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**Special Issue on Language Horizons: Evolving Trends in English
Language Competencies and Linguistic Proficiencies
In collaboration with
University of Engineering and Management, Jaipur**

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Language Horizons: Evolving Trends in English Language Competencies and Linguistic Proficiencies

Dear Readers,

It is my pleasure to serve as the Guest Editor for special edition of this esteemed journal, dedicated to the intricate and symbiotic relationship between language and literature. This edition focuses on the theme “*Language Horizons: Evolving Trends in English Language Competencies and Linguistic Proficiencies.*” This edition seeks to engage scholars, educators, and practitioners in a meaningful dialogue on the shifting landscape of English language acquisition and its dynamic intersections with global linguistic paradigms.



In recent decades, English has not merely functioned as a medium of communication but has emerged as a powerful agent of global connection, cultural negotiation, and digital fluency. The rise of English as a global lingua franca has spurred fresh pedagogical debates, policy formulations, and technological innovations that reimagine the ways we teach, learn, and assess language skills. From hybrid learning environments and AI-enabled language tools to context-sensitive communicative competencies, the contours of English language education are undergoing rapid transformation.

This issue traverses the multi-faceted terrain of evolving linguistic proficiencies—from foundational language acquisition in early childhood to professional communication skills in corporate and academic settings. We explore emerging paradigms in English Language Teaching (ELT), the influence of local languages on English usage (and vice versa), the significance of multiculturalism in shaping learner identities, and the ethical challenges of linguistic imperialism and digital divides.

The scholarly contributions featured in this volume reflect a rich diversity of perspectives, drawn from both theoretical frameworks and empirical practices. Together, they offer critical insights into curriculum innovations, assessment strategies, intercultural competence, and inclusive methodologies that respond to the socio-linguistic realities of our time.

As we stand at the crossroads of tradition and transformation, it becomes increasingly imperative to not only recognize the adaptive potential of English but also to advocate for equitable and context-sensitive approaches that honour linguistic plurality. This special issue invites readers to reimagine language competencies not as static benchmarks but as evolving, situated proficiencies shaped by purpose, place, and people.

I express my sincere gratitude to all the contributors for their scholarly engagement and to the editorial board for entrusting me with the stewardship of this edition. May this issue serve as a beacon for future discourse and innovation in the domain of language and communication.

Warm regards,

Prof. (Dr.) Mukesh Yadav

Guest Editor

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E-Learning Revolution Transforming Education and Training in the Digital Age

Dr. P. Rajeshwari and K. Sivaranjani

Introduction

E-learning, also known as electronic learning represents, a transformative shift in education, offering a modern alternative to traditional, paper-based learning methods. Through digital devices like computers, smartphones, and tablets, individuals can now access educational resources anytime, anywhere. E-learning's widespread popularity in recent years highlights its effectiveness in diverse sectors such as education, corporate training, medicine, and industry. With the ongoing advancements in technology, e-learning has evolved to provide flexible, interactive, and adaptive learning experiences. This paper explores the definition, types, benefits, and challenges associated with e-learning while also examining the development and integration of e-training.

Definition of E-Learning

E-learning is a digital-based learning method that relies on electronic devices for the distribution and consumption of educational content. Unlike traditional paper-based methods, e-learning emphasizes the use of digital tools, enabling learners to engage in educational activities from any location with internet access. In many developed nations, e-learning has become a preferred mode of education, offering a structured, formalized teaching experience that can reach large audiences.

It is assumed that the origins of e-learning start with the invention of computers. Initially, computers were used primarily in offices, research centers, and developed institutions, often limited to data transfer via floppy disks. As technology evolved, optical disks, pen drives, and cloud

storage became popular, making information more accessible. In today's digital age, e-learning has progressed even further, offering access to courses and resources through smartphones and tablets, allowing individuals to learn at any time, even in remote areas.

Necessity of E-Learning

E-learning is integral to modern education and professional development. Many multinational corporations (MNCs) utilize e-learning to provide training to employees, while educational institutions rely on digital classrooms to enhance student engagement. Research suggests that visual aids and interactive content in e-learning help students retain information longer, making it an effective learning approach. E-learning allows learners to revisit recorded content and take advantage of various digital formats like PDFs, images, assessments, and videos. This flexibility enhances comprehension and allows users to learn at their own pace.

Recompenses of E-Learning

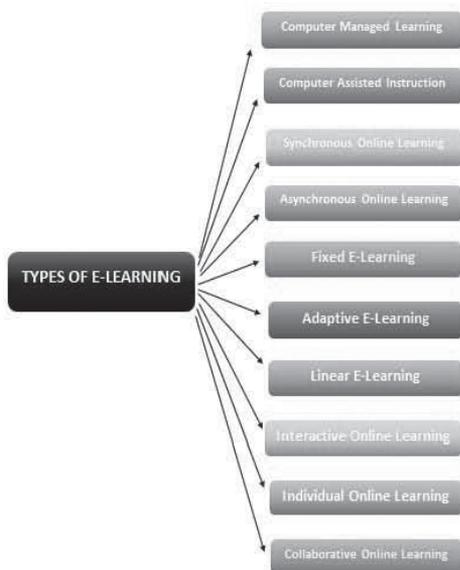
1. **Accessibility:** Students can access educational content anytime, from anywhere, which is especially useful for those who must balance education with other commitments.
2. **Cost-Effectiveness:** E-learning saves on costs associated with transportation, accommodation, and course materials, offering a budget-friendly alternative to traditional education.
3. **Environmentally Friendly:** E-learning is a paperless approach, reducing the need for paper and, by extension, reducing deforestation.
4. **Updated Content:** Online resources are easily updated, ensuring that students and professionals have access to the latest information, tools, and techniques.
5. **Personalized Learning:** Learners can set their schedules and revisit content as needed, promoting a customized and comfortable learning experience.

Detriments of E-Learning

1. **Limited Accessibility for Rural and Low-Income Populations:** Individuals in rural areas or with limited financial means may lack access to high-speed internet or digital devices, hindering their ability to participate in e-learning.
2. **Social Isolation:** The lack of face-to-face interaction can make students feel isolated, as they miss out on the social aspects of learning.
3. **Internet Connectivity Issues:** In regions with poor connectivity, accessing e-learning resources can be challenging.
4. **Time Management:** With self-discipline, students may be able to complete courses and assignments on time.
5. **Cybersecurity Risks:** Online learning platforms are susceptible to hacking, which can compromise the confidentiality of personal information and learning materials.

Types of E-Learning

1. **Computer Managed Learning (CML):** Students access stored data and course materials at their convenience.
2. **Computer Assisted Instruction (CAI):** E-learning integrated with audio-visual elements enhances active listening and comprehension.
3. **Synchronous Online Learning:** Real-time learning with live video or chat sessions fosters collaboration.
4. **Asynchronous Online Learning:** Learners can complete tasks at their own pace without real-time interaction.
5. **Fixed E-Learning:** Pre-set course content, similar to traditional learning.
6. **Adaptive E-Learning:** Content adapts to students' needs, making it more engaging.



7. **Linear E-Learning:** One-way communication where information is transmitted from instructor to learner.
8. **Interactive Online Learning:** Two-way communication enables active participation and feedback.
9. **Individual Online Learning:** Students learn independently without interacting with peers.
10. **Collaborative Online Learning:** Group-based learning enhances teamwork and communication skills.

Introduction to E-Training

E-training, a specialized form of e-learning, refers to the delivery of training programs through online platforms, allowing organizations to educate employees and professionals remotely. Unlike traditional classroom-based training, e-training provides flexibility, convenience, and efficiency, adapting to the needs of diverse industries, including technology, healthcare, corporate management, and beyond. The rapid pace of technological advancement has made e-training an essential tool for companies striving to keep their workforce skilled and up-to-

date. From saving resources to promoting eco-friendly practices, e-training has reshaped professional development, offering a modern, accessible alternative to conventional training methods.

The Evolution of E-Training

The concept of e-training emerged from the broader field of e-learning, which began with the integration of computers and Internet technologies into educational settings. Initially, e-learning and e-training were limited to basic online resources and simple digital training modules. However, as internet speeds and software capabilities advanced, e-training transformed to include interactive content, video conferencing, and virtual reality simulations. This transformation allowed companies to offer highly engaging training experiences that not only impart knowledge but also enable employees to practice and apply new skills in realistic settings. Today, e-training is widely used across industries to provide onboarding, compliance training, technical skill enhancement, and leadership development.

Defining E-Training

E-training can be defined as a structured learning experience facilitated through digital tools aimed at developing employees' knowledge and skills. Companies use e-training platforms to design courses that employees can complete remotely, eliminating the need for physical attendance. E-training often incorporates multimedia elements such as video lectures, interactive modules, and real-time assessments, which are accessible on demand. By leveraging e-training, organizations ensure that their workforce remains competitive in a dynamic job market where continuous learning is essential for career growth and organizational success.

Key Benefits of E-Training

E-training offers numerous advantages over traditional training methods, including flexibility, cost savings, and increased accessibility. Let's explore these benefits in more detail:

1. **Flexibility and Convenience:** One of the primary benefits of e-training is the flexibility it provides for both trainers and learners.

Employees can access training materials from any location at any time, making it possible to learn at their own pace. This flexibility is especially valuable for global organizations with employees in multiple time zones. Additionally, e-training accommodates various learning styles, allowing employees to revisit content, pause videos, and practice skills as needed. This self-paced approach fosters a more personalized learning experience, which can improve knowledge retention and overall engagement.

2. **Cost Savings for Organizations:** E-training reduces the costs associated with traditional training, such as expenses for travel, accommodations, and printed materials. Physical training sessions require venue rentals, trainer fees, and logistical arrangements, which can be costly and time-consuming. In contrast, e-training requires an internet connection and access to digital devices, making it more affordable and accessible. Companies also save on material costs, as resources can be distributed digitally rather than printed, further reducing expenses and contributing to an eco-friendly approach.
3. **Improved Knowledge Retention and Engagement:** Digital training programs often utilize multimedia content, which has been shown to enhance memory retention and engagement. Video tutorials, interactive quizzes, and real-time feedback keep learners interested and involved. Additionally, e-training platforms may incorporate gamification elements, such as badges and achievement levels, to motivate participants and reward their progress. By presenting information in a more dynamic and engaging format, e-training helps learners retain knowledge and apply it more effectively in their roles.
4. **Scalability and Accessibility for a Global Workforce:** E-training can be easily scaled to accommodate a large number of learners, making it ideal for organizations of all sizes. Training modules can be accessed by employees from different departments, locations, and even countries, ensuring a standardized learning experience across the organization. This scalability is particularly beneficial for large corporations that need to onboard new hires or provide

compliance training across multiple offices and regions. Furthermore, e-training can be accessed from anywhere with an internet connection, enabling remote and hybrid workers to participate without geographic constraints.

5. **Real-Time Feedback and Progress Tracking:** Many e-training platforms provide features for real-time assessments, allowing learners to receive immediate feedback on their performance. Interactive quizzes, simulations, and assessments offer valuable insights into employees' understanding of the material. Trainers can track each employee's progress, identifying areas where additional support may be needed. This immediate feedback loop ensures that employees grasp core concepts before moving on, reducing the need for retraining and boosting confidence in newly acquired skills.
5. **Paperless and Environmentally Friendly Learning:** E-training aligns with sustainable business practices by reducing the need for printed materials. Traditional training often involves significant amounts of paper for manuals, handouts, and assessments. E-training eliminates the use of paper, as all resources are provided digitally. This shift not only saves costs but also minimizes the organization's carbon footprint, contributing to environmentally friendly operations. As organizations increasingly focus on sustainability, adopting e-training supports their environmental goals and promotes a positive corporate image.

Applications of E-Training in Various Industries

E-training is widely used across numerous sectors due to its adaptability and efficiency. Here are some examples of how different industries utilize e-training for workforce development:

1. **Technology and IT:** In the tech industry, e-training is essential for keeping employees up-to-date with rapidly evolving tools, programming languages, and software platforms. E-training allows companies to quickly roll out new skills training as updates emerge, helping employees stay competitive and knowledgeable.

2. **Healthcare and Medicine:** Healthcare professionals often require ongoing education to keep up with medical advancements and regulatory changes. E-training is especially beneficial in providing simulations for medical procedures. It enables practitioners to refine their skills without direct patient interaction, reducing risks associated with hands-on training.
3. **Finance and Compliance:** The finance sector requires employees to stay current on compliance regulations and financial policies. E-training allows organizations to provide regular compliance training updates, ensuring that employees adhere to legal and regulatory standards, which is critical for maintaining a company's reputation and avoiding fines.
4. **Corporate and Business Management:** Corporations frequently use e-training to onboard new hires, introduce corporate policies, and provide leadership development programs. E-training offers a consistent learning experience for all employees and helps companies maintain a cohesive corporate culture across departments.
5. **Manufacturing and Engineering:** In manufacturing, e-training is often used to teach employees about new machinery, safety procedures, and quality control standards. This type of training can involve 3D simulations and virtual environments, which help workers understand complex machinery and processes before they begin hands-on work.

Challenges of E-Training

While e-training offers numerous advantages, it is not without challenges:

- **Technical Issues:** Poor internet connectivity or lack of technical support can hinder access to e-training, particularly in remote or underserved areas.
- **Limited Hands-On Practice:** Certain skills require physical practice, which can be challenging to replicate through e-training alone.

- **Self-Motivation Requirements:** E-training demands a high level of self-discipline, and employees with strong time management skills may need to work on completing modules.
- **Potential Security Risks:** Sensitive information shared over digital platforms can be vulnerable to cyber-attacks, necessitating strong cybersecurity measures.

Future of E-Training

As technology advances, e-training is expected to become even more immersive and accessible. Innovations like artificial intelligence (AI), augmented reality (AR), and virtual reality (VR) are being integrated into e-training modules, offering employees realistic simulations and personalized learning experiences. AI can tailor training modules to an employee's specific strengths and weaknesses, while VR provides a hands-on experience that closely mimics real-world scenarios. As these technologies become more affordable, e-training will continue to evolve, further enhancing its value as a powerful tool for workforce development.

As the digital age reshapes how we communicate, work, and learn, e-learning and e-training have emerged as pivotal tools in modern education and professional development. While e-learning generally focuses on broad academic and knowledge-based learning, e-training centers on skill-specific training, often required in professional or technical settings. Together, they create a robust framework for lifelong learning, empowering individuals to develop knowledge and skills from anywhere at any time. The fusion of e-learning and e-training upholds education's adaptability and accessibility in the digital era, offering flexible learning paths that meet the needs of diverse learners, from students to professionals.

Understanding E-Learning and E-Training

E-learning refers to formalized education delivered through electronic platforms, allowing learners to access a wide range of academic and theoretical knowledge. It emphasizes concepts, theories, and critical

thinking, often supported by resources like online lectures, digital textbooks, quizzes, and discussion boards. E-learning is popular in educational institutions and is used to support distance learning, hybrid classes, and supplemental courses for students across age groups.

In contrast, e-training is more practical and hands-on, aiming to develop specific competencies and skills directly applicable in the workplace. E-training typically includes instructional videos, interactive simulations, and skill assessments tailored to equip learners with specific proficiencies required in fields such as technology, healthcare, engineering, and corporate management. By providing ongoing skill updates and technical training, e-training ensures that professionals can keep pace with evolving industry standards and practices.

The Fusion of E-Learning and E-Training

When combined, e-learning and e-training form a powerful continuum of knowledge acquisition and skill development, enabling individuals to learn foundational concepts and then apply those concepts in practical, real-world scenarios. This fusion is particularly advantageous in fields that require both theoretical knowledge and applied skills, such as medicine, engineering, business, and information technology. For example:

- **Medical Education:** E-learning can deliver foundational courses in anatomy, pharmacology, and physiology, while e-training provides simulations for surgical procedures, diagnostics, and patient care skills.
- **Business and Management:** E-learning can cover essential business principles like economics, marketing, and finance, while e-training focuses on management skills, such as leadership, negotiation, and data analysis.
- **Information Technology:** E-learning covers the theoretical aspects of computing, such as programming languages and algorithms, while e-training enables hands-on experience with coding, software development, and cyber security simulations.

Benefits of Combining E-Learning and E-Training

The fusion of e-learning and e-training delivers several benefits that enhance the learning experience, including flexibility, increased engagement, accessibility, and real-time skill application.

1. **Flexibility and Accessibility:** By combining e-learning and e-training, learners enjoy flexible options for studying theoretical materials and practicing skills at their own pace. This approach is particularly valuable for adult learners, working professionals, and those in remote or underserved regions. Individuals can study foundational knowledge in e-learning modules and later reinforce that learning through e-training, allowing for a comprehensive, self-paced educational experience.
2. **Enhanced Engagement through Interactive Learning:** The integration of e-learning and e-training leverages various interactive tools. As multimedia presentations, live chats, discussion forums, simulations, and gamified elements—that enhance engagement. Interactive modules help maintain learners' interest and motivation and improve knowledge retention. E-training simulations, for example, make abstract theories more tangible, helping learners apply concepts in a realistic environment.
1. **Cost-Effectiveness and Resource Efficiency:** The combination of e-learning and e-training allows institutions and organizations to reduce costs associated with in-person training, such as travel, accommodations, and physical materials. E-learning and e-training are also sustainable; digital content replaces traditional textbooks and printed materials, reducing paper waste and conserving resources. This shift to a paperless model aligns with environmental goals and provides a more economical approach to education and training.
2. **Adaptability to a Rapidly Changing World:** The dynamic nature of e-learning and e-training platforms allows for quick content updates, ensuring that learners receive the latest information and skill training relevant to their field. In technology, healthcare, and

other fast-evolving industries, this adaptability is crucial. For instance, a new programming language or medical technique can be introduced to e-learning courses within days, while corresponding e-training modules teach professionals how to apply these advancements.

3. **Building Lifelong Learning Habits:** The combination of e-learning and e-training supports the concept of lifelong learning by providing accessible pathways to continuous knowledge and skill acquisition. Learners can continue to build on their education, expanding their theoretical understanding and practical expertise over time. This flexibility is essential in today's job market, where employees are expected to remain adaptable and to refresh their skills as industries evolve.

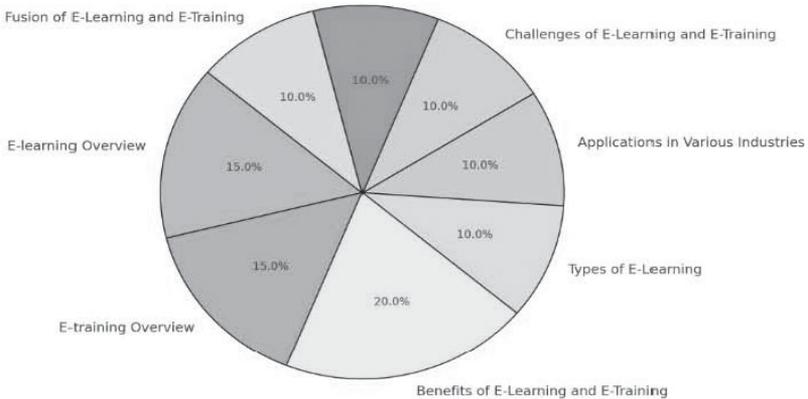
Challenges and Considerations

While the fusion of e-learning and e-training presents significant benefits, it also faces challenges that institutions and organizations must address for successful implementation.

1. **Technological Accessibility:** Not all learners have access to high-speed internet and advanced digital devices, which are often necessary for high-quality e-learning and e-training experiences. This digital divide can limit access for individuals in rural areas or those with financial constraints, creating a gap in the inclusivity of digital learning.
2. **Need for Self-Motivation and Discipline:** Self-directed learning requires a high level of motivation and time management, which can be challenging for some individuals. With the structured environment of a physical classroom, learners may be able to stay disciplined and complete both e-learning and e-training modules.
3. **Limited Face-to-Face Interaction:** E-learning and e-training platforms reduce face-to-face interaction, which may impact learners' social skills, communication, and teamwork abilities. Although virtual communication tools, such as video conferencing

and online discussion boards, can mitigate this to some extent, they may not fully replicate the benefits of in-person interaction.

- Ensuring Cybersecurity and Data Privacy:** The digital nature of e-learning and e-training raises concerns about cyber security and data privacy. Organizations must ensure that sensitive information is protected from unauthorized access and that training platforms comply with data privacy regulations. Cybersecurity threats such as hacking or data breaches can compromise confidential information, particularly in sectors like finance and healthcare.



Future Implications and Potential Innovations

The future of e-learning and e-training will likely be shaped by technological advancements such as artificial intelligence (AI), virtual reality (VR), and augmented reality (AR). These technologies can create highly immersive and personalized learning experiences:

- AI-Powered Adaptive Learning:** AI algorithms can tailor content to individual learning styles, providing a personalized experience that optimizes knowledge retention and engagement. For instance, AI can identify a learner's weak areas and suggest supplementary training modules.
- Virtual Reality (VR) Simulations:** VR offers immersive simulations that replicate real-world environments, allowing learners

to practice skills in a safe and controlled setting. VR is particularly valuable in fields such as healthcare and engineering, where hands-on experience is crucial.

- **Augmented Reality (AR) for Interactive Learning:** AR can overlay digital information in real-world settings, enhancing e-learning and e-training experiences. For example, medical students could use AR to view detailed 3D models of the human body, helping them understand complex structures and functions.

Conclusion

The fusion of e-learning and e-training stands at the forefront of modern education, promoting a flexible, accessible, and dynamic learning ecosystem that aligns with the demands of the digital age. This approach empowers individuals to acquire knowledge, practice skills, and engage in lifelong learning, ensuring that they remain competitive in a rapidly changing world. By combining theoretical understanding with hands-on skill development, e-learning, and e-training provide a comprehensive and adaptable pathway for personal and professional growth, helping learners and organizations thrive in the digital era.

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A Socio-Linguistic Study of Code Switching and Code Mixing at the Ghats of Varanasi

Anubhav Tripathee and Rashi Mehta

Introduction

Varanasi is a city of Lord Shiva. Shiva means truth and beauty. It is also a living city; people call it "city of life". The main attractions of the city are its wonderful Ghats, its cultural activities, its rituals, etc. People believe, death in Kashi get salvation. Every year people come here not only from different parts of the country but from all over the world. They come for different purposes; some people come to see the Ghats, Temples, etc., and some, to learn Sanskrit, Music, Yoga, Painting, etc.

In nut shell, we can say that Varanasi is a point where languages from the different parts of the world come into contact with the locals of Varanasi and make a splendid multilingual platform. Native speakers of English, French, Japanese, Chinese etc. and speaker of Hindi, Bhojpuri, Bangla, Tamil, Telugu, and Marathi also come to visit the city in bulk. Visitors from various countries, different regions of India, and the local community enjoy this environment because it fosters interaction and cultural exchange. This interaction allows visitors to connect with local people, making it easier for them to access 2 local goods and services. In turn, the local community often develops a code-mixed language that facilitates effective communication and serves as a tool for educational and social engagement.

