp a holistic understanding of the world around. Morin (2001, p. 13) has expressed the need for this kind of integrated approach to education already: "We must teach methods of grasping mutual relations and reciprocal influences between parts and the whole in a complex world."

IKS in NEP 2020

It is evident that the integration of Indian Knowledge Systems (IKS) into the educational curricula in India has gained momentum, especially under the National Education Policy (NEP) 2020. The policy emphasizes holistic, multidisciplinary learning, aiming to revive India's ancient knowledge traditions alongside modern education. Value-added courses on IKS, covering subjects like Vedic mathematics, Ayurveda, Yoga, Indian philosophy, and Sanskrit literature have been introduced almost everywhere in the Indian higher education. Although mostly weighing at two-credits, these courses are designed to blend traditional knowledge with contemporary learning, enhancing students' understanding of India's intellectual heritage. The movement can be linked with the broader purpose of reviving Indian identity among the youth. IKS has also been integrated into courses on (Indian) philosophy, linguistics, environmental studies, and architecture - highlighting India's contributions in fields like astronomy, medicine, and governance.

NEP 2020 promotes a multidisciplinary approach in higher education. The inclusion of IKS within broader disciplines such as social sciences, sciences, and arts

encourages students to engage with India's historical contributions across various fields, allowing them to approach problems with both modern and traditional perspectives. The policy's emphasis on multilingualism further reinforces the importance of Sanskrit and other regional languages in accessing ancient texts and primary sources of IKS. Several training programs have emerged to equip educators with the necessary skills and knowledge to teach IKS effectively. For instance, UGC and MMTTCs – along with other educational bodies are conducting workshops for teachers to integrate indigenous knowledge systems, ensuring a well-rounded curriculum that respects both traditional and modern knowledge. Additionally, the All India Council for Technical Education (AICTE) has introduced guidelines for the incorporation of IKS into technical education, blending engineering and management with ancient Indian principles of ethics, sustainability, and innovation. To further institutionalize the study of IKS, research centers dedicated to the subject are being set up in institutions like IITs, IIMs, and NITs. These centers focus on researching ancient Indian texts, technologies, and philosophies, particularly in areas such as Ayurveda, architecture (Vastu Shastra), and metallurgy.

NEP 2020's emphasis on research has catalysed the establishment of centres such as the Indian Knowledge Systems Division at IIT Kharagpur, which aims to revive and apply traditional Indian knowledge to contemporary issues like sustainable living and holistic health.

NEP 2020 emphasizes vocational education that is deeply rooted in local contexts. As a result, several institutions are incorporating IKS-based knowledge into vocational courses, particularly in areas like traditional medicine, indigenous crafts, organic farming, and natural resource management. This not only preserves indigenous knowledge but also provides students with practical skills that are relevant in both rural and urban contexts. The integration of IKS in Indian education is also creating opportunities for international collaboration. Universities across the globe are showing interest in India's rich heritage of scientific and philosophical thought. Collaborative programs between Indian universities and international institutions are helping to globalize IKS, making it a valuable asset in global knowledge exchange.

The integration of Indian Knowledge Systems into educational curricula under NEP 2020 is a significant step toward reviving indigenous wisdom and making it relevant to modern education. By incorporating IKS across higher education, school curricula, teacher training, and research initiatives, the policy ensures that students not only

develop critical thinking and innovation skills but also gain a deep understanding of their cultural heritage. This balanced approach between tradition and modernity promises to foster a more holistic, globally aware, and culturally rooted generation of learners.

IKS in English: Opportunities and Challenges

As Pennycook (2007, p. 5) has rightly noted, "English is no longer the property of its native speakers but is used in various ways by people around the world to express their own identities." On one hand, English, being the global lingua franca, facilitates the dissemination of IKS beyond India's borders, enabling international scholars and students to engage with India's intellectual traditions. It also ensures that IKS is accessible to students from diverse linguistic backgrounds within India, where English serves as a common academic medium. Moreover, when ancient texts and philosophies are translated into English, they gain exposure to a global academic discourse, ensuring that IKS is appreciated within broader, multicultural contexts. Ngũgĩ wa Thiong'o categorically maintains that "Translation is not merely a linguistic exercise; it is a cultural act that can either open up or obscure the meanings embedded in traditional knowledge systems." (2009, p. 121).

it is clear that English language education holds significant potential to act as a bridge for promoting Indian Knowledge Systems (IKS) globally. English, as a global academic and professional language, provides a powerful platform to disseminate India's rich intellectual and cultural heritage to an international audience while engaging with global academic discourses.

English is the most spoken second language globally, serving as a conduit for cross-cultural and academic exchanges. By teaching IKS in English, Indian scholars and institutions can make India's vast repository of ancient knowledge—spanning fields like philosophy, medicine (Ayurveda), mathematics, astronomy, and environmental science—accessible to a global audience. This allows Indian contributions to global knowledge to be recognized and studied by international scholars, researchers, and students, many of whom may not be proficient in Indian languages.

English as an academic medium facilitates interdisciplinary research and multicultural dialogues. Indian Knowledge Systems, such as Yoga, Ayurveda, Vedic mathematics, and Indian philosophies, already have an international following. By offering courses, research publications, and seminars in English, India can foster collaborative projects with global universities, facilitating knowledge exchange and

mutual learning. For instance, Sanskrit texts on logic, ethics, or ecology can be studied in English translation alongside other global traditions, creating fertile ground for comparative studies and innovation.

Within India, English often serves as a common medium for higher education, particularly in scientific and technical disciplines. By teaching IKS in English, Indian universities ensure that these ancient knowledge systems are accessible to students from diverse linguistic and regional backgrounds. Moreover, English-medium education allows IKS to be integrated into global curriculums and MOOCs (Massive Open Online Courses), further expanding its reach.

English plays a pivotal role in international diplomacy and cultural exchanges. Promoting IKS through English has the potential to enhance India's global soft power. India's ancient traditions, such as the Upanishads, Yoga Sutras, and Ayurvedic knowledge, have universal appeal. By translating these systems into English and incorporating them into global education networks, India can strengthen its position as a leader in holistic education, sustainability, and well-being.

Moving forward, English language education can serve as the primary vehicle to transform IKS into a field of global academic inquiry. By developing resources like textbooks, research papers, online courses, and academic journals in English, IKS can take its rightful place within the global knowledge economy. Additionally, India's educational institutions can establish international collaborations and exchange programs, where students and scholars from around the world come to study IKS in English, fostering a cross-cultural academic environment.

However, there are challenges to this approach. English, being a language that primarily evolved outside of India, may not always capture the nuances and subtleties inherent in Indian languages, particularly when dealing with ancient Sanskrit texts or regional knowledge systems. This can sometimes lead to a dilution or oversimplification of concepts that are deeply rooted in the Indian cultural and philosophical landscape. While English offers access to global platforms, one of the challenges lies in maintaining the authenticity and depth of IKS. Many Indian concepts are deeply embedded in indigenous languages, especially Sanskrit and Prakrit. Translating these into English can sometimes lead to a loss of nuance and philosophical complexity. Therefore, there is a need for high-quality translations and interpretations that do justice to the richness of these texts. Thus, while English is a

necessary medium for global engagement, a balance must be struck to ensure that IKS is not stripped of its rich linguistic and cultural specificity. On the other hand, it must also be ensured that inclusion of IKS in English curriculum does not result in the dilution of English disciplines. Encouraging bilingual education where students engage with both the original language and the English translation would preserve the depth of indigenous wisdom while promoting it globally. But such a practice has to be an independent discipline.

English language education has immense potential to act as a bridge for promoting Indian Knowledge Systems globally, but it requires careful pedagogical strategies to preserve the integrity of IKS while maximizing its reach and influence. India's universities and the UGC must continue to invest in translating, teaching, and researching IKS in ways that respect the cultural heritage of the knowledge while promoting it on the global stage.

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Displacement and Identity in J.M. Coetzee's *Disgrace*: A Study of Exile and Transformation

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Abstract

J.M. Coetzee's Disgrace *(1999) explores the themes of displacement and identity within the shifting socio-political landscape of post-apartheid South Africa. The novel follows David Lurie, a university professor who, after an affair with a student, is dismissed from his position and forced into exile in the rural Eastern Cape. His fall from privilege mirrors the broader societal transformation, as former structures of power and identity are dismantled. Lurie's displacement is both physical and existential, forcing him to navigate a world where his past authority holds little significance. Through his daughter Lucy's struggles, the novel also examines the vulnerability of those who are historically marginalized. Lucy's choice to remain on the land despite violence and loss reflects a new mode of survival that contrasts with Lurie's inability to reconcile with change. The novel critiques the fragility of constructed identities, highlighting how displacement challenges notions of belonging, control, and masculinity. This paper analyses* Disgrace *as a meditation on the instability of identity in times of social upheaval. It explores how displacement functions as both punishment and transformation, reshaping characters' perceptions of themselves and the world around them. By examining themes of exile, power, and adaptation, this study demonstrates how Coetzee's novel serves as a commentary on personal and national identity in post-apartheid South Africa.*

Keywords: Displacement, Identity, Post-Apartheid, Alienation, *Disgrace*, Power, Guilt, Exile, South African Literature

Introduction

J.M. Coetzee's *Disgrace* is a novel deeply rooted in the socio-political landscape of post-apartheid South Africa. At its core, the novel explores themes of exile, displacement, and transformation through the protagonist, David Lurie, a 52-year-old professor dismissed from his position due to an inappropriate relationship with a student. The novel interrogates the shifting power dynamics in South African society, particularly the relationship between race, gender, and authority. Lurie's displacement from urban academia to a rural farm owned by his daughter, Lucy, becomes a metaphor for broader national shifts. This paper examines how *Disgrace* portrays exile and transformation as necessary yet painful processes that shape personal and collective identities.

Literature Review

J.M. Coetzee's *Disgrace* (1999) has been extensively analysed through the lens of postcolonial theory, identity formation, and displacement. The novel, set in post-apartheid South Africa, follows the downfall of protagonist David Lurie and explores themes of exile, identity reconstruction, and societal transformation. Scholars have approached these themes from various critical perspectives, including post colonialism, existentialism, and feminist theory, contributing to a broad understanding of how displacement affects individual and collective identity.

Displacement in Postcolonial South Africa

Many scholars interpret *Disgrace* as a meditation on the dislocation experienced by individuals in a transitioning society. According to Attwell (2002), the novel reflects the uncertainty and instability that emerged in post-apartheid South Africa, especially for white South Africans who struggled to renegotiate their place in a newly democratic nation. Lurie's fall from privilege and his subsequent exile to his daughter's farm can be seen as a metaphor for the broader displacement of those who previously held power. Similarly, Head (2009) highlights that the novel critiques the loss of entitlement and control as a fundamental experience of displacement.

Identity and Transformation

Scholars have also examined how identity in *Disgrace* is reconstituted through personal and societal changes. Barnard (2007) argues that Lurie's transformation is marked by his gradual loss of autonomy, which forces him to redefine his sense of self outside of academic and social authority. His eventual work with euthanizing animals serves as a symbolic acceptance of powerlessness and an acknowledgment of his limitations. Gready (2003) further suggests that the novel engages with the theme of ethical transformation, illustrating how characters must navigate moral dilemmas in a changing world.

Feminist and Gender Perspectives

Another significant area of discussion is the novel's treatment of gender, particularly through the character of Lucy, Lurie's daughter. Lucy's rape and her decision to stay on the farm have been subjects of feminist critique. Boehmer (2005) argues that Lucy's choice represents a form of passive resistance and an attempt to establish a new identity in the face of violence and power dynamics. McDonald (2006) counters that Lucy's decision reflects the harsh realities of post-apartheid South Africa, where survival often necessitates compromise rather than resistance.

Ethical and Philosophical Considerations

In addition to its socio-political dimensions, *Disgrace* has been studied for its ethical implications. Attridge (2004) posits that Coetzee challenges readers to engage with

the novel's moral ambiguities, particularly through Lurie's character arc. Lurie's acceptance of disgrace, rather than seeking redemption, underscores a shift from entitlement to humility, aligning with existentialist readings of the novel. Furthermore, Marais (2009) suggests that Coetzee employs narrative silence and ambiguity to compel readers to question their own moral positions.

Displacement and Self-Identity

Academic and Social Exile

David Lurie's exile begins with his forced resignation from the University of Cape Town. His sense of self-worth is closely tied to his academic position, and its loss marks the first stage of his identity crisis. Lurie perceives himself as a man of culture and intellect, yet his actions and attitudes reflect an outdated sense of entitlement. His exile from academia is not just professional but also existential—he is cast adrift in a world where the rules of power and privilege have changed.

Rural Displacement and Adaptation

Lurie's relocation to Lucy's farm represents a stark contrast to his former life in Cape Town. The rural setting strips him of his previous identity, forcing him to confront vulnerabilities he had long ignored. The farm, rather than serving as a place of refuge, becomes a site of reckoning. His displacement is heightened by his inability to understand or control the events around him, particularly after the violent attack on Lucy and himself. His sense of masculinity and authority is further dismantled as he realizes his inability to protect his daughter or reclaim his former self.

The Role of Transformation in Identity Reconstruction

Moral and Existential Transformation

As Lurie endures his exile, he begins to undergo a moral and existential transformation. His initial arrogance gives way to a growing humility, particularly in his interactions with animals at Bev Shaw's clinic, where he assists in euthanizing abandoned dogs. This act, seemingly mundane, symbolizes his gradual acceptance of powerlessness and mortality. In contrast to his earlier self-serving desires, he begins to embrace a quieter, more compassionate existence.

Lucy's Displacement and Transformation

Lucy's experience of displacement differs significantly from Lurie's. As a white woman choosing to live in rural South Africa, she represents a new generation attempting to integrate into the post-apartheid reality. Her response to the attack—her refusal to seek justice through conventional means—illustrates her understanding of the complex racial and social power shifts occurring in the country. Her decision to stay on the land, even at the cost of personal autonomy,

signifies an adaptation to a transformed South Africa, one that requires sacrifice and compromise.

Postcolonial and Existentialist Readings

Postcolonial Analysis

From a postcolonial perspective, *Disgrace* explores themes of dispossession and shifting power structures. Lurie's loss of status mirrors the broader loss of white privilege in post-apartheid South Africa. His inability to adapt initially reflects the resistance of many who struggle to accept the new socio-political order. Lucy's experiences further underscore the complexities of land ownership, security, and reconciliation in a country with a fraught colonial history.

Existentialist Perspective

Existentialist readings of *Disgrace* highlight Lurie's journey toward self-acceptance. His displacement forces him to confront his insignificance and mortality, echoing existential themes of alienation and meaning-making. By the novel's conclusion, Lurie's willingness to embrace a life devoid of power and prestige marks his existential transformation, albeit one rooted in resignation rather than triumph.

Conclusion

J.M. Coetzee's *Disgrace* is a profound exploration of displacement and identity transformation. Through David Lurie's fall from grace and subsequent exile, the novel critiques historical power dynamics while illustrating the necessity of adaptation and humility in the face of social change. Lurie's journey, alongside Lucy's response to trauma, underscores the complexities of post-apartheid reconciliation. Ultimately, *Disgrace* presents exile not merely as a state of loss but as an opportunity for self-redefinition and moral reckoning.

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Analysing Dystopian Discourse in Margaret Atwood's *Oryx and Crake*: An ELT-Based Critical Reading Approach

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Abstract

Cli-fi, or climate fiction, is an emerging genre that transforms climate science into compelling human-centered stories. Authors in this genre explore what it means to live in a world shaped by rising temperatures, intense storms, and rising sea levels. These narratives raise awareness about the intricate and urgent issues of climate change. Margaret Atwood's Oryx and Crake, published in 2003, is a striking example e of cli-fi. Set in a future devastated by environmental collapse, the novel moves between two timelines: A pre-apocalyptic world that exaggerates the mid-21st century and a post-apocalyptic world envisioned at its end. The novel issues a grave warning about the worsening ecological crisis confronting humanity. Although scientific and technological advancements have significantly catapulted societal progress, their reckless application threatens to bring about devastating outcomes. The human-centered utopia envisioned through these advancements risks severing essential connections—between people and nature, among individuals, and even within humanity itself-ultimately causing a widespread deterioration of environmental, social, and spiritual systems. The root of this ecological ailment lies in human thought and cultural values. Oryx and Crake raises an early alarm about these menacing dangers, striving to recalibrate the influence of science and technology. It calls for a re-evaluation of human ideologies and cultural norms and promotes the reestablishment of a harmonious human-nature relationship through an ecologically holistic perspective.

Key words: *Discourse analysis, Critical Reading, ELT, Cli-fi, Dystopia, Global warming, speculative fiction, Climate change*

Introduction:

Margaret Atwood's *Oryx and Crake* (2003) is a dystopian novel that critically explores the consequences of unchecked scientific experimentation, corporate greed, and environmental destruction. Set in a post-apocalyptic world, the story follows Snowman (formerly Jimmy) as he navigates the ruins of a once-thriving society. Through a series of flashbacks, Snowman recalls his past, his friendship with the

brilliant but morally detached Crake, and his complicated relationship with the mysterious Oryx. Atwood presents a chilling critique of genetic engineering and capitalist exploitation, envisioning a future where humanity's hubris leads to its downfall. Crake, a scientific genius, creates a new species-the Crakers-designed to be superior, peaceful, and free from humanity's destructive instincts. However, Crake's vision of perfection results in the mass extinction of the human race through a manufactured plague. Snowman, left as one of the last human survivors, embodies the tragic consequences of ethical negligence in scientific advancement.