Research Methodology

This study adopts a systematic and authentic approach to data collection to examine code-switching and code-mixing at the Ghats of Varanasi, with a specific focus on Assi Ghat. The data has been collected primarily

through natural linguistic interactions observed in the sociolinguistic environment of the Ghats. Additionally, periodic consultations and verification with informants were conducted to ensure the reliability and accuracy of the data.

Data Collection

The data for this study was gathered through audio recordings of conversations at Assi Ghat. These recordings captured spontaneous language use in natural settings, reflecting the dynamic sociolinguistic environment. The researchers specifically chose informants across a diverse demographic, including both educated and uneducated individuals aged between 15 and 60 years. This selection aimed to capture a comprehensive view of the linguistic behaviors prevalent in the area.

Analytical Approach

In addition to examining linguistic data, the researchers analyzed the informants' use of code-switching and code-mixing from the perspective of their communicative competencies. This included exploring how speakers navigate different social and cultural interactions using multiple languages, even with limited formal education.

By focusing on both linguistic structures and sociolinguistic contexts, this methodology provides a comprehensive understanding of how code-switching and code-mixing operate in the multilingual environment of Assi Ghat, reflecting broader patterns of language use in Varanasi.

Sociolinguistics Study

Sociolinguistic is the study of relationship between language and society or in another words you can say that different functions of a language in society. "The study of language in relation to society" (Hudson, 1996: Pg. No. 04)." Society is formed from groups of people and people use a language for different purpose or purposes. When people communicate with each other they form a system and definitely this system needs a

medium to accomplish the purpose, this medium is called code. People use different codes differently which refers to various forms of a language triggered by social factors. Language changes from community to community, individual to individuals and situation to situation. This change results in varieties within society through language.

Code Switching & Code Mixing

In Sociolinguistics, study of code switching and code mixing is one of the complicated tasks because, giving a cut to cut differences of both the concepts is not possible, yet some scholars tried to differentiate between them. Tira Nur Fitria (Tira Nur Fitria: 2014) has mentioned some view on the phenomena of Code-Switching and Code-Mixing of different scholars in his work. Tira Nur Fitria mentioned so many scholars and Ronald Wardhaugh, Victoria and Rodman and Muysken are four of them. He mentioned Wardhaugh (1986: p. 100) and said, a code switching is a conversational strategy used to establish, cross or destroy group boundaries; to create, to evoke or change interpersonal relations with their rights and obligation. Victoria and Rodman (1983) also talk about code-switching that code-switching refer to using more than one language or dialect in conversation. Code-switching can be distinguished from other language contact phenomena such as loan translation (calques), borrowing etc.

Wardhaugh (1986: p. 103) says about code-mixing, code-mixing occurs when conversants use both languages together to the extent that they change from one language to the other in the course of a single utterance it means that conversants just change some of the elements in their utterance. According to Tira Nur Fitria, Muysken (2000: p. 109) defines code-mixing as any situation in which lexical items and grammatical traits from two different languages are used in the same phrase. Additionally, he claims that code-mixing occurs when a speaker essentially uses one language while including fragments of another.

There are some examples below through which we can imagine the contact situation of the Ghats of Varanasi

Code Mixing

English + Hindi

1. your prarthna will help her
2. S.Acc prayer FUT help 3SF.Acc
"Your prayer will help her".
2. saNdh is a religious animal
bull aux article religious animal
"Bull is a religious animal."
3. you should learn some geet sangeet
2. S should learn Quant song singing
"You should learn some songs to sing."
4. chalak ke this side
jump PAR this side
"Jump this side."
5. he waters my diyaa and it stop blowing
3SM water.3S my candle Canj 3SN stop blowing
"He waters my candle and it stops blowing."

In examples (1) to (5), we can observe how the speaker inserts lexical items from another language, predominantly Hindi, into their speech. These inserted words such as *prarthna*, *saNdh*, *geet sangeet*, *chalak ke*, and *diyaa* carry cultural and religious connotations, reflecting the habits, spiritual associations, and cultural phenomena of the speakers. By using these terms, the speakers aim to highlight the spiritual and cultural significance of their city and traditions.

1. "your prarthna will help her"

Code-mixed structure: English possessive pronoun ("your") and auxiliary verb ("will") with a Hindi noun ("prarthna").

The noun "prarthna" (meaning "prayer" in Hindi) is retained in Hindi, while the supporting structure is in English, perhaps because "prarthna" has specific religious or cultural connotations that feel more authentic in Hindi.

2. "saNdh is a religious animal"

Code-mixed structure: Hindi noun ("saNdh") with an English predicate ("is a religious animal").

"SaNdh" (meaning "bull" or "ox" in Hindi) is maintained in Hindi, likely due to its unique cultural or religious significance. This shows a tendency to use Hindi for culturally significant nouns.

3. "you should learn some geet sangeet"

Code-mixed structure: English pronoun and modal ("you should") with Hindi nouns ("geet" meaning "song" and "sangeet" meaning "music").

This phrase shows a preference for using Hindi words related to traditional arts. "Geet sangeet" brings cultural authenticity, possibly making the sentence sound less formal and more conversational.

4. "chalak ke this side"

Code-mixed structure: Hindi noun phrase ("chalak ke," meaning "driver's") with an English spatial reference ("this side").

Here, "chalak ke" aligns with Hindi syntax, where possessive relationships are often formed with "ke," and it's followed by an English locative expression. The use of "this side" in English adds clarity, as directional phrases are common in English code-mixing.

5. "he waters my diyaa and it stop blowing"

Code-mixed structure: English pronouns and verbs with a Hindi noun ("diyaa").

"Diyaa" (meaning "oil lamp" in Hindi) holds cultural and contextual significance. The verb "stop" should ideally be "stops" to match English grammar. However, this type of minor inconsistency is common in code-mixed speech.

Code Switching

Hindi + English

- 6 see my taddy, nayaa hai
see my teddy new aux
"See my teddy, its new".
- 7 dauro nahi you will slip
run NEG 2.S FUT slip
"Do not run, you will slip."
- 8 Let him come sath calenge
Let 3.SM.Acc come with go
"Let him come we will go together."
- 9 I am going tum bhi aao
1S Aux go.PROG 2S PART come
"I am going, you come too."
- 10 chodo I am not interested
leave 1.S Aux NEG interested
"Leave it, I am not interested."

In examples (6) to (10), the speaker alternates between English and Hindi clauses. In examples (6), (8), and (9), English clauses are followed by Hindi clauses, while in (7) and (10), the order is reversed. This type of code-switching is often used to create a comfortable, familiar environment and to demonstrate to visitors that the speaker is proficient in English and capable of assisting them. Exposure to and use of a new language in conversation also aids in language acquisition.

These examples showcase code-mixing, where English and Hindi elements are blended in a single sentence. While English structures often dominate, Hindi is used to add familiarity, emphasis, or emotional nuance. Below is an analysis of each example:

6. "see my taddy, nayaa hai"

Code-mixed structure: English verb and possessive pronoun ("see my") with Hindi noun ("taddy") and adjective phrase ("nayaa hai").

"Taddy" (likely a colloquial or personal term for a toy or object) and "nayaa hai" (meaning "is new") retain a casual, informal tone. The Hindi phrase "nayaa hai" completes the thought in a way that could sound more familiar to Hindi speakers.

7. "dauro nahi you will slip"

Code-mixed structure: Hindi command ("dauro nahi," meaning "don't run") with an English clause ("you will slip").

The Hindi imperative "dauro nahi" is used to establish urgency, with English for explaining the reason. This construction reflects a common conversational approach where Hindi is used for commands, and English provides additional context.

8. "Let him come sath calenge"

Code-mixed structure: English phrase ("Let him come") with a Hindi clause ("sath calenge," meaning "we will go together").

"Sath calenge" expresses a collective intention in Hindi, which may feel more inclusive and natural in the language. The sentence mixes English for the initial action and Hindi for the shared response, creating a friendly tone.

9. "I am going tum bhi aao" 7

Code-mixed structure: English clause ("I am going") with a Hindi imperative ("tum bhi aao," meaning "you come too").

The use of "tum bhi aao" in Hindi maintains a conversational feel, softening the command to a friendly suggestion. This combination allows the speaker to express both their action in English and an invitation in Hindi.

10. "chodo I am not interested"

Code-mixed structure: Hindi verb ("chodo," meaning "leave it" or "forget it") with an English negative statement ("I am not interested").

The phrase "chodo" functions as a casual dismissive statement, setting the tone, with the English clause clarifying the speaker's disinterest. The sentence expresses an informal, straightforward dismissal.

Bangla-Hindi-English

- 11 Dada Kothay jacci idhar aao
Big brother where go here come
"Big brother where are you going? Come here."
- 12 amaar opekkha koro naa I am going
1.PS.EN wait do NEG 1.PS aux going
"Do not wait for me, I am going."
- 13 choti ta khule aye samne mandir hai
slipper NH remove come infront temple aux
"Remove your slipper, it is temple ahead."
- 14 Give me my things aami ghore jacci
Give 1.S.Acc GEN thing.Pl 1.S house go.PROG
"Give me my things I am going to home."
- 15 kaise ho, maa baba kemon achen?
How Aux mother father how H.Marker
"How are you? And how are your parents?"

These code-mixed sentences demonstrate a multilingual blend of English, Hindi, and Bengali, reflecting the fluidity and creativity of speakers in a multilingual environment. Below is a revised breakdown of each example, focusing on the patterns of code-mixing and grammatical structures:

11. "Dada Kothay jacci idhar aao"
Code-mixed structure: Bengali ("Dada" meaning "brother," "Kothay" meaning "where," "jacci" meaning "going") combined with Hindi ("idhar" meaning "here") and English.

Bengali sets the context by addressing "Dada" with a question, while Hindi completes the command. This mix is common in multilingual speakers, where Bengali initiates the topic, and Hindi wraps up with direction.

12. "amaar opekkha koro naa I am going"

Code-mixed structure: Bengali phrase ("amaar opekkha koro naa" meaning "don't wait for me") with an English clause ("I am going").

"Opekkha koro naa" softens the tone with a friendly Bengali request, while the English clause clarifies the speaker's intention to leave. This blending allows for natural code-mixing, expressing both action and reasoning.

13. "choti ta khule aye samne mandir hai"

Code-mixed structure: Hindi and Bengali combination, with Bengali ("choti ta" meaning "the hair tie") and Hindi ("aye" meaning "come") along with an English locative structure ("samne mandir hai" meaning "the temple is in front").

This structure maintains a familiar and respectful tone, with the noun phrase in Bengali to establish focus, while Hindi completes the directive. The combination keeps the sentence casual and clear in instruction.

14. "Give me my things aami ghore jacci"

Code-mixed structure: English imperative phrase ("Give me my things") combined with a Bengali clause ("aami ghore jacci" meaning "I am going home").

English initiates the request clearly and directly, with the Bengali clause expressing the speaker's destination, creating a smooth bilingual expression of both action and purpose.

15. "kaise ho, maa baba kemon achen?"

Code-mixed structure: Hindi question ("kaise ho" meaning "how are you") combined with Bengali phrase ("kemon achen?" meaning "how are you" in a formal context), addressing both parents.

This example uses both languages to convey respect and familiarity to different listeners. "Kaise ho" is an informal Hindi greeting, while "kemon achen" is a respectful Bengali form, which adds nuance based on the relational context.

Marathi-Hindi-English

- 16 majhe haat dharto, you will not slip
My hand hold 2.S FUT NEG slip
"Hold my hand, you will not slip."
- 17 aai! to aajaarii aahe, ham challenge
mother he ill aux 1.S go
"Mother! He is ill, I will go with you."
- 18 aavaaj karoo nakaa, bhid hai
noise do NEG. rush aux
"It is rush don't make noise."
- 19 to cangla mulga aahe par baat nahi hoti
He good boy Aux but talk NEG be
"He is a good boy but we don't talk."
- 20 mi caah peet nahi aap lo
I tea drink NEG 2.PSH take
"I don't take tea, you take it."

At Assi Ghat, the use of Indian languages is widespread, and speakers often display multilingual proficiency beyond just Hindi. From examples (11) to (20), we observe interactions between different Indian languages, showcasing linguistic diversity. These examples reflect how speakers use multiple languages to connect with others and adapt to their audience, often blending languages for familiarity or clarity. Below is a revised analysis of the sentences, focusing on the patterns of language contact and grammatical structures:

16. "majhe haat dharto, you will not slip"

Code-mixed structure: Marathi clause ("majhe haat dharto," meaning "hold my hand") combined with an English clause ("you will not slip").

The Marathi phrase initiates a request, while English clarifies the benefit or outcome. This structure is common in multilingual speech where one language directs an action, and another language elaborates on its purpose or effect.

17. "aai! to aajaarii aahe, ham challenge"

Code-mixed structure: Marathi expression ("aai!" meaning "oh!" and "to aajaarii aahe," meaning "he is sick") combined with a Hindi-English statement ("ham challenge").

Marathi introduces an emotional or exclamatory remark, while Hindi-English emphasizes the speaker's intent ("challenge"), adding an informal yet direct tone.

18. "aavaaj karoo nakaa, bhid hai"

Code-mixed structure: Marathi imperative ("aavaaj karoo nakaa," meaning "do not make noise") combined with Hindi ("bhid hai," meaning "there is a crowd").

Marathi delivers the command, and Hindi provides the reason. This code-mixing style is practical in bilingual settings, where commands are given in one language and explanations are offered in another.

19. "to cangla mulga aahe par baat nahi hoti"

Code-mixed structure: Marathi description ("to cangla mulga aahe," meaning "he is a good boy") combined with a Hindi phrase ("par baat nahi hoti," meaning "but there is no conversation").

Marathi is used to provide a description or opinion, while Hindi introduces a contrast. This mix enables speakers to express sentiments more fluidly and naturally in a bilingual context.

20. "mi caah peet nahi aap lo"

Code-mixed structure: Marathi-English combination, with Marathi ("mi caah peet nahi," meaning "I don't drink tea") and a Hindi-influenced English statement ("aap lo," meaning "you take").

The Marathi clause establishes a personal choice, while the Hindi-influenced phrase suggests an alternative action. This style reflects a casual tone, commonly found in informal spoken contexts.

French-English

- 21 je dois aller, you guys carry on
I have to go 2.S guys carry on
"I have to go, you guys carry on."
- 22 regardez à ma maison so small
Look at my house so small
"Look at my house, it is so small."
- 23 Votre chamber est libre, enjoy now
2.S.ACC Your room is free enjoy now
"Your room is free. Enjoy now."
- 24 il vient ici and meet me
3SM come here Conj meet 1.S.Acc.
"He comes here and meets me."
- 25 Je baigne but not everyday
!S bath but Neg everyday
I bath but not every day."

In examples (21) to (25), speakers often incorporate French expressions with English, showcasing inter-sentential code-switching. This linguistic feature, as outlined by Astuti, Dias, Cakrawarti (2011), takes place at the clause or sentence level, where different segments are expressed in separate languages. French phrases bring cultural richness and nuance, while English contributes context and clarity for actions or instructions. Here is a closer examination of these examples:

21. "je dois aller, you guys carry on"
Code-mixed structure: French phrase ("je dois aller," meaning "I have to go") combined with an English clause ("you guys carry on").

French is used to express the speaker's action, while English follows to encourage others to continue without them. This mix allows for a natural transition from a personal statement to a directive. 12

22. "regardez à ma maison so small"

Code-mixed structure: French phrase ("regardez à ma maison," meaning "look at my house") with an English adjective phrase ("so small").

The French phrase introduces the focus of the sentence, while English offers a descriptive assessment. This structure leverages the French command for attention, with English providing an informal tone in the observation.

23. "Votre chamber est libre, enjoy now"

Code-mixed structure: French phrase ("Votre chamber est libre," meaning "Your room is free") combined with an English imperative ("enjoy now").

French sets the context of availability, while English adds a casual encouragement. This combination maintains a polite yet informal tone, blending formality with friendliness.

24. "il vient ici and meet me"

Code-mixed structure: French phrase ("il vient ici," meaning "he is coming here") followed by English phrase ("and meet me").

The French statement conveys information, and the English clause completes the action, emphasizing the speaker's role in the interaction. This mix enhances conversational flow.

25. "Je baigne but not everyday"

Code-mixed structure: French clause ("Je baigne," meaning "I bathe") combined with an English contrasting phrase ("but not everyday").

French expresses the speaker's habit, while English offers a qualifier, adding nuance to the frequency. This combination is casual and conversational, balancing structure and informality.

Chinese-English

26 ni hau, how are you

hello, how AUX 2.S

"Hello! How are you?"

27 wo hen hao, what about you

I am happy QUES about 2.S

I am happy, what about you?"

analysis of each example, highlighting how languages-Mandarin, English, and possibly Hindi or other South Asian languages-are interwoven.

Example 26: ni hao, how are you

Language Combination: Mandarin + English

"ni hao": This is a Mandarin greeting, which means "Hello" or "How are you?"

"how are you": This is an English greeting, commonly used to ask someone about their well-being.

"ni hao" is a standalone Mandarin greeting.

"how are you" is a question in English.

The code-mixing occurs because the Mandarin phrase "ni hao" (which is used to greet someone and can mean both "hello" and "how are you") is followed by the English phrase "how are you." This structure might indicate that the speaker is switching languages mid-sentence, possibly to accommodate the listener's language preferences or because the phrase is commonly used in English.

Example 27: wo hen hao, what about you

Language Combination: Mandarin + English

"wo hen hao": This is Mandarin, where "wo" means "I," "hen" means "very," and "hao" means "good" or "well." Together, it translates to "I am very good" or "I am fine." 14

"what about you": This is an English phrase commonly used to inquire about someone else's state after answering a question about oneself.

"wo hen hao" is a complete statement in Mandarin.

"what about you" is a question in English, asking for a reciprocal response.

Here, the speaker starts with a Mandarin phrase to express their well-being ("wo hen hao") and switches to English to ask the listener about their condition ("what about you"). This type of code-mixing might occur when speakers are fluent in both languages and want to shift to the language they feel more comfortable with for the second part of the conversation.

Example 28: ni ju har, I am also coming

Language Combination: Possibly a mix of Mandarin + Hindi + English

"ni ju har": This phrase appears to be a mix of Mandarin and possibly Hindi or a South Asian language. "Ni" could be Mandarin for "you," and "ju" and "har" may not make sense directly in Mandarin, but could be words from another language, potentially from Hindi ("har" meaning "every," "ju" might be a misheard or miswritten word).

"I am also coming": This is a clear English phrase.

The first part "ni ju har" does not follow standard Mandarin grammar, but could be an attempt at combining Mandarin with another language (likely Hindi or a regional South Asian language). The "ni" (you) could be in Mandarin, and "har" could be Hindi.

The second part "I am also coming" is English and is grammatically correct in that language.

This sentence seems like a more complex example of code-mixing, where elements from Mandarin (ni) and Hindi (har) are combined with English (in the phrase "I am also coming"). It appears the speaker might be blending multiple languages, possibly due to regional language practices or personal linguistic habits.

Japanese + English

- 29 watashi wa bazaar e iki masu.
I prt market to go is.
"I go to market."
30 kore wa daigoku is very famous.
15 that prt university Aux very famous.
"That part of university is very famous."
31 toki doki kare wa English movie watching.
some times he prt English movie watching
"He watches English movie sometimes."
32 ishoni book wa buy masu.
together book prt buy is.
"Buy a book together."
33 jiten sha de I am going to ghat.
bicycle by I am going to ghat.
"I am going to Ghat by bicycle."

In examples (29) to (33), the speaker alternates between English and Japanese. The Japanese sentences are all simple in structure. At the Ghats, multilingual individuals are relatively few, with most being younger people. Their curiosity to learn additional languages stems from the potential opportunities it creates-making them valuable as interpreters or local guides.

These examples showcase code-mixing between Japanese, English, and possibly Hindi or other South Asian languages. Below is an analysis of each example, highlighting the integration of languages along with a detailed breakdown of the grammatical structures and patterns.

Example 29: watashi wa bazaar e iki masu

Language Combination: Japanese + English/Hindi

"watashi wa": This is a Japanese phrase. "Watashi" means "I," and

"wa" is the topic particle in Japanese.

"bazaar": This is an English word, although it comes from Persian and is commonly used in Hindi and other South Asian languages to refer to a market.

"e": This is the Japanese particle "e," which marks the direction or destination of an action. 16

"iki masu": This is a Japanese verb phrase meaning "to go" in the polite form ("iki" meaning "to go" and "masu" is the polite suffix).

The sentence follows Japanese grammar, where the subject is marked by the particle "wa," the direction is marked by "e," and the verb "iki masu" indicates the action.

The word "bazaar" is inserted directly into the sentence. It functions as the destination noun and is not conjugated according to Japanese rules.

This sentence is primarily in Japanese, with "bazaar" (the English word) used in place of the Japanese word for market ("ichiba" or "b?z?ru" in more Japanese-influenced contexts). This type of code-mixing happens when speakers are familiar with multiple languages and borrow words from one language to fill gaps in another, often for cultural or lexical convenience. The use of "bazaar" may reflect a regional preference for the term.

Example 30: kore wa daigoku is very famous

Language Combination: Japanese + English

"kore wa": "Kore" means "this" in Japanese, and "wa" is the topic marker.

"daigoku": This appears to be a Japanese word (possibly misspelled or misused). "Daigoku" could be a mistaken attempt to refer to "Daikoku" (a place name, such as Daikoku Station), or "daigaku" (university).

"is very famous": This is an English phrase that describes the subject ("daigoku").

The second part, "is very famous," is English and functions as a descriptive phrase.

This example combines Japanese syntax with an English phrase. The speaker begins by introducing the topic in Japanese and follows it with an English description. The use of "is very famous" instead of a Japanese equivalent ("to iu koto de yuumei desu") is an instance of borrowing English vocabulary for efficiency or ease. This type of code-mixing is common when speakers switch to English for terms or phrases they consider more concise or familiar.

Example 31: *toki doki kare wa English movie watching*

Language Combination: Japanese + English

"toki doki": This is a Japanese phrase, meaning "sometimes" or "occasionally."

"kare wa": "Kare" means "he" in Japanese, and "wa" is the topic particle.

"English movie watching": This part is English. "English movie" is a common way to refer to movies in the English language, and "watching" is the gerund form of the verb. 17

"English movie watching" is a direct mixture of English words, though the construction is unusual because it does not follow standard English grammar. In English, you would expect the phrase to be something like "watching an English movie."

This example is a more complex code-mixed sentence. The first part ("toki doki kare wa") is Japanese, but the second part ("English movie watching") blends English into the Japanese structure. The choice of "watching" over a verb like "miru" (??) might suggest an influence of English syntax or an attempt to simplify the sentence structure. This could reflect a bilingual person's preference for mixing languages based on convenience or the availability of certain expressions in each language.

Example 32: *ishhoni book wa buy masu*

Language Combination: Japanese + English/Hindi

"ishhoni": This is a Japanese word meaning "together."