The novel's discourse reveals the fragility of human civilization when it is driven by profit, technological arrogance, and moral indifference. Atwood's language is sharp, layered with irony and dark humour, emphasizing the dystopian collapse not as a sudden catastrophe, but as the inevitable result of human choices. The characters' interactions-particularly between Jimmy, Crake, and Oryx-highlight issues of love, betrayal, and the commodification of life.

Critically, *Oryx and Crake* challenges readers to reflect on current trends in science, environmental policy, and social inequality. Atwood's blending of speculative fiction with real-world scientific possibilities creates a hauntingly plausible future. The novel serves as both a warning and a call for ethical responsibility, making it a significant work for discussions around literature, ethics, and education, particularly in ELT contexts where critical literacy can be fostered.

A Discourse Analysis through the Lens of Ecocriticism:

Ecocriticism, a field that examines the relationship between the environment and cultural expressions such as literature and art, is central to understanding the novel. It focuses on how issues like climate change, environmental pollution, species extinction, and the mistreatment of animals are portrayed in creative works. Cheryl Glotfelty defines Ecocriticism as "the study of the relationship between literature and the physical environment," and compares it to other critical approaches like feminism and Marxism, which explore literature through lenses of gender and class respectively. Ecocriticism, she notes, emphasizes an earth-focused perspective in literary analysis (18). Climate fiction often centres around a primary character who assumes a leadership role in highlighting environmental concerns. In *Oryx and Crake*, however, the story is told by an unnamed, seemingly objective narrator whose voice closely mirrors that of the protagonist, Snowman. While the narrator maintains a degree of detachment, there is a clear sympathy toward Snowman, making the

narrative feel deeply personal and subjective. The novel unfolds largely through Snowman's perspective, marked by his melancholic and critical reflections on a world ravaged by scientific overreach-specifically, the disastrous consequences of Crake's ambitions.

Snowman, formerly known as Jimmy, is portrayed as the sole survivor of a global pandemic engineered by his friend Crake. The narrative alternates between his present struggles in the post-apocalyptic landscape and memories of his past life as Jimmy. As a character, Jimmy is drawn to art and nature, yet he finds himself emotionally disillusioned in a world dominated by science and technology. Much of the novel's progression is shaped by this interplay between his past and present, revealing the emotional and psychological impact of humanity's collapse. Central to the story is the ideological clash between Jimmy and Crake-Jimmy advocates for a human-centered, empathetic approach to solving global issues, while Crake champions radical scientific advancement as the solution.

Oryx and Crake explores the consequences of climate change through a distinctive narrative approach. Unlike many other climate fiction (cli-fi) novels that address environmental issues directly and aim to raise awareness in a straightforward manner, Atwood takes a more imaginative route. She presents an exaggerated vision of the future to highlight the devastating effects of global warming and ecological collapse. The novel depicts a world shaped by severe climate change, offering a setting that feels both unfamiliar and eerily familiar. The story moves fluidly between two timelines: a pre-apocalyptic past and a post-apocalyptic present. These two eras together represent a distorted, intensified version of the contemporary 21st century. In the post-apocalyptic present, life is marked by the presence of genetically modified humans and animals, the result of unchecked scientific experimentation. Even the plant life is altered-mutated into forms that are often hostile to human survival. Through this speculative lens, Atwood critiques the trajectory of current environmental and technological trends.

Although climate fiction (cli-fi) addresses a wide range of environmental and climate-related concerns, its primary focus is on global warming. *Oryx and Crake* begins with the protagonist, Snowman, sleeping in a tree, wrapped in a filthy bedsheet, mourning the loss of his beloved Oryx and his best friend Crake. This opening highlights Snowman's efforts to reconcile his past with his present reality. The narrative then shifts back in time, tracing Snowman's dual journey through memory and survival. Through this journey, he uncovers the causes behind his

current isolated existence. The parched, harsh environment Snowman inhabits serves as a stark warning to the people of the twenty-first century. His profound loneliness is portrayed as deeply tragic. As the novel describes, "A blank face is what it shows him: zero hour. It causes a jolt of terror to run through him, this absence of official time. Nobody knows what time it is" (3). Observing the children of Crake, Snowman realizes they, like him, are vulnerable to ultraviolet radiation. To protect himself during intense sunlight, he seeks refuge in the shade of trees. The devastating consequences of global warming are exaggerated through the depiction of this post-apocalyptic world. As Snowman's story unfolds, the root causes of ecological collapse are revealed. *Oryx and Crake* ultimately stands as a futuristic warning, aiming to raise awareness about the impending threats of climate change.

In the pre-apocalyptic world, Jimmy lives in an environmentally damaged area. He and his parents reside in a place called the Compound, a heavily walled community isolated from surrounding neighbourhoods. Among Jimmy's vivid memories is the image of a massive bonfire made of cows, sheep, and pigs, the smell of burning flesh in the air reminding him of backyard barbecues. On that day, he feels the intense heat, experiencing firsthand the effects of global warming. Jimmy's father works as a genographer, specializing in mapping genetic material. Employed by various "OrganIncfarms" (25) as part of Operation Immortality, his work is shrouded in secrecy. Alongside his official duties, he develops a genetically engineered organism known as the Pigoon (25), designed to grow human tissue for organ transplants. However, these scientific advancements are far from environmentally friendly. Jimmy's mother, Sharon, disapproves of her husband's unethical experiments and gradually sinks into depression, mourning her lost connection with nature. Meanwhile, the Compound itself slowly transforms into a city, with the dry, harsh climate further disrupting the natural world. Plants and animals struggle to survive, and the people living within the Compound increasingly resent their bleak existence.

> Compound people did not go to the cities unless they had to, and then never alone. They called the cities the pleeblands. Despite the fingerprint identify cards now carried by everyone, public security in the pleeblands was leaky: there were people cruising around in those places who could forge anything and who might be anybody, not to mention the loose change-the addicts, the muggers, the paupers, the craziers. So, it was best for everyone eat OrganInc farms to live all in one place, with fool proof procedures. (27)

Oryx and Crake offers a detailed portrayal of life in a repressive, environmentally disconnected society. The people live in ways that are far from nature-friendly. Their homes, called "Modules" (30), resemble the apartment-style living common today, lacking any real connection to the natural world. They construct artificial pools, children's parks, shopping malls, and restaurants in an attempt to simulate organic life, but their efforts are shallow and unscientific. The depiction of the Compound highlights the drastic transformation of the environment. Through Jimmy's experiences, the novel reflects the present-day dominance of powerful corporations and their environmental impact. Jimmy's father embodies the corporate mindset, while his mother stands in opposition, resisting the artificial and destructive changes it brings.

> The genetically modified pigoons are actually not meant for food. When climate change alters the environment, people start to eat them…, by ignoring the fact that they are bio forms manufactured by cooperates. In the twenty-first century, people's addiction towards junk foods is also satirically presented here. "Three blocks along he stops: seven pigoons have materialized from nowhere. They are staring at him, ears forward" (313).

The significance of climate fiction lies in its ability to offer solutions for improving the planet's future. In *Oryx and Crake*, Atwood creates Snowman as a symbol of the coming generations. Through various events, the novel highlights the pressing issues of climate change and global warming. In one scene, Snowman struggles to endure the sun's harsh UV rays while in the forest at noon, and his desperate attempts to shield himself serve as a stark warning for future generations. His sensitivity to the sunlight also reflects the impact of genetic modifications and their unforeseen consequences. Ultimately, climate fiction plays a crucial role in promoting environmental awareness and encouraging efforts toward the planet's betterment.

> Noon is the worst, with its glare and humidity. At about eleven o'clock Snowman retreats back into the forest, out of sight of the sea altogether, because the evil rays bounce off the water and get at him even if he is protected from the sky, and the he reddens and blisters. What he could really use is a tube of heavy-duty sunblock, supposing he could ever find one. (37)

Global warming stands as one of the most dangerous consequences of climate change. As average temperatures rise, both humans and other living beings suffer

from the intense heat. Snowman becomes a victim of the environmental destruction caused by human actions. In his dreams, he imagines himself floating in a cool swimming pool, symbolizing his deep longing for relief from the scorching temperatures. *Oryx and Crake* not only addresses climate change and its aftermath but also explores how these changes reshape humanity itself. Snowman endures the consequences of these transformations, many of which are orchestrated by his friend Crake. Driven by a desire for revenge against a corrupt society and its flawed systems, Crake acts against nature showing no empathy for human suffering. He envisions a better world without human beings. Committed to scientific advancement, Crake develops numerous innovations, including medicines to prevent diseases and the creation of the Crakers—genetically engineered beings free from illness. However, most of his scientific achievements are not environmentally sustainable and end up harming the planet. Ultimately, Crake's inhumane actions are the root cause of the climate crises depicted in *Oryx and Crake*, and his misguided design of the Crakers reflects his adverse impact on the natural world.

> Crake made the bones of the children of Crake out of the coral on the beach, and then he made their flesh out of a mango. But the Children of Oryx hatched out of an egg, a giant egg laid by Oryx herself. Actually, she laid two eggs: one full of animals and birds and fish, and the Children of Crake had already been created by then, and they had eaten up all the words because they were hungry, and so there were no words leftover when the second egg hatched out. And that is why the animals can't talk. (96)

Atwood constructs a fictional setting to raise awareness about the climate change driven by human activities. In *Oryx and Crake*, she depicts a world where overconsumption and environmental neglect have led to the collapse of the ecosystem. The novel introduces a range of imaginative characters and their extraordinary experiences. Through Snowman's post-apocalyptic life, readers witness the devastating environmental destruction of both the past and present. In this new reality, people aspire to become like the Crakers—beings engineered to be free from diseases and life's hardships. Yet, life remains harsh and suffocating under the persistent threat of global warming. Both Snowman and the Crakers live in fear of the sun's intense rays, and the beach where they reside bears evidence of rising sea levels—a direct consequence of the pre-apocalyptic world's reckless behavior. Atwood reveals signs of climate change throughout *Oryx and Crake*, both openly and subtly. A striking example occurs during the graduation ceremony at HelthWyzer

High, attended by Jimmy and Crake. Traditionally held in June, the event is moved to February in hopes of cooler weather due to rising temperatures. However, February too becomes unexpectedly hot, while June turns wet and cool, underscoring the unpredictable effects of global warming. These environmental disruptions profoundly affect people's mental health, a theme reflected in Jimmy's growing sense of discomfort and depression, particularly after Crake secures a better future while Jimmy struggles academically.

Discourse of Ecopsycholgy:

The environmental decay not only ruins ecosystems but also destabilizes human well-being, pushing individuals like Jimmy into emotional turmoil and alienation. Ecopsychologists suggest that every person possesses an innate bond with nature, and when deprived of this connection, psychological distress follows. Theodore Roszak, who first introduced the term "ecopsychology" in *The Voice of the Earth*, emphasizes this essential link between emotional   health and the natural world:

> Eco therapy or green therapy or nature therapy boosts the mental health of an individual and aids them to recover from the bitter past. It is important as any other treatments. Therapies like, dark nature, adventure therapy, green exercise, theopathic farming falls under the category, eco therapy. (13)

Oryx, one of the title characters, carries deep trauma caused by humanity's mistreatment of nature. In the post-apocalyptic world, she survives only in Snowman's memories, and he longs for her presence as he struggles through his desolate life. Snowman yearns for a life with Oryx in a world free from the devastation of global warming. When Oryx recalls her childhood, she speaks of the lush, green village where she was raised, cherishing the vibrant nature she once enjoyed and mourning its loss. *Oryx and Crake* conveys a longing for a world of natural beauty and purity through such recollections. By the mid-twenty-first century, however, greenery has all but disappeared. Oryx's fading memories are captured in her words: "It was a village, said Oryx. A village with trees all around and fields nearby, or possibly rice paddies. The huts had thatch of some kind on the roofs—palm fronds?—although the best huts had roof tin. A village in Indonesia, or else Myanmar?" (115).

A Discourse Analysis of Genetic Engineering Manipulation and Dystopias:

The novel also delves deeply into the dangers of genetic engineering, portraying it as unnatural and harmful to the environment. Crake, a central figure, leads these efforts by creating the Crakers—genetically modified beings designed to reproduce only once every three years to control population growth. In the pre-apocalyptic world, overpopulation had spiraled out of control, and climate change had severely disrupted food supplies and sustainable energy sources. In response, Crake invents capsules to suppress human appetite. However, his actions push the planet further toward complete ecological collapse. In the post-apocalyptic era, Snowman is forced to live in a tree to escape the extreme heat. His journey back to the Compound reveals the full extent of Crake's anti-environmental experiments: genetically altered giant butterflies and artificially engineered, human-friendly dogs housed in cages at Crake's BioDefense lab.

> Many people believe that, nature is the art of God and all the creation exemplifies the power and presence of God. Crake does not believe in God and nature, while Jimmy is attached to God and his creations. Crake rejects the idea of respecting nature by giving a capital N. According to Jimmy, "Nature is to zoos as God is to churches" (242).

In a conversation Jimmy and Crake discuss about God and nature: "I thought you didn't

believe in God, said Jimmy. I don't believe in Nature either, said Crake. Or with a capital N" (242).

During his journey to the Compound, Snowman notices that only a few plants and vines remain. As noon approaches, he desperately searches for shelter to protect himself from the harsh solar radiation. In the twenty-first century, humanity faces the devastating consequences of extreme heat and other climate-related disasters. Tragically, people have come to fear the very source of life—the sun. *Oryx and Crake* portrays the dire conditions of the mid-twenty-first century and the severe impact these have on future generations. This is captured in the line, "The sun is climbing higher, intensifying its rays. He feels light-headed" (224).

The destruction of the ecosystem is vividly depicted through Snowman's return to his homeland. In *Oryx and Crake*, humanity's mistreatment of nature leads to the total collapse of the human race, leaving only one survivor. Over time, plants and

trees reclaim the remnants of the old civilization. Crake, in an attempt to protect humanity from disease and death, ironically causes the opposite outcome. Margaret Atwood explores the interconnectedness of nature and humanity, highlighting issues such as corporate greed, genetic manipulation, and the exploitation of the environment. The novel also addresses the physical and psychological toll of climate change, including global warming. The main characters suffer traumatic effects from the dramatic shifts in nature. Atwood suggests that population growth could ultimately destroy environmental sustainability. *Oryx and Crake* presents the downfall of a fictional civilization, which serves as an exaggerated reflection of the twenty-first century. As the novel states, "The sky is the pearly grey-pink of early morning, hardly a cloud in it. The landscape has been rearranged since yesterday" (313). This serves as a warning: the destructive consequences of environmental degradation, global warming, and natural disasters are inevitable results of humanity's abuse of nature.

In the post-apocalyptic world, both the climate of the Compound and Jimmy's childhood home have drastically changed. The temperature fluctuates wildly, sometimes becoming unbearably hot or experiencing heavy rainfall. The genetically engineered pigoons are unable to withstand these storms. The sky takes on a strange greenish-yellow hue. *Oryx and Crake* portrays a world where scientific overreach has completely altered the natural order. The pigoons' behavior also shifts in response to these climatic disturbances. In his past, Jimmy is confused and disheartened after losing his job. Though he wants to contribute to nature and the environment, he struggles with the belief that humanity is doomed by the invention of agriculture. Rejecting this view leads to Jimmy's estrangement from those around him. Characters like Crake are indifferent to nature, focusing solely on the financial benefits they can extract from it. Jimmy, isolated and unsupported, gradually succumbs to depression. The collapse of the natural world leads to the breakdown of human peace. Plagues, famines, floods, and droughts plague the land, alongside growing issues for women and girls, mirroring societal problems in the twenty-first century.

People around Jimmy mistakenly blame agriculture for the world's problems, failing to recognize the climate changes they themselves have caused. They believe life depends on agriculture, which contributes to overpopulation and the environmental crises affecting humanity. Jimmy argues against this flawed ideology. As news of climate and environmental degradation intensifies, he realizes the attitudes of his

peers have led to the planet's destruction. In the background, Crake continues his work, creating viruses to reduce the human population. Crake's Uncle Pete becomes the first victim of these viral creations, and Jimmy is devastated by the cruelty behind Crake's actions. His mental state mirrors that of many environmental activists who feel powerless against large corporate powers.

Conclusion:

As *Oryx and Crake* nears its end, it portrays the collapse of all life forms. Snowman's visit to the Compound reveals numerous changes, with the pigoons, once designed to assist humans, now turned into cruel creatures. The overuse of scientific advancements and bio-terrorism has disrupted the planet's biological balance. Most characters show no affection toward one another, with the exception of the relationship between Oryx and Jimmy. This bond explains why Jimmy is able to forgive Crake for his actions against nature. For Jimmy, Oryx represents the beauty of nature, and Snowman longs for the love and care Oryx gave him. The novel's depiction of the Earth's decayed state is reflected in Snowman's journey through the Compound. The destruction of everything-humans, animals, trees, and nature—is evident throughout the story. In climate fiction, the speculative element is crucial. Although Snowman survives the pre-apocalyptic world, the wound on his foot eventually leads to his death. He overdoses on antidotes to alleviate the pain. The Crakers help Snowman in his final days, symbolizing hope for the future. Snowman's last moments end on a hopeful note as he hears Oryx and Crake's voices comforting him: "Crake is watching over you, he'll say. Oryx loves you. Then his eyes close and he feels himself being lifted gently" (426). The novel concludes with ambiguity, underscoring the uncertainty of nature's future.

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Silent Screens, Active Minds: Learner Strategies for Engagement in Off-Camera ELT Settings

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Abstract

In online English Language Teaching (ELT) contexts, the increasing phenomenon of "camera-off" participation has raised concerns among educators about student engagement and presence. This qualitative study explores how learners remain cognitively and socially engaged in English language classes despite not appearing visually present on screen. Through semi-structured interviews and participant journals from university-level learners, the study identifies a range of silent engagement strategies, including chatbox discourse, peer backchanneling, multimodal note-taking, and emotional self-regulation. Findings suggest that the absence of video does not equate to disengagement; rather, learners redefine participation through alternative, often invisible, behaviors. The study highlights the importance of rethinking engagement frameworks in digital ELT spaces, particularly post-pandemic, and offers pedagogical insights for inclusive, learner-centered online teaching practices.

Keywords: Camera-off participation, ELT, learner engagement, online teaching, digital pedagogy, qualitative research

Introduction

Online learning environments have rapidly transformed English Language Teaching (ELT) in recent years, especially after the COVID-19 pandemic. As institutions continue hybrid or fully virtual models, a peculiar yet pervasive behavior has emerged: students frequently turn off their cameras during live sessions. While this has often been interpreted as a lack of motivation or attention, it raises a critical question—what if engagement is simply taking a different form?

This paper investigates how learners engage in ELT classrooms when their presence is not visually confirmed. Instead of focusing on the challenges this behavior presents for teachers, the study centers learner experiences, exploring how they adapt and redefine engagement in the camera-off modality. The research addresses the need for nuanced understandings of digital presence and provides insights into practices that may go unnoticed but are pedagogically significant.

Need of the Study

Most existing discussions around camera-off participation revolve around teacher concerns and administrative expectations, often rooted in a visual-centric paradigm of learning. This has led to a deficit view of learners—assuming disengagement in the absence of visible cues. However, learners may have valid cognitive, emotional, cultural, or socio-economic reasons for keeping cameras off while still participating actively.

The need for this study arises from:

1. A lack of learner-centered research on camera-off engagement in ELT.
2. A gap in understanding silent forms of participation in virtual learning environments.
3. The growing relevance of inclusive and trauma-informed teaching in global ELT contexts.
4. The necessity to inform teacher training programs and online pedagogy with grounded learner perspectives.

Review of Literature

1.   Defining Engagement in ELT

The concept of learner engagement in language education is multidimensional, encompassing behavioral, emotional, and cognitive components. Fredricks, Blumenfeld, and Paris (2004) provide a foundational framework that has been widely adopted in educational research. Within ELT, these components take on unique characteristics due to the interactive, communicative nature of language learning. Philp and Duchesne (2016) further refine these concepts specifically for second language acquisition, highlighting how emotional investment and cognitive challenge are essential for language development.

In digital ELT settings, engagement is not only about verbal participation or visual presence but also about how learners cognitively and emotionally process content. Martin and Bolliger (2018) emphasize the importance of interaction and social presence in online learning, suggesting that engagement may manifest in diverse, often invisible, ways that are easily overlooked in camera-off scenarios.

2.   The Visual Bias in Online Learning

One critical issue in digital pedagogy is the implicit bias favoring visual presence. The expectation that cameras be turned on during virtual classes stems from traditional classroom norms, where physical presence is synonymous with attention. Castelli and Sarvary (2021) argue that students who keep their cameras off are frequently perceived as less attentive, regardless of their actual engagement. This visual-centric model not only ignores learner diversity but may also contribute to increased anxiety and discomfort, particularly among students from marginalized or under-resourced backgrounds.

Hodges et al. (2020) highlight the inequities exacerbated by emergency remote teaching, noting that many learners lack access to stable internet, private spaces, or culturally appropriate environments to appear on camera.

3.   Alternative Forms of Participation

While traditional engagement often relies on spoken or visual interaction, camera-off learners utilize alternative forms of participation. Chatbox responses, emojis, reactions, and asynchronous message boards serve as critical tools for interaction. Borup et al. (2014) explore these modalities and affirm their role in sustaining social presence.

Multimodal engagement also plays a key role in this context. According to Kress and Van Leeuwen's (2006) theory of multimodality, learners use a mix of visual, textual, and symbolic systems to construct meaning. In camera-off classrooms, students often take extensive notes, draw conceptual maps, or engage with learning management systems—practices that reflect deep cognitive engagement despite a lack of visual cues. Technological literacy supports these modes of meaning-making, enabling learners to reframe participation through silent, yet significant, contributions.

4.   Learner Agency and Digital Silence

The dominant discourse surrounding silence in classrooms often equates it with disengagement. However, emerging research reframes silence as a strategic form of agency. Cook-Sather (2006) calls for a shift from teacher-centered to student-centered interpretations of classroom behavior, arguing that students' choices—whether to speak, listen, or stay silent—are meaningful acts of participation. Bozkurt and Sharma (2020) introduce the concept of "digital silence," describing it not as absence, but as a reflective and purposeful mode of being in virtual classrooms.

Taken together, these perspectives suggest a need to expand traditional definitions of engagement in ELT, especially in light of evolving digital practices. Learners who turn off their cameras may be engaging in reflective listening, writing in private journals, contributing through text, or managing emotional wellbeing—all forms of participation that deserve recognition in research and practice.

Conclusion

This study challenges the widely held assumption that camera-off learners are disengaged or passive participants in online English Language Teaching. Drawing from current literature and learner-centered perspectives, it becomes clear that engagement is not bound to visibility. Instead, learners demonstrate complex forms of participation through chat responses, note-taking, inner dialogue, and strategic silence.

By acknowledging these behaviors, educators can move beyond a deficit model and foster inclusive, flexible teaching approaches that respect learner autonomy. The findings call for a reframing of assessment and classroom interaction in digital ELT, encouraging teachers to cultivate trust, offer multimodal options, and interpret engagement through diverse lenses. As virtual and hybrid classrooms become permanent fixtures in education, understanding and valuing unseen engagement is both urgent and essential.

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The Role of Social Media Micro-Content in Informal ELT Learning

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Abstract

This research paper investigates the role of social media micro-content—short-form media such as 15–60 second videos and posts—as an innovative classroom and informal teaching tool in English Language Teaching (ELT). It explores how platforms like TikTok, Instagram Reels, and YouTube Shorts facilitate informal language learning beyond traditional classroom environments. Drawing from Krashen's Input Hypothesis, Vygotsky's sociocultural theory, and Self-Determination Theory, the paper presents a theoretically grounded analysis of micro-content's potential in enhancing vocabulary, listening skills, learner motivation, and cultural competence. A content analysis of ELT-focused creators (e.g., @duolingo, @bbcelearning) illustrates the pedagogical applications of these digital practices. In response to the growing demand for engaging and technology-integrated instruction, this study introduces the Micro-ELT Integration Framework, a six-stage model designed to guide educators in incorporating micro-content into both formal and informal learning contexts. It addresses key challenges such as misinformation and digital distraction, while highlighting opportunities for personalized learning, global exposure, and learner autonomy. By aligning with contemporary frameworks for online teaching, classroom innovation, and the theory and practice of language instruction, this research contributes to the evolving discourse on digital pedagogy in ELT and provides actionable strategies for educators and researchers.

Keywords: English Language Teaching, micro-content, social media, informal learning, digital pedagogy, vocabulary development, listening skills, motivation, cultural competence, educational framework

Introduction

The digital revolution has fundamentally altered the landscape of education, with social media platforms emerging as powerful tools for knowledge dissemination and

acquisition. Among the most transformative trends in recent years is the rise of micro-content—short-form media such as 15-60 second videos, concise infographic posts, or ephemeral stories—that has captivated a global audience. As of April 2025, TikTok reports over 1.8 billion active users worldwide, while Instagram Reels garners an average of 2.5 billion daily views, according to platform analytics. YouTube Shorts, a competitor in the short-form content space, has also seen exponential growth, with 50 billion daily views reported in early 2025. These platforms have become cultural phenomena, particularly among Gen Z and Millennials, who spend an average of 52 minutes daily engaging with such content (Statista, 2025). This shift in media consumption reflects a broader societal trend toward immediacy and brevity, driven by shrinking attention spans and the proliferation of mobile technology.

For English Language Teaching (ELT), the rise of micro-content presents a unique opportunity to reimagine informal learning outside the confines of traditional classroom settings. Informal learning, defined as self-directed, unstructured acquisition of knowledge, has long been recognized as a vital component of language development. Micro-content focused on language learning—such as quick grammar tips, pronunciation drills, vocabulary lessons, or cultural phrase explanations—offers learners accessible, engaging, and context-rich exposure to English. Unlike formal curricula, which often follow rigid structures, informal learning through social media is flexible, seamlessly integrated into daily routines, and often perceived as entertainment rather than education. This "edutainment" approach aligns with modern learning preferences, making it an ideal medium for ELT.

The potential of micro-content in ELT lies in its ability to cater to diverse learner needs while leveraging the global reach of social media platforms. For instance, a beginner learner in Brazil might watch a 15-second TikTok video on basic greetings, while an advanced learner in Japan might engage with a 30-second Instagram Reel on business English idioms. The accessibility of these platforms, combined with their entertainment value, positions micro-content as a powerful tool for fostering vocabulary development, enhancing listening skills, boosting motivation, and facilitating cultural understanding. Moreover, the algorithmic personalization of social media ensures that learners encounter content tailored to their interests, increasing engagement and retention.

This paper aims to comprehensively explore the role of social media micro-content in informal ELT learning, addressing its pedagogical potential, practical applications, and inherent challenges. By analysing contemporary examples from widely followed

creators—such as @charlidamelio, @bbcelearning, and @duolingo—this study highlights how micro-content can complement formal ELT practices. It proposes a structured framework for educators to integrate this medium effectively, ensuring that learners benefit from its strengths while mitigating risks like misinformation or superficial learning. Ultimately, this research underscores the transformative potential of micro-content as a supplementary tool in ELT, advocating for its strategic incorporation into language education and calling for further investigation into its long-term impact on learner outcomes.

Literature Review

Informal learning has been a cornerstone of language acquisition theories for decades, offering learners opportunities to engage with language in authentic, unstructured contexts outside formal educational settings. Stephen Krashen's (1982) Input Hypothesis provides a foundational framework for understanding this process, asserting that language acquisition occurs most effectively when learners are exposed to comprehensible input—language that is slightly above their current proficiency level but still understandable through context or scaffolding. In informal settings, such as media consumption or social interactions, learners encounter such input naturally, making these environments fertile ground for language development. For ELT, this theory suggests that exposure to English through digital platforms can significantly enhance learners' linguistic competence, particularly when the input is engaging, relevant, and accessible.

The advent of digital technology has exponentially expanded the scope of informal learning, with social media platforms emerging as key players in educational contexts. Over the past decade, research has increasingly focused on the role of digital platforms in ELT, exploring how they facilitate language practice and cultural immersion. Richards (2015) conducted a seminal study on the efficacy of YouTube as a tool for language learning, finding that long-form video content, such as tutorials and vlogs, improved learners' listening comprehension and vocabulary retention by providing authentic language use in varied contexts. For example, channels like "English Addict with Mr Steve" offered 20-minute videos on topics like phrasal verbs, which learners could watch repeatedly to internalize concepts. Similarly, Godwin-Jones (2019) investigated the role of online communities on platforms like Reddit and Facebook, noting that peer interactions and collaborative discussions fostered language practice and cultural exchange. These studies highlight the potential of

digital media to bridge formal and informal learning environments, offering learners opportunities to engage with English in meaningful, real-world contexts.

However, much of the existing research focuses on longer-form content, which often requires sustained attention and may not align with the preferences of today's learners, who increasingly favour quick, on-the-go formats. The rise of micro-content on platforms like TikTok, Instagram Reels, and YouTube Shorts represents a paradigm shift in content consumption, yet its specific role in ELT remains underexplored. Micro-content's defining features—brevity, visual appeal, and algorithmic personalization—make it uniquely suited for informal learning. A 15-second TikTok video can deliver a grammar tip, a pronunciation drill, or a cultural phrase with immediate impact, catering to learners who might otherwise avoid lengthy tutorials due to time constraints or attention fatigue. Despite its growing popularity, few studies have examined this format's pedagogical potential in ELT contexts, leaving a significant gap in the literature.

Some research has touched on the broader influence of social media in language learning, providing a foundation for exploring micro-content. Smith and Jones (2023) conducted a comprehensive study on how platforms like Twitter and Instagram facilitate language practice through community engagement, such as hashtag challenges or group discussions. Their findings suggest that social media fosters a sense of belonging among learners, encouraging consistent practice and cultural immersion. For example, the hashtag #LanguageChallenge on Twitter encouraged users to share daily phrases in their target language, creating a supportive online community. However, their study did not specifically address the dynamics of micro-content, focusing instead on broader social interactions. Similarly, a 2024 report by the British Council highlighted the increasing adoption of mobile-based learning in ELT, noting that 75% of surveyed learners used smartphones for language practice. Yet, this report lacked a detailed analysis of short-form content's role, despite its dominance in mobile consumption trends, with platforms like TikTok accounting for 60% of mobile video views in 2024 (eMarketer, 2024).

The gap in research is particularly striking given the popularity of micro-content creators in the ELT space. For example, @englishwithlucy, a British language educator, has amassed over 15 million TikTok followers by April 2025, largely due to her 30-second grammar hack videos, which have collectively garnered over 80 million views. One of her most popular videos, posted in March 2025, explained the difference between "affect" and "effect" in 20 seconds, using a humorous skit with visual cues,

and received 5 million views within a week. Similarly, @duolingo, the official account of the language learning app, has embraced TikTok trends, using humorous 20-second skits to teach phrases like "I'm fluent in procrastination," viewed 40 million times in early 2025. These examples illustrate the scale and impact of micro-content in ELT, underscoring the need for a focused investigation into its effectiveness, challenges, and potential applications.

Theoretical frameworks beyond Krashen's Input Hypothesis also support the exploration of micro-content in ELT. Vygotsky's (1978) sociocultural theory emphasizes the role of social interaction in learning, suggesting that platforms like TikTok, where users engage through comments, duets, and shares, create a collaborative learning environment. For instance, a learner might duet a pronunciation video by @englishwithlucy, receiving feedback from peers in the comments, which aligns with Vygotsky's concept of the Zone of Proximal Development (ZPD)—learning through interaction with more knowledgeable others. Additionally, the concept of "edutainment"—education through entertainment—aligns with micro-content's engaging format, as it combines learning with enjoyment to sustain learner motivation (Buckingham & Scanlon, 2003). The Self-Determination Theory (SDT) by Deci and Ryan (1985) further supports this approach, positing that intrinsic motivation is driven by autonomy, competence, and relatedness—all of which micro-content fosters through personalized content, achievable language tasks, and community engagement.

The literature also reveals potential drawbacks of digital learning environments, which are relevant to micro-content. Studies like those by Thorne and Reinhardt (2008) caution against the risk of "digital distraction," where learners may become sidetracked by unrelated content, such as viral dance challenges, while intending to study. Furthermore, the lack of structured progression in informal learning contexts can lead to fragmented knowledge, as learners may miss foundational concepts needed for advanced skills. These challenges highlight the need for a structured approach to integrating micro-content into ELT, which this paper addresses through a proposed framework. By building on these theoretical foundations and addressing the research gap, this study provides a comprehensive analysis of micro-content's role in informal ELT learning, offering practical strategies for its effective use.

Analysis

Micro-content on social media platforms offers a multifaceted approach to informal ELT learning, leveraging its concise format, audiovisual richness, and engagement potential to support various aspects of language acquisition. One of the most significant benefits is its impact on vocabulary development. Unlike traditional methods that often rely on rote memorization or lengthy textbook exercises, micro-content embeds new words and phrases in memorable, context-rich formats that resonate with learners. For instance, @charlidamelio, a TikTok creator with over 155 million followers, collaborated with language educator @englishtips in March 2025 to produce a series of 30-second videos teaching Gen Z slang. One video, viewed 30 million times, explained the phrase "slay" (meaning to excel or impress) through a humorous skit where Charli "slayed" a dance routine, complete with subtitles, a voiceover, and a trendy background track. This contextual presentation not only made the term memorable but also demonstrated its cultural usage, aiding retention through association. Similarly, @khaby.lame, known for his silent comedy sketches with 165 million followers, partnered with @learnenglishfast in April 2025 to create a 15-second clip teaching the phrase "piece of cake" (meaning easy). In the video, Khaby solves a puzzle with his signature deadpan expression, while text overlays explain the phrase, amassing 20 million views. These examples highlight how micro-content leverages celebrity influence, humour, and visual storytelling to make vocabulary learning engaging, accessible, and effective for a global audience.