"book": The English word for "book."

"wa": The Japanese topic particle.

"buy masu": The English word "buy" is followed by the Japanese polite form "masu" (used in verbs to make them polite).

"ishhoni" (together) introduces the action and is followed by the verb phrase "buy masu."

The sentence follows Japanese grammatical order, but the English word "book" is used in place of the Japanese word "hon" (?).

This sentence uses Japanese syntax with the insertion of English vocabulary. The word "book" is inserted in place of the Japanese "hon." The use of "buy" in English, followed by the Japanese verb ending "masu," is a mixture of English and Japanese verb forms. The sentence construction could be influenced by the speaker's familiarity with both languages and their comfort with borrowing English words when speaking Japanese.

Example 33: *jiten sha de* I am going to ghat

Language Combination: Japanese + English + Hindi

"jiten sha": This is likely meant to refer to "jiten-sha" (???), which is the Japanese word for "bicycle."

"de": This is the Japanese particle that indicates the location or means of an action.

"I am going to": This is an English phrase that indicates movement towards a location. 18

"ghat": This is a Hindi word referring to a series of steps leading down to a river, typically used in South Asian contexts.

"I am going to" is a standard English expression for indicating future direction.

"ghat" is a Hindi term used to specify the destination.

This sentence begins with Japanese for describing the transportation method, uses English for the directional verb phrase ("I am going to"), and ends with a Hindi destination ("ghat"). The use of "ghat" could be because it's a culturally specific term not easily translated into Japanese or English. This type of code-mixing might occur in a multilingual context where the speaker switches languages depending on the cultural and contextual relevance of certain words.

Conclusion

The discussion highlights that at the Ghats of Varanasi, code-switching and code-mixing among various languages are highly prevalent. These linguistic practices foster meaningful interactions between locals and visitors, creating a vibrant linguistic environment. The Ghats serve as an international platform, benefiting both the local community and tourists.

As the number of visitors continues to rise, local businesses are thriving, and communication barriers are diminishing. Tourists find it easier to connect with locals, thanks to the multilingual environment, while locals gain the opportunity to learn new languages. Currently, many individuals at the Ghats can speak foreign languages, and with time, they are likely to develop reading and writing skills as well.

The multilingual opportunities at the Ghats are opening doors for locals in terms of business growth and job prospects. This dynamic exchange of languages and cultures is driven by the frequent use of code-mixing and code-switching, which has become a cornerstone of the thriving linguistic and cultural interactions at Varanasi's Ghats.

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Addressing English Learners' Needs through Technology Integration: A Critical Approach to Effective English Instruction in Indian Online ELT

Neelu Jain

Introduction

English Language Teaching (ELT) in India holds a crucial role within the educational landscape, given the status of English as a second language and its impact on social mobility and career opportunities. In a linguistically diverse country like India, English proficiency often serves as a bridge to professional advancement, higher education, and global integration. However, the ELT environment is marked by unique challenges due to varied linguistic backgrounds, economic disparities, and geographical barriers. Traditionally, ELT in India has been classroom-centric, however with increasing internet access and the rise of digital education, online ELT platforms are now offering new opportunities to make English learning more accessible and personalized.

Importance of Needs Analysis in English Language Instruction

Needs analysis is an essential process in English language instruction, particularly in a multicultural and multilingual setting like India, where learners' requirements can differ significantly based on age, region, socioeconomic status, and academic goals. Conducting a needs analysis allows educators to identify the specific skills, proficiency levels, and goals of learners, enabling a more tailored instructional approach. In the context of online ELT, a needs-based approach is even more critical, as it helps educators navigate the limitations of virtual platforms while catering to diverse learner needs, such as listening, speaking, reading,

and writing skills. By understanding learners' needs, instructors can adapt content and methodologies to maximize engagement and learning outcomes.

Role of Technology in Addressing Learner Needs

The integration of technology into English instruction offers significant potential to address the unique needs of learners in India. Digital tools enable a range of personalized and interactive learning experiences, from language apps and virtual classrooms to AI-based language assessment and adaptive learning platforms. Technology can also bridge accessibility gaps, allowing learners from remote or under-resourced areas to access high-quality English instruction. Furthermore, technological integration supports a more dynamic and flexible learning process, where learners can receive immediate feedback, practice at their own pace, and engage with content which is culturally relevant as well as linguistically appropriate. Through thoughtful technology integration, online ELT in India can better address individual learner needs, enhance motivation, and improve language acquisition outcomes.

Review of Literature

Rintaningrum, R. (2023)

This paper provides a detailed analysis of the benefits and challenges of integrating technology into English language teaching (ELT). Rintaningrum explores how digital tools can enhance language acquisition and classroom engagement, but also emphasizes the obstacles, such as limited access to resources and the need for teacher training. The study concludes that while technology has transformative potential, its effective implementation requires addressing these limitations to fully benefit both learners and educators.

Shekar, G. C. (2020)

Shekar's research examines the role of technology in enhancing English language learning and teaching. The study outlines the growing integration of communication technologies in ELT, focusing on tools

that aid language comprehension and interaction. However, it also highlights gaps in teacher readiness and the need for more structured training programs. The findings underline that while technology can facilitate a dynamic learning environment, its effectiveness is closely tied to the preparedness of both teachers and students.

Quamer, Z., & Sabahat, A. (2024)

This paper employs a thematic analysis to assess the effectiveness of technology integration in English language classrooms. The authors identify themes like engagement, interactivity, and enhanced comprehension, demonstrating that technology can significantly improve the learning experience. However, they note challenges such as digital literacy and resource availability. The study concludes that technology, when used appropriately, can be a powerful tool for enhancing language acquisition and engagement in the classroom.

Hagunde, T. R., & Yadav, R. K. (2024)

The authors focus on a needs analysis of English learners in India, emphasizing the importance of integrating technology to address these needs in ELT. They argue that technology can address diverse learner requirements, especially for non-native speakers, by providing personalized learning opportunities. However, the study highlights the urgent need for teacher training to maximize the potential of digital tools in English instruction.

Mallick, P., Maniruzzaman, M., & Das, S. (2020)

This study examines the impact of technology on secondary-level English education in Bangladesh. The authors found that technology enhances engagement and comprehension but also face challenges, such as a lack of resources and training in rural areas. The study concludes that while technology holds promise for improving ELT outcomes, its potential remains limited by infrastructural and educational gaps in less accessible regions.

Bao, Y.Y., & Liu, S. Z. (2021)

Bao and Liu investigate the influence of affective factors, like motivation and anxiety, on second language acquisition (SLA) and its implications for language teaching. They argue that emotional factors significantly impact learners' success, suggesting that technology-enhanced methods should account for these factors. The study emphasizes the need for a balanced approach that considers both cognitive and affective elements for successful language learning.

Hafner, C. A., & Pun, J. (2020)

This editorial introduces a special issue focusing on the role of digital technology in English for Academic and Professional Purposes (EAP/ESP). Hafner and Pun highlight the shift towards digital learning environments and the increasing demand for English proficiency in professional settings. They underscore the opportunities digital tools offer for learners to acquire language skills relevant to their academic and professional lives, setting the stage for further research on technology's role in EAP/ESP.

George, A. (2016)

George's paper provides an overview of English language teaching in India, discussing historical influences and current challenges. The author emphasizes issues such as regional linguistic diversity and the limited reach of technology in rural areas, which affect the effectiveness of ELT programs. The paper concludes that while technology has begun to make an impact, addressing socio-economic disparities is essential for more inclusive English language education in India.

Technology in ELT: Global Trends and Indian Perspectives

Indian studies highlight varying levels of technology integration in ELT. Padwad's (2020) article explores recent innovations in ELT within India, specifically the growing influence of technology on pedagogical practices. The paper highlights Indian trends toward integrating technology to make

English learning more accessible and interactive. Padwad also addresses challenges in technology use, such as resource limitations and teacher training, aligning closely with India's needs to adapt global ELT trends to the local context. Galloway (2013) examines how Global Englishes impact ELT and emphasizes the need for localizing English teaching strategies to fit cultural and educational contexts. The insights from Japan's ELT challenges and adaptations can be useful for India, where a similarly diverse linguistic environment exists. The paper suggests that technology can be a bridge in aligning global language norms with local pedagogical practices, which is also a relevant perspective for ELT in India.

Galloway and Rose's (2018) study discusses methods for incorporating Global Englishes into ELT classrooms, highlighting how technology can enable exposure to diverse English varieties. They argue that digital platforms help learners interact with English in various global contexts, preparing them for real-world communication. For India, this approach is valuable, as technology can provide Indian learners with a range of English dialects, supporting a more inclusive language education that aligns with global standards. Jindapitak, Teo, and Savski (2022) explore how technology aids exposure to diverse English forms, encouraging adaptability and awareness in students. The insights are relevant to India's ELT landscape, where technology can similarly be leveraged to expose students to global English varieties, helping them become versatile language users who are comfortable with diverse linguistic forms.

These papers collectively highlight the dual role of technology in ELT it can bring global perspectives to learners by facilitating exposure to diverse English varieties and can be tailored to fit local needs in countries like India. For Indian ELT, leveraging technology to promote both accessibility and global language exposure can bridge the gap between local needs and global language proficiency standards.

Studies by Higgins and Ziegler (2023) and Zhang (2022) show a strong focus on adaptive learning systems, AI-powered chatbots, and virtual reality (VR) applications, especially in countries with advanced

infrastructure like the United States, Japan, and South Korea. For example, Korean universities extensively use AI-based feedback for personalized language improvement, while European institutions integrate VR to simulate immersive language environments.

While India is making strides in mobile-assisted language learning and basic digital tools, infrastructural gaps limit the country's adoption of global trends like AI, VR, and adaptive learning. Global literature emphasizes seamless integration of advanced tools, whereas Indian research often focuses on addressing foundational technological gaps to make ELT accessible across diverse regions.

Theoretical Framework for Needs Analysis and Technology Integration in ELT

A theoretical framework for Needs Analysis and Technology Integration in English Language Teaching (ELT) provides a structured approach for identifying learner requirements and effectively implementing technology to meet those needs. Here's a suggested framework that combines foundational theories and concepts for a comprehensive analysis and integration strategy:

1. Needs Analysis Theories

Needs Analysis is a critical step in ELT to ensure that instruction is aligned with the specific requirements of learners. The following theories guide this analysis:

- **Hutchinson and Waters' (1987) ESP Framework:** This framework, widely used in English for Specific Purposes (ESP), emphasizes the importance of determining learners' specific goals and motivations. It identifies target needs (what learners need to know) and learning needs (what learners need to do to learn effectively). Applying this framework helps teachers identify how technology can address distinct learner goals, such as improving conversational fluency or developing academic writing skills.

- **Munby's Communicative Needs Processor (CNP):** Munby (1978) proposed the CNP model, which involves an in-depth analysis of the communicative situations learners are likely to encounter. By identifying situational contexts (e.g., workplace communication, academic discussions), educators can determine which technological tools (like virtual simulations or interactive platforms) will best support these specific needs in ELT.
- **Framework of Situational and Psychological Needs:** Needs can be situational (based on the context of language use) or psychological (based on cognitive and affective factors). Psychological needs include motivation, anxiety, and confidence in using English. Technology can address these psychological factors through supportive, self-paced platforms that reduce anxiety and enhance motivation, such as mobile apps for language practice or AI-driven feedback systems.

2. Technology Integration Theories

The following theories outline approaches for incorporating technology in a way that aligns with the identified needs:

- **TPACK Framework (Technological Pedagogical Content Knowledge):** Developed by Mishra and Koehler (2006), the TPACK framework guides teachers in integrating technology with pedagogical and content knowledge. It encourages teachers to align technological tools with pedagogical objectives and the content being taught. In ELT, this might mean using language learning apps to support vocabulary acquisition or utilizing virtual classrooms to develop conversational skills in real-time.
- **SAMR Model (Substitution, Augmentation, Modification, Redefinition):** The SAMR model by Puentedura (2006) provides a hierarchy of technology integration stages, from Substitution (replacing traditional methods with technology) to Redefinition (using technology to create new learning experiences). This model encourages educators to progress through these stages, gradually integrating more interactive and immersive technologies, like virtual reality for language immersion or AI-based language assessments.

- **Constructivist Theory:** Constructivist approaches, derived from theorists like Piaget and Vygotsky, suggest that learning is an active, constructive process. Technology can support constructivist ELT by providing interactive platforms where learners construct knowledge through engagement and collaboration. For example, learners can engage in collaborative online activities or simulations that allow them to practice language in real-life scenarios, enhancing their skills through experiential learning.
- **Blended Learning Theory:** Blended learning combines traditional face-to-face methods with digital tools, allowing for flexibility and self-paced learning. This theory aligns well with the needs of diverse ELT classrooms where learners may benefit from both personalized online practice (e.g., using language learning platforms like Duolingo or Babbel) and in-person interaction for pronunciation and conversation practice.

3. Framework for Needs Analysis and Technology Integration in ELT

Based on the theories above, here is a step-by-step outline for implementing this framework:

1. Conduct a Needs Analysis

- o Use Hutchinson and Waters' ESP framework to define target and learning needs.
- o Apply Munby's CNP model to assess communicative contexts and specific language uses.
- o Identify situational and psychological needs that could be supported through technology.

2. Set Technology Integration Goals Based on TPACK

- o Match technology to specific ELT content and pedagogical goals, considering factors like linguistic complexity, learner proficiency, and skill type (e.g., speaking, reading).
- o For instance, select tools like virtual classrooms to enhance speaking skills or apps for vocabulary building.

3. Use the SAMR Model to Guide Integration Stages

- o Start with substitution and augmentation for simpler tools, such as digital dictionaries or basic language apps.
- o Progress to modification and redefinition by integrating more advanced technologies, like virtual exchanges with native speakers or gamified platforms for immersive learning experiences.

4. Implement Constructivist and Blended Learning Approaches

- o Use collaborative digital tools (e.g., discussion forums, project-based learning apps) that allow learners to construct their understanding through active participation.
- o Design a blended learning environment where learners can practice autonomously online and receive feedback and interaction in class.

5. Evaluate and Adjust

- o Continuously evaluate the effectiveness of the technology integration in meeting the identified needs.
- o Use feedback from learners to refine technology use, ensuring that it remains aligned with the evolving requirements and preferences of the learners.

This framework provides a comprehensive approach to Needs Analysis and Technology Integration in ELT. By combining established needs analysis methods with targeted technology integration models, this framework can help educators create a learner-centric, technology-enhanced ELT environment. This ensures that learners' unique requirements are addressed, enhancing their language acquisition in meaningful and relevant ways.

English Learners' Needs in Online Contexts

Key Learning Needs of English Language Learners in India

English language learners in India have diverse needs that vary according to their educational backgrounds, professional aspirations, and linguistic

competencies. For many, English proficiency is essential for academic success, career advancement, and access to global opportunities. Key needs include developing foundational skills in reading, writing, speaking, and listening, along with building confidence in using English in social and professional contexts. Additionally, learners often require tailored instruction for standardized tests, business communication, or technical terminology. Addressing these needs requires a curriculum that incorporates language skills, vocabulary building, and contextual understanding relevant to learners' objectives, as well as flexibility to support various levels of proficiency.

Specific Challenges in Online English Instruction

Online English instruction, while offering broader accessibility, presents distinct challenges that can hinder language acquisition. The lack of face-to-face interaction may impact the development of speaking and listening skills, making it difficult for learners to practice conversational English effectively. Technical issues, such as limited internet connectivity or insufficient digital literacy, can also disrupt the learning experience, especially for students in rural or economically disadvantaged regions. Moreover, the online format often reduces opportunities for peer interaction and immediate feedback, which are crucial in language learning. These challenges necessitate creative pedagogical strategies to engage learners, such as using interactive platforms, integrating audio-visual aids, and providing regular feedback to simulate a more interactive and supportive environment.

Cultural and Socioeconomic Factors Influencing Learner Needs

In India, cultural and socioeconomic factors greatly influence learners' motivations, needs, and access to resources in online English learning. Culturally, English is often seen as a language of upward mobility and modernity, creating strong motivation for learners, yet the emphasis on British or American English models may clash with local linguistic and cultural expressions. Additionally, socioeconomic disparities affect access to online learning tools, with students from marginalized backgrounds facing obstacles like inadequate technology and less exposure to English

in everyday life. These factors highlight the importance of culturally responsive teaching practices and accessible learning solutions that are affordable and attuned to the diverse socioeconomic backgrounds of Indian learners. By considering these factors, online ELT programs can offer more inclusive, relevant, and empowering learning experiences.

Technology Integration in English Instruction

Technology Tools and Resources for ELT

The integration of technology into English Language Teaching (ELT) has revolutionized the way language instruction is delivered, making learning more dynamic, interactive, and accessible. A wide range of digital tools and resources are available to enhance the teaching and learning of English. These include:

- **Language Learning Apps:** Tools like Duolingo, Babbel, and HelloTalk allow learners to practice grammar, vocabulary, and pronunciation at their own pace.
- **Virtual Classrooms and Webinars:** Platforms like Zoom, Google Meet, and Microsoft Teams enable real-time communication, collaboration, and learning, allowing for interactive lessons, group discussions, and one-on-one teacher-student interactions.
- **AI-Based Learning Platforms:** Tools like Grammarly and Rosetta Stone use artificial intelligence to assess language proficiency and provide personalized feedback on grammar, writing, and pronunciation.
- **Interactive Content and Games:** Platforms such as Kahoot, Quizlet, and Edpuzzle offer gamified learning experiences that help reinforce vocabulary, listening, and reading comprehension in engaging ways.
- **Online Reading and Listening Resources:** Websites like TED-Ed, BBC Learning English, and ESL Pod provide a wealth of audio-visual content for improving listening skills and exposing learners to various accents and contexts.

Benefits and Limitations of Technology for Addressing Learner Needs

Benefits

- **Personalized Learning:** Technology allows for adaptive learning paths, where learners can progress at their own pace and receive customized feedback, making it easier to cater to different proficiency levels and learning styles.
- **Engagement and Motivation:** Interactive features, gamification, and multimedia content make learning more engaging, helping to sustain learners' attention and motivation in the online environment.
- **Accessibility and Flexibility:** Technology breaks down geographical and financial barriers, enabling learners from rural or economically disadvantaged backgrounds to access quality English instruction anytime, anywhere.
- **Immediate Feedback:** Tools such as grammar checkers, pronunciation evaluators, and language exchange platforms provide instant feedback, enabling learners to make rapid progress and correct mistakes in real time.

Limitations

- **Technological Barriers:** Internet connectivity issues, lack of devices, and low digital literacy among some learners can hinder effective use of online learning platforms.
- **Reduced Human Interaction:** The absence of face-to-face communication in virtual environments can affect the development of speaking and listening skills, as learners miss opportunities for real-time interaction and informal learning.
- **Over-reliance on Technology:** There is a risk of learners becoming overly dependent on technology for language learning, which may reduce critical thinking and problem-solving abilities if not balanced with traditional methods.

- **Cultural Relevance:** Many online tools and content may be designed for Western audiences, and may not always be culturally appropriate or aligned with the specific learning needs and contexts of Indian students.

Case Studies of Effective Technology Integration in ELT

1. **The British Council Online English Program (India):** This program integrates various online tools, including interactive video lessons, mobile apps, and real-time virtual classes, to deliver English instruction across different proficiency levels. It has been successful in reaching learners across urban and rural areas, providing resources that cater to the diverse linguistic backgrounds of Indian students.
2. **English Edge by Pearson:** This is a self-paced digital learning platform that combines multimedia content, interactive lessons, and assessments to improve learners' English skills. It is particularly effective in addressing the needs of learners from non-English-speaking backgrounds, enabling them to focus on grammar, vocabulary, and communication skills at their own pace.
3. **Using WhatsApp for Language Learning:** In a study conducted in rural India, WhatsApp groups were used to facilitate peer interaction, group discussions, and language practice. This low-cost, widely accessible tool allowed learners to engage in informal language practice, receive feedback, and stay motivated through group interaction, proving to be an effective supplement to more formal online learning platforms.

These case studies demonstrate how diverse technology tools and approaches can be tailored to meet the specific needs of English learners in India, enhancing engagement, accessibility, and outcomes while addressing the challenges of online learning.

Strategies for Effective ELT through Technology

Customizing Learning Experiences with Digital Tools

One of the key advantages of technology in English Language Teaching (ELT) is the ability to tailor learning experiences to meet individual learner needs. Digital tools such as Learning Management Systems (LMS), language apps, and AI-based platforms offer a range of customizable features that allow educators to design personalized lessons. These tools can adjust to learners' proficiency levels, learning pace, and preferred learning styles. For instance, adaptive learning technologies like Duolingo and Rosetta Stone can provide real-time feedback and dynamically alter lesson plans based on a learner's progress, ensuring that instruction remains relevant and challenging. Customization can also be achieved by integrating multimedia content, such as videos, podcasts, and interactive exercises, to appeal to diverse learning preferences.

Enhancing Engagement through Interactive Platforms

Engagement is a critical factor in the success of online English learning programs. Interactive platforms such as Zoom, Google Classroom, and Edmodo can foster collaboration and communication among learners, which are essential for language development. These platforms offer tools for real-time feedback, breakout discussions, quizzes, and peer-to-peer interactions that promote active participation and engagement. Moreover, gamified learning tools like Kahoot and Quizlet make language practice fun and competitive, encouraging learners to take ownership of their progress. By integrating interactive elements, online English instruction can simulate the dynamic and social aspects of traditional classroom environments, enhancing motivation and retention.

Supporting Language Development with AI and Adaptive Learning Technologies

AI-powered tools and adaptive learning technologies have the potential to revolutionize language learning by offering personalized, data-driven support. For example, AI-based grammar checkers like Grammarly and

speech recognition tools like Google Assistant provide learners with real-time corrections and suggestions, helping them refine their writing and speaking skills. Adaptive learning systems such as Smart Sparrow and Knewton analyze student responses to adjust the difficulty and focus of tasks, ensuring that learners are continually challenged but not overwhelmed. These technologies can support language development by identifying learners' strengths and weaknesses and offering targeted practice opportunities. Furthermore, AI-driven chatbots, such as those used in virtual language exchange programs, allow learners to practice conversation and improve fluency in a safe, non-judgmental environment.

Challenges and Barriers in Implementing Technology in Indian ELT

Infrastructure and Accessibility Issues

In India, one of the most significant barriers to effective technology integration in ELT is inadequate infrastructure. Many students in rural and underserved areas lack access to reliable internet connections, smartphones, or computers, which limits their ability to engage with online learning platforms. Additionally, inconsistent power supply and limited technological literacy further exacerbate the problem. To overcome these challenges, solutions such as low-bandwidth learning platforms, mobile-friendly apps, and offline resources can be explored to ensure that technology can be accessed by a wider range of learners. Bridging the digital divide will require both public and private sector investment in infrastructure, as well as efforts to improve digital literacy.