Listening skills are another area where micro-content excels, offering authentic auditory input that mirrors real-world language use. Short videos typically feature native speakers, diverse accents, and background music, providing a rich listening experience that helps learners develop phonetic awareness and comprehension. @bbcelearning, the educational arm of the BBC, launched a Reel series in February 2025 that compares British and American English pronunciations, such as "schedule" (/ˈskɛdʒuːl/ vs. /ˈskɛdʒuːl/), "advertisement" (/ədˈvɜːtɪsmənt/ vs. /ˌædvərˈtaɪzmənt/), and "tomato" (/təˈmɑːtəʊ/ vs. /təˈmeɪtoʊ/). Each 15-second clip, which collectively garnered 10 million views, includes visual text overlays, distinct voiceovers, and animated graphics to emphasize phonetic differences, helping learners discern variations in accent, stress, and intonation. The rapid delivery of micro-content also trains learners to process language quickly, simulating the pace of natural conversation—a critical skill for real-world communication. For example, @englishwithlisa, a creator with 6 million TikTok followers, posted a 20-second

pronunciation challenge in April 2025, asking viewers to repeat tongue twisters like "She sells seashells by the seashore" and "Peter Piper picked a peck of pickled peppers." The video, viewed 4 million times, encouraged active listening and immediate practice, with users duetting their attempts, resulting in 1 million interactions. This interactive format not only improves auditory skills but also fosters a sense of community among learners.

Motivation, a critical factor in language learning, is significantly enhanced by micro-content's entertaining and personalized nature. Social media algorithms tailor content to users' interests, ensuring relevance and sustained engagement. A learner interested in K-pop, for instance, might encounter a TikTok by @kpopenglish, a creator with 12 million followers, featuring a 20-second video teaching phrases from BTS's song "Dynamite," such as "Shining through the city with a little funk and soul" and "I'm diamond, you know I glow up." This video, posted in March 2025, amassed 25 million views and 1.5 million likes, demonstrating how aligning language lessons with learners' passions fosters intrinsic motivation. The gamified elements of social media—likes, shares, duets, and challenges—further incentivize participation. @duolingo's "Streak Challenge" campaign in April 2025 encouraged users to duet a 15-second video reciting a new phrase daily to maintain their learning streak, resulting in 6 million duets and 60 million views. One popular duet featured a user reciting "I'm over the moon" after learning it from Duolingo's video, showcasing how social interaction makes learning fun and socially rewarding. According to Self-Determination Theory (Deci & Ryan, 1985), such activities fulfil learners' needs for autonomy (choosing what to learn), competence (mastering new phrases), and relatedness (connecting with others), all of which drive sustained motivation.

Beyond vocabulary, listening, and motivation, micro-content also facilitates cultural learning, an often-overlooked aspect of ELT. Short videos frequently incorporate cultural references, idioms, and social norms, providing learners with a deeper understanding of the language's context and usage. For example, @mrbeast, with 95 million TikTok followers, collaborated with @englishwithlucy in April 2025 to create 30-second video teaching idioms like "hit the nail on the head" (meaning to be exactly right). The video featured MrBeast literally hitting a nail while Lucy explained the phrase, blending humour with education to make the idiom memorable, and amassed 35 million views. Similarly, @addisonraee, with 90 million followers, posted a Reel in March 2025 teaching the phrase "spill the tea" (meaning to share gossip) while acting out a tea party with friends, viewed 18 million times. These culturally rich examples

expose learners to the nuances of English, enhancing their pragmatic competence—the ability to use language appropriately in social contexts—alongside linguistic skills.

Micro-content's effectiveness is further evidenced by its scalability and adaptability to diverse learner needs. Creators often tailor content to specific goals, such as business English, academic writing, or exam preparation. @cambridgeenglish, the official account for Cambridge exams, launched a TikTok series in January 2025 called "IELTS in 30 Seconds," offering quick tips for speaking tasks, such as using connectors like "moreover," "however," and "on the other hand" to improve coherence. Each video, averaging 3 million views, caters to test-takers seeking concise, actionable advice. For example, one clip advised using "for instance" to introduce examples, demonstrating its use in a mock IELTS response: "I enjoy outdoor activities, for instance, hiking and cycling." This targeted approach ensures that micro-content serves a wide range of learners, from beginners to advanced, making it a versatile tool for informal ELT.

The audiovisual nature of micro-content also supports multimodal learning, which combines visual, auditory, and kinaesthetic elements to enhance retention. According to Mayer's (2005) Cognitive Theory of Multimedia Learning, learners process information more effectively when it is presented through multiple channels. A 20-second video on Instagram Reels might include spoken dialogue, text overlays, background music, and animated graphics, engaging multiple senses simultaneously. For instance, @learnenglishfast's Reel on prepositions, viewed 5 million times in April 2025, used animated arrows to illustrate "above," "below," and "beside" while a voiceover explained their meanings, accompanied by a catchy jingle. This multimodal approach reinforces learning by catering to different learning styles, making micro-content a powerful tool for diverse learners.

The global reach of social media platforms further enhances micro-content's impact by exposing learners to a variety of English dialects and accents. For example, @aussieenglish, a creator with 2 million followers, posted a 15-second TikTok in April 2025 teaching Australian slang like "arvo" (afternoon) and "brekkie" (breakfast), viewed 3 million times. Similarly, @indianenglish, with 1.5 million followers, shared a Reel on Indian English phrases like "prepone" (to move earlier), viewed 2 million times. These examples not only broaden learners' vocabulary but also prepare them for real-world interactions with speakers of different English varieties, fostering intercultural competence—a key skill in today's globalized world.

Proposed Framework

To maximize the potential of social media micro-content in ELT, educators need a structured yet flexible framework to guide students effectively. The proposed "Micro-ELT Integration Framework" consists of six interconnected stages, designed to balance engagement with educational rigor while fostering learner autonomy, critical thinking, and community engagement:

1. Curated Exposure: Educators should curate a list of reliable micro-content sources, such as verified accounts like @bbcelearning, @englishwithlucy, @cambridgeenglish, and @kpopenglish, and share hashtags like #ELTmicro, #LearnEnglishDaily, or #EnglishHacks. This step ensures students access high-quality content while exploring topics of interest, such as travel, music, business English, or exam preparation. For example, a teacher might recommend @duolingo for beginners and @cambridgeenglish for IELTS candidates, ensuring relevance to learners' goals.

2. Active Engagement: Students should interact with micro-content actively by taking notes on new vocabulary, practicing pronunciation aloud, or creating their own short videos using learned phrases. For instance, after watching @kpopenglish's BTS lyric lesson, a student might record a 15-second video reciting "I'm diamond, you know I glow up," fostering creative expression and peer feedback through comments and duets. Teachers can encourage this by assigning tasks like "Create a 20-second video using a phrase you learned this week," making learning interactive and fun.

3. Guided Reflection: Teachers can integrate micro-content into classroom activities, such as group discussions, journal entries, or short presentations where students analyse a video's language use, accuracy, and cultural context. For example, a class might discuss @charlidamelio's slang video, debating the appropriateness of terms like "slay" in formal settings, or analyse @bbcelearning's accent comparison to identify phonetic patterns. This bridges informal and formal learning environments, encouraging critical thinking about language use and cultural nuances.

4. Accuracy Verification: To address misinformation, educators should guide students to cross-check micro-content with credible resources, such as Oxford Learner's Dictionary, Cambridge Dictionary, or ELT textbooks. After watching a Reel on phrasal verbs by @englishtips, students could verify definitions and usage—for example, confirming that "look after" means "to take care of"—ensuring linguistic precision. This step encourages critical thinking and digital literacy, essential skills in the information age, and helps learners develop a habit of validating online content.

5.   Community Building: Encourage students to participate in social media challenges or discussions, such as duetting a pronunciation video or joining a hashtag challenge like #EnglishWithLucyChallenge, which gained traction in April 2025 with 1.5 million participants. For example, a student might duet @englishwithlisa's tongue twister challenge, receiving feedback from peers in the comments, or join a #LearnEnglishDaily thread to share their progress. This fosters a sense of community, allowing learners to share experiences, seek feedback, and motivate each other, enhancing the social aspect of language learning.

6.   Progress Monitoring: Educators can periodically assess students' informal learning progress by asking them to compile a portfolio of micro-content they've engaged with, including notes, reflections, and self-made videos. For example, a student might submit a portfolio with five Reels they watched, a list of 10 new phrases learned, and a 30-second video of themselves using those phrases in a sentence. This step provides accountability and allows teachers to offer personalized feedback, ensuring that informal learning aligns with broader ELT goals.

This framework leverages micro-content's strengths—accessibility, engagement, and personalization—while addressing its limitations, such as potential inaccuracies or superficiality. It empowers learners to take ownership of their language journey while providing educators with a practical tool to integrate informal learning into formal ELT contexts. By incorporating active engagement, reflection, and community building, the framework ensures that micro-content is not just a passive resource but a dynamic part of the learning process.

Challenges and Opportunities

The integration of social media micro-content into ELT is not without challenges, which must be carefully managed to ensure its effectiveness as a learning tool. One of the most pressing issues is the risk of misinformation, as not all creators are qualified language educators, and viral content can perpetuate errors. For example, a TikTok video by a popular influencer in February 2025 incorrectly taught the past tense of "drink" as "drinked" instead of "drank," amassing 5 million views before being corrected in the comments. This error, widely shared among learners, highlights the potential for confusion, particularly among beginners who may lack the skills to discern accuracy. Similarly, a 2025 Instagram Reel claimed that "I'm good" and "I'm well" are always interchangeable, ignoring grammatical nuances, and received 3

million views before language educators flagged the mistake. Such inaccuracies can undermine learners' confidence and lead to persistent errors if not addressed.

Another challenge is the potential for superficial learning due to the brevity of micro-content. A 15-second video might teach a single phrase or grammar rule, but it often lacks the depth needed for comprehensive understanding or practice. For instance, a TikTok on verb tenses might oversimplify the difference between present perfect ("I have just finished") and past simple ("I finished"), leaving learners with an incomplete understanding of when to use each form. This fragmented approach can result in surface-level knowledge, where learners acquire isolated skills without grasping the broader linguistic system. Furthermore, the lack of structured progression in micro-content—unlike a textbook or curriculum—means learners may encounter topics haphazardly, missing foundational knowledge needed for advanced skills, such as complex sentence structures or academic writing conventions.

The addictive nature of social media platforms also poses a challenge, as it can lead to distraction and reduced focus on language learning. TikTok users, for example, spend an average of 60 minutes per session (Statista, 2025), often scrolling through unrelated content like dance trends, comedy skits, or pet videos after watching a language lesson. A learner intending to study a grammar tip might end up watching @charlidamelio's latest dance challenge or @mrbeast's viral stunt, diluting the educational intent. This "digital distraction" (Thorne & Reinhardt, 2008) can undermine the effectiveness of micro-content as a learning tool, turning it into a source of entertainment rather than education. Additionally, the fast-paced nature of micro-content may overwhelm learners, particularly those with lower proficiency levels, who might struggle to process rapid speech or dense information in a short timeframe.

Despite these challenges, micro-content offers significant opportunities for ELT that can be harnessed with the right strategies. The personalization enabled by social media algorithms ensures that learners encounter content tailored to their interests and needs, enhancing engagement and relevance. A business professional preparing for a presentation might discover @cambridgeenglish's IELTS speaking tips, while a teenager interested in gaming might find @englishwithlucy's video on gaming slang like "GG" (good game), viewed 4 million times in April 2025. This customization fosters intrinsic motivation, as learners are more likely to engage with content that aligns with their passions or goals.

The global reach of social media platforms also exposes learners to diverse accents, dialects, and cultural contexts, enriching their linguistic and pragmatic competence. For example, @aussieenglish, a creator with 3 million followers, posted a 15-second TikTok in April 2025 teaching Australian slang like "arvo" (afternoon), "brekkie" (breakfast), and "mate" (friend), viewed 4 million times. Similarly, @indianenglish, with 2 million followers, shared a Reel on Indian English phrases like "prepone" (to move earlier) and "timepass" (a casual activity to pass time), viewed 3 million times. These examples not only broaden learners' vocabulary but also prepare them for real-world interactions with speakers of different English varieties, fostering intercultural competence—a key skill in today's globalized world. Moreover, exposure to diverse accents, such as @bbcelearning's multi-accent series featuring Australian, Indian, and Scottish English, helps learners adapt to the phonetic variations they may encounter in international settings.

Micro-content also fosters learner autonomy, a critical factor in lifelong language learning. By accessing content on their own terms, learners can study at their own pace, revisit videos as needed, and explore topics that interest them, such as slang, idioms, or exam strategies. This flexibility is particularly valuable in the post-COVID-19 era, where remote and hybrid learning have become normalized, and learners increasingly seek self-directed resources. For example, a learner preparing for a job interview might repeatedly watch @learnenglishfast's 20-second video on professional greetings, viewed 5 million times, to perfect their delivery of "It's a pleasure to meet you." This self-paced approach empowers learners to take control of their language journey, building confidence and independence.

The collaborative nature of social media—through comments, shares, and challenges—creates a sense of community among learners, enhancing the social aspect of language learning. @englishwithlisa's pronunciation challenge, which garnered 2.5 million interactions in April 2025, encouraged users to duet her video reciting tongue twisters, fostering peer feedback and support. Similarly, @duolingo's streak challenge built a global community of learners sharing their progress, with users posting comments like "Day 10 of my streak—feeling proud!" This sense of relatedness, as described by Self-Determination Theory, strengthens learners' commitment to language practice, making learning a shared, social experience rather than an isolated one.

Finally, micro-content's adaptability to emerging technologies offers opportunities for future innovation in ELT. For example, the integration of augmented reality (AR) into

short-form videos could allow learners to interact with virtual objects while learning vocabulary, such as pointing their phone at a virtual "dog" to hear the word pronounced in different accents. Similarly, AI-driven personalization could enable platforms to recommend micro-content based on a learner's proficiency level, learning style, and goals, creating a more tailored educational experience. By addressing challenges through the Micro-ELT Integration Framework and leveraging these opportunities, educators can position micro-content as a transformative resource in ELT, capable of revolutionizing how English is learned in informal contexts.

Conclusion

Social media micro-content represents a paradigm shift in informal ELT learning, offering a dynamic, engaging, and accessible medium for language acquisition that aligns with modern learning preferences. Its ability to enhance vocabulary, listening skills, motivation, and cultural understanding makes it a valuable supplement to traditional classroom instruction. Contemporary examples, such as @charlidamelio's slang lessons, @bbcelearning's accent comparisons, @kpopenglish's lyric-based teaching, @duolingo's streak challenges, and @cambridgeenglish's IELTS tips, illustrate its widespread appeal and educational impact as of April 2025. These examples, drawn from some of the most popular creators on TikTok and Instagram, demonstrate how micro-content leverages celebrity influence, humor, and personalization to make language learning both effective and enjoyable for a global audience.

While challenges like misinformation, superficial learning, distraction, and lack of structure persist, the proposed Micro-ELT Integration Framework provides a structured approach to maximize benefits and ensure accuracy. By curating reliable content, encouraging active engagement, facilitating reflection, verifying accuracy, building community, and monitoring progress, the framework empowers both learners and educators to harness micro-content's potential while mitigating its risks. This balanced approach ensures that informal learning through micro-content complements formal ELT practices, creating a holistic language learning experience that addresses diverse learner needs.

It is important to note, however, that not all content creators featured in this paper are trained educators. While platforms like @bbcelearning, @englishwithlucy, and @cambridgeenglish represent verified and pedagogically grounded sources, others such as @charlidamelio and @mrbeast are entertainment figures collaborating on

educational content. Distinguishing between content made by professional language educators and general influencers is crucial for evaluating the reliability of linguistic information. Educators and learners alike should exercise discretion and prioritize content that demonstrates pedagogical validity, even if it is delivered in an entertaining format.

The potential of micro-content in ELT extends far beyond its current applications, offering opportunities for innovation and growth in language education. As social media platforms continue to evolve, their role in ELT is likely to expand, providing learners with increasingly sophisticated tools to engage with English in authentic, meaningful ways. For example, the integration of artificial intelligence could enable platforms to generate personalized micro-content on demand, such as a 20-second video tailored to a learner's specific vocabulary needs or pronunciation challenges. Similarly, the use of virtual reality (VR) could create immersive language environments within short-form videos, allowing learners to "visit" an English-speaking country and practice ordering food or asking for directions in a simulated setting.

Future research should focus on several key areas to fully realize micro-content's potential in ELT. First, longitudinal studies are needed to assess its long-term impact on language proficiency, examining whether learners who engage with micro-content achieve measurable gains in speaking, listening, reading, and writing skills over time. Second, research should explore its effectiveness across diverse learner demographics, including age, proficiency level, cultural background, and learning context (e.g., rural vs. urban settings). For example, does micro-content benefit young learners more than adult learners, or is it more effective for intermediate learners than beginners? Third, studies should investigate optimal strategies for integrating micro-content into formal curricula, such as using it as a flipped classroom resource or incorporating it into assessment tasks. Fourth, research should examine how learners evaluate the credibility of online content and the degree to which they can distinguish educational content from entertainment. Finally, the role of emerging technologies—such as AR, VR, and AI-driven personalization—should be explored to enhance micro-content's pedagogical value, ensuring that it remains a cutting-edge tool in ELT.

In conclusion, social media micro-content offers a revolutionary approach to informal ELT learning, blending education with entertainment to create a learning experience that is engaging, accessible, and effective. By embracing this dynamic resource and addressing its challenges through structured integration, the ELT community can

unlock new pathways for language learning, ensuring that English education remains relevant, impactful, and inclusive in the digital age. As learners continue to turn to social media for knowledge and connection, micro-content stands poised to shape the future of ELT, empowering a global generation of English learners to achieve fluency, confidence, and cultural competence in an increasingly interconnected world.