Teacher Training and Preparedness

Despite the potential of technology to enhance ELT, teachers in India often lack the necessary skills and training to effectively use digital tools in the classroom. Many educators are more accustomed to traditional teaching methods and may find it challenging to integrate technology into their lessons. Providing teachers with adequate professional development, both in terms of technical skills and pedagogical strategies for using technology in ELT, is crucial. Training

programs, workshops, and support networks can help teachers become proficient in using online platforms, creating digital content, and delivering interactive, technology-enhanced lessons.

Socioeconomic Constraints of Learners

Socioeconomic factors play a significant role in the accessibility and effectiveness of technology-based ELT. Learners from lower-income families may face challenges such as limited access to devices, a lack of a quiet study space, and difficulties in affording internet costs. These issues can lead to unequal opportunities for learning, as wealthier students may have greater access to the latest technology and learning materials. To address this, government initiatives, community-based projects, and partnerships with NGOs can provide subsidized devices, internet access, and learning resources to underserved communities. Additionally, offering blended learning options that combine online and offline materials can help mitigate the impact of socioeconomic barriers on learning outcomes.

By addressing these challenges, ELT programs can ensure that technology is used in a way that is inclusive, accessible, and effective for all learners, regardless of their socioeconomic status or geographic location.

Impact of Technology on Learner Outcomes

The integration of technology into English Language Teaching (ELT) has had a profound impact on learner outcomes in both positive and challenging ways. Digital tools, such as AI-based applications and interactive platforms, have proven to enhance language acquisition by providing personalized learning experiences. Learners can progress at their own pace, receive immediate feedback, and access a variety of resources that suit their individual learning preferences. Studies have shown that technology-enhanced ELT improves learners' speaking, writing, and comprehension skills by facilitating more engaging and interactive lessons. However, the impact can vary depending on factors such as learner motivation, digital literacy, and access to resources. While technology has increased flexibility and access to learning

materials, it is important to recognize that the technology alone does not guarantee successful outcomes; its effectiveness depends on how it is utilized within the learning environment.

Comparison with Traditional Classroom-Based ELT

Traditional classroom-based ELT typically offers a structured, face-to-face learning environment that facilitates direct interaction between students and teachers. This method fosters communication skills and offers immediate correction, which is valuable for language learning. However, it can be limited by time constraints, lack of resources, and regional disparities in access to qualified teachers. In contrast, online ELT offers greater flexibility, allowing learners to study at their own pace and from any location. Technology can also provide rich multimedia resources that enhance comprehension and engage learners in diverse ways. However, the online model may lack the social and emotional connection of in-person learning, which can affect motivation and engagement, particularly for learners who thrive in collaborative, peer-interaction settings. A hybrid approach, combining the benefits of both traditional and digital methods, may be the most effective solution.

Lessons Learned from Successful Implementation Models

Several successful models of technology integration in ELT provide valuable lessons for educators and policymakers. The British Council's online English program, for example, has shown that a combination of live classes, recorded sessions, and interactive exercises can cater to a range of learner needs. Likewise, platforms like English Edge by Pearson and the use of WhatsApp for peer interaction have demonstrated the power of community-based learning and the benefits of offering learners multiple touch points for engagement. These models highlight the importance of learner-centric approaches, where technology serves as a tool to enhance and support, rather than replace, effective teaching. One key takeaway from these implementations is the need for continuous support and adaptation of teaching strategies to ensure the technology meets the evolving needs of learners.

Recommendations for Policy and Practice

Policy Implications for Digital ELT in India

For digital ELT to reach its full potential in India, there is a pressing need for comprehensive policy initiatives. These should include increased investment in digital infrastructure, especially in rural and underserved areas, and the development of policies that promote equitable access to technology for learners of all backgrounds. The government should also prioritize the creation of digital content that is culturally and linguistically relevant to Indian learners, ensuring that online materials align with local educational standards and contexts. Furthermore, policies should support the ongoing professional development of teachers, providing them with the necessary skills and resources to integrate technology into their classrooms effectively.

Training Programs for Teachers in Technology-Enhanced ELT

A critical component of successful technology integration is the training and preparedness of teachers. Professional development programs should focus on both technical skills (e.g., using LMS platforms, virtual classrooms, and digital tools) and pedagogical strategies for effective online teaching. Training should also address issues related to managing online classrooms, promoting learner engagement, and using data from digital platforms to assess and support learners. Teacher training programs should be designed to cater to different levels of digital proficiency, ensuring that teachers in all regions are equipped to navigate and utilize the available technology.

Future Directions for Research and Practice

Future research in digital ELT should focus on exploring the long-term effects of technology on learner outcomes, particularly in diverse and resource-constrained settings. Investigating how different technological tools affect specific language skills (e.g., speaking, listening, grammar) and how they can be optimized for diverse learner populations would be valuable. Additionally, research should explore how hybrid learning models—combining traditional and online teaching methods—can be

implemented to enhance learner engagement and outcomes. Another important area for future study is the role of AI in adaptive learning, particularly how it can be harnessed to personalize instruction at scale.

Conclusion

The integration of technology into English Language Teaching in India offers a promising pathway to addressing the diverse needs of learners. Key findings include the significant impact of digital tools on personalized learning, the effectiveness of interactive platforms in boosting engagement, and the value of AI in providing real-time feedback. However, challenges such as infrastructure limitations, teacher preparedness, and socio-economic disparities need to be addressed to ensure equitable access to technology-driven education.

The future of ELT in India lies in the continued integration of technology to supplement traditional teaching methods, with a focus on personalization, accessibility, and engagement. To fully realize the potential of online English instruction, policies should prioritize equitable access to technology, teacher training, and the development of contextually relevant digital content. Additionally, more research is needed to understand how to maximize the benefits of technology in diverse learning contexts.

Technology holds immense potential to transform English language learning in India, but its success depends on how it is integrated into the educational system. By focusing on learners' individual needs, providing ongoing support to teachers, and addressing infrastructure and access challenges, India can create an inclusive and effective digital ELT environment that caters to all learners, regardless of their background. As the digital landscape continues to evolve, it will be essential to maintain a flexible, learner-centric approach that harnesses the power of technology to enhance and enrich the language learning experience.

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Spectrum of Change: Examining the LGBTQ + Inclusion in the Indian Corporate World

Avantika Yadav and Rajshree Gautam

Introduction

A community is a group of people with commonalities and similar mindsets such as norms, values, customs, religion, identity, etc. For example, a religious community constitutes people with the same religious ideas and values. Similarly, there exists the LGBTQ+ community which ties together people of various sexual orientations. They fall under community by Identity. LGBTQ+ is an umbrella term under which falls various subcommunities, namely the Lesbian, Gay, Bisexual, Transgender, asexual, and many more that are yet to be defined. The LGBTQ+ community as we see it today is widely accepted by many people in India but it hasn't always been this way, being identified as Queer was considered unnatural and shameful. It is not until recent years that society has developed acceptance for the LGBTQ community.

According to The Indian penal code, being queer was used to be illegal and a criminal offense. The LGBTQ community was considered as an unimportant minor group of the population who didn't deserve equal status or freedom within the society. After many years of Hiding and living a life that was controlled by orthodox views of society, the queer community started standing up for themselves. Over the years section 377 sparked many controversies and was challenged both in the high court and the supreme court. With the Turing and overturning of decisions related to section 377 several times, finally on 6th September 2018 in a unanimous verdict, the supreme court decided to scrap section 377, marking an end to a long struggle for justice by these people. The supreme court finally legalized homosexuality by overturning a 157-

year ban on consensual gay sex. Though all the legal battles won, there is still a lot of prejudice that this community has to fight to make society believe and accept that homosexuality is as valid and rational as heterosexuality.

This Research paper is based on a manifesto cum Memoir "Queeristan" written by Parmesh Shahani who himself belongs to the Queer community. The book talks about how our workplaces can be more inclusive towards the LGBTQ community and primarily Focuses on the Inclusivity of the Queer community in the Indian Corporate world.

The paper is a descriptive study that draws on findings made during attentive reading and interpretation of the selected material.

Review of Literature

M.V. Lee Badgett, in his report "The economic cost of stigma and the exclusion of LGBT people (2014)", talks about the stigma surrounding Indian society and gives statistical data on it. Being written pre 2018 abolishment of section 377 of IPC, the author also talks about the lack of government support to the community. Further, the author talks about how the economy is affected due to the exclusion of LGBT people from workplaces. The author recommends conducting more research and surveys on LGBT poverty, developing data on LGBTQ people, efforts to reduce homophobia, and anti-poverty interventions.

Neharika Vohra and Vijayalakshmi Chari, in the paper titled "Inclusive Workplaces: Lessons from Theory and Practice (2015)", talk about the importance of diversifying the workplaces in India and the paper is based on shifts seen in corporate sectors throughout the years, it talks about the benefits of including the LGTBQ community in workplaces and recommends a few suggestions for corporate sectors to be more inclusive such as having LGBT Employee Resource Groups, having ALLY network, including the LGBT community in equal inclusion policy, promoting awareness, and public support.

Nisha Nair and Neharika Vohra, in the dissertation titled "Diversity and Inclusion at the Workplace: A Review of Research and Perspectives

(2015)", aimed to research the existing workplace model in India and how can these workplaces be diversified by including people of different genders, races, castes, religion, etc. The authors talk about creating an inclusive workplace and identified the values, knowledge, and skills necessary to create inclusion and concludes with future agenda for inclusion.

The paper Titled "Inclusion of LGBT Community at Workplaces in the Indian Context (2018)" written by Apaar Singhal and Varun Paul has an objective to present the LGBTQ rights and provisions around the world and in India. Through flow charts, the research paper represents various firms worldwide that have inclusive policies for LGBTQ members, but still, there are not many policies present in Indian firms. The paper provides a contemporary Approach for Diversity and Inclusion and also touches upon the role of various stakeholders in the inclusion of LGBTQ at the workplace.

Joby Philip and Devi Soumyaja, in their research paper "Workplace diversity and inclusion: policies and best practices for organizations employing transgender people in India (2019)" gives an insight into the formation of policies and practices inside a workspace to protect the rights and ensure the welfare of transgender employees. The research is done interviewing Fifteen people to understand the perception of transgender employees about their well-being in the workplace. The publication acts as a guide to develop better inclusive policies and practices for the transgender community in the workplace.

Sasmita Palo and Kumar Kunal Jha, in their publication titled "Queer at work (2019)", mainly talk about various genders, the discrimination and identity crisis faced by them, and their coping mechanism. Then the author further points out the heteronormativity in the workplace and the degree of secure environment provided to the LGBT community. This book is based on five years of research, interaction, and observation of the LGBTQ community in India. This book gives an insight into the condition of the work environment of the LGBT community in the country.

Nikhil Kewal Krishna Mehta in the Paper Titled "Synergistic Use of Bourdieu's Theory of Practice, Queer Theories, and Employment Relation Theories: A Perspective for Sustainable Transgender Inclusion at the Workplace (2020)" has used Bourdieu's theories and integrated them with queer perspectives and employment relations theory, the theories play a significant role in transgender inclusion in the workplace. He concludes that integrative model in the future can be explored for observational confrontation and synergistic use to check workplace reality and to seek sustainable transgender inclusion at the workplace.

Jui Kadvekar and Vedant Shinde in the paper Titled "Dive into Queer Diversity: Comparative Analysis of Diversity and Inclusion Initiatives in the Indian Workplace (2020)" talks about sexual orientation as a prominent diversity dimension in the Indian workplace. The paper does a comparative analysis of the diversity and inclusion initiatives within three global firms in India including (KPMG), Deutsche Bank, and Capgemini it also examines three major Indian- origin organizations, Tata Consultancy Services (TCS), Godrej Group, and Infosys and shows how all these big firms and organizations have policies for LGBTQ inclusion.

Vaishali Trivedi and Vikas Trivedi, in the paper titled "Abrogation of Section 377 - A Business Case for Pinkwashing (2021)", starts by talking about the estimation of the untapped economy of the LGBT community and provides examples of the leading companies and how they have created an LGBT-friendly workplace. The paper aims to analyse the impact of abolishment of section 377 of the IPC on the Indian economy and for the overall wellbeing of the society, and give suggestions to various stakeholders for bringing out the inclusion of the community in a true sense.

Analysis

Workplaces are a very important part of a person's life. On average people spend proximately nighty thousand hours of their lifetime at work which is about one-third of their life. So, it is safe to say that work and

workplaces make a huge impact on a person's life, general happiness, quality of life, and life outcomes.

The Book 'Queeristan' which is a memoir cum manifesto Written by Parmesh Shahani who is the vice president of Godrej Industries Ltd, uses his journey in the corporate world as a proud Gay man, to make a case for LGBTQ inclusion in Indian workplaces and gives guidance to reshape the policies and behaviour of Indian offices so that they can be more inclusive and diverse. Parmesh in the book gives examples of various big old and trusted companies of India like Godrej, Tata Steel, Wipro, IBM, KPMG, Goldman Sachs, The Lalit Group of Hotels, and many more who with their decision to be LGBTQ inclusive have set a milestone for other companies, they have shown how to make Queer friendly policies and see the power of diversity. Parmesh Shahani has also shared the stories of many LGBTQ employees who were benefited from the support of their workplaces and were able to live a life of equality and respect. Queeristan as a book points out that there is a brighter, more profitable, and better future for our country and workplaces if we become more diverse and inclusive for the LGBTQ community.

Status of Queer Community in Indian Workplaces

Inclusion

Parmesh Shahani describes in the book how he turned the 120-year-old firm Godrej LGBTQ inclusive in a single working day thanks to the full support of Godrej's upper executives, including Nisa, who was then supervising HR for the entire group, and Sumit Misra, the group's HR chief. The story goes that when Paresh joined Godrej, he went to Nisa and asked her about the specific HR policies for LGBTQ employees. She called Sumit Misra to confirm, and it was discovered that there was no mention of sexuality or gender expression in the anti-discrimination policy, which disappointed Shahani. Nisa and Sumit agreed and asked him for changes, and by the end of the working day, Godrej's policies were amended. Parmesh Shahani points out, "Over the years, we have accomplished a lot on the policy front at Godrej. From starting

with a basic statement on non-discrimination to paying for a same-sex partner's health insurance, from replacing the word 'spouse' with 'partner' across communication and documents to having a gender-neutral adoption policy, the changes have happened slowly and steadily." Most of these policies were adopted in Godrej even when Section 377 existed. But after the abolishment of Section 377, in a small period, Godrej became even more inclusive, as Parmesh writes, "A few months later, in January 2019, our corporate HR team sent out an email to all the employees announcing the landmark 'Godrej gender affirmation policy'. It stated that employees wanting to undergo gender transition could claim up to Rs 500,000 as one-time reimbursement for non-cosmetic surgeries and Rs 60,000 per annum for hormone replacement therapy within a few minutes. The screenshot of this email went viral on WhatsApp and was shared across the other corporate business groups as well as student groups in the country. We were not the first company to have this policy, but the fact that it was Godrej created a sensation.". Godrej has been one of India's most LGBTQ-friendly workplaces, and it also maintains an India culture lab, which is directed by Parmesh himself. Godrej has constructed all-gender restrooms and even participates in LGBTQ job fairs to recruit new staff. Godrej was one of the first firms in India to embrace LGBTQ workplace inclusiveness, paving the path for others to follow.

Tata Steel, another old and trusted company in India, is LGBTQ inclusive and supports the community. It happened when Parmesh visited the Tata Centre for a panel discussion in Kolkata and had a heated argument with one of Tata Steel's senior HR leaders, who asked Parmesh that they were considering starting the inclusion process linearly, by focussing on gender first, such as women and people with disabilities, and then focussing on LGBTQ inclusion in the next one to two years, to which Parmesh told him that "don't you want to work for a company that considers all kind of inclusion the same? For how long LGBTQ people will wait in line for our turn to come?" and he agreed, Following that, trans employee Anubhuti Banerjee, who was not yet fully out, gained the courage to take the lead in bringing about changes at Tata Steel, and

less than two years after Parmesh's visit, Tata Steel launched Wings, their LGBTQ support ERG (employee resource group), and announced queer-inclusive policies even Anubhuti gradually converted to complete independence as a result of the support and respect she received at work. Tata Steel repaid Anubhuti for her surgery. The corporation now covers the cost of surgery and even provides a month off for them.

IBM is another very important and progressive company, which is also considered as the first global movers for LGBTQ inclusion, they included sexual orientation as a part of their global non-discrimination policy in 1984 and they have only evolved since then globally as well as in India. IBM always had a support system for queer people even when section 377 existed. Parmesh tells the story of Ritesh Rajani, who, due to his fear and anxiety, was unable to come out of his closet and would attend IBM pride events in secret. However, as he met other out and proud queer people, they became his mentors and he began coming out. One day, Ritesh was asked to lead the IBM LGBTQ group because the previous group leader had to leave, so he mustered the courage to take on the role and eventually joined IBM's official D&I team in 2015-16. The tale of Ritesh demonstrates how a person who was afraid to come out is now out and proud because he has a supportive organisation like IBM to foster him.

Other significant Indian LGBTQ-inclusive companies include VIP Industries, the Lalit Group of Hotels, Wipro, KPMG, Oyo Hotels, Uber, and more, all of which have stated their support for and stand by the LGBTQ community. These progressive organisations attend job fairs such as RISE (Reimagining Inclusion for Social Equality), an annual event dedicated to providing equitable opportunities and workplace inclusion to the queer community. RISE was initially conducted in Bangalore in 2019, and after its overwhelming success, it was repeated again in New Delhi in 2020, providing job possibilities to a huge number of LGBTQ candidates. So, in this way, with help of these major companies and their guidance for LGBTQ inclusion, they are paving the path for other workplaces to consider Queer inclusion as a mandatory part and make the Indian workforce more diverse and talented.

Exclusion

Parmesh Shahani points out in the book that, despite the fact that Section 377 regulations favour the LGBTQ community, society lags far behind. Every day, there is news of queer people committing suicide as a result of persistent homophobia and transphobia, family pressure, loneliness, unemployment, or a lack of respect in the workplace. Parmesh writes in the book about a headline from Mumbai mirror on 24th July 2018 about Aniket Patel "twenty-five- year-old MBA graduate ends life over "Gay" jibes, suicide note Alleged He was Taunted at Workplace." So, yes this is where many Indian workplaces stand. "Pinkwashing is a term that is used to describe companies that promote themselves as queer-friendly in an attempt to tap into the LGBTQ consumer market without authentically championing the rights of the community." Parmesh discusses the underlying incentives that organisations and businesses have for faking LGBTQ inclusivity. Following the repeal of Section 377, the corporate sector showed tremendous support, posting photos with rainbows, pride filters, and so on, but this is simply to demonstrate that these companies are also forward-thinking in their approach in order to attract LGBTQ customers and present themselves as progressive. But that is all on the exterior; within, these organisations have no HR policies, non-discrimination laws, partner benefits, or surgical benefits; in certain cases, they do not even recruit Queer individuals, and that's the bitter truth as Parmesh writes, "Are you creating an internal culture of inclusion? Are you valuing your LGBTQ customers? If yes, then all the rainbow-themed 'meme' that companies hope would go viral are inauthentic; the queer community sees it like that, and we will call out the hypocrisy." Parmesh recounts his own experience, when he and his spouse were in Pondicherry and decided to visit the bar at the Promenade hotel, which is operated by the Hidesign group. When they attempted to enter the bar, two bouncers stopped them and stated that only a couple is permitted. Parmesh informed them that they are a couple, but both sneered and rejected admittance. Parmesh immediately contacted Hidesign's head of marketing, Dipen Desai. He immediately came over and apologised, assuring him that Hidesign is LGBTQ

inclusive, but when Parmesh and his partner enquired about their rules regarding LGBTQ staff, Dipen had no response. Parmesh writes, "I was surprised. In 2013, after the horrible Supreme Court verdict, Hidesign posted a wonderful image on Facebook of their bags in the colours of the rainbow, one for each of the seven colours. The post read, 'Every colour, every shape, and every size is beautiful.' In a world full of diversities, we are equal. #Sec377'." and this was the sad reality, that an employee at Hidesign didn't know anything about the policies or whether they existed or not, as Parmesh writes "if you haven't sensitized your employee and they have no clarity on whether you have inclusive policies and benefits, then what is the point, seriously?" Parmesh also talks about an ad agency, interactive avenues that reached out to him to feature in a video that they wanted to make, he asked the agency to contact the Humsafar trust for the same and to contribute to one of their queer welfare programs after a few months, Parmesh along with Humsafar trust agreed to do the video, but when they all reached the location, nothing was ready, there were only a few vanity vans that were already filled with other participants. Parmesh went to A. Sajeed, the director of the video, and asked him a few questions, "Did he know any of the queer people he was going to shoot? He didn't. Was the queer himself? He wasn't. Did he have any experience working on queer issues? No, his experience was in making music videos, and he had gotten this project a week ago. Was he paid? Of course. Was his unit being paid? Of course. Do you know who wasn't being paid? All of us queer people who were being featured in the video, who were contributing our free labour just so some company could claim to be LGBTQ friendly."The people were also not provided with transportation, and Humsafar's trust was also not paid, and even the agency didn't make any donations to Humsafar. This shows how the agency didn't have any respect for the community; all they were trying to do was benefit themselves by showing that they believe in equality. Another company, Zomato, in one of its Zomato Gold restaurants, refused to serve a gay couple on a date. The same company that advertised, 'Let's get one thing straight, love is love' with a rainbow-coloured burger graphic.

The gay couple tweeted, and after a lot of backlashes, Zomato now marks LGBTQ-friendly restaurants with tags. There are many more such examples of companies just showing off and not doing anything for the community, as Parmesh writes, "The main complaint I have heard, and the complaint continues to stay in the space of diversity and inclusion panels I have done, is that it becomes all about rainbows and flags, but when will it translate to on-ground change?" This is still the harsh reality that persists. Still, many companies and organisations are not LGBTQ inclusive; still, they don't get equal pay for the amount of work they do. This community still faces a homophobic and transphobic environment. A lot is to be changed, a lot of policies need to be introduced, and a lot of education is to be provided. Being LGBTQ inclusive just doesn't mean to educate the major main employees of the company you have to work with from the base level, even the peons that work there to the guards to every other helping member of the workplace, and let them know that the company that they work with is LGBTQ inclusive so that no more queer people will have to take their lives by the violence and embarrassment that they face.

Why should and how can Indian workplaces be LGBTQ inclusive

WHY?

There are never enough reasons to emphasise the importance of LGBTQ inclusion because it is simply the right thing to do. Inclusion must begin with a basic awareness that queer individuals account for around 4 to 10 percent of the potential workforce, and corporations must treat them with dignity and respect. As a result, claiming that being inclusive is necessary for specific profit reasons is incorrect. However, several extra elements can encourage you to be more inclusive. Parmesh points out many such reasons: LGBTQ inclusion can make you money, but discrimination against the community costs a lot of money as well. Lee Badgett, an economist, estimated that homophobia could have cost India up to the US \$30.8 million in 2012.