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Engineering Students' Communication Skills and its Alignment with NEP: A Survey

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Abstract

Communication Skills play a very significant role in the life an engineering graduate. Keeping in mind the present job scenario demands of the recruiters, it is imperative for an engineering student to have command on communication skills. Therefore, the aim of the present study is to find out the effectiveness of the newly introduced syllabus of Effective Communication Skills (ETC) in Gujarat Technological University (GTU) with reference to engineering students. A questionnaire-based survey was conducted and students were asked to respond a Google form regarding the LSRW skills they learnt through the newly introduced syllabus of ETC by GTU in the academic year 2025-2026. The syllabus was published keeping in mind the NEP guidelines. Hence, an attempt has been made to understand the effectiveness of the newly introduced syllabus in GTU. Respondents belong to two premier government engineering institutes in the State of Gujarat.

Keywords: Communication Skills, Respondents, LSRW, NEP, Effectiveness

Introduction

A good command on English language helps any engineer to succeed further and better in his/her career opportunities as they play a very significant role in their individual and professional life. Communication Skills is one of the 12 attributes laid by National Board of Accreditation (NBA) for becoming a successful engineering graduate. Therefore the present study was conducted to assess whether the newly introduced syllabus of Effective Technical Education (ETC) is in alignment with National Educational Policy (NEP) and whether the engineering students have positive or negative learning outcome after going through the syllabus for an academic year. The National Education Policy of India 2020 clearly mentions: "English is a language; it is not a test of your intelligence. English is an international language that everyone should learn for convenience."

The National Education Policy (NEP) 2020 highlights the importance of English, not as a check of intelligence, but as a vital international language for worldwide

understanding and dealings. The following is the role and significance of English language as per NEP-2020. English language

1. Has global importance.
2. Link language.
3. Job oriented language.
4. Language of science, aviation, computers, diplomacy
5. Many books , papers and journals are in English only
6. Language of internet.
7. Language of media and aviation industries.

Review of Literature

Tanyel and Mitchell points that the communication abilities required in the professional world include presentation, cultural awareness and interpersonal communication skills, written and oral communication, and team skills (p. 33-38). Pollack-Wahl mentions that oral and presentation skills are must for having sound professional careers for engineering students (p. 16-21). Rees and Garrud reported that grown-up students had high positive attitudes towards communication skills training (p. 23). Marc J. Rimer talks about the need and importance of communication skills for engineering graduates in their professional lives. He also mentions that lack of communication skills can also hamper the image of the engineering graduates in the job market (p. 91-99).

Bernd Schulz stresses the need of soft skills that contribute to the hard skills of the technical persons. He further suggests that students require a good amount of soft skills besides technical skills, which are mainly communication skills, problem solving skills, critical and structured thinking, self-esteem, empathy, creativity, business management, and many other skills connected with personal traits. The importance of oral and written skills in English is ignored over the period of time and therefore we see engineers with good knowledge of technical skills but very poor communication skills (p. 146-154).

V. Saravanan points out the need of employability skills and the need of inclusion of soft skills in the school curricula. If employability skills will enhance, it will create positive impact on the job market (p. 1-9). Chung, Yoonsook, Yoo, Jungskook, Kim, Sung-Won, Lee, Hyunju and Zeidler, Dana L. elaborate on the demand of communication skills in the 21st century. They also stress the importance of peer interactions, and stimulating students' reasoning (p. 2-27). Hamid, Roszilah &

Kamaruzaman, Fathiyah Mohd point out the requirement of new skills required with the advancement of technology. With the present scenario in the field of recruitment new skills are required by the engineering aspirants, which are analytical thinking, creativity, originality, active learning, learning strategies, technology design, programming, critical thinking, emotional intelligence, system analysis, and evaluation. It is also pointed out that these skills can help the engineering students get better job opportunities in future (p.15-28). There are certain myths about English language which should be kept in mind too. On the contrary, the following myths should also be kept in mind while understanding the role of English language in India.

1.   We are obliterating our mother tongue for the obsession of English.
2.   We are learning English at the cost of our own languages.
3.   We all are assassinating or neglecting our mother tongue by our fascination with English.
4.   It is a means of destroying one's society.
5.   With the loss of language, a community loses its ethnicity.
6.   Loss of ethnicity means loss of a community.

Aim of the Study

The aim of the present study is to find out the effectiveness of the newly introduced syllabus of Effective Technical Communication (ETC) by Gujarat Technological University (GTU) on learning the LSRW skills of the engineering students

Objective

•   To measure the effectiveness of the Effective Technical Communication (ETC) Syllabus implemented by Gujarat Technological University (GTU) for 1st year engineering students

Methodology and Results

A questionnaire was prepared with a set of 10 questions on it pertaining to the syllabus of ECT the engineering students learn in the first year. The reason behind the set of questions posed was to figure out whether the students are comfortable with the new syllabus of language as per NEP policy. The following Annexure-I contains the set of questions. This questionnaire was circulated to the students at the end of their semester in the academic year 2025-26. The respondents belonged to Vishwakarma Government Engineering College, Ahmedabad and L. D. College of Engineering,

Ahmedabad, two premier engineering institutes in the state of Gujarat. The respondents were shared the Google form link to fill the data and the collected data were analyzed both qualitatively and quantitatively. 65.8% students belonged to VGEC whereas 34.2% students belonged to LDCE. Total sample taken for survey was 200 respondents. These respondents belonged to different branches of engineering in their 1st year.

Results and Discussion

Question 1 intended to find out whether the new syllabus of ETC strengthened their communication skills or not. 89% of the students agreed that the new syllabus fulfilled their LSRW skills. 7% didn't feel positive about it and rest didn't express what they think. This shows the positive impact of the syllabus implemented.

1. Did communication skills learnt from the new Syllabus of ETC help in developing your own communication skills?

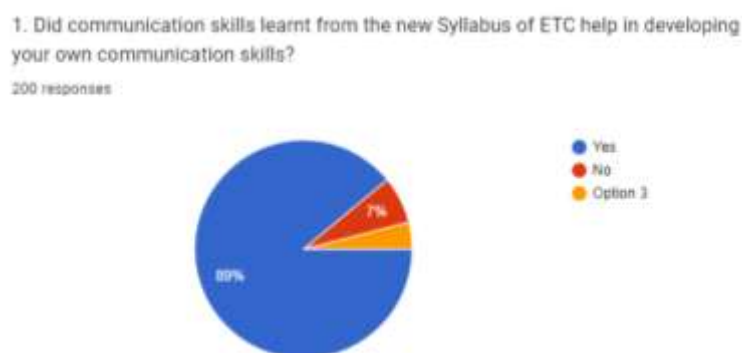200 responses

- Yes
- No
- Option 3

Figure-1 Development of Communication Skills

Second statement was related to learning writing and speaking skills through syllabus. 90% of the students positively respond to the question whereas 7.5% students reply no and others respond it as maybe. It shows the need of teaching grammar and language skills.

2. Do you think grammar and language skills learnt in ETC syllabus are important to learn so that it helps you in writing and speaking English better?

200 responses

- Yes
- NO
- maybe

Figure-2 Speaking and Wiring Skills

Question 3 was related to better writing skills learnt through the new syllabus. 75.5% of the respondents agree that they have learnt better writing skills through the syllabus. 19% feel confused about the same and rest say no to it. The need of teaching writing skills is clearly reflected in this.
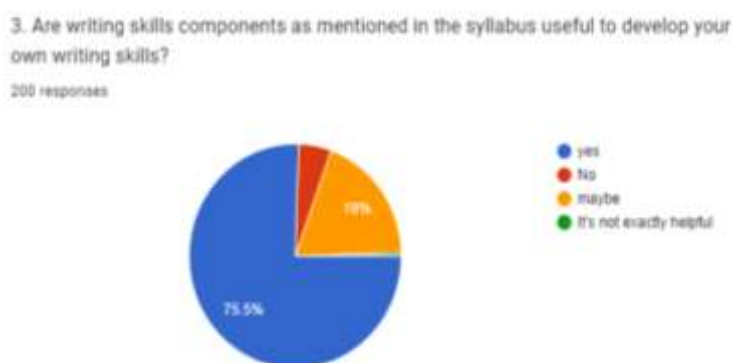

Figure-3 Developing Writing skills

Statement number 4 was related to whether learning phonetics is an important language speaking skill. 89.5% of the respondents say that phonetics is very useful in developing the speaking skill. 10.5% do not feel the same. The need of phonetics is not replaceable is reflected in the responses.
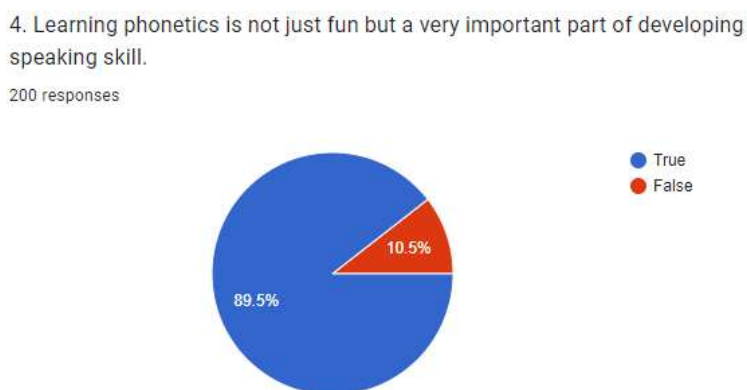

Figure-4 Speaking Skill

Question 5 was raised with a view to understanding whether students develop the listening skills through podcasts, audio books and ted talks or not. Interestingly, majority of the students agree that the audio activities are helpful in developing speaking skills. It mentions the need of language labs in engineering institutes.

5. Are the activities of Podcasts, Audio Books , Ted Talks useful for developing the listening skills as per the syllabus?
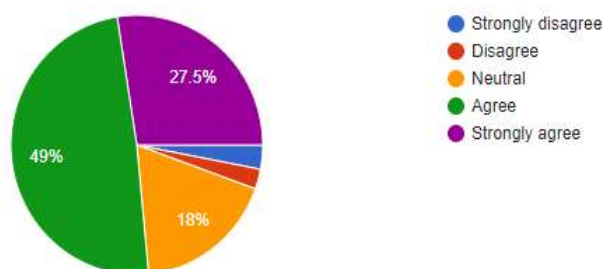
200 responses

Figure-5 Podcasts, Audio Books, Ted Talks

Question 6 was relevant to learning language through literature. More than 60% of the respondents feel that learning language through stories is very useful. Around 17% of the respondents are neutral about their opinion. This breaks the popular misnomer that language and literature do not have relation to each other. Hence, using literature to teach language is an important decision to be included in the syllabus.

6. Do you think learning stories are fun as well as a rich experience in language learning for engineering students?
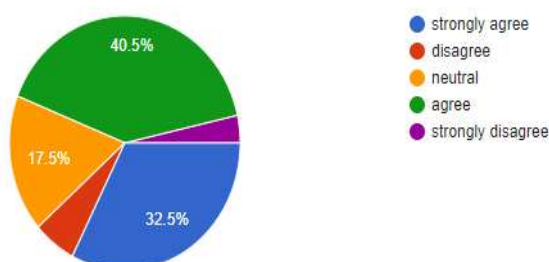
200 responses

Figuure-6 Language through Literature

Statement 7 was related to the usefulness of GD, debates, interviews for their placement. 88% of the respondents feel that these activities contribute in their placement skills. This makes it clear that engineering students should be taught and given enough practice till their placement.

7. The activities of group discussion, debates and interviews are more relevant for engineering students to practice so that they get better placement.

200 responses
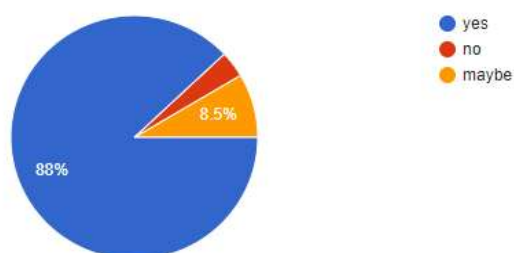
Figure-7 Placement Skills

Question 8 was helpful in understating whether vocabulary learning is useful as per the syllabus. More than 70% of the respondents feel that learning vocabulary enhances their language skills better.

8. Is vocabulary learning helpful in developing your own vocabulary as per the new syllabus of ETC?

200 responses
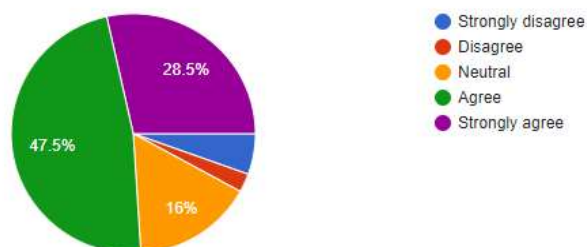
Figure-8 Development of Vocabulary

Question 9 was regarding learning professional skills through the new syllabus. More than 60% of the respondents say yes to it.

9. Can you prepare formal content and professional documents with precision and conciseness after learning the new syllabus of ETC?

200 responses

Figure-9 Developing Professional Writing Skills

The last question was related to whether the lab manual in relation to the syllabus of ETC is useful to the students for developing their overall language skills or not. More than 90% of the respondents feel that it is very useful for developing the language skills. This makes it clear the syllabus and lab manual are very much relevant and useful for developing the LSRW skills.
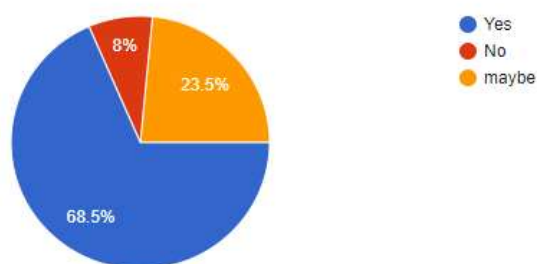
Figure-10 Overall LSRW skills
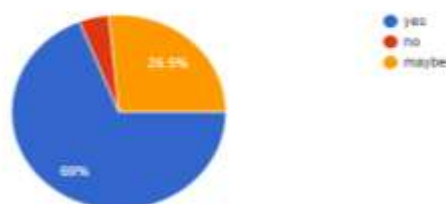
Conclusion

It comes to notice that the syllabus of Effective Technical Communication (ETC), as per NEP policy, is quite in accordance with the needs of the engineering students who learn the subject in the 1st year of their engineering and need the communication skills the most in the 3rd or 4th year of their engineering during placement. Hence, it is concluded that the syllabus be taught to the engineering students for enhancing their LSRW and placement skills. As far as Engineering students are concerned, we must understand that without the use of English language it is very difficult for an engineer to survive in the job market, and that is the reason NEP also suggests the teaching and importance of English language for graduates.

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Making Literature Alive: Creative Pedagogies for Student Engagement

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Abstract

The teaching of literature has frequently been limited to rigid, traditional techniques that reduce student engagement. This study investigates how creative instructional practices based on constructivist and experiential theories might rejuvenate literary education by encouraging emotional, critical, and personal connections to texts. Creative pedagogies, which include dramatization, digital storytelling, multimodal projects, and student-led conversations, stimulate active learning and keep students intrigued by literary studies. This research emphasizes the importance of transitioning from passive reception to active engagement in order to make literature a living, breathing experience in modern educational institutions.

Keywords: Literature Education, Student Engagement, Creative Pedagogies, Constructivism, Experiential Learning, Active Learning.

Introduction:

"The mind is not a vessel to be filled, but a fire to be kindled."

— Plutarch

Literature is usually taught as a static collection of canonical works in many modern classrooms, with an emphasis on rote memory and passive absorption rather than active, meaningful involvement. Without being encouraged to develop critical or personal connections with the content, students are sometimes expected to internalize themes, plot specifics, and authorial objectives. Because of this, literature may come across as remote, out of date, and unrelated to their real-life experiences, which lessens its potential as a great instrument for intellectual inquiry and personal development. The ability of literary studies to transcend time, culture, and personal experience is what gives it its genuine vibrancy; unfortunately, conventional teaching approaches frequently fall short of promoting this dynamic interplay.

The vital duty of establishing literature as a dynamic presence in the classroom falls on us as educators. This problem necessitates the development of novel and imaginative teaching strategies that turn literary analysis from a passive assignment into an engaging, collaborative activity. Promising approaches to bridging the gap between students and texts include inquiry-based learning, digital storytelling, dramatization, and group projects. By using these strategies, teachers can establish environments where students can interact critically with literature, perceive how literary works reflect their own experiences, and recognize the works' ongoing importance.

The aim of this study is to investigate the pressing need to revive literary education, the strategies for successfully implementing creative pedagogies, and the significant effects that these approaches have on students' involvement, critical thinking, and lifetime appreciation of literature. By doing this, it promotes a revised, student-focused literary education.

Objectives:

1. Explore the role of creative pedagogies to foster student engagement.
2. Examine the limitations of established instructional approaches in literary studies.
3. Suggest practical and creative approaches for dynamic literature teaching.
4. Analyze theoretical frameworks that promote creative learning approaches.

Theoretical Framework:

Constructivism:

Constructivist theory, which is based on the works of Jean Piaget and Lev Vygotsky, holds that rather than passively absorbing knowledge, learners actively construct it via experience. In the context of literary education, this approach transfers the emphasis from teacher-centered instruction to student-centered inquiry. Instead of simply receiving interpretations, students are encouraged to engage extensively with literature, bringing their own viewpoints and experiences. Learners connect with books in personal and meaningful ways through debate, dramatization, and creative projects. This strategy improves comprehension while also encouraging critical thinking, empathy, and self-expression. Constructivist pedagogy views students as active participants in their learning process, allowing for a more diversified interpretation and understanding of literary works. Educators can build dynamic classroom settings by incorporating constructivist concepts into literary instruction,

empowering students to examine, understand, and appreciate books in ways that are relevant to their own lives.

"Tell me and I forget. Teach me and I remember. Involve me and I learn."

— Benjamin Franklin

When students are actively involved in the meaning-making process, literature becomes a personal journey rather than an academic obligation.

Experiential Learning:

David A. Kolb's experiential learning theory emphasizes the value of learning via experience and reflection. In literary education, this technique encourages pupils to actively 'experience' the book rather than passively reading it. Role-playing, simulations, discussions, and creative rewriting enable students to connect with characters, ideas, and storylines on a personal level. This active participation promotes better understanding, critical analysis, and an emotional connection to the material. Integrating experiential learning into literature classes allows educators to turn abstract literary principles into physical events, making literature more accessible, meaningful, and relevant to students' lives

"Learning is the process whereby knowledge is created through the transformation of experience."

— David A. Kolb.

Creative Pedagogical Approaches to Teaching Literature:

1. Dramatization and Role-Playing:

Dramatization and role-playing are engaging opportunities for students to interact with literature. Enacting scenes allows them to engage physically and emotionally with the text, improving their grasp of the characters' motivations, inner conflicts, and development. Active engagement encourages empathy, improves interpretation, and brings literary works to life, making learning more memorable and meaningful.

Example:

"Reenacting courtroom scenes from The Merchant of Venice or presenting alternative endings to Romeo and Juliet engages students and fosters a greater understanding of Shakespearean play. These activities foster creative interpretation, critical thinking, and empathy as students investigate character motivations and thematic possibilities

beyond the original texts. By taking on the parts and rewriting storylines, students not only understand the language and context, but also connect emotionally with the content, making Shakespeare more accessible and current."

"Tell me and I forget, teach me and I may remember, involve me and I learn."

— Benjamin Franklin

2. Digital Storytelling:

Students can use technology to create podcasts, blogs, movies, and social media content from the perspective of a character, resulting in deeper engagement. Digital storytelling blends creativity and technological skills, which improves critical thinking and communication. This method appeals to today's digital natives, making learning more engaging and relevant.

Example:

Students create a unique "Twitter thread" recounting The Odyssey through Odysseus' eyes, encapsulating significant events and emotions in a short, modern way. Each tweet represents a key episode or obstacle, with first-person narrative emphasizing Odysseus' thoughts, hardships, and achievements. This practice promotes summarization, perspective-taking, and digital storytelling while making classical literature more accessible and interesting.

Digital storytelling not only encourages creativity, but it also promotes technical literacy, which is essential for the 21st-century learner.

3. Literary Circles and Student-led Discussions:

Literary circles enhance democratic participation by allowing students to take control of conversations. Assigning responsibilities such as summarizer, conversation leader, connector, and illustrator encourages active participation and fosters diverse viewpoints. These roles promote critical thinking, creativity, and collaborative learning, making literary analysis more diverse and dynamic.

Example:

In a literary circle based on Of Mice and Men, students have significant discussions about loneliness, dreams, and companionship. They investigate how these characteristics influence the characters' lives and relate Steinbeck's portrayal of human

difficulties to contemporary social themes such as isolation, inequality, and the desire for belonging.

> "Education is not preparation for life; education is life itself."
>
> — John Dewey

4. Multimodal Responses to Literature:

Encouraging students to interact creatively, whether through art, music, dance, or creative writing, encourages them to understand texts in ways that reflect their individual skills and interests. This method not only increases their knowledge, but it also encourages personal connection and innovative thinking, making literary analysis more inclusive and relevant.

Example:

Creating graphic novels based on The Odyssey or writing unique songs inspired by The Color Purple are exciting ways to adapt ancient literature through contemporary artistic expressions. These tactics not only increase engagement with the original texts, but also enable creative storytelling across several mediums.

Howard Gardner's idea of many intelligences emphasizes that pupils have various ways of learning and displaying comprehension. Multimodal assignments support this notion by activating several intelligences—linguistic, geographic, musical, bodily-kinesthetic, interpersonal, intrapersonal, and others. Such assignments promote deeper learning and diversity by providing diverse modes of expression and comprehension, allowing students to demonstrate their talents and inventiveness in ways that traditional techniques cannot.

5. Socratic Seminars and Critical Dialogues:

Socratic seminars promote open-ended questioning and collaborative dialogue, which deepens engagement with literature. These talks encourage participants to consider diverse perspectives, which promotes critical thinking and nuanced analysis. The format focuses on respectful listening and intelligent responses, fostering a friendly environment in which ideas can be challenged and advanced. This technique helps participants get a deeper knowledge of the content while also improving their communication abilities. Finally, Socratic seminars foster intellectual curiosity and a shared search of meaning, converting reading from a solitary activity to a dynamic, collaborative investigation.

Example: A seminar exploring, "Is Hamlet's indecision a reflection of human nature?"

These debates progress beyond surface-level interpretation to nuanced comprehension and engagement.

Benefits of Creative Pedagogies:

Creative pedagogical techniques in literature classes result in

Higher Engagement: When children are motivated, they become more engaged and eager to study. This increased passion leads to persistent interest, helping children to concentrate longer and participate more actively. As a result, their general learning improves, encouraging greater knowledge and a good attitude towards education.

Deepened Critical Thinking: Engaging with materials from many perspectives promotes deeper critical thinking by forcing readers to explore alternative opinions. This approach encourages a more sophisticated understanding, allowing for intricate analysis that goes beyond surface meanings and uncovers underlying themes, biases, and contradictions in the text.

Enhanced Empathy: Role-playing and dramatization improve emotional intelligence by allowing people to experience other views and feelings firsthand. This intensive exercise increases empathy, enhances social skills, and deepens knowledge of others' emotions, allowing for greater emotional regulation and stronger interpersonal relationships in both personal and social settings.

Skill Development: Students improve key life skills by collaborating on activities, which promotes collaboration and effective communication. They learn how to express themselves clearly, listen attentively, and appreciate different points of view through group activities and conversations. Engaging in challenges fosters imaginative thinking, allowing students to find practical answers and adapt creatively to real-world problems.

Inclusive Learning: Diverse learners interact with texts in a variety of ways, including kinesthetic, visual, auditory, and analytical, and they access literature through numerous entry points. By accommodating various learning styles, these modes enable students to engage with literature in a meaningful and personal way, improving comprehension, interpretation, and appreciation across a variety of cognitive and cultural backgrounds.

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

— Albert Einstein

Challenges to Implementation:
Despite the advantages, some challenges remain:

Curricular Constraints: Standardized curriculum emphasize uniform content and assessment, which frequently limits options for creative discovery. By emphasizing set results and rigid structures, they limit teachers' flexibility and students' imaginative thinking, diminishing opportunities to experiment with varied viewpoints, interdisciplinary linkages, and novel methods to learning and expression.

Assessment Difficulties: Grading creative outputs is sometimes subjective and inconsistent due to differences in personal interpretations, aesthetic preferences, and evaluator expectations. Unlike objective examinations, creativity has no established criteria, making it difficult to quantify accurately. This might result in prejudice, contradictions, and difficulties in guaranteeing consistency and transparency in evaluation standards.

Resource Limitations: Many schools lack the technology tools and materials required for creative initiatives. Limited financing, inadequate infrastructure, and unequal access limit students' abilities to experiment with new learning approaches. This discrepancy can have an impact on creativity, engagement, and skill development, emphasizing the importance of more equitable resource distribution in educational systems.

Resistance to Change: Some instructors and institutions continue to use traditional lecture-based techniques, emphasizing order and authority above creativity. This technique frequently discourages student involvement and critical thinking, encouraging passive learning. Regardless of changing educational needs, resistance to change originates from habit, familiarity, or mistrust toward modern, student-centered teaching practices and technologies.

Overcoming these challenges necessitates administrative support, professional development opportunities, and a change toward valuing innovation in educational assessment.

"If you want something you've never had, you must be willing to do something you've never done."

— Thomas Jefferson

Conclusion:

Bringing literature to life in the classroom is more than just entertainment; it is about establishing important intellectual and emotional connections between students and texts. When students interact profoundly with literature, they do more than just decode words; they comprehend human experiences, examine perspectives, and discover their own voices. Creative pedagogies based on constructivist and experiential learning theories offer effective frameworks for this shift. These techniques prioritize active involvement, personal interpretation, and collaborative investigation, encouraging students to build knowledge through experience and reflection.

By abandoning passive, lecture-based education in favor of dynamic, student-centered methods such as drama, storytelling, digital media, and project-based learning, educators can create classrooms in which reading becomes a lived experience. In such settings, children acquire not only critical thinking abilities, but also empathy and imagination. They learn to value many perspectives, deal with complex challenges, and express their ideas with confidence and creativity.

Finally, reforming literary education through creative pedagogies produces well-rounded persons capable of navigating the cultural, emotional, and ethical components of the modern world. Literature, when taught as a live, dynamic discourse, has the potential to produce thoughtful, empathetic, and involved citizens.

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The Engineering students should Un-learn; Learn and Re-learn the English Language Pronunciation

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Abstract

In an information technology explosion world, the innovations, technological advancements and Artificial Intelligence supported gadgets and devices are ruling the roost. In view of the state-of-the-art technological advancements, modern explorations and discoveries, the ability to present the knowledge and information behind these innovations is the need of the hour. Undergraduate students, especially Engineering students are expected to use English fluently and confidently in their viva-voce examinations, ppt presentations, job-interviews and other venues of seminars, webinars and workshops of technical interest. In a country such as India, the knowledge of phonetics is not properly instructed from the school level, except in a few international schools.

In the other schools, although it is introduced, the right foundation of pronunciation is not properly instilled in the young minds. When we contrast this situation in countries such as U.S.A., and U.K., the spelling and phonemic transcription are explained together in such a way that the letters and sounds and their relationship is meaningfully and logically explained to the young minds at a very young age. The nuances of phonetics and pronunciation would decide the standard of English used by the Engineering students. For instance, in state syllabus, when these students are introduced to the knowledge of phonetics such as vowel sounds, consonant sounds, intonation, stress, minimal pairs, syllables, past tense markers, plural markers, weak forms and strong forms in the first year of their Engineering the influence of Mother tongue has already made a prominent mark in terms of their organs of speech, speech patterns and accent. Therefore, here arises a need to unlearn the influence of mother tongue, learn the nuances of English language pronunciation and relearn with special respect to practising those pronunciation elements earnestly and whole-heartedly not half-heartedly. (Mother tongue other tongue bias). Here, it should also be mentioned that in most of the campus placements drives the first round is self-introduction followed by technical rounds, Group Discussions and JAMs (Just a Minute) sessions.

Key words: Mother tongue influence, (MTI.,) speech patterns, accent, vowel sounds, consonant sounds, syllables, minimal pairs, past tense markers, plural markers, weak forms, strong forms, intonation, artificial intelligence.

Literature review:

Garrigues (1999) states that good pronunciation is the foundation of effective spoken communication. Pronunciation is one of the basic skills and without pronunciation there would be no spoken language and no oral communication (Julia, 2002). Gelvanovsky(2002) emphasizes that pronunciation is the most salient characteristic of non-native speakers. Pronunciation can provide information about the speaker's geographical and social origin. It has a significant social value, and it should be related to prestige, such as intelligence, professional competence, diligence and social privilege. Good Pronunciation is not 'native- like' pronunciation but to gain 'learner-friendly' pronunciation so that listeners can easily understand it to make a meaningful conversation possible. (Pourhosein Gilakjani, 2012). Pronunciation is not a major problem until it affects learner's comprehension. Intelligible pronunciation is an essential element of communicative competence. Listeners gauge about Speaker's ability based on his/her own pronunciation. Listeners can understand speakers who have comprehensible pronunciation even though they commit mistakes in other areas of language. But they are not able to comprehend the speakers who have unintelligible pronunciation even if they are competent in terms of grammar, vocabulary and knowledge. If speaker's pronunciation is acceptable, listeners judge about the speaker's overall language ability much more effectively even to the extent of tolerating grammatical mistakes (Pourhosein Gilakjani, 2012). Pronunciation is the first thing that native speakers notice during conversation. Grammar and vocabulary become useless, if the speaker cannot pronounce words accurately (Harmer, 2001)

(PDF) 2021-Mother tongue Influence in English Pronunciation-Problems of Learning English As a second language in India. Available from: https://www.researchgate.net/publication/363772697_2021-Mother_tongue_Influence_in_English_Pronunciation-Problems_of_Learnig_English_As_a_second_language_in_India [accessed Mar 12 2025].

The problems with pronunciation:

We live in a country which has around 28 languages among which some have script and some do not. Unity in diversities is an apt tagline for India in terms of language diversities. Odisha people pronounce information as informasun, connection as connecsun and circulation as circulasun. Biharis pronounce the word file as pile, Keralites pronounce educational qualifications as edugational gwalifications, Deccani

speakers pronounce school as iskool, Telugu speakers pronounce worst as worust and against as againest, account as eccount, address as eddress, number as nember, earth as erth, girl as girel and world as woruld.

Neutral Pronunciation for Unity in diversities:

What is the standard for these many variations in pronunciation and huge influences of mother tongue? Well, native speakers recommend Cambridge online pronunciation dictionary as the standard ready reference reckoner. A north Indian speaks to his guests as mentioned in the book better spoken English authored by Shreesh Chowdhury-Please kom, snakes are waiting for you in the whole. Well! He was inviting them by saying please come, snacks are waiting for you in the hall. An Indian who went to Australia got the shocker of his life, when the Australian asked him on the first day of his job in Australia "Hai Raju! Have you come here to die?". Raju's bewilderment is indescribable. All that the Australian was trying to ask Raju was "Hai Raju! Have you come here today?". Although the instances are humorous, they emphasize the importance of pronunciation and the damage that the faulty or incorrect pronunciation can cause. A driver in Dubai was talking to an American watchman in front of a shopping mall by asking him "Can I bark?" He was referring to parking his car in front of the shopping mall. Eventually, the watchman understood the predicament of the driver and replied to him "You can bark".

Engineering students' problematic encounters with English pronunciation:

This research article is based on my teaching English pronunciation in CALL labs, and ICS labs (Computer Assisted Language Learning) (Interactive Communication Skills) observations, formal and informal interviews with the students and faculty members over a period.

The findings and observations have been as follows:

The MTI factor: (Mother tongue influence)

1. The students pronounce twelve as tuval
2. They write the spelling of pronunciation as pronounciation and pronounce it as pronounciation
3. Some of the Telugu speakers pronounce pen as pennu, table as tableu, chair as chairu etc.,
4. Deccani speakers are observed to pronounce smart as ismart, istation for station
5. Plagiarism is pronounced as plagiarism

6.   Alumni as Allumni

7.   Government as Governamentu

8.   Circle as Cirkil

9.   Their knowledge of spelling has been observed to be erroneous

No one to one relationship:

10.   Moreover, they do not understand the lack of one-to-one relationship between the spelling and pronunciation

Poor impact of knowledge of phonetics:

11.   It has been observed that the English language teaching that they received since their school days has not effectively impacted the importance of the knowledge of phonetics and pronunciation in fluent, confident and successful communication

No English in day-to-day communication:

12.   Since their day-to-day communication takes place most of the time in vernacular language, they do not understand the difference between the grammar of their mother tongue and other tongue (according to them) i.e., English.

13.   The students have very poor exposure to the speech patterns of the native speakers. They keep observing their faculty members' pronunciation many a time.

Incompetent Phonetics Teachers:

14.   Faculty members who teach them (some of them) demonstrate faulty or incorrect speech patterns and pronunciation which students emulate resulting in faulty pronunciation

15.   Some of the faculty members who do not possess sound knowledge of phonetics and pronunciation have been observed to be focussing more on spoken activities than the actual nuances of phonetics.

16.   The purpose of introducing computer assisted language learning ideas of the board of studies pertaining to various universities seems to be less effective because of the factors mentioned here based on the observations and teaching

17.   Some of the faculty members have been observed to be incompetent in using the wide range of online pronunciation materials available for effective pronunciation and confident communication

18.   If the student comes from educated parents' background his pronunciation has been observed to be standard when compared to those who come from less educated parents' background or rural background.

Online Pronunciation Dictionaries:

19. Most of them are unaware of the standard pronunciation dictionaries available online and offline. For instance, Oxford online pronunciation dictionary or Cambridge online pronunciation dictionary etc.,

Poor Phonetic background:

20. Since the Engineering students had been exposed to the knowledge of phonetics and pronunciation very less, they try to avoid learning the transcription, sounds, stress patterns and intonation, rather they keep focussing most of the time on spoken communication activities.

21. Some of the Telugu speakers pronounce Salary and Saturday as saulary and sauturday.

22. Telugu speakers have a problem in pronouncing /v/ and /w/. For instance, water. If we check the phonemic transcription of water it is /ˈwɔː.tər/. However, Telugu speaker mispronounce this as /ˈvɔː.tər/.