LGBTQ inclusion makes your company more innovative and helps to attract and retain talent, because the more diverse your team is, the more points of view and ideas you will get. Studies have shown that LGBTQ individuals are seven times more likely to innovate in a more equal work culture. This means more money can be made due to these innovations, more potential employees with skills and talents will get attracted to your company, etc. Also, because of the discrimination, most of India's queer talent migrates to other countries, but why should we lose on our brightest queer people or straight allies who support queer inclusion? Hence, we should be inclusive.

LGBTQ inclusion also attracts international workforces as well as an international investment because they can see the quality-of-life factors. An increase in foreign investment can turn out to be very beneficial.

HOW?

Again, there are not enough ways to list out how you can be LGBTQ inclusive, because it is a company's ways and ideas that make it queer-inclusive, but Parmesh has given a five-step guide using which a workplace can be LGBTQ inclusive:

The first step is setting up strong policies like POSH (prevention of sexual harassment), anti-discrimination, gender-neutral dress code, relocation policies, etc., and also giving specific benefits to LGBTQ employees like health insurance for employee's partners, gender affirmation support, adoption, parental involvement leave, etc.

Step two is actively recruiting LGBTQ employees by participating in job fairs, working with LGBTQ organisations, etc.

The third step involves creating an LGBTQ-friendly work culture within the company by conducting workshops, roundtables with senior leaders, and making LGBTQ ERGs.

The fourth step includes addressing the specific circumstances of trans employees because they are the most vulnerable and violated section of the community; they should be provided with gender-neutral restrooms, help with housing, financial support for the ones transitioning,

giving them proper leaves, and being flexible with their documentation and qualifications.

The last step suggests being an advocate for LGBTQ inclusion outside your company by participating in external forums, Pride marches, events, campaigns, etc. and also sponsoring LGBTQ events and NGOs.

These are the ways to be more inclusive in the workplaces and there can be many more ways as we start moving forward with the inclusion process. This gives us scope for future research where we can identify the areas that need more attention leading to better inclusivity.

Conclusion

We as an India are already living at the beginning of Queeristan, where everyone is treated equally and where there is no discrimination based on sexuality, where no gender is seen differently. The process is slow and a lot of work is needed to be done, but we'll get through, like how the big Indian companies have taken their required steps to be inclusive. Soon others will follow their steps. We already have an India in which constable Lalita Salve can rejoin the police force as Lalit Salve, an India where we have Swati Bidhan Baruah appointed as the first transgender Lok Sabha judge. In an India in which M. Minisha has become the first trans person to be appointed as a state secretariat in Karnataka, and there will be many such constables, government members, and secretaries in the coming future, we as a country have started the process and will make it happen. A lot of work is to be done so that society understands and accepts the queer community. So that LGBTQ inclusion just doesn't work as a way to show off that the companies are progressive, and instead they become internally inclusive so that no more queer people end their lives due to discrimination and unemployment, no more LGBTQ people leave India just so that they can be free of the prejudices, as Parmesh writes, "This is the time for all of us to step up, gravitate towards hope, use our agency, and participate in the re-imagination and co-creation of a more just and equal world. It is our collective action right now that is going to eventually determine Queeristan's future." India's future.

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Building Bridges with Words: The Role of LSRW Skills in Language Mastery

Geetika Patni and Prince Dawar

Introduction

Language acquisition is a multifaceted process involving the integration of various skills that allow individuals to communicate effectively. The four primary language skills-Listening, Speaking, Reading, and Writing (commonly referred to as LSRW)-form the foundational pillars of language learning and are critical for proficiency. These skills are not only essential for learning new languages but are also vital for refining and mastering one's native language. In this increasingly interconnected world, language skills have taken on greater importance in various contexts, from education and work to global communication.

This paper explores the significance of developing LSRW skills to achieve comprehensive language enhancement. It delves into the specific roles each skill plays, their interconnections, and practical strategies for improving them. By focusing on how listening improves comprehension, speaking builds fluency, reading expands vocabulary, and writing enhances clarity, the paper provides a holistic framework for learners and educators alike. Furthermore, it addresses the integration of modern tools and technology in enhancing these skills, as well as the challenges faced by learners during the acquisition process.

Importance of LSRW Skills in Language Learning

Effective language acquisition requires a balanced development of listening, speaking, reading, and writing skills. These skills are not isolated but are highly interconnected, and the mastery of each supports and enhances the others. Listening, speaking, reading, and writing are core

components of language development. Each of these skills functions in a symbiotic relationship, meaning that progress in one skill often supports and enhances the others. While each has distinct roles in language learning, their integration is vital for achieving fluency and comprehensive proficiency. For example, listening not only aids in understanding spoken language but also helps learners internalize pronunciation, grammar patterns, and sentence structures that can later be used in speech. Similarly, the act of speaking reinforces vocabulary and sentence formation, deepening the learner's command of the language.

Reading plays a crucial role in expanding one's vocabulary, improving comprehension, and familiarizing learners with different sentence structures and idiomatic expressions, which enhances both spoken and written output. Writing, on the other hand, encourages learners to organize their thoughts and apply the language rules they have absorbed through listening, speaking, and reading. These four skills, when developed in tandem, create a comprehensive learning process. Exposure to all of them ensures that learners are equipped not only to understand language passively but also to actively produce and apply it in various contexts. A balanced focus on listening, speaking, reading, and writing is essential for well-rounded language mastery. Traditionally, formal education systems tend to emphasize reading and writing, often neglecting listening and speaking, which can hinder the overall development of communication proficiency. However, in recent years, the focus has shifted toward a more integrated approach that treats all four skills as equally important.

Listening: The Foundation of Language Learning

Listening is the first skill a person develops when learning any language. It is the foundation upon which the other skills are built, as it is through listening that we first become familiar with the sounds, rhythms, and structures of a language. For language learners, active listening helps in recognizing patterns, intonation, and meaning, all of which are critical for comprehension. Effective listening fosters better understanding, not just of words, but also of the nuances of language, such as tone, emotion,

and cultural context. Effective listening plays a crucial role in grasping the deeper layers of communication beyond mere words. It allows learners to pick up on the subtle aspects of language, such as tone, which can drastically change the meaning of a sentence depending on whether it's expressed with enthusiasm, sarcasm, or concern. By honing listening skills, individuals become adept at discerning the emotional undercurrents of a conversation, enabling them to better interpret the speaker's intent and attitude.

Moreover, listening helps learners understand language in its cultural context. Every language carries with it unique idioms, expressions, and customs that reflect the culture of its speakers. By actively listening to native speakers, learners can gain insight into these cultural nuances, learning how language reflects societal values, politeness strategies, humor, and everyday interactions. For instance, the way formality is expressed in one language may be different from how it's conveyed in another, and listening carefully allows learners to navigate these distinctions appropriately.

Additionally, effective listening exposes learners to regional accents, dialects, and variations in speech that are crucial for real-world communication. This depth of understanding enhances a learner's ability to respond more accurately and appropriately in diverse situations, ultimately leading to more effective and nuanced communication. Listening skills are particularly essential in real-time conversations, where the ability to comprehend spoken language is crucial. Studies have shown that learners who engage in focused listening activities, such as podcasts, conversations with native speakers, and audiobooks, tend to develop better pronunciation, vocabulary retention, and fluency.

Speaking: Building Fluency and Confidence

Speaking is often considered the most immediate and practical language skill, as it allows learners to express themselves directly in real-life situations. Speaking skills help language learners engage in dialogue, share ideas, ask questions, and respond to others. Fluency in speaking

involves not just correct pronunciation and grammar but also the ability to convey thoughts coherently and confidently. Speaking is closely linked to listening; individuals who actively practice listening are better able to mimic correct pronunciation, intonation, and sentence structure. Speaking skills can be developed through various methods, such as language immersion, role-playing, and conversational practice with peers or native speakers. Additionally, tools like language exchange apps, where learners can converse with native speakers from around the world, have become increasingly popular for enhancing speaking abilities. Language exchange apps have revolutionized the way learners develop speaking skills by providing a direct and interactive platform to practice with native speakers.

These tools, such as **Hello Talk**, **Tandem**, and **Speaky**, offer learners the chance to engage in real-time conversations with individuals from diverse linguistic backgrounds, breaking the geographical barriers that once limited language practice. Unlike traditional classroom settings, where exposure to authentic language use may be limited, these platforms allow learners to experience natural dialogues, gaining firsthand insights into pronunciation, colloquial expressions, and conversational flow. What makes these apps particularly effective for improving speaking abilities is their emphasis on mutual learning. Users can help each other by taking turns practicing their target languages, creating a supportive environment where both parties benefit. This not only helps learners become more comfortable with speaking but also provides them with immediate feedback from native speakers. Native conversation partners can correct pronunciation, suggest more accurate vocabulary, and help refine grammatical constructions, offering real-time improvement opportunities.

Moreover, the convenience and flexibility of language exchange apps make them accessible to a wide range of learners. Conversations can be done through text, voice messages, or video calls, allowing learners to choose methods that suit their comfort level. This diverse functionality encourages gradual progress, helping learners build speaking confidence at their own pace while gaining valuable exposure to different speaking

styles, regional dialects, and accents. Over time, these tools cultivate conversational fluency by offering a dynamic, immersive, and customizable learning experience tailored to the needs of individual learners.

Reading: Expanding Vocabulary and Knowledge

Reading serves as an important means of acquiring new vocabulary, understanding sentence structures, and learning how language is used in different contexts. Through reading, learners are exposed to a wide range of linguistic inputs that can greatly enhance their language proficiency. It also helps to develop a deeper understanding of grammar, syntax, and the cultural contexts in which the language is used.

For language learners, reading should be approached strategically, starting with simpler texts and gradually progressing to more complex materials. A variety of reading resources—including short stories, novels, newspapers, and academic papers—can contribute to a well-rounded understanding of the language. Moreover, extensive reading allows learners to infer meaning from context, which promotes vocabulary acquisition without relying heavily on a dictionary.

Writing: Fostering Clarity and Precision

Writing is often seen as the most challenging of the four skills because it requires a deep understanding of grammar, vocabulary, and structure. However, it is also one of the most rewarding skills, as it enables learners to express their thoughts in a clear and organized manner. Writing enhances not only linguistic proficiency but also cognitive skills, as it requires careful planning, organization, and creativity.

In developing writing skills, learners benefit from consistent practice through journaling, essay writing, or creative writing. Feedback from teachers or peers is crucial to improve accuracy and fluency in written expression. Moreover, writing helps consolidate what learners have absorbed through listening, speaking, and reading, making it a vital component of language mastery.

Integrating LSRW Skills for Effective Language Learning

The most effective language learning strategies involve the integration of LSRW skills rather than focusing on one in isolation. These skills complement and reinforce each other, creating a holistic learning experience that leads to overall language enhancement. For example, reading a text aloud not only improves reading comprehension but also develops speaking skills. Similarly, listening to a conversation can improve both listening comprehension and speaking ability.

In language pedagogy, integrating these skills can be achieved through a variety of activities and exercises that encourage simultaneous development. Below are some approaches for integrating LSRW skills:

Task-Based Learning

Task-based learning (TBL) involves using language as a tool to complete specific tasks, such as giving presentations, writing reports, or participating in debates. TBL naturally incorporates listening, speaking, reading, and writing, as learners must navigate each of these skills to complete the task effectively. For instance, a group discussion task may require participants to listen to others' viewpoints, respond by speaking, read relevant materials for information, and write notes or a summary. The structured yet flexible nature of TBL allows it to be highly adaptable to different proficiency levels and learning goals. Tasks can vary widely, from simple problem-solving activities to complex projects like conducting a survey or organizing an event. Additionally, TBL can be particularly motivating, as learners often find the tasks relevant and engaging, making them more invested in the learning process.

Overall, TBL fosters a balanced, integrative approach to language learning. By engaging in tasks that require multiple skills, learners develop a more comprehensive language proficiency and become better prepared to use language effectively in real-world settings, be it in personal,

academic, or professional contexts. This approach not only builds linguistic competence but also enhances learners' confidence and autonomy as they practice using language in authentic and purposeful ways.

Immersive Language Learning

Language immersion is one of the most effective ways to integrate LSRW skills. By surrounding oneself with the target language, learners are compelled to use all four skills in real-life situations. Immersion can occur through studying abroad, participating in language exchange programs, or simply engaging with media (films, music, news) in the target language. Immersion creates a natural environment where LSRW skills develop simultaneously, and learners are exposed to authentic, contextual language use. Unlike traditional, skill-isolated classroom learning, immersion fosters a holistic language experience by encouraging active engagement across various contexts. As learners interact in the target language daily, they pick up vocabulary, grammar, and pronunciation patterns in a way that mimics native language acquisition.

Listening skills are greatly enhanced through immersion, as learners are constantly exposed to native speakers. The consistent exposure to the sounds, rhythms, and idiomatic expressions of the language helps learners internalize pronunciation and grasp subtle language cues. This immersive listening experience fine-tunes their comprehension abilities, making it easier to follow conversations even when unfamiliar terms arise. As a result, learners develop a nuanced understanding of spoken language that traditional listening exercises alone cannot fully replicate.

Speaking is another area where immersion has a profound impact, as it compels learners to use the language practically to communicate with others. Real-life situations, such as ordering food, asking for directions, or holding conversations, require learners to quickly find the right words and expressions, helping build fluency and confidence. Speaking regularly in an immersive setting allows learners to practice pronunciation, adapt to various speaking styles, and gain insight into formal and informal

language variations. This active use of language pushes learners to become more adept at articulating their thoughts naturally and expressively.

Reading skills also benefit significantly from immersion, as learners encounter written language in everyday contexts-on signs, menus, advertisements, and in newspapers. This constant exposure to written material offers practical language practice, enriching vocabulary and deepening learners' understanding of sentence structures and common expressions. By interpreting words and phrases within their physical and cultural context, learners enhance their ability to read fluently and with greater comprehension, gradually building a reservoir of language knowledge that aligns with natural usage.

Immersion equally supports the development of writing skills. In real-life situations, learners frequently need to write messages, emails, or notes, requiring them to apply grammar and vocabulary accurately. This authentic practice helps learners' craft coherent and concise writing, reinforcing the language patterns they hear and see around them. Writing in an immersive setting also allows learners to practice more naturally and intuitively, making their writing more reflective of real-world language use.

The immersive experience can take different forms, each with distinct advantages. Studying abroad is often seen as the most intensive immersion, providing learners with daily opportunities for language use, both in structured educational settings and in spontaneous interactions. Language exchange programs also offer valuable immersive experiences by pairing learners with native speakers, facilitating conversational practice and fostering cultural exchange. Additionally, media engagement-watching films, listening to music, or reading the news in the target language-provides effective immersion for those who may not have access to a full immersion environment. Through media, learners can pick up idiomatic expressions, humor, and cultural references, which enhance their understanding of the language beyond the literal meanings of words.

Immersive learning is particularly effective because it facilitates incidental learning-absorbing language without focused study. By constantly encountering the language in meaningful, varied contexts, learners internalize vocabulary and structures naturally and gain an intuitive sense of correct usage. The immersive approach creates a positive feedback loop in which each language skill reinforces the others, leading to a cohesive, fluent language experience. Ultimately, immersion enables learners to develop a deeper, more adaptable command of the language, preparing them to navigate diverse communicative situations with confidence and skill.

Interactive Technologies and Tools

In the digital age, technology has opened up new avenues for language learning. Tools such as mobile apps (e.g., Duolingo, Babbel), language exchange platforms (e.g., HelloTalk, Tandem), and interactive video lessons can integrate LSRW skills into a single learning experience. These platforms often use gamification, interactive quizzes, and real-time feedback to keep learners engaged while improving all aspects of their language proficiency.

Project-Based Learning

Project-based learning (PBL) encourages learners to undertake real-world projects that require the use of LSRW skills. For example, a project on creating a travel blog in a foreign language could involve reading about various destinations, listening to travel-related podcasts, speaking with native speakers to gather information, and writing blog posts. PBL is effective because it encourages learners to use language in a meaningful context while practicing all four skills. One of the main strengths of PBL is its flexibility, as projects can be adapted to various topics and skill levels. Whether it's creating a travel blog, designing a digital magazine, or producing a short film, PBL makes language learning relevant and applicable to the learner's interests and goals. The hands-on nature of PBL also fosters a sense of ownership over the learning process, increasing motivation and engagement. By seeing a project

through from start to finish, learners feel a sense of accomplishment that strengthens their confidence in using the language.

PBL is particularly effective because it encourages active learning, where language is applied in real-life contexts rather than studied in isolation. Learners are prompted to solve problems, collaborate with others, and communicate ideas, which deepens their understanding and practical command of the language. This approach also mirrors the kinds of language tasks that people undertake in personal and professional settings, preparing learners to use the language effectively in real-world situations.

Ultimately, Project-Based Learning not only supports the acquisition of LSRW skills but also enhances critical thinking, problem-solving, and creativity, helping learners become more competent and confident language users. By immersing learners in meaningful projects, PBL cultivates a rich, dynamic learning environment where language acquisition is driven by genuine engagement and purpose.

Overcoming Challenges in Developing LSRW Skills

While the development of LSRW skills is essential for language enhancement, learners often face various challenges along the way. These challenges may include:

Fear of Making Mistakes

Many learners, especially in speaking and writing, are afraid of making mistakes, which can inhibit their progress. This fear often stems from a lack of confidence and the belief that language proficiency means speaking or writing perfectly. Overcoming this fear requires a shift in mindset, where learners are encouraged to view mistakes as valuable learning opportunities.

Lack of Exposure to the Target Language

For learners who are not in an immersive environment, finding opportunities to practice listening and speaking in the target language can be difficult. This is especially true for learners studying less commonly

spoken languages or living in regions where the target language is not widely used. To overcome this challenge, learners can engage with digital resources (e.g., online language communities, podcasts, videos) or seek out language exchange partners online.

Inconsistent Practice

Language learning requires consistent practice, yet learners often struggle with maintaining a routine. This inconsistency can slow down progress and lead to frustration. Developing a structured practice schedule that incorporates all four skills is essential for continuous improvement. Tools like language learning apps that track daily progress can help learners stay on track.

Conclusion

Developing LSRW skills is crucial for comprehensive language enhancement. Listening, speaking, reading, and writing each play a unique role in language acquisition, and their integration leads to a well-rounded and fluent language experience. The key to mastering these skills lies in consistent practice, real-world application, and the use of modern technology to facilitate immersive and interactive learning. By embracing the interconnections between these skills, language learners can unlock their full linguistic potential, becoming confident and effective communicators in any language they pursue.

The study underscores the importance of a multifaceted approach to language learning, leveraging immersive environments, digital tools, and practical exercises tailored to each skill. It emphasizes that when learners engage in these activities within a structured framework—such as active listening in real-life contexts, speaking practice through conversational exchanges, reading a variety of texts, and writing exercises focused on clarity and coherence—their skills evolve in a complementary manner, resulting in a more well-rounded proficiency.

However, language learners often face obstacles, including the challenge of dedicating regular practice time, overcoming specific skill-based weaknesses, and maintaining motivation. This paper suggests that

integrating these skills into a balanced routine, with customized methods that adapt to individual needs, can mitigate these challenges. Educators and self-directed learners can utilize targeted resources, including interactive language software, group discussions, and writing feedback platforms, to address learners' unique needs.

Drawing on case studies and empirical research, this study provides a strategic roadmap for structured LSRW skill development that is applicable to both formal educational settings and self-guided learning. Through consistent, balanced practice and adaptive strategies, learners can strengthen their language proficiency, better equipping them for diverse communicative demands in both personal and professional spheres. Ultimately, fostering a well-rounded command of LSRW skills cultivates not only linguistic accuracy but also the confidence and flexibility needed to navigate complex, real-world language use.

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Teaching and Learning of English Language in the Modern Era

Prince Dawar and Geetika Patni

Introduction

English language stands as the linchpin that threads the global community together, enjoying the status of a second language in nearly every nation. It acts as the conduit through which essential skills—listening, speaking, reading, and writing—are honed by learners. In today’s landscape, the pedagogy of English language is acquiring heightened importance, driven by its pivotal role in expanding market opportunities and enriching the communication landscape. Communication, inherently interactive, hinges on the dynamic exchange of initiation and response, culminating in valuable feedback. Reputed as a conduit for the rapid advancement of technology and scientific knowledge, English is often heralded as a pipeline channelling insight across diverse fields of learning. Leslie Dunton-Downer states, “The magic glasses of English enable speakers to behold the world on a global scale, and to shape life on our fast-changing planet in a language that is, itself, changing quickly” (xiv). This language assumes a vital role in fostering interpersonal connections within societies, serving as a cornerstone for mutual comprehension on a global scale. The contemporary professional arena places immense value on English proficiency. Individuals who lack fluency in this language, be it in speech or writing, are often deemed ill-equipped for industry engagement. Such limitations engender a communication chasm between students and educators, impeding successful task completion, analytical prowess, and problem-solving. This predicament emerges when excessive emphasis is placed on technical know-how, neglecting the paramount importance of effective communication skills. Indeed, communication prowess stands as the bedrock of accomplishment, especially within the business milieu.

In both personal and professional realms, effective communication empowers individuals with self-assurance and dignity, commanding respect within society. Effectiveness in communication develops robust confidence in an individual. M. Ashraf Rizvi states: “By listening to classroom lectures, academic discussion in seminars and workshops, and academic speeches the student acquires the professional knowledge and expertise needed to excel in his/her profession” (10). Moreover, the technical acumen of industries hinges on employees’ command of the English language. No longer confined to classroom settings, English permeates modern communication channels, such as videos, computers, journals, and newspapers, acting as the bridge that links individuals to broader society. It becomes the medium through which talents are showcased, whether in written or spoken discourse.

1. **English for Specific Purposes (ESP):** English for Specific Purposes (ESP) constitutes a distinct realm within English language instruction, encompassing domains like Business English, Technical English, Scientific English, and English for Medical Professionals. ESP is meticulously tailored to fulfill learners’ specific requirements, employing discipline-specific methodology, terminology, and activities. The focal point is crafting language that aligns with the particular activities, incorporating grammar, vocabulary, study techniques, discourse, and genre appropriate to the field. This approach markedly diverges from general English instruction and is primarily designed for intermediate to advanced learners. In the realm of EFL (English as a Foreign Language) teaching, English for Specific Purposes (ESP) occupies a prominent position. Renowned institutions like the University of Birmingham and Aston University in the UK have integrated ESP into their curricula, offering postgraduate programs in the field. The scholarly publication “English for Specific Purposes” serves as an international journal devoted to this specialized domain. The emergence of an ESP community in Japan, along with periodic conferences, underscores the expanding global recognition of ESP’s significance.

English for Specific Purposes encompasses two key dimensions: it involves teaching English for academic pursuits and equips learners with language skills tailored for vocational or professional contexts. This pedagogical approach hinges on aligning content and methodology with learners' precise needs. The application of the 'AIDA' acronym, often used in print advertisements, is pertinent here: AIDA stands for Attention (are you talking to me?), Interest (why are you talking to me?), Desire (nice idea, but do I really need it?), and Action (what will I have to do to?) (Sharma and Mishra 18). This model finds relevance in teaching communication skills to language learners.

- 2. Learning and Teaching of English Language through Literature:** The incorporation of literature stands as a captivating tool in the realm of language instruction. Within the community of language educators, an ongoing discourse surrounds the integration of literature into the curricula of English as a Second Language (ESL) and English as a Foreign Language (EFL), as well as the collaborative potential of literature and ESL/EFL teaching for the betterment of both students and instructors. Employing literature as an instructional technique bears fruit in imparting foundational language skills encompassing reading, writing, listening, speaking, and essential language components such as vocabulary, grammar, and pronunciation. Its application extends to translating literary works like dramas, poems, and short stories, amplifying the communication prowess of English speakers. Engagement with literary texts introduces individuals to diverse linguistic forms, communicative functions, and meanings. Meenakshi Raman states: "Linguistic competence is the possession of appropriate language skills and the ability to present scientific facts or information clearly and objectively (447)." Literature serves as a propitious avenue for those seeking skill enhancements. For language learners, literary pieces like novels, plays, and short stories contribute to comprehending how communication unfolds within a specific cultural context. Moreover, literature serves as a conduit for expressing the cultural nuances of learners themselves.

The integration of literature into language classrooms emerges as a potent strategy that aids learners in attaining a holistic grasp of the target language. As students immerse themselves in literary texts, an organic connection is established, drawing them into the narrative. During this phase, the primary emphasis shifts away from understanding specific lexical items or phrases. Instead, content assumes a renewed significance, guiding learners toward conveying meaning via appropriate expressions, syntax, and forms. This pivotal shift significantly enriches the language acquisition journey.

3. **Literature and Writing:** As a subject matter, literature plays a role of powerful and inspiring source of writing. There are various themes in literature for writing which enhance the thinking level and creativity of the learners. Writing may include writing on or about literature. The learners may be assigned with assignments of paragraph writing, in-class essays, and take-home compositions. This would motivate the learner to put in efforts to understand the literary devices and their uses. The learner may be assigned with various other assignments regarding plot, characters, setting, theme, and figurative language. The integration of literature into a language curriculum offers a multitude of instructional avenues, including oral reading, dramatization, improvisation, role-playing, re-enactment, discussion, and group activities. Language educators are encouraged to infuse listening comprehension and pronunciation exercises with engagement by utilizing recordings, videos, or personal readings of literary works.

This approach contributes to the cultivation of speaking and listening skills, leading to improved pronunciation, which can be observed during or after reading. Raymond S. Ross, in his book "*Speech Communication*," quotes Ernest D. Nathan, highlighting that "Perceptive listening is a conscious cognitive effort involving primarily the sense of hearing reinforced by other senses and leading to understanding. When perceptive listening is inspired by a sincere desire to understand, it becomes more than a sensory process. It is an attitude well expressed 'as a listening spirit' (34)". The value of

literature-based dramatic activities in ESL (English as a Second Language) / EFL (English as a Foreign Language) contexts is undeniable. Such activities expedite the development of learners' oral skills, facilitated by a clearer grasp of a work's plot and a heightened awareness of its characters. The three forms of drama—dramatization, role-playing, and improvisation—serve as effective tools within the classroom, aiding students in recognizing the significance of pronunciation, vocabulary, idioms, dialogue, as well as nonverbal elements like facial expressions, gestures, and body language. Michael Lewis and Jimme Hill state, “Language learning does not consist of piling little pricks of knowledge one on top of the other. The process is more complicated than that and involves revising, extending knowledge of the use of, and extending understanding of the things which you have already met”(33). When incorporating literature into English teaching, group activities such as general class discussions, group work, panel discussions, and debates foster the development of students' speaking abilities, with the teacher offering guidance on pronunciation errors during these interactions.

4. **Literary Genres:** The use of poetry offers readers a unique language experience by transcending established grammatical rules, syntax, and vocabulary norms. Poetry evokes emotions and thoughts, familiarizing students with figures of speech employed by poets to enrich their compositions and create poetic impact. With its rhyme and rhythm, poetry underscores the auditory dimension and potency of language. Furthermore, poetry enables students to explore semiotic elements reflecting cultural influences on the target language. Short fiction, a window into the human experience, serves both as a mirror and an illuminator of lives. Its inclusion in the ELT syllabus brings numerous educational advantages. Short fiction presents creative, thought-provoking texts that demand attentive reading, nurturing critical thinking and creativity. Encompassing genres such as fantasy and mystery, fiction enhances readers' understanding of diverse cultures and ethnic groups, forging connections among individuals from varied backgrounds and regions.

Drama serves as a valuable resource within the language classroom, acquainting learners with rhetorical elements while honing language usage. Exploring drama stimulates imaginative capacities and fosters creative thinking. Novels, with their real-life settings, offer an effective tool for language learning and mastery. Notably, English has permeated global society through diverse literary genres, exerting an unparalleled influence on people worldwide. The universal presence of English is believed to stem from political and economic motivations, bolstered by international organizations and the ELT industry. However, the globalization of English has produced contradictory outcomes. While English has successfully supplanted competing languages in various regions, its widespread use has also led to linguistic fragmentation and hybridization. The global prevalence of English has given rise to the emergence of New Englishes or regional language variations. Consequently, the exclusive status of Standard English has encountered challenges as English ownership becomes diversified across countries.

Conclusion

Literature holds a significant role within the English programs of numerous non-English speaking nations. However, a crucial requirement lies in the creation of pedagogically designed materials that possess clear objectives and a well-defined role for literature. In the process of teaching English language, the roles of language teachers and instructors take center stage. Therefore, it is imperative to ascertain the aim of language teaching in alignment with the students' needs and expectations. Careful consideration should be given to the selection of appropriate language teaching methods, instructional techniques, and classroom activities. The language background, interests, and goals of both elementary and advanced level students should be factored in, ensuring that the content is engaging and well-matched with relevant teaching materials. In the modern world, the proper teaching and learning of English necessitate the incorporation of multimedia computers and software. These tools facilitate individualized learning through computer-assisted pedagogical methods. English stands as a symbol of an enhanced

quality of life and a catalyst for transformative change within societies. It paves the way for social and economic aspirations, empowering people to achieve their goals.

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Difficulties of Teaching and Learning English Language in an EFL Context

Sreeja S Nair

Introduction

Instruction of grammar in EFL context has been a major issue for teachers and students alike over decades. The English teacher is often portrayed as an "unattractive grammar monger" whose only pleasure in life is to point out the faults of others" (Baron, 1982, p.226). Students often have a feeling of discomfort and terror at the mention of grammar. Teachers put in a lot of efforts to make grammar classes interesting, imaginative and fruitful. In order to make grammar classes effective, it is very important to find out the difficulties faced by teachers and students in the teaching and learning of grammar.

Mother tongue interference

The first and the foremost difficulty in learning a second language is the interference of one's mother tongue. Mother tongue or native language is the speaker's dominant or home language. Mother tongue interference refers to the influence of the learner's mother tongue on the acquisition of the target language. Target language is the language, the learner aims to learn. Here the target language is English. Out of the four-fold language skills i.e. Listening, Speaking, Reading and Writing, mother tongue interferes much on the speaking skill. Mother tongue interference affects a person's thought process in a way that he thinks in his mother tongue and expresses in the target language. Since they are influenced by the sound pattern of their mother tongue, they tend to pronounce English words in the same way as they pronounce their mother tongue. Students sometime use words from their mother tongue during their communication

in English. In mother tongue, the child first listens to the elders' speech, and then he starts imitating them by speaking certain words, followed by reading and writing. But this natural order is not followed in English learning. So, the primary aim of any language, i.e. speaking is unattainable.

Most of the English instructors use their mother tongue to teach English language in the classroom. Non native teachers find it easy to teach English language in their mother tongue and they translate the whole lesson into their mother tongue. Even the vocabulary and grammar are translated to the first language. Students find it easy to comprehend the text but the real aim of teaching English is forgotten. Moreover, it is not possible to translate each and every item into the mother tongue. Translating English idioms and phrases will change or destroy the meaning completely.

Exceptions to the Rules of Grammar

English grammar, as we all know, is a bit confusing and monotonous. Most of the rules are complex and many of them have exceptions. Some have no particular logic and must be learned blindly. A student should be taught 'subject verb agreement' as a part of basic grammar. When we teach them the agreement between subject and verb, the first rule is that 'if a subject is singular, the verb is singular and when a subject is plural, the verb is also plural'. The next moment we tell them that this rule is not applicable to the subjects 'I' and 'You'. So, the students find it difficult to follow the rules blindly. A lot of exceptions to the rules of grammar could be found in English Language.

Lack of English-speaking environment

Lack of English-speaking environment is a major issue that Indian students face in their day to day life. Many students coming from households, where English is not spoken regularly limit their exposure to the language. Pupils learn a language through conversation and interaction and lack of such an environment hinders effective communication. They do not develop active skills i.e. speaking and

creative writing. Since they don't have any opportunities to practice and make mistakes, Indian students lack confidence while speaking in English. In mother tongue, children resort to listening, mimicry and adaptation in the beginning. They hear an expression, deduce its meaning from the contexts, and then they repeat it. Later they change or add new words to their vocabulary. This is how language is acquired in mother tongue but for English language, we start with reading and writing.

Un phonetic Language

English is not a phonetic language. A phonetic language is the one which is read as it is written. In English we have 26 alphabets, but we can't connect all these alphabets to the sounds we need to produce. There is no one to one correspondence between an alphabet and the sound it produces. So, we have 44 sounds in English. Some words can have the same spelling but different pronunciation. For e.g., in the sentences, 'I have read (red) the book' and 'I like to read' (ri:d), the word 'read' is spelled alike but pronounced differently. In the same way in the sentences 'I have read (red) that book' and 'Red (red) is my favourite colour', the words 'read' and 'red' are spelled differently but pronounced alike. Similar is the case with silent letters. The letter 'b' is silent in 'doubt' and 'debt' and 'p' is silent in 'psychology' and 'pneumonia'. This also poses a lot of problems to the non-native speakers.

Complexities of tenses

'Time' is a dimension covering three areas; present, past and future and that every action or process will be set in at least one of these time frames. In English language, again these tenses are subdivided into four categories ie simple, continuous, perfect and perfect continuous tenses which arouse confusion among students.

Absence of Evaluation of Speaking Skills

Listening, Speaking, Reading and Writing are the four-fold language skills. Out of these, speaking and writing are active or productive skills and listening and reading are passive or receptive skills. Examinations

give importance only to the writing skill. Writing of the students is the only skill which is tested in the examinations. Getting a good grade or rank is considered to be the ultimate aim. For that, students merely mug up the answers and reproduce it exactly in the examination paper. Language is primarily speech. But the speaking skill is not tested and the real aim of language learning is completely forgotten.

Synonyms of English

English language has got a lot of synonyms. A synonym is a word that means exactly or nearly the same as another word. But the problem with the synonym is that it is not always possible to substitute one word in the place of another. For example, the word 'start' is synonymous with the words 'begin', 'commence', 'initiate' etc. We can say 'Let us start the exam' and substitute the word 'start' with 'begin' and say "Let us begin the exam" but we can't say 'Let us begin the car' instead of 'Let us start the car'.

Conclusion

In the light of the above discussed problems, it is evident that the role of the English teacher is vital. By employing different methods of teaching, the teacher can create interest among the learners towards language learning. The teacher should create a learning environment where students could practice the language skills and use language with ease and comfort. The motivation given by teachers to use language freely without fear is very important. Regular feedback given by teachers makes the student more confident. Students should be given maximum exposure to language by conducting group discussions, role playing, and language games.

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Composite Learning in the Context of ESL Classrooms: A Paradigm Shift from the Conventional Approach

Pramodini Patnaik and Rabi Kumar Patnaik

Introduction

The purpose of this paper is to emphasize the value of utilizing contemporary technology when instructing English to speakers of other languages. It covers many methods and strategies that can help English language learners become more proficient users of technology in their study. Online resources for learning English include websites, computer-assisted language learning (CALL) applications, software for presentations, electronic dictionaries, email and chat applications, listening CD players, and educational videos. English language learners believe that e-learning platforms, which depend on student motivation and participation, have improved their progress in learning the language. The significance that technology plays in expanding the boundaries of knowledge in language acquisition has made its use in language instruction essential.

Due to the advent of technology, the last three decades have seen a revolution that has altered the dynamics of many different aspects, including how people interact and function in society. The new teaching paradigm may now be explored in a better way owing to technological advancements. The global recognition of the impact of technology on language learning and instruction has been established. Consequently, the use of technology in English language instruction and learning is crucial. Benefits of Online Education The primary benefit of e-learning is that it boosts student enthusiasm, attendance, and engagement—all of which are critical for learning. English learning (EL) improved with the

development of the web and internet since these technologies were cross-cultural and had their intrinsic languages.

Another aspect of e-learning is the utilization of mass media, including books and manuscripts, as well as internet media, such as message boards, blogs, podcasts, and video sharing. Despite being difficult and time-consuming, employing mass and online media gives teachers and students innovative and useful ideas. The benefit of employing electronic devices is that their sounds and motions can easily grab learners' and kids' attention and influence their level of focus. The more people watched television, the more people learned. Imitation is thought to be the initial stage of learning for kids since it occurs when they are drawn to the noises, motions, and images on television.

Scope of the study

Using the internet helps people become independent. Games have a direct impact on various aspects of language acquisition, such as vocabulary and pronunciation, since they are engaging and grab learners' attention. Online games improve a learner's memory and are more interesting. They establish an instant connection with the participant, which facilitates the creation and retention of content that is retained. Students need to apply new techniques and be self-directed in order to learn a language like English through the usage of multi-media technology. Studying English online and through multimedia is challenging since learning a language like English is done in an artificial setting—that is, in a large class with a teacher in charge and in a de-contextualized setting in non-native countries. Through chat rooms and email, the internet enables people to communicate with native speakers. In actuality, accessing the internet exposes pupils to a contextualized environment. Students can improve their communication skills, gain cultural awareness, and hone essential abilities like speaking, listening, reading, and writing by accessing the internet and web. With web-based and online learning, learners have less worry, faster reaction transfer, and more confidence.

In order to create a relevant learning environment, educators attempt to incorporate the internet into their lesson plans and teaching methods.

Online chat rooms and emails play a vital role in facilitating communication between students and instructors while also helping language learners with their writing. By using the internet, students can improve their fluency and accuracy. By using the internet, people and students become more independent. A few positive characteristics support this process, some of which are listed below:

- 1) Students can select their intrinsic study depth, learning resources, and methodology by using the internet.
- 2) Independent observation
- 3) Collaboration
- 4) Websites with a wealth of texts for speaking, listening, reading, and writing.
- 5) Online periodicals for English language study
- 6) Discussion boards.

The aforementioned elements give students more autonomy over their work and processes. All things considered, the online environment is a potent learning tool that helps students become self-reliant, engage in meaningful discussion on a variety of subjects, and acquire relevant knowledge. Blogging is one of the main forces behind e-learning. "The learners' choice of more appropriate language, the addition of new perspectives to the learners' thoughts, and the motivational aspect of realizing that one's voice echoes in distant parts of the globe and is heard by others" are listed as the benefits of blogging in language classrooms. In e-learning, group interaction is prioritized. 2) Knowledge creation and application 3) Instruction that is appropriate and in line with the skills of the learners. Given its widespread availability and ease of usage, e-learning is beneficial.

Effective implementation of the study

E-learning is more effective in developed and developing nations where people have access to the internet and electronic devices; in less developed nations, where people lack computer and internet literacy

and have limited resources, they must rely on more conventional methods of language learning. With the globe moving toward the internet and technology, e-learning will soon include the world and educational methodologies. In summary, two key points come to light: 1) The capacity of students 2) Electronic gadgets. This work aims to clarify the many components of blended learning and their implications on language acquisition, illustrate the impacts of blended learning in an explicit and comprehensible manner, and ultimately offer solutions to the issues raised.

The use of computers, the internet, and other electronic devices in the teaching and learning process is growing as society develops. As educators and students become more comfortable with technology, they will be able to apply it more and integrate it into their teaching techniques. These tools also give teachers innovative and useful ideas for their lesson plans. Despite this, there exist certain conditions that negatively impact learners' autonomy: 1) Students who lack drive and the capacity to become self-sufficient may negatively impact themselves. 2) Learning a language, such as English, can be detrimental to the student since it requires a lot of work and motivation.

To learn a language like English via using multi-media technologies, students should be self-directed and use new strategies. Since learning a language like English is done in an artificial way; that is, it happened in a large teacher dominated class and in a de-contextualized context in non-native countries, learning English via internet and multimedia is a difficult work. Internet helps people to communicate with native speakers via chat rooms and emails. In fact, students are exposed to a contextualized environment by using internet. Through using internet and web, students can reinforce their communicative competencies, familiarize with different cultures and strengthen their necessary skills like: listening, speaking, reading and writing. In web-based and internet learning, anxiety is reduced and responses are transferred quickly and learners get more confident.

Teachers try to integrate internet with their instructional materials and teaching styles to create a meaningful learning environment. Emails and chat rooms which are done via internet are an important part for communication between learners and professors and also improve the writing skills of learners in language learning. Learners are able to enhance both their accuracy and fluency via using internet. People and learners get autonomous by using internet that some favorable factors affect this process and we mention some of them here:

1) By using internet, learners are able to choose their own methods, learning materials and depth of study. 2) Self-monitoring 3) Cooperation 4) Websites which provide abundant listening, speaking, reading and writing texts. 5) Online English learning magazines 6) Chat rooms. The above- mentioned factors cause learners to gain autonomy in their process and work. On aggregate, internet environment is a powerful learning environment which causes learners to get self- regulated and discuss on different topics and achieve meaningful learning. One major contributor to e-learning is blogging. The benefits of blogging in the language classroom have been reported as "the choice of more appropriate language on the part of the learners, the addition of new perspectives to the learners' thoughts, and the motivational aspect of realising that one's voice echoes in distant parts of the globe and is heard by others".

E-learning emphasis is put on 1) Group cooperation 2) Production and application of knowledge 3) Appropriate instruction which is consistent with learner abilities.

Overview of traditional approaches in ESL

English as a Second Language (ESL) education has typically focused on structured learning environments where the primary methods of teaching include grammar-translation, direct instruction, and audio-lingual approaches. Traditional ESL teaching emphasizes explicit grammar instruction, vocabulary memorization, and repetitive drills. Lessons are often teacher-centered, focusing on linguistic rules and passive learning, with limited opportunities for communicative practice.

Importance of Effective Language Learning Strategies

With globalization, English language proficiency has become crucial for academic, professional, and social success. However, research has shown that traditional methods of ESL education are not always effective in achieving fluency and practical communication skills. Thus, there is a growing need for more engaging, practical, and learner-centered approaches that develop communicative competence, foster critical thinking, and utilize more interactive, real-world applications of language learning.

Composite learning refers to a blended approach to education that combines multiple learning strategies, including traditional methods, digital tools, interactive tasks, and collaborative learning techniques. In the context of ESL, composite learning integrates grammar-focused exercises, technology-enhanced learning (such as language apps or digital platforms), peer discussions, and task-based activities, allowing for a more holistic learning experience.

Unlike conventional methods that may rely heavily on rote learning and passive instruction, composite learning encourages active participation and engagement from students. It leverages a variety of learning modalities, such as visual, auditory, and kinesthetic activities, to cater to diverse learning styles. It also emphasizes real-world language use, focusing not only on linguistic accuracy but also on fluency, creativity, and cultural understanding.

The study aims to assess how effective composite learning methods are compared to traditional ESL teaching approaches. Specifically, it seeks to evaluate whether this blended model improves language acquisition, enhances student motivation, and fosters better communication skills in ESL learners.

Research Questions and Hypotheses

Key research questions might include:

- How does composite learning affect ESL students' proficiency and confidence in using English?

- Does composite learning promote more effective retention of language skills compared to traditional approaches?
- What role does technology play in enhancing ESL learning through composite methods?

The hypothesis could be that composite learning leads to better overall language proficiency, higher engagement, and greater long-term retention of language skills than traditional ESL methods.

Significance of the Study

This study's findings could offer valuable insights for educators, enabling them to incorporate more flexible and diversified teaching strategies into their classrooms. For curriculum developers, the results may highlight the importance of integrating digital tools and collaborative learning techniques into ESL programs to enhance learning outcomes.

Contribution to existing literature on ESL teaching

This study could bridge gaps in current research on the effectiveness of blended learning models in ESL contexts. By providing empirical evidence on the success of composite learning, the research could contribute to ongoing discussions on innovative teaching methods in second language acquisition. This could further lead to the refinement of instructional models that better align with the needs of contemporary ESL learners.

This observation highlights the growing integration of technology in education, which undeniably offers both benefits and challenges. On the one hand, computers, the internet, and other electronic devices provide educators with innovative methods and tools to enhance learning experiences. These technologies facilitate access to information, foster collaboration, and enable creative lesson plans, which can make learning more engaging and effective.

On the other hand, the conditions pointed out some important barriers to the autonomy and success of learners. Students who lack intrinsic motivation or the ability to become self-directed may struggle to use these tools effectively. For example, online learning environments often

require students to take initiative, manage their time, and stay focused without the physical presence of a teacher. For those who aren't self-motivated, the freedom offered by technology can become a distraction rather than a benefit.

Additionally, learning a language like English, especially in an online setting, demands consistent effort, discipline, and motivation. The challenge here lies in the fact that language acquisition is a gradual process that can feel frustrating for learners. Without a strong drive or proper guidance, students may find themselves overwhelmed and discouraged. In both cases, the success of technology in education relies not only on the tools themselves but also on how effectively educators guide students in developing skills like self-discipline, critical thinking, and intrinsic motivation. Addressing these challenges requires a balanced approach that integrates both technological innovation and support systems to help students become more autonomous and motivated learners.

The contemporary teaching philosophy places a high value on student-centered materials that let students do independent study. These resources can be organized or not, but they typically have two crucial components: personalized learning and interactive learning. In essence, CALL is a technique that aids educators in assisting students in their language acquisition. It can be used as a remediation tool to assist students who need more support or to reinforce material that has already been covered in class. Blended learning is the term used to describe a combination of in-person instruction and CALL. Pure CALL is less prevalent than blended learning, which aims to maximize learning potential. In recent years, some attitudes, difficulties, and approaches related to the use of e-learning pedagogical tools have gained prominence.

Beliefs such as-

e-learning tools improve learning... which may be more tailored to the student's preferred learning style."

blended learning is better because it allows students to focus for longer periods of time

Need to adapt to technology as a new generation using a book is preferable to using a computer."