23. Similarly, they have a problem in pronouncing G and Z. Zero: /ˈzɪə.rəʊ / is mispronounced as /ˈg ɪə.rəʊ/ similarly Zebra : /ˈzeb.rə/ is misprounced as /ˈg eb.rə/.

Solutions recommended:

Listen to the Native speakers to emulate:

1. Twelve---/twelv/ is mispronounced as if it is towel---/taʊəl/
   This is a problem observed to be used by most of the students from deccani language background. They require rigorous speech generating drills to be practiced in the language labs with the help of several online native speakers' videos available.

Use English on Social media:

2. This problem of faulty spellings is due to the poor usage of English on various social media platforms used by the students, where they use half vernacular language and half English which would adversely result in incorrect Grammar, vocabulary, confidence in communication and most importantly the usage of erroneous spellings. Moreover, this generation has been observed to be very poor in reading habits. When there is no proper input, such as listening and reading the output i.e., speaking and writing will be very negatively affected.

Pronunciation-----/prəˌnʌn.siˈeɪˌʃən/ not Pronounciation-----/ˈprəʊ.naʊn. siˈeɪˌʃən/

Students from Telugu speaking background should be effectively trained in understanding the phonetic transcription of various words and sounds. Thereby, this problem of MTI., (Mother tongue influence) on speaking English phrases and expressions can be competently avoided.

Practice CALL Lab Sessions wholeheartedly: (CALL: Computer assisted/aided Language Learning)

3. The problem of pronouncing smart as ismart is in deccani language they have the habit of using I for the sounds that begin with s. /smɑːt/ is the correct phonemic transcription. For instance, ismile for smile as it is pronounced in ismail which is a name is incorrect pronunciation. The correct phonemic transcription is

   Smile --- /smaɪl/ Not /ismail/ /smɑːt/ not /ismɑːt/

In computer assisted language learning labs rigorous training should be provided in spoken communication by emulating the correct patterns, by using standard software solutions such as KVAN.

4. Plagiarism is mispronounced by most of the Telugu speakers. In this word, the student pronounces the word based on the knowledge of spelling and pronounce it accordingly.

   Plagiarism correct phonemic transcription: /ˈpleɪ.dʒər.ɪ.zəm/ Not /plagər.ɪ.zəm/

5. Alumni correct phonemic transcription: /əˈlʌm.naɪ/

   Incorrect pronunciation: /əˈluː.mi.ni/

6. Government correct pronunciation is: /ˈgʌv.ə.mənt/ not /ˈgʌv.ə.məntu/

7. Circle correct phonemic transcription: /ˈsɜː.kəl/ not /ˈsɜː.kəlu/

Learn IPA (International Phonetic Alphabet):

International Phonetic Alphabet (IPA) chart needs to be properly explained to the student Engineers with spelling and its phonemic transcription keeping in mind their vernacular language subtleties and the importance of correct and standard pronunciation.

Interactive Phonemic charts such as https://englishwithlucy.com/phonemic-chart/ will be immensely and richly beneficial as we keep clicking on each symbol the sound is produced and the example is also provided for better and easier understanding.

Minimal pairs practice:

Minimal pairs online videos taught by the native speakers such as billy are richly fruitful and result oriented. https://www.youtube.com/channel/UCD7ttge27UvBGXzTMQr2Zqg

Speech generating drills:

The difference between labio dental sounds and rounded lips sounds such as v and w should be properly practised to avoid the mother tongue influence.

The difference between pronunciation of the consonant sounds such as G and Z as in zero and zebra should be practised in the form rigorous speech generating drills.

Sing along:

Sing along with your favourite singer (English singers) to practise the correct intonation, pronunciation, diction, modulation and rhythm.

Listen to the Englishers:

Listen to native speakers' authentic texts to understand their accent, pronunciation patterns and the beauty of producing the right sounds.

Read aloud:

Another significant technique that the Engineering students should put into practice is reading aloud. This will enable them to familiarize themselves with the sounds and to understand their link with the sentences.

Choose the right language partner:

Always the students should be on the look out to choose the right language partner to exchange their thoughts, ideas, views and opinions in terms of syllables, intonation, right pronunciation, stress patterns etc.,

Tongue twisters for pronunciation practice:

Nevertheless, Tongue twisters are the best choice to practice rigorous speech generating drills to unlearn the wrong pronunciation, learn the right pronunciation and relearn the same by practicing them in realistic situations.

Speak at a moderate pace:

The Engineering students should slow down the way they interact. They speak fast to overcome nervousness and to cover up their language errors.

The faulty pronunciation of some of the faculty members since the childhood of these students whom they listen to adversely affect the pronunciation patterns of the student Engineers.

Teachers and students should practice their pronunciation by following standard dictionaries of pronunciation available online published by the world class publishers such as Oxford University Press and Cambridge University Press.

https://dictionary.cambridge.org/

Comprehensive Pronunciation practice:

A comprehensive knowledge of the basics/fundamentals/essentials of phonetics such as vowel sounds, consonant sounds, minimal pairs, syllables, word stress, intonation, rhythm weak forms, strong forms, past tense markers and plural markers taught at the 1st year B.Tech level in the English language laboratories must be paid careful attention to in the CALL labs.

Summation:

The very purpose of publishing this paper is to enable the engineering students to unlearn the erroneous pronunciation patterns because of the influence of mother tongue that they have been using for the last several years. Learn the correct pronunciation patterns with the help of ready reference reckoners such as online pronunciation dictionaries, listening to the texts of native speakers and practising on standard software solutions such as KVAN. Relearn these concepts by repetition, practice and imitation in terms of rigorous speech generating drills for confident and fluent pronunciation. English language Teachers should demonstrate the role model pronunciation to their students which would enrich the Engineering students to grasp the correct pronunciation to be executed in their personal, academic and professional

communication purposes. Spoken English for my world authored by Dr. Sabina Pillai published by the Oxford University Press makes it abundantly clear that spoken language depends on the imitation by the learners. Therefore, the original role model that the learners are exposed to should be authentic in the first place. Tongue twisters, singing along, finding the right partner to interact with and reading aloud exercises would transform the student Engineers into confident and fluent communicators of this international language, link language, library language and a window on the world for trade, commerce, education, IT explosion, science and technological innovations, research and development and comprehensive human development in all the spheres of life.

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Leveraging Indian Oral Tradition to Enhance English Listening and Speaking Skills of Non-Native Speakers

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Abstract

Oral tradition plays a crucial role in the Indian knowledge system, serving as a powerful medium of communication that relies on the spoken word to transmit knowledge, culture, and values across generations. By using tools such as storytelling, recitation, songs, and proverbs, oral tradition not only preserves cultural heritage but also facilitates the conscious and subconscious acquisition of linguistic elements embedded in the language. Since language is deeply intertwined with culture, oral tradition becomes a vital avenue for learning linguistic nuances.

In the context of English as a second language, many non-native speakers in India struggle with spoken English, often experiencing a lack of self-confidence and diminished self-esteem. Research indicates that one of the primary reasons for this difficulty is the inadequate exposure to spoken English, particularly the listening component. Furthermore, the linguistic disparities between Indian languages and English—such as differences in intonation, stress, rhythm, and phonetic patterns—pose additional challenges to achieving fluency in spoken English.

Interestingly, the linguistic features of routine Indian conversations differ significantly from those of traditional tools used in oral tradition. While day-to-day speech in Indian languages is often direct and context-driven, oral tradition emphasizes rhythmic patterns, structured repetition, and melodic intonations, which could potentially align more closely with the phonetic and prosodic elements of English.

This research seeks to investigate the potential of leveraging Indian oral tradition as an innovative pedagogical tool for teaching spoken English. By integrating elements such as rhythmic chants, storytelling, and recitations into English language instruction, the study aims to enhance the listening and speaking skills of non-native speakers. The findings could offer valuable insights into improving linguistic competence while fostering cultural relevance, thereby addressing the challenges faced by learners in acquiring fluency in English.

Key Words: Indian oral tradition, linguistic acquisition, non native speakers, English fluency

Introduction

Indians, as a whole, often hold the English language—and those who speak it fluently—in high regard. This reverence is deeply ingrained in societal perceptions, where proficiency in English is frequently equated with intelligence, sophistication, and social mobility. According to Subramanian, "In our country learning English symbolizes better culture, better intellect and in a way better education and living. For most of the matters of Judiciary, education, literary and administration English is mostly used." (217) However, despite widespread exposure to the language through formal education, a significant number of students, scholars, academicians, and the general populace encounter a persistent mental barrier when it comes to speaking English confidently and effectively.

In today's increasingly interconnected and globalized world, the significance of the English language cannot be overstated. It has become virtually indispensable, serving as the primary medium of communication across borders, cultures, and industries. While India has long acknowledged the importance of English—dating back to its introduction during the colonial era—the urgency to master the language has only intensified in recent decades. What was once a tool for administrative and academic purposes within the Indian subcontinent has now evolved into a global necessity, recognized and embraced by nations worldwide.

In today's globalized world, English has emerged as a universally spoken language, and the ability to communicate effectively in spoken English is regarded as a crucial skill for learners to engage with the international community. (Le and Shou 1)

Even individuals who possess a strong command of English grammar and vocabulary often struggle to articulate their thoughts smoothly in spoken form. This disconnect between knowledge and expression frequently triggers a psychological response akin to the "fight or flight" mechanism, with most individuals opting for the latter—retreating from opportunities to speak rather than confronting their apprehensions. This anxiety stems from a fear of making mistakes, being judged, or falling short of the high standards associated with fluent speakers.

Oral Tradition

Oral traditions serve as powerful vehicles for the preservation and transmission of culture, knowledge, history, and societal values. These traditions encapsulate the essence of India's rich and diverse heritage, passed down through generations in the

form of ballads, folktales, myths, legends, proverbs, riddles, and songs. Rooted deeply in the collective memory of communities, these oral narratives not only entertain but also educate, instilling moral values, cultural norms, and historical consciousness among listeners.

Oral tradition involves the transmission of cultural materials through spoken word or verbal communication. It serves as a means of passing down elements such as history, literature, and other aspects of cultural heritage from one generation to the next. Across societies, oral tradition is widely recognized as a fundamental method for conveying literature, historical accounts, societal rules, norms, and various forms of knowledge over time. (Abd Halim et al. 2)

As their very name implies, oral traditions are preserved and perpetuated through spoken word rather than written text. They rely heavily on the memory, creativity, and storytelling prowess of individuals—often elders, bards, or community leaders—who act as custodians of this intangible cultural heritage. These storytellers breathe life into ancient tales, adapting them to contemporary contexts while maintaining their core essence, thus ensuring their relevance across generations.

Objective

Oral traditions are closely connected to one of the defining characteristics of humanity—language—and hold significant theoretical importance as a fundamental means for conveying, interpreting, and shaping ideas and knowledge. (Barbaro and Hundtoft 2)

This paper specifically focuses on Indian oral tradition, given the intended audience is the Indian student community. By centering on familiar cultural narratives, the paper aims to bridge the gap between cultural heritage and language learning. Engaging with one's own cultural roots fosters a deeper connection and understanding, making the process of language acquisition more relatable and intuitive. When students encounter linguistic structures and vocabulary within the context of their own traditions, it enhances their comprehension and fluency, as the familiarity of the content reduces cognitive barriers. Thus, integrating oral traditions into language learning not only preserves cultural heritage but also provides an effective, culturally responsive approach to mastering linguistic skills.

Acquisition of Language through oral tradition

It is a well-known proverb that a person's character is revealed through their speech, as the tongue serves as the interpreter of the mind. One's worth is often judged by the way they speak. It can be argued that speech brings numerous benefits. Through effective speaking, individuals can build strong relationships, experience the joy of sharing their thoughts, and gain access to better job opportunities. Communication also helps in understanding others more clearly. It is not an overstatement to say that clear speech reflects clear thoughts. A person with strong speaking skills has the ability to capture attention and engage others until their message is delivered. Proficiency in speaking contributes to successful careers, and this valuable skill can enhance social interactions and opportunities in life. (Akhter et al. 6022) The effectiveness of communication, whether successful or not, depends on the speaker's approach or the way they convey their ideas. (Bazimaziki 401)

For effective speaking, the foundation of effective listening is essential. Listening and speaking are fundamental components of communication and play a crucial role in English language instruction. Developing the skill of listening with comprehension is vital for effective communication and serves as a cornerstone in learning a foreign language. The capacity to listen to English proficiently is particularly important, as strong listening skills are a key foundation for becoming an effective speaker. (Zhang 201)

Oral traditions provide a rich and immersive platform for developing strong listening skills, as they expose learners to authentic, engaging, and varied linguistic expressions. Stories, ballads, folktales, and other traditional narratives, when presented in their original form, carry unique rhythms, intonations, and cultural nuances that enrich the listening experience. Translating these oral traditions into English—while preserving their original intonations and stylistic elements—offers non-native speakers a valuable opportunity to internalize natural speech patterns and intonation.

These translated narratives should be regularly performed or recited in front of non-native audiences to maximize exposure. Repeated listening to such performances not only familiarizes learners with the natural flow of the language but also enhances their comprehension and retention. To further solidify these listening skills, structured tasks or competitions can be organized where participants are challenged to recall and reproduce the content as accurately as possible. This not only encourages attentive

listening but also fosters a sense of motivation and engagement through healthy competition.

There are several effective oral practice techniques that can aid students in enhancing their speaking abilities. One such method is imitation, which is highly beneficial for improving oral expression. By mimicking speeches of celebrities, news anchors, and other proficient speakers, students can refine their language perception, pronunciation, intonation, and overall expressive skills. Another useful technique is recitation and reading aloud, which help students develop a stronger sense of the language and boost their fluency in spoken expression. These methods foster greater confidence and precision in oral communication. Interactive activities like games and role-playing can also be incorporated into the classroom, providing students with an opportunity to enhance their oral expression skills in a fun and stress-free environment. (Le and Shou 2) Role-playing activities can enhance students' fluency, accuracy, and confidence in speaking English. Additionally, these activities offer students a chance to practice oral communication skills in a supportive and controlled setting. (Chan and Li 20) Storytelling can influence well-being and health by conveying information and reinforcing cultural norms and behaviors. However, despite its potential significance, there has been little focus in research on subsistence societies regarding the development and timing of storytelling skills, or the transmission of story knowledge. These studies typically place more emphasis on food production skills. (Schniter et al. 94) Riddles and proverbs, as key elements of oral tradition, serve as valuable resources for language study. They stimulate the growth and development of language, and their use within a speech community standardizes linguistic patterns and expressions. (Bazimaziki 400)

Language is structured in various ways at both literary and semantic levels. Folkloric forms such as proverbs and riddles exemplify unconventional language use, prompting the audience to focus on the speaker's emphasis. Metaphors and other literary devices, including repetition, are commonly employed in short oral literary forms in a highly prominent manner, often challenging the audience to interpret the intended meaning. In this context, the dynamic between the challenger and the proposer, or the speaker and the listener, plays a crucial role. Within oral traditions, both the challenger and the proposer are essential components that facilitate the growth and evolution of language. (Bazimaziki 400)

Incorporating a variety of oral traditions ensures that listening remains dynamic and interesting, catering to different tastes and cultural backgrounds. The competitive

aspect adds an element of excitement, pushing learners to revisit the material multiple times, thereby reinforcing their listening comprehension. Over time, this consistent exposure to authentic language use allows non-native listeners to subconsciously absorb linguistic structures, vocabulary, and pronunciation. As a result, they gradually develop the ability to speak English more efficiently and fluently, bridging the gap between passive understanding and active expression.

Indian Oral Tradition and English Phonetics

One of the key reasons non-native speakers, particularly from India, often experience discomfort or hesitation when speaking English lies in the fundamental differences in the rhythmic and stress patterns between English and Indian languages. In many Indian languages, stress is distributed evenly across all syllables, resulting in a syllable-timed rhythm where each syllable receives roughly equal emphasis.

In contrast to most Indian languages, English is a stress-timed language. (Dang 7), where certain syllables—typically in content words—are stressed more prominently, while others are spoken more quickly and with less emphasis. This creates a natural rhythm and flow unique to English speech.

When Indian speakers apply the syllable-timed stress patterns of their native languages to English, the result often disrupts the natural cadence of the language. This can make their speech sound unnatural, choppy, or monotonous, affecting both fluency and clarity. The uneven application of stress may lead to an impression of incoherent or disjointed speaking, where the intended meaning or emotional nuance is lost due to incorrect intonation and rhythm.

Oral traditions showcase how native speakers utilize the linguistic resources available to them. One key resource for oral expression is the set of oral formulas. These formulas are essentially fixed linguistic expressions, similar to common phonetic idioms. (Abd Halim et al. 2)

Thus, an effective way to bridge this gap lies in leveraging the spoken elements of Indian oral traditions, such as folk songs, ballads, proverbs, and storytelling. Unlike the flat stress patterns of many Indian languages, these oral traditions incorporate rhythmic and stressed elements that more closely resemble the stress-timed nature of English. The inherent musicality, rhythm, and varied intonation in these forms mirror the fluctuations in stress and timing found in English phonology.