"Traditional teaching methods aren't always the best approach."
(Recipients of this research)

Some of the studies participants show that teachers and ESL/EFL students alike generally have positive opinions about the effectiveness of e-learning pedagogical tools in traditional classroom language instruction.

According to all of these perspectives, it does assist students in taking charge of their education, developing their independence and self-assurance, allowing introverted students to engage with others without restriction, helping them gain useful study and time management skills, and providing teachers with a more student-centric learning environment. There is evidence to suggest that participants' attitudes about e-learning range from being very positive to being reluctant to rely too much on technology for language instruction in the classroom. But obstacles like computer illiteracy, some students' incredibly low educational backgrounds, a lack of time and digital resources, a lack of trust in using digital equipment, inexperienced lecturers, etc., exist.

Measuring and monitoring learning involves collecting and analyzing data to track progress and identify challenges, and then using that information to make decisions and improve strategies.

To optimize the effectiveness of the e-learning environment, educators and learners need to have sufficient resources in the form of training, tools, and time. With awareness and responsibility, learners can now refine their language abilities in a variety of methods (LSRW). Thus, this research offers a blending learning approach that uses technology to improve learners' language and communication skills. It has become so important in educational contexts that it has taken on a major role in social life as well. Even while learning is most effectively done in a physical classroom with students and teachers present, technology-enhanced tools can greatly enhance the teaching and learning outcome.

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Cultural Diversity and Its Impact on Legal Interpretation in India

Rajni and Nidhi Kumari

Introduction

India is a country known for its stunning cultural diversity, with such a rich tapestry of languages, religions, customs, and traditions. Spanning 1.4 billion people, the existing population of India is a complex mix of ethnic groups and communities, making up this country in its special social fabric. It is not merely a demographic feature but plays a very important role in shaping the identity, values, and legal frameworks of the nation. Understanding how cultural diversity interplays with the interpretation of law becomes vital for justice and equity in the growing presence of India in a globalized world.

The Indian legal system, through the Constitution adopted in 1950, has envisioned a framework for governance that accommodates this plurality. However, the differences in terms of interpretation and application also arise because of these variations from one culture to another. Practitioners and even judges have to tackle the disparity between the different statutory provisions and the culture in which the people coming before court hail from. Thus, there is a strong need to interpret the statute not solely by the book but on the socio-cultural plane from which it emerges.

Cultural diversity affects the law in many ways. For starters, it impacts the very meaning of legal principles themselves. The notion of justice, rights, and responsibilities may be understood in differing ways by different communities owing to their histories and tales. For instance, in family law, marriage, divorce, and inheritance matters are viewed differently depending on the religious and cultural entities, which poses problems about uniform application of the laws.

This substantial role of the judiciary has its informative function, in most instances, it utilizes cultural narratives and social practices in their interpretation, thus making them relevant to the values of affected communities. Such an approach would give way to more empathetic and informed judicial process, but there arise issues concerning potential bias and subjectivity. It is a balance, more delicate than any; to recognize traditions and cultural practices but enforce universal rights as preserved under the Constitution.

Furthermore, globalization requires dialogue from the different legal traditions and cultural practices. Transnational marriages, migration, and rights of minorities are increasingly common issues that complicate the legal interpretations. These complexities have to be handled by the Indian legal system, which has to keep standing firm on justice and equality.

Therefore, the relationship of cultural diversity and legal interpretation in India is multifaceted and crucial. It harmonies the necessity of an adaptive legal framework that recognizes and respects the rich variety of cultures within the nation. India can strive towards a better legal system for its diverse population by encouraging understanding of how cultural contexts play into the interpretation of laws. Exploring this fills strength into the effectiveness of the legal system as well as supports democracy, which is the base on which the constitution of the country stands. As India changes and progresses, it must adapt to its very own cultural pluralism in the interpretation of laws. Proper justice and social unity can only be achieved in such a scenario.

The Indian Legal Framework and Cultural Diversity

India is a country of profound cultural diversity, with religions, languages, ethnicities, and customs that vary from region to region. This reflects in its legal framework, as it aims at addressing the unique needs and rights of its varied population. It works within the constitutional framework established by the Constitution of India, which is the supreme law of the land.

The Indian Constitution accepted in the year 1950 has acted as a bedrock for the law framework of the country. In fact, it offers recognition as well as protection to cultural diversities in the terms such as Fundamental Rights (Articles 12-35): Articles provide rights in the names of equality, freedom of speech along with the guard of minorities' cultural and educational rights. Article 30: protection of the cultural heritage of diverse communities. These comprise guiding the state to bring welfare to all and to render social and economic justice, which is relevant enough while protecting cultural diversity.

Indian jurisprudence is known for being pluralistic with varying personal laws on the basis of religions. Some examples include: marriage, divorce, inheritance, and adoption. Its practice is made up by the Hindu Marriage Act of 1955 and Hindu Succession Act of 1956-the products of the customs of Hindu practice and tradition. For this religion and people, Shariat Act, 1937 and the Dissolution of Muslim Marriages Act, 1939 were passed according to certain rules of guidelines framed to base on pure Islamic grounds. To put it briefly, even the whole community in the society varies as per their own conventional practice followed. This pluralistic approach will allow various legal systems under the Indian Constitution framework to exist.

With a view to meeting specific needs of various communities and to protect their cultural rights, India has enacted laws in the following areas: 'Scheduled Tribes and other Traditional Forest Dwellers Recognition of Forest Rights Act 2006': This itself indicates that such an act identifies the rights provided to tribes over the traditional forest land while making it a consideration of the difference of cultural practice prevailing within tribal people from others within the society. Protection of Women from Domestic Violence Act, 2005: A law of this nature safeguards women's rights against violence in any sphere of domesticity as it is understood by the realities of socio-cultural facts that are at large among the diversified backgrounds of women.

The Indian judiciary interprets the law in a way that is culturally respectful to the cultural diversities of the country. For example, Public Interest

Litigation, this legal machinery has made it possible for the litigation by one or more people to ensure that justice is plea to the court on matters concerning the rights of weak sections, and thus the cultural rights too are preserved. Landscape Judgments thaten compass the 1985 Shah Bano case and the 2017 Triple Talaq judgment, demonstrating that the judiciary is interested in personal laws in a manner that keeps individual rights and cultural practices in check. Although it is conceived on the principles of the constitution, the Indian law structure is dynamic and sensitive to the country's cultural diversity. It safeguards the rights and identities of its many communities through personal laws, legislation, and judicial interpretation. This constant balance between unity and diversity has always typified India's legal landscape and portrays a pluralist society. In this sense, Indian law is evolving with the people.

Language Dynamics in the Legal System and Cultural Practices in India

Language plays a vital role in legal proceedings, holding everything from documentation to witness testimonies. India's linguistic diversity entangle legal interpretation, as laws are often drafted in English or Hindi, which may not be manageable to all citizens. India's multilingual nature requires an understanding of the dynamics involved in how language plays a role both within the legal processes, as well as documentation available to rights of different communities. On the other hand, it is mentioned that the Hindi language in the Devanagari script is to be the official language of the Union at the same time, the English language is an associate official language as under Article 343. However, regional languages are also valued upon because the states are allowed to adopt their respective official language as under Article 346. This multilingual system is important for legal rights to be accessible for citizens irrespective of their linguistic backgrounds (Sharma, 2014).

Language access also determines the access to justice in India. The court language of India is common Hindi and English. Since most Indians cannot converse in any of these languages, most citizens can neither understand nor communicate with the law in such an environment. It

eventually may make legal procedures inaccessible, especially to vulnerable people who converse more in local dialects. For instance, an example at the National Judicial Academy shows that among major causes of some misinterpretation in a trial and an unmerited judgment usually comprises the case of language. Legal documentation cannot be translated simply, lest it should convey the exact meaning of the law and thus would reflect the actual intent of the law, which is not a simple process. The translation of judgments and legal notices in India under Indian legal system laws requires to be done more precisely. Such translation mistakes have also been hurting the rights of individuals (Mitra, 2017). For example, the application of law regarding personal laws-marriage and divorce-translation is different in each language, thereby making the application of the law more or less in a non-uniform way (Desai, 2018).

Adoption of religious-based personal laws underlines interaction between language-cultural practice. In most instances, personal laws for Hindus, Muslims, and Christians are articulated in their respective languages and cultural milieus. Cultural practice with very strong linkages with language in this regard can be exemplified by the Hindu Marriage Act, 1955, and the Muslim Personal Law (Shariat) Application Act, 1937. It, therefore, becomes possible for communities connecting to legal processes in ways that are culturally speaking to them. Judicial language also gives an impression about the culture. While a majority of the state courts conduct their hearings in English, the majority of state courts communicate using the regional languages in order to give litigants and witnesses an idea. This double standard is likely to involve complexities in main part that the witnesses can't phrase statements in any other language native (Rai, 2020).

So, interaction of language and cultural practices inside India's legal system really brings out the need for law to be inclusive and accessible. While the framework of law tries to absorb India's linguistic diversity, challenges still exist in this regard: how to effectively allow every citizen to join the legal process. This country may soon attain a more balanced system with well-performed translation services, legal literacy programs,

and regional language promotion in legal situations. Thus, as India changes, its own legal practices must keep alive its cultural and linguistic inheritance.

Literature Review

A vast number of scholars have deconstructed various theoretical frameworks that best illustrate the relation between culture and law. For instance, Baxi suggests that far from being ossified code of law in the Indian context it has spoken to the surrounding socio-cultural environment demanding legal pluralism embracing multiple cultural tales. Nair again in this book discusses "cultural jurisprudence" according to which the interpretation of law must be sensitive to the culture so as to protect the interest of parties in stake.

The Indian Constitution is such a document that recognizes and safeguards cultural diversity through itself. For instance, thinkers like Khosla conclude that Articles 29 and 30 of the constitution have been used as an instrument for the promotion of the identity of the minorities but, in practical application, those provisions often go inconsistent as applied through various courts favoring more mainstream narratives of culture.

Language constitutes one of the deep disincentives for access to justice in the legal system and in law interpretation. Language barriers that non-Hindi and non-English speaking individuals face serve as a challenge to access to justice since misinterpretations can change legal results. Gupta (2015) advocates for a proper multilingual legal system since the fact that people have access to language guarantees the principles of justice and equity in a multicultural society.

Indian personal laws, especially concerning marriage, inheritance, and family law, are deeply embedded in cultures. A researcher like Mahajan (2016) analyses how law often pictures and consolidates cultural practice, and yet the law is interpreted in different manners by different groups. For instance, in Hindu and Muslim personal laws, the judiciary has to contend with the task of bringing religious customs in line with

constitutional requirements as noted by Kalyan (2019). In many cases, the results in such legal pluralism cases do not align with the current standards of justice and equality.

Judicial discretion becomes an important part in interpretation particularly in culturally sensitive matters. This can be obvious in recent studies, for instance, Sinha (2020), in which it is established that cultural sensitivity matters in judicial reasoning. According to Sinha, it is the culture backgrounds of litigants that should be known by judges so as to avoid bias and come to fair outcomes. The argument is broadened by Choudhury (2018), who hypothesizes that training judges on cultural biases and their influence on decisions is vital.

Empirical studies on specific case studies tell how cultural diversity works out practically in the interpretation of legal texts. For example, the case of *Shayara Bano v. Union of India* in 2017 flashed much in the country about the overlap of personal laws and cultural identity (Khan, 2018). Scholars have observed that nevertheless the judgment declared instant triple talaq unconstitutional, it also mark a drift toward more progressive interpretations of personal laws but still seeks to grapple with cultural tensions at their core.

Role of Judiciary in Cultural Diversity and Language Gap

India faces the greatest task of management regarding its cultural diversity as it belongs to a land with an array of very large varieties of languages, religions, and cultures. This situation makes it extremely difficult before the entire legal system of this country in providing equal justice for everyone. As judiciary does not act just as the arbiter regarding the applicability of the laws, it is the watchdog of the rights under the constitutional fabric. Their position thus makes them of utmost pivotal nature in dealing with cultural and linguistic issues of diversity.

Under the Indian Constitution, protection of cultural rights is available under Articles 29 and 30. These provisions safeguard the interest of minorities as it protects the culture, language, and script of a community.

The judiciary has always provided support to these rights by ensuring that the culture practices are always respected in the courts. For example, the Supreme Court held that the institution of minorities can provide education in the mother tongue of a child as well as his cultural instruction suited to their community. (Indian Constitution, Articles 29-30).

Access to justice is considerably denied to a significant number due to language problems. Many citizens, largely in the rural sector, may not be literate in official languages, Hindi and English, used by judicial courts. This has been noted by the judiciary and attempted to be solved in various ways. High Courts conduct proceedings in regional languages, which enables more effective understanding and participation on the part of litigants and witnesses (Rai, 2020). It has helped to increase access to justice while respecting the language and cultural diversity of the nation. Judicial understanding or interpretation of laws have to be culturally sensitive. There is a need to deliver justice that is proper or just. Courts grapple with personal laws all through various communities. Such understanding may only be possible for matters which are nuanced or specific in nature. Through the landmark judgments of judiciary, laws have been made interpretable with regard to different cultures. For example, on the issue of triple talaq in instant divorce, the Supreme Court observed in *Shayara Bano vs. Union of India* (2017) that the freedom in religious customs had to yield to the imperative of constitutional values of gender equality between Muslim women and others in the country. In fact, this demonstrates the way that the judiciary must respect sensitivities of cultures in finding a balance for constitutional value issues.

Another aspect adding to the judiciary is building up legal literacy, particularly grass root-level people from vulnerable groups. It often gets that due to the issue of language, a person could not know the fine detail of rights and duties one has been entitled to have. Legal aid clinics or community outreach activities also bridged up the linguistic difference and so on, teaching those about their local language to be brought into judicial orbit. Power to engage into legal processes and demand of

entitlement enables the entry into judicial folds of rich diversities from the cultural dimension of a society (National Legal Services Authority, 2021). Realizing the impact of language in accessing justice, the judiciary has made sporadic appeals for implementing steps to facilitate the use of regional languages in judicial records and judicial proceedings. In this regard, advancing linguistic diversity does not only make access to the judicial process easy but also holds it as a constituent of cultural identity.

In summary, it would be right to say that the judiciary has an active role to play in India as regards dealing with intricacies of cultural diversity and linguistic disparities. The judiciary not only safeguards cultural rights and attempts to deal with linguistic discrepancies but also interprets law keeping in view the social setting and promotes legal literacy for every citizen so that everybody gets access to justice. With time, as India is going to grow further, the commitment of the judiciary towards the concept of inclusiveness and fairness will be essential for building up a legal system that would represent the country's diverse cultures and languages.

Discussion

Cultural diversity is the most characterizing feature of Indian society, rich in the form of languages, religions, customs, and traditions, which profoundly influences legal interpretation, in turn forming understanding and application of law before different communities. Therefore, in a country where complex legal systems have to encounter this multicultural landscape, this judiciary has an important role: to make sure legal understanding reflects the values and actualities of diverse populations.

The Indian Constitution is a good framework for recognizing cultural diversity. It places fundamental rights that protect the cultural and educational rights of the minorities (Articles 29 and 30). Therefore, the judiciary's interpretation of these rights is the key because it ensures that laws uphold the dignity and identity of various cultural groups. For instance, this would mean that minority communities have the right to educational institutions established by them to teach in their preferred

languages, thereby emphatically stamping the importance of cultural identity on cases in court.

These interpretations often reflect a subtle understanding of cultural contexts and, by doing so, establish again that cultural identities are important and should be preserved within a legal framework. For instance, personal laws decisions have been tricky because of the tension between old practice and modern law to weigh that the cultural concerns may not be permitted to deny a person his rights as recognized by law. Language is another important issue concerning diversity. The hegemony of Hindi and English in judicial discourse tends to dislodge native speakers from courts and courts out of reach for the underprivileged masses. Most people are not linguistically prepared to express their grievances in legal terms or are ignorant of the process of litigation. Thus, the bar denies equity because justice is denied based on linguistic skills rather than legal merits. The bar needs to reassess its role and ensure that regional languages are encouraged for documentation and for presentation in court to make the delivery of justice more accessible.

It will be more relevant in a changing India with increasing relevance between cultural diversity and legal interpretation. The judiciary needs to be vigilant, playing the role of protecting rights and being a bridge between cultural differences. Accepting cultural diversity and promoting legal interpretations as inclusive and just can help the legal system in achieving social unity and justice.

Conclusion

Cultural diversity in India presents both challenges and opportunities for legal interpretation. Acceptance and assimilation of the cultural frameworks by the Indian judiciary can lead to the delivery of justice that is at once equitable and illustrative of a healthy society. The judiciary plays a crucial role in accepting and reflecting that diversity in the course of justice. The challenge therefore would be to continue with modern jurisprudence's ideologies and cultural harmony with the traditional practices in India. The steps of inclusivity, the elimination of language

barriers, and improving legal education would help the Indian legal system reflect the rich cultural diversity of the country. The diversity of culture in legal interpretation is something that strengthens not only the rule of law but also the basic code of justice and equality of a pluralistic society. In its constant evolution within this changing cultural landscape, the judiciary will play the crucial role in ensuring relevance, justice, and equal access for all to the Indian legal framework.

Recommendations

To address the challenges posed by cultural diversity, this paper proposes several recommendations:

- **Incorporating Cultural Competence in Legal Education:** Training legal professionals to understand and appreciate cultural nuances can improve the quality of legal interpretation.
- **Language Access Initiatives:** Ensuring that legal documents and proceedings are available in multiple languages can enhance accessibility and fairness.
- **Community Engagement:** Involving community leaders in legal processes can help bridge gaps between the law and cultural practices.

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Digital Literacies and New Media are Essential Components of Library and Information Science, Especially in our Increasingly Digital World

Vishwasrao Sadu Mane

Introduction

The ideas of digital literacies and new media have grown in importance within the field of library and information science in an era characterized by rapid technological advancement and the proliferation of digital information. It is more important than ever for people to acquire strong digital skills as libraries evolve from being static book repositories to vibrant hubs of information sharing. A variety of skills are included in digital literacy, such as the capacity to use, assess, and produce content on a variety of digital platforms. It encourages responsible content production and well-informed decision-making by enabling users to critically interact with the abundance of information available online. At the same time, conventional ideas of information dissemination are being challenged by the emergence of new media, which is marked by user participation, interactivity, and the blurring of boundaries between information producers and consumers.

Libraries are in a unique position to help with these issues by offering training, materials, and community outreach programs that encourage digital literacy. Libraries can increase their reach and influence by utilizing new media, giving everyone in the community the resources they require to succeed in the digital age. This introduction lays the groundwork for a more thorough examination of how new media and digital literacy intersect within LIS, emphasizing their value in creating knowledgeable, involved communities and equipping aspiring information professionals to handle the challenges of the contemporary information environment.

Objectives of the Study

The following are the specific objectives of the Study:

1. Assess digital literacy needs and evaluate current digital literacy levels among library users.
2. Explore new media trends and analyze the impact of new media on information dissemination.
3. Evaluate library programs and assess the effectiveness of digital literacy initiatives in libraries.
4. Develop educational resources create resources and training for effective digital tool usage.

To assess library patrons' present levels of digital literacy and pinpoint particular areas in need of assistance and instruction. To examine the effects of new media on the distribution and consumption of information, with an emphasis on how libraries can take advantage of these developments to improve patron engagement. To evaluate the success of current library initiatives that integrates new media and encourage digital literacy, highlighting areas for development and best practices. To develop and suggest materials and training courses that give library employees and patrons the know-how to successfully navigate and use digital tools and platforms. Encourage Community Involvement: To investigate ways that libraries can involve their communities in digital literacy programs, guaranteeing inclusive information access and encouraging lifelong learning. To offer perspectives that can guide the creation of library and information science programs, guaranteeing that upcoming experts are equipped to handle the difficulties presented by new media and digital literacy. To investigate the moral ramifications of using digital information and create policies that encourages responsible information creation and consumption in library environments.

Research Methodology

The Study is based on secondary data. This is collected through various publications, books, the Internet, and articles. Research Design: To obtain

a thorough grasp of digital literacies and new media in library contexts, a mixed-methods approach will be employed, combining quantitative and qualitative techniques. This approach seeks to offer a solid framework for comprehending how new media and digital literacy interact in the context of libraries, ultimately guiding future projects and procedures.

Theoretical Background

Several important frameworks and concepts form the theoretical foundation of digital literacies and new media in library and information science. Digital literacy frameworks include some models that define digital literacy, including the dig comp framework from the European Union and the digital literacy framework developed by the American Library Association. These frameworks emphasize abilities like content creation, online communication, and information evaluation. Information literacy is the ability to identify when information is needed and to find, assess, and use it efficiently. It has its roots in the research of academics such as Mike Eisenberg and Barbara Browne. Digital literacy has been added to this idea, emphasizing how crucial technology is for obtaining and utilizing information. In constructivist learning theory, according to this theory, students build their knowledge via interactions and experiences. In terms of digital literacy, it encourages users to actively interact with digital tools and media and supports experiential learning through technology. The term “media literacy,” which was coined by academics such as David Buckingham, refers to the ability to critically evaluate media content. It places a strong emphasis on comprehending the function of media in society and prepares people to function in a media-rich environment.

According to connectivism, which was developed by George Siemens and Stephen Downes, knowledge is influenced by the connections people make and exists in networks. Furthermore, by including these components in curricula, future information professionals are better equipped to use and navigate new media as library information science education develops. Libraries that embrace these changes not only strengthen

their position as essential information centers but also develop knowledgeable, involved citizens who can prosper in a digital world that is becoming more complex by the day. In the end, a more informed society and the encouragement of lifelong learning depend on the focus on digital literacy and new media. Digital literacies and new media are essential components of library and information science, especially in our increasingly digital world. (Bawden, 2001)

Here's an overview of their significance:

Digital Literacies

In today's technologically advanced world, being able to navigate, assess, and produce information in a variety of digital formats requires digital literacy. The ability to interact with digital content effectively has become essential for success in the workplace, in the classroom, and personal life as our world grows more interconnected through the internet and digital media. In a time when knowledge is widely available and readily available, digital literacy includes not only the ability to locate and utilize information but also the critical thinking abilities required to evaluate the reliability of sources. These include becoming proficient with a variety of technological tools, comprehending digital communication norms, and realizing the consequences of online behavior. This introduction lays the groundwork for examining the diverse aspects of digital literacy, its importance in creating knowledgeable and involved citizens, and the critical role that educational institutions and libraries play in advancing these critical abilities. As we examine the elements and advantages of digital literacy, we will emphasize how crucial it is for enabling people to prosper in our increasingly digital society. In an increasingly digital world, encouraging digital literacy is essential for enabling people to fully engage in work, society, and lifelong learning. Educational institutions and libraries are essential for developing these abilities. In summary, digital literacy is essential.

Digital literacies enable people to have meaningful interactions with the world around them by encouraging critical thinking, improving communication abilities, and advocating for responsible digital citizenship.

Libraries and other educational establishments are essential learning and support centers in this endeavor. As time goes on, putting a high priority on digital literacy will not only close the digital divide but also develop knowledgeable, involved citizens who can prosper in a world that is becoming more interconnected. A more just and knowledgeable society will result from placing a strong emphasis on these abilities, which will guarantee that everyone has the resources they need to fully engage in the digital era. (Buschman, 2009)

Definition of Digital Literacies

Digital literacy is the collection of abilities, know-how, and skills needed to use digital technologies to efficiently navigate, assess, produce, and share information.

Information literacy, which includes the ability to locate, assess, and critically use information from digital sources, is one of the many skills included in this. The ability to evaluate and comprehend media messages from a variety of platforms while identifying bias, context, and purpose is known as media literacy.

Digital communication proficiency in digital communication, including knowledge of proper conduct and handling online interactions. Technical proficiency is the ability to use digital tools, software, and platforms that are required for a variety of tasks and professional demands.

Digital citizenship is the understanding of moral obligations and conduct in virtual spaces, encompassing concerns about information privacy, security, and digital traces. Critical thinking is the capacity to evaluate the veracity of information, spot false information, and interact carefully with digital content. Ultimately, having a solid understanding of digital literacy enables people to engage with the rapidly evolving digital world and make informed decisions. (Lankshear, & Knobel, 2015)

Importance of Digital Literacies

The following are some of the main reasons why digital literacy is crucial in today's society empowerment It allows people to efficiently access, assess, and use information, which empowers them to make wise

decisions in academic, professional, and personal settings. Critical-thinking people who possess digital literacy are better equipped to identify bias, separate fact from fiction, and carefully consider different points of view. Effective communication. As digital communication platforms proliferate, possessing digital literacy improves one's capacity to communicate responsibly and effectively, comprehending the subtleties of audience and tone in various media. Career readiness proficiency with digital tools and technologies is necessary for many occupations. Being proficient in these areas improves one's employability and flexibility in a labor market that is changing quickly. Digital citizenship being aware of the fundamentals of digital citizenship promotes ethical behavior, privacy, and security on the internet all of which are essential in a time when digital interaction is ubiquitous. Social inclusion guarantees that everyone, regardless of background, can engage in an increasingly digital society, digital literacy helps close the digital divide and promote equity and opportunity. Lifelong learning the capacity to learn and adjust to new technologies is essential in the rapidly evolving digital landscape.

The ability to use technology to navigate, assess, and produce information has become critical in a world that is becoming more and more digital. A wide range of abilities and proficiencies that enable people to interact with digital content efficiently and actively participate in society are collectively referred to as digital literacy. Understanding digital literacies is crucial for success in the classroom, in the workplace, and personal life, as the internet and digital media change the way we communicate, interact, and obtain information. Beyond technical competence, digital literacy encompasses media literacy, critical thinking, and responsible digital citizenship. In this situation, people need to develop their ability to recognize reliable sources, comprehend the ramifications of their online behavior, and effectively communicate on a variety of digital platforms. This diverse skill set is essential for building informed communities that can successfully negotiate the challenges of contemporary life, as well as for empowering individuals. The significance of digital literacy in today's world, the difficulties presented by the digital environment, and the critical role that libraries and educational institutions play in fostering

these critical abilities will all be covered in this investigation. As we learn more, we'll see how digital literacy can help people prosper in a constantly changing digital world.

Digital literacy is essential for negotiating the intricacies of our contemporary, technologically advanced society. Finding, assessing, creating, and communicating effectively with digital tools has become a critical skill set for people of all ages as digital content multiplies and the information landscape changes. People with these literacies are better equipped to communicate clearly in a variety of digital contexts, engage critically with information, and make well-informed decisions. They also ensure that people are aware of the ethical ramifications of their online behavior by encouraging responsible digital citizenship. Since libraries and educational institutions are essential for developing these abilities, funding digital literacy initiatives not only closes the digital divide but also produces knowledgeable, involved citizens. By giving people the skills they need to prosper in a world that is becoming more interconnected, we can prioritize digital literacy and eventually create a society that is more informed and egalitarian. Adopting digital literacy is crucial to equipping people to handle the opportunities and challenges of the digital age. (Santos & Serpa, 2017).

Information Evaluation Importance of Digital Literacies

One of the most important digital literacy skills is information evaluation, which allows people to judge the authority, applicability, and dependability of the information they come across online. The ability to identify reliable sources becomes crucial for making well-informed decisions as the amount of information available rises. The following are important components of evaluating information credibility examining a source's credibility entails looking at the credentials of the author, the standing of the publication, and whether or not there are citations or references. Usually, trustworthy sources have a history of precision and subject-matter knowledge. Relevance assessing relevance entails figuring out whether the data satisfies the user's particular requirements. This entails taking into account the inquiry's context and making sure the information

directly responds to the queries or problems raised. Objectivity and bias recognizing possible bias is essential when assessing data. Users should think about the content's goal, the target audience, and any hidden agendas that might affect the way the information is presented. The timeliness of information's dependability can be greatly impacted by its publication date, particularly in quickly evolving domains like technology or health. It is crucial to assess if the data is current and accurate. Cross-reference verifying information by comparing it to other sources can increase trust in its accuracy. If multiple reliable sources are used. (Koltay, 2011)

Content Creation Importance of Digital Literacies

The ability to create and distribute information in a variety of formats across digital platforms is a crucial component of digital literacy. In addition to enabling people to communicate their thoughts and viewpoints, this ability improves their interaction with audiences and communities. The following are essential components of content creation recognizing formats content can have a variety of formats, such as text, photos, videos, podcasts, and infographics. Knowing various formats enables creators to select the most efficient means of communicating their ideas. Understanding the target audience is essential to producing effective content. When creating content, creators should take into account the interests, needs, and preferences of the audience to create engaging and effective content. Effective content frequently uses storytelling techniques to emotionally engage the audience and make the information more memorable and relatable. Technical skills in developing high-quality content require mastery of a variety of digital tools and software. These could be content management systems for online publishing, graphic design software, or tools for editing videos. Originality and creativity in producing original content foster both of these qualities. Content can stand out in a crowded digital landscape by introducing fresh concepts and distinctive viewpoints. **Etiquette and Accountability:** Artists need to be aware of the moral ramifications of their creations, including problems. (Godwin & Jones, 2015)

Access and Inclusion Importance of Digital Literacies

In library and information science, accessibility and inclusivity are essential concepts, particularly when considering new media and digital literacies. Libraries are essential because they work to ensure that everyone in the community has equitable access to digital resources, such as computers, internet connections, and online databases. It is crucial to guarantee that these resources are available to everyone, irrespective of socioeconomic background. Programming that is inclusive libraries can create programs that serve a variety of demographics, such as underrepresented groups, non-native speakers, and people with disabilities. This may entail providing specialized workshops for a range of needs or producing materials in multiple languages. Training in digital literacy offering digital literacy training sessions helps close the gap for users who might not be tech-savvy or confident. This gives people the ability to fully utilize digital resources. Community outreach to make sure that underrepresented communities are aware of and have access to library services, libraries can conduct outreach initiatives. This could entail specialized marketing techniques and collaborations with neighborhood organizations. User-centered design when creating digital tools and services, libraries can use user-centered design principles to make sure that everyone, including people with disabilities, can easily use and access them. Feedback mechanisms give users a chance to offer feedback. (Wang & Si, 2024)

Library Role Importance of Digital Literacies

In today's technologically advanced society, libraries play an ever-more-important role in fostering digital literacy. The following are some important factors that emphasize this importance empowering Users Libraries help people become knowledgeable and critical information consumers by giving them the skills they need to navigate digital environments. This empowerment encourages self-assurance and independence when utilizing technology. Bridging the digital divide libraries contribute to the reduction of disparities in digital access by granting users access to technology and online resources. They act as

essential community centers, guaranteeing that everyone has the chance to acquire digital skills. Lifelong learning support libraries provide a variety of educational programs that emphasize digital literacy, promoting lifelong learning for people of all ages. This flexibility is essential in a technological environment that is changing quickly. Encouraging information literacy digital literacy includes critical thinking and information evaluation in addition to technical skills. Libraries help people learn how to evaluate the reliability of information found online, which is a crucial ability in the fight against false information. Promoting collaboration libraries are frequently used as community centers where people can work together on projects, exchange information, and gain knowledge from one another. As users interact with different viewpoints and abilities, this collaborative spirit improves digital literacy. (Rafi, JianMing, & Ahmad, 2019)

New Media

Digital communication technologies that have changed the way we produce, distribute, and interact with content are referred to as new media. Social media, blogs, podcasts, videos, and interactive websites are examples of platforms that facilitate participation and real-time interaction. New media, in contrast to traditional media, is distinguished by its capacity to support user-generated content and two-way communication, enabling people to stop being passive consumers and start contributing actively. There are advantages and disadvantages to new media in the context of libraries. These technologies can be used by libraries to increase user engagement, expand their reach, and offer cutting-edge educational materials. Libraries can reach a variety of audiences, encourage digital literacy, and strengthen ties within the community by integrating new media into their services and programs. As we learn more about new media, it becomes evident that it is more than just a collection of tools; rather, it is a force for change that has the power to completely rethink how libraries fulfill their missions and serve their communities in the digital age.

A variety of digital communication platforms and technologies that have revolutionized the way we produce, distribute, and consume content are collectively referred to as new media. When it comes to using new media for education and community engagement, libraries are crucial. In the context of library and information science, new media encompasses the following important features diverse content formats new media comprises interactive websites, blogs, podcasts, videos, and social media. Libraries can use these formats to present information in interesting ways and reach a variety of audiences. Community Engagement: Libraries can share events, build relationships within the community, and get feedback by using social media and other new media platforms. This promotes user involvement and fosters a feeling of community. Digital storytelling libraries can encourage programs that let people use multimedia to share their stories and experiences. This strengthens community voices while also enhancing the library's collection. Educational resources by offering interactive and multimedia-rich content, and new media tools can improve educational programming. Workshops on digital publishing, social media literacy, and content creation can be provided by libraries. Cooperation and networking libraries can collaborate and network by collaborating with neighborhood groups, educational institutions, and community members to produce and distribute content. Access to Emerging technologies a lot of libraries offer access to cutting-edge technologies.

To sum up, new media is a revolutionary change in the production, dissemination, and consumption of information that is radically reshaping the communication and engagement landscape. Adopting new media is crucial for libraries to continue being effective and relevant in their community service. Libraries can increase user engagement, advance digital literacy, and encourage cooperation between various groups by utilizing these platforms. Incorporating new media into library services enhances the user experience while enabling people to take an active role in the digital world. Libraries are essential for addressing the digital divide, conserving local stories, and promoting fair access to information as they develop and adapt further. In the end, libraries' mission to

connect, educate, and inform is reinforced by their careful use of new media, guaranteeing their continued importance as essential resources in the rapidly changing digital landscape. The continuous development of new media will surely influence how libraries interact and serve their communities in the future, encouraging a culture of creativity and learning. (Sundar & Limperos, 2013)

New Media Definition

Digital communication platforms that involve user participation and are interactive, like social media, blogs, podcasts, and video-sharing websites, are referred to as new media. Refers to digital tools and platforms that make it easier to create, share, and engage with content in real-time. Social media, blogs, podcasts, videos, interactive websites, and mobile applications are just a few of the many formats that fall under this category. New media, in contrast to traditional media, facilitates two-way communication and empowers users to actively participate by creating and sharing their content. This change has revolutionized the way people share and consume information, encouraging teamwork and community involvement while enabling people to produce and consume digital content. (Jennings, 1996)

Impact on Information Dissemination

The emergence of new media has fundamentally changed how information is disseminated in some important ways, including speed and accessibility. News and updates can now be shared quickly thanks to new media. Public awareness and responsiveness to current events are improved by this immediacy. Diverse platforms information can be shared via a variety of platforms, including blogs, podcasts, social media, and more, enabling content to reach a range of audiences and satisfy varying information consumption preferences. User engagement through comments, shares, and discussions, users can interact with content thanks to new media's promotion of interactive communication. This exchange promotes a culture of participation where viewers can share their viewpoints. Democratization of content anyone with internet access can now share their knowledge and opinions because the entry barrier

for content creation has decreased. A platform for a range of voices and viewpoints that might be ignored in traditional media is made possible by this democratization. Targeted communication: information can now be disseminated to particular communities or demographics based on their interests, habits, and geographic location thanks to new media tools. For users, this accuracy increases the content's relevance. Multimedia integration information is presented more richly and is more accessible to a variety of learning styles through the use of text, images, audio, and video. (Yang, Zhang, Cheng, & Zhao, 2023)

User-Generated Content

New media allows for greater public participation in content creation, changing the landscape of information dissemination. In the digital age, user-generated content has completely changed how information is shared. People can now create, share, and interact with content like never before thanks to the growth of social media, blogs, and other online platforms. Traditional media environments have changed as a result of this change, enabling a more democratic information flow where a range of voices and viewpoints can be heard. UGC is essential for increasing the accessibility, speed, and reach of information; it also facilitates grassroots movements and encourages community involvement. But there are drawbacks as well, especially when it comes to the dependability and credibility of the shared content. Digital literacy and critical analysis are crucial as people depend more and more on user-generated content user-generated content for news and information. This examination of user-generated content's effects on the spread of information reveals both the advantages and disadvantages it offers, highlighting the significance of comprehending how these factors influence how we interact with information in a world that is becoming more interconnected by the day.

To sum up, user-generated content has completely changed how information is disseminated and created a more dynamic and participatory online environment. User-generated content democratizes information access and empowers people to participate actively in conversations by

allowing a variety of voices to share their experiences and perspectives. But this change also comes with a lot of difficulties, especially when it comes to the veracity and correctness of the information being disseminated. The quick dissemination of false information emphasizes the need for users to possess digital literacy and critical evaluation abilities to successfully negotiate the complexities of user-generated content. Libraries and other information institutions play a critical role in fostering responsible content creation and educating people about user-generated content as they adjust to this changing environment. Libraries can help maximize the potential of user-generated content while reducing its risks by assisting users in acquiring the skills necessary to identify reliable sources. In the end, user-generated content influence on the spread of information is indicative of a larger movement toward a society that is more connected and cooperative, where each person can add to the continuing conversation and influence the stories that define our world.(Wyrwoll, 2014)

Instantaneous Communication

The speed of information spread through new media necessitates skills in evaluating and verifying content quickly. The capacity to communicate in real-time, enabling people and groups to connect and engage immediately, is known as instantaneous communication. Thanks to the introduction of digital technologies like messaging apps, social media sites, and smartphones, communication is now easier and faster than ever. Because of this change, our interactions with one another have changed dramatically, allowing for both professional and personal collaboration over great distances. The rapid exchange of ideas, updates, and feedback made possible by instantaneous communication promotes a dynamic flow of information in today's fast-paced world. Instant communication, whether through a brief text message, video call, or social media post, has a significant impact on sharing information, forming relationships, and making decisions. However, there are also significant concerns raised by this change regarding the caliber of interactions, how to handle information overload, and the security and privacy ramifications. Instantaneous communication has both benefits and

drawbacks in a world that is becoming more interconnected. By investigating its landscape, we can gain a better understanding of how it affects our personal lives, work settings, and the larger information ecosystem.

In the digital age, instantaneous communication has completely changed how we communicate, exchange information, and form bonds with one another. People and organizations can connect across distances thanks to its capacity to enable real-time exchanges, which promotes responsiveness, engagement, and collaboration. Immediate communication improves connectivity and facilitates prompt decision-making in both personal and professional contexts. But there are drawbacks to this quick information flow as well, like information overload, the possibility of miscommunication, and worries about data security and privacy. Users must acquire essential skills for efficiently managing their communications to navigate these complexities. It is crucial to strike a balance between speed and quality as we continue to reap the rewards of instantaneous communication to maintain the security and significance of our exchanges. Libraries and other information centers play a crucial role in helping users with this endeavor by offering tools and advice to help people maximize the benefits of instantaneous communication while avoiding some of its drawbacks. In the end, cultivating effective communication in our increasingly interconnected world will depend on our ability to comprehend and adjust to this changing environment. (Yang & Jin, 2015)

Library Engagement

Libraries can interact with their communities, advertise services, and give users access to a variety of content formats by utilizing new media. They can also inform users of the consequences of using these platforms to obtain information. The term “library engagement” describes the plans and programs that libraries put in place to engage their patrons, encourage involvement, and improve user experiences. Libraries are changing in an age where social media and digital technologies rule to stay relevant and available to a wide range of people. Involving

customers extends beyond conventional lending procedures and includes a comprehensive strategy for fostering connections, encouraging literacy, and offering useful resources that address community needs. Effective library engagement entails developing inclusive programs, using a variety of platforms to reach diverse audiences, and comprehending the interests and preferences of users. Through organizing workshops and events and using social media for outreach, libraries work to establish friendly spaces where residents are encouraged to get involved and feel appreciated. We can investigate the significance of library engagement in advancing literacy, creating a feeling of community, and adjusting to the constantly shifting information consumption landscape. Libraries that actively engage with their communities not only strengthen their position as information centers but also add to the enrichment of culture and education.

Building solid relationships between libraries and their communities requires library engagement. Libraries can establish dynamic, inclusive spaces that promote engagement and lifelong learning by actively engaging with their patrons and learning about their needs. Engaging programs, such as social media outreach, workshops, and events, support the development of literacy, cultural sensitivity, and intergroup cooperation. Making engagement a top priority helps libraries stay relevant and essential resources in the digital age as they continue to adjust to the shifting landscape of information consumption. Libraries not only strengthen their position as information centers but also improve the general well-being and enrichment of their communities by fostering relationships and offering worthwhile experiences. In the end, successful library engagement promotes a more informed and connected society, empowers individuals, and fortifies community ties. (Sukovic, Litting, & England, 2011)

Integrating Digital Literacies and New Media in Library and Information Science Education

To prepare future professionals to succeed in an increasingly digital environment, library and information science education must incorporate

digital literacies and new media. A summary of the significance and methods for successfully integrating these components into library and information science curricula is provided below importance of integration relevance to current practices: as libraries develop into dynamic digital hubs, future librarians must comprehend digital literacies and new media to effectively serve their communities and keep up with emerging technologies. Empowering users by teaching aspiring librarians digital literacy, they can instruct patrons on how to interact critically with information, resulting in a better-informed public. Encouraging lifelong learning including new media in library and information science instruction fosters flexibility and ongoing education, two qualities that are crucial for workers in a field that is changing quickly. Collaboration and community engagement by being aware of new media tools, librarians can establish stronger ties with their communities and promote outreach and cooperative projects. Methods for developing integration curricula revise library and information science programs to incorporate classes on new media tools, digital literacy, and how to use them in library settings. Information evaluation, digital storytelling, and social media management are a few possible topics.

Hands-on learning gives students real-world experience with new technologies and media platforms. Projects requiring the development of multimedia presentations, online community management, or digital content creation may fall under this category. Interdisciplinary approaches to give students a more comprehensive understanding of digital literacies and their applications in a variety of fields, work with departments like communications, information technology, or education. Workshops and seminars to exchange knowledge about the newest developments in digital media, tools, and best practices for incorporating them into library services, host workshops conducted by experts in the field. Capstone projects encourage students to work on capstone projects that entail creating services or programs that use new media and digital literacy to address actual community needs. Evaluation and feedback create evaluation instruments that gauge students' mastery of digital literacy and their capacity to use these abilities in real-world situations.

Community partnerships work with neighborhood groups to offer students internships or joint projects that emphasize community outreach and digital engagement. Conclusion Institutions can better prepare upcoming librarians to handle the opportunities and challenges of the digital age by incorporating new media and digital literacies into library and information science education. This holistic approach not only enhances the skills of future professionals but also.

Future librarians and information professionals must be prepared for the challenges of a rapidly changing digital landscape by incorporating digital literacies and new media into library and information science education. Knowing how to use and navigate digital tools becomes crucial for efficient service delivery as libraries evolve into multifaceted community centers that embrace technology. The ability to locate, assess, produce, and share information via digital platforms is referred to as digital literacy. Social media, blogs, podcasts, and multimedia content are examples of new media that have a big impact on how people share and consume information these days. Educational institutions can give students the skills they need to interact with a variety of populations and meet modern information needs by including these components in library and information science curricula. Incorporating digital literacy and new media into library information science education fosters critical thinking, creativity, and teamwork in addition to improving future librarians' professional skill sets. It is clear from examining the tactics and significance of this integration that libraries must embrace these elements if they are to remain relevant and effective in a world that is becoming more and more digital.

Library and information science education must incorporate digital literacies and new media to produce capable and flexible professionals who can prosper in the current digital landscape. This integration not only gives aspiring librarians the tools they need to use and navigate changing technologies, but it also gives them the ability to interact with a variety of communities and solve modern information problems. A generation of information professionals ready to encourage digital literacy among users, improve community involvement, and support lifelong

learning can be produced by library information science programs by embracing experiential learning, interdisciplinary collaboration, and real-world applications. By taking this proactive stance, libraries are guaranteed to continue being essential tools in a world that is becoming more interconnected and able to support informed and involved citizens. The foundation of library services is ultimately strengthened by the incorporation of digital literacies and new media into library information science education, which enables libraries to comply with changing community demands and technological advancements. This dedication to cutting-edge instruction will be crucial in determining the future of libraries and their influence on society as the information landscape continues to change. (Hays & Kammer, 2023)

Curriculum Development for Integrating Digital Literacies and New Media in Library Information Science Education

When it comes to incorporating new media and digital literacies into library and information science education, curriculum development is essential. The following are important factors and methods to think about when developing a successful curriculum:

Needs assessment finds skills gaps to ascertain the fundamental digital skills and new media knowledge required in the field, and survey and interviews current students, alumni, and library professionals. Community input talk to local stakeholders to learn about the information requirements and technical difficulties that library patrons face. Core courses digital literacy fundamentals: provide introductory courses that address the fundamentals of digital literacy, such as how to evaluate information, conduct online research, and use information ethically. New media technologies provide classes that concentrate on the different types of new media, such as blogs, podcasts, social media, etc., and how they are used in library environments. Practical assignments and hands-on learning experiences include projects that call for students to produce digital content, like blogs, social media campaigns, or multimedia presentations. Fieldwork and internships give students the chance to work in community organizations or libraries where they can use their

digital skills in practical settings. Cross-departmental courses and interdisciplinary collaboration collaborate with other academic departments (e.g. Education, computer science, or communications) to provide multidisciplinary classes that improve media literacy and skills. Invite professionals from the field to give guest lectures and workshops where they will discuss new developments in technology and digital media. Capstone projects community-focused initiatives encourage students to work on capstone projects that use new media and digital literacy to address particular community needs. Portfolio development assists students with professional development and job applications by having them put together a portfolio of their digital projects.

Learning outcomes for assessment and evaluation clearly state the learning objectives for new media and digital literacy while making sure they complement professional competencies. Feedback mechanisms establish frequent student and faculty feedback loops to assess the curriculum's efficacy and make required modifications. Provide faculty with opportunities