Conclusion

Therefore, by incorporating the diverse tools of Indian oral traditions into the teaching of listening and speaking skills, non-native speakers can experience a significant improvement in both their proficiency and fluency in English. Engaging with traditional forms such as folk tales, ballads, proverbs, riddles, and storytelling not only exposes learners to authentic linguistic patterns but also provides a culturally familiar and engaging context for language acquisition. This approach fosters a more natural and intuitive grasp of English, allowing learners to internalize the rhythm, intonation, and stress patterns essential for fluent conversation.

As learners immerse themselves in these oral traditions, they develop a stronger aural sensitivity to the nuances of English phonology. This heightened awareness helps them to articulate words more accurately and to understand where to place emphasis within sentences, leading to more coherent and confident speech. Additionally, the familiarity and cultural resonance of these traditional narratives create a comfortable learning environment, reducing the common feelings of stress, anxiety, and self-consciousness that often accompany the process of learning a foreign language.

Over time, as learners become more accustomed to these patterns through repetitive listening and speaking exercises, they will find themselves able to converse in English with greater ease and confidence. The anxiety typically associated with speaking a non-native language diminishes, replaced by a sense of empowerment and linguistic competence. In this way, leveraging Indian oral traditions not only enhances language skills but also nurtures a positive, stress-free learning experience, enabling non-native speakers to engage in English communication with fluidity and assurance.

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Advancement in Language Teaching

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Abstract

Theory changes every decade. During these days when old methods do not work, innovative methods need to be derived from daily practices of language teaching. Today's generation is a 21st century generation who are Gen-Z but innocent. They need to be guided in a proper direction so as they live their life peacefully and pleasurable by using good communication skills. Gaming methods and care from everyone play an important role in language acquisition. It creates an atmosphere to learn language in the easiest way. It generates interest in the learners and teachers as well. There are various ways to empower the reading, listening, writing and speaking skills. There are many obstacles on the way to achieve the goal of language acquisition. We need to try each method and implement those methods in regular classes. Each learner should be able to enjoy the class every day and add on to his/her knowledge.

These findings is based on researcher's experiences during her teaching career and problems faced by the language teachers and learners in grasping language. The researcher has been trying various methods of building the blocks of interest in every learner. This article contains the proposed theories of language teaching. It talks about the observation of every language teacher. The objectives of language teaching are proposed to meet the expectations of today's world whereas the middle part talks about the major components of language teaching, methodology of language teaching and the drawbacks faced by the teacher and the learner and the methods to teach language. The ending states the remedial measures and promotion of language teaching through games.

Keywords: Language teaching, Advancement, Pedagogy

Introduction

Language is the most important means of communication between two or more human beings. It is the language that creates or crashes the relationship. Different sound is the way of communication in animal kingdom, whereas a variety of language in human beings. Theory is a written explanation that expresses the thoughts, ideas, procedure and expected results on various topics. Practice includes accepting language from heart, mind and soul and using it in daily routine. Language can be defined as the thought of the mind, feelings of the soul and beauty of the tongue.

Every human being thinks in mother tongue, processes the information/ideas to give appropriate output using varied languages known to him and others.

Theory

Language teaching theories provide teachers with written principles, strategies and grammar for effective teaching of the language. All the theories provide methodology to develop Listening, Speaking, Reading and Writing skills. It may act as 'an unlimited meal for a variety of learners.' Apart from various theories proposed in the past, looking into present world, the basic theories that a learner comes across are:

a) **Natural theory:** Any child learns the language being spoken in his/her surrounding since the time of his/her birth. The child learns what the parents speak, specifically mother. This language is known as his/her mother tongue. It is comprehensive and easy for the child to adopt. The communication becomes easier for everyone. This is how the child adopts culture and gets accepted in the community.

b) **Peer tailored:** A child adapts the language being spoken in the school premises. He /She adopts language skills according to the variety of friends in the class. Ultimately it is the result of love for friendship, that makes the child to redesign his/her skills and make studies easy to understand. This helps the child to be adaptable in the society.

c) **Success-assistant:** A young man striving for survival will use the language understood by the listener. He/ She gets to know the importance of language for survival in the society, community and the world. He /She desires to progress and perform well in his/her work area and surrounding. He /She is aware about the significance of the words being used. For these reasons, he/ she learns variety of languages.

Original Theories

Some theories are based on the Divine Source, Natural Sound Source, Bow-Wow, The Pooh-Pooh theory, The Ding-Dong theory which suggest that language is originated by the divine power in all religions, the natural sound we hear or make, the chirruping of the varied birds or animal sounds, etc. It is impossible to trace the origin of language. We can zero down to the fact that the language was invented by our earliest ancestors. They might have invented language with some specific objectives and to communicate with everyone.

Necessity for Theory of Language:

- ✓ For communication and passing information, commands, request and for talking.
- ✓ For expression of thoughts, emotions, feelings and ideas.
- ✓ For the expansion of social circle either in a friendly manner.
- ✓ For the purpose of spreading knowledge, enlightenment, poetry writing, story writing etc.
- ✓ For relieving the feelings of stress, anxiety and tensions.

Language Can Be Taught or Learnt? Naturally, Normally or Novelly....

Language is a very important element for the existence of human life. Mother tongue plays an important role in the formation of a human being. So Mother, Mother tongue and Motherland are the inseparable part of every human being. Each human being thinks in mother tongue and expresses in the language understood by the other person. So language plays a significant role in the formation of the human being and then society.

Objectives of Language Teaching

- ✓ To minimize the glitches while teaching language.
- ✓ To arouse concentration among learners and help them gain some knowledge.
- ✓ To create a conducive environment for learning of the language.
- ✓ To spread the use of correct and appropriate language for the good of all.
- ✓ To generate brotherhood and peace among all the learners.
- ✓ To accelerate the process of teaching-learning smoothly.

Components of Language Teaching

Recognition: Alphabet and their sounds play the most important role in grasping and recognising the letters. An Alphabet is a set of letters that differs from language to language. The strength of recognition of alphabet lies in phonetics and phonology of each language. It acts as a support to recognise alphabet and sounds of each letter.

Pronunciation: Pronunciation refers to the way the words or letters are spoken accurately. It refers to the science of speech sounds, their production, transmission and reception. It acts as a practical for each individual learner.

Grammar: Grammar is a set of rules used to frame spoken and written language. It includes phonology, morphology, syntax and phonetics to enrich speech. It clarifies

the meaning of the spoken words. It acts as sculpture of letters that make a perfect sentence.

Conceptual Knowledge: Comprehending of conceptual knowledge is very significant for each student. Language skills empowers students with in-depth knowledge of every subject. The growth of the student depends on his/her understanding of the written language in any subject. It acts as a staircase to reach the peak.

Fluency: Language is the ornament of the tongue. Fluency of language purifies the aura around. It helps to make or mar the economic and social status of a person. Fluency has a great impact on the listener. It acts as an explanatory device for any topic.

Vocabulary: Words relate to the imagination of every human being. They create a picture of the spoken words. Words should be taught through images in initial stage. In middle school, a teacher can ask the students to infer the meaning from the text. They should be stimulated to derive the nearest meaning of the difficult words when they read. It acts as a tool that empowers the learners and help them stand out of the crowd.

Communication Skills: Words have the power to make or mar any career. Communication skills play the role of oxygen in one's life. One can practice deep breathing, shallow breathing, abdominal breathing, box breathing, etc. Communication skills also vary from situation to situation, person to person and environment to environment. The way one speaks, the way one presents determines his/her altitude.

Methods of Language Teaching

Methodology depends on the content to be taught. Language methodology enhances the purpose of teaching language. It makes learning easier for teacher and the student. But not each method serves the same purpose. There are various methods of language teaching proposed by the past researchers. They are Rote-learning, Silent reading, Intensive reading, Extensive reading, etc. Each method has its own benefits and drawbacks. Some methods are beneficial for remembering but not good for understanding, some methods could be serve as an asset for enhancing creativity and imagination while other may be used for stimulation, some may measure intelligence level of the learner but other may develop speaking abilities.

Drawbacks Faced:

- ✓ Complications of pronunciation for words such as up, put, but, read, read, etc.
- ✓ Learning language other than mother tongue is like trying unknown recipe in the kitchen of beginners.
- ✓ Availability of resources may play an important role for some teachers. But it is not the main constraint. It may not hinder the work of an expert teacher.
- ✓ Learner initiative is a crucial element in teaching a foreign language. Their willingness to learn new language and their purpose of learning new language.
- ✓ Course completion is the biggest threat for language learning.
- ✓ Parental support plays a role of sunlight of hope in the process of language learning.
- ✓ Teacher's suggestions act as the raindrops in the desert.
- ✓ Peer pressure blows the wind of mastering the language.
- ✓ Culture plays the role of nutrition absorbed by the roots.

Remedial Measures

1. Acceptance of story-telling method of teaching and enhancing imagination.
2. Learning by practising.
3. Use of audio-visual system.
4. Sound and Phonetics in initial stage.
5. Motivation to everyone. Positive reinforcement.
6. Extra and interesting reading practice should be induced.
7. Real life incidents should be shared.
8. Practicality of using language should be developed.
9. Pictorial charts and teaching aids should be used.
10. Regular assessment should be carried out to check the progress of knowledge, comprehension, application, analysis, synthesis and creativity.

Promoting Language Teaching

This is evidently the duty of a teacher and parents. Using appropriate language is very important for everyone who wants to survive in this world. Language is the most important base of every subject. Without language no other degree can be achieved. Each part of the language has its own significance. Poetry is considered to be the divine language. Prose is written by taking into consideration the incidents or events happening around. Stories are written keeping in view the desired moral. Essays give

information about particular topics. Debates clarifies the speech and pronunciations of each participant. Here are the ways to promote language teaching:

Pocket Reference: Pocket reference is an activity designed to make the Prose and poems easy for the students appearing for classes – IX to XII. This activity can help cover the whole syllabus in the most easiest way. The researcher has planned this activity with an aim to make language learning easier and scoring subject.

Objective:

- o To organize the content of the lesson in the format provided to them.
- o To help students, derive the main points of the lesson.
- o To make their learning of the content easier and memorable even at the last minute revision.
- o To develop a good attitude towards the subject.

Procedure:

1. The students were divided in a group of 5.
2. One group was given two lessons and two poems.
3. They were asked to discuss and derive the main content, qualities of the characters, theme of the story or plot of the story, and new vocabulary.
4. They were asked to fill up the tabular format given to them.

Lesson No. & name, Author's name	Theme/ Situation	Main Characters & their qualities	Story Outline	New Vocabulary	Remarks
Poem no. & name, Poet's name	Imagery / Situation	Rhyme Scheme & Figures of Speech	Summary / Explanation	New Vocabulary	Remarks

5. The students were asked to present their content in the class.
6. Now each group had got almost all the chapters done in one page.
7. The students were given the liberty to get the photo copy of all the lessons and can revise at the time of examination.

Merry - go - round: In this activity, children were asked to make a circle by joining their hands. Then they were asked to recite their favourite poem's first line and stop. They were asked to identify the last letter of that line and then asked them to

say any noun word starting from that letter. The ones who spoke continued with the second line of the poem. This game strengthened their base of nouns and poem recitation was a plus point.

Objective: To strengthen the base of nouns.
             To recite the poem and enjoy learning.

Model-making: For middle school children, model-making is the main attraction. The students were asked to decide a theme to present their topic of pronouns. They were asked to bring the required material from home and prepare a scene of a garden or an airport or a house. After preparing their model they labelled all applicable pronouns, nouns, verbs, adjectives, etc. Even model-making can be done on the basis of their imagination of poetry to understand the message of the poet.

Objective: To strengthen the base of grammar and its applications.
             To make learning fun and easy to grasp.

Encouraging Learners

✓ Learners are like the growing stem of a tree. They can be whirled around either on a tree or on a rope.
✓ Find out their weakness and then encourage them by saying that they can do well with language fluency.
✓ Practice would make their tongue remember the grammar rules while speaking.
✓ Ask them to stick pictures from different sources to strengthen their vocabulary.
✓ Give positive reinforcement along with rebukes to control discipline in the class.

Need of an Hour

Practice of language teaching is need of an hour. As the world is becoming a global village, English is a widely accepted language around the globe. So it is very important for each child to study English as a foreign language to reach their goal.

Conclusion

Thus it can be concluded that language forms the base of all streams and all fields. One must acquire language from the best source and practice as much as possible.

Note: Researcher's personal observation and learning during her ongoing teaching career.

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Exploring Language and Identity through The Night Diary by Veera Hiranandani: A Book Review for English Language Teaching

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Abstract

This article examines the book review of The Night Diary by Veera Hiranandani, by exploring its strength in English Language Teaching Classrooms. This novel is set during the Partition of India, 1947, where a young girl of twelve, Nisha writes a diary to express her fear, hope, identity and shows parition through her lens. This novel has issues of belonging, cultural belonging and forced displacement. This book review shows how this novel is simple yet has a rich language, first person narrative and a historical context which can be used in English language learning. It can help students develop their emotional thinking and narrative writing and reflective thinking. With the use of classroom activities like Diary writing exercises and role plays, students can learn to use language in a real life situations and narrating their experience. Overall, this book is recommended to be taught in classrooms as it an engaging and meaningful source which can foster both linguistic competence and empathy in learners.

Keywords: Language and Identity, The Night Diary, English Language Teaching

Introduction

The Night Diary by Veera Hiranandani is an emotional novel which is set during the Partition of Indian, 1947, one of the most tragic event in Indian history. It is written in a diary format in first person narrative by a twelve year old girl, Nisha. The diary entries by her talks about her personal struggles of fear, belonging, family, and forced displacement. The readers are moved emotionally and experience fear by the Nisha's innocent but thoughtful voice of her narration of a tragic event which was faced by millions that time.

The aim of this book review is to explore the simple yet thoughful narrative style and theme of emotions which can be used in the English Language Teaching classrooms. This novel helps students to develop their critical thinking, comprehension skills and narrative writing. Also, the novel helps the students to engage in important issues like migration, identity crises and cultural conflict which make language learning more meaningful with a context.

The review will also show how teacher can make students do classroom activities with the help of this novel making students learn language better with real life experiences.

About the book – The Night Diary

The book, The Night Diary is a collection of diary entries written by a twelve year old girl, Nisha, during the Partition of Indian, 1947. After the death of her mother, her family has to go through displacement from newly formed Pakistan to India for safety. She writes this heartfelt letter to her deceased mother which expresses feelings of fear, hope, and confusion.

When she faces struggles, identity crises and loss of her home, her diary becomes a medium through which she understands herself and the world around her. The novel shows a tragic historical event through the lens of a little girl which makes it more emotional for readers.

Use of Language in the Book

This novel is written in a first person narrative where Nisha expresses her feelings of fear, confusion and hope and people can connet emotionally with Nisha's thoughts. For the English Language learners, this novel can be used for teaching how to narrate an incident while expressing emotions, thoughts and not just describing the facts.

The novel also has a very simple and clear language where students can easily connect with the story while knowing about the complex issues like migration, displacement and identity. This book also has words like, 'refugee', 'belonging', 'migration', which can be used to build up students' vocabulary.

The novel also has a very short and clear language yet emotionally powerful which makes easy to understand for all the students with different proficiency levels. The novel can also be used to teach grammar concepts like past tense to describe an event or storytelling in a logical order. Student will also learn how using short sentences and descriptive words can also convey the emotions.

Teaching Points

The teacher can use this novel to help students learn grammar concepts and make language learning in engaging and meaningful way. Following are the key points that can be taught to the students using this novel:

a) The novel has many words related history, migration and identity so it can be used to build up vocabulary of students while teaching them historical events.

b) Teacher can encourage students to write their own diary about their experiences which will help them express their emotions, just like Nisha says, "Maybe if I write it down, I will understand it better."

c) Students should be encouraged to write their thoughts clearly in first person which can be important to develop their skill creative writing.

d) The students should be encouraged to write their emotions and feelings if they think they cannot share with others, just like Nisha writes, "I write because I have too many things to say and no one to tell them to."

e) Grammar concepts like past tense (for describing events) and present tense (for showing the feelings at the moment) can be taught with the help of this novel.

f) Teacher can show how using simple language can also express deep feeling, which will help students use words that can convey powerful emotions and make their writing more expressive and meaningful.

Classroom activities

The teacher can ask students to write their own diary entries where students can express their thoughts and feelings. This activity can be helpful for students to write in first person narrative, use simple language, and express themselves using English.

Students can also participate in role play activities by choosing characters from the book, where they can express emotions through conversations. This will help them develop their listening and speaking skills.

Teacher can also conduct a dictation test of the vocabulary used in the book. Students can also be asked to form sentences using the words. They can also prepare charts explaining terms like migration, identity and partition.

Conclusion

In conclusion, The Night Diary by Veera Hiranandani is not just an emotional story of a young girl's journey of loss, fear and tragic event but also a powerful tool for teaching English to young learners. It is simple yet has rich language, with first person narrative with a historical event which can help students develop language skills as well know about a historical event in a meaningful and engaging way. With the help of classroom activities like diary writing, role plays and vocabulary exercises, students can develop their listening, speaking, reading and writing skills. Also, the novel

teaches language with a real life context which makes learning more powerful. Therefore, The Night Diary, is highly recommended for English language learning classrooms which will not only help students to learn English but also fosters emotional sensitivity in young learners.

Reference

Hiranandani, Veera. (2018). The Night Diary. Penguin Random House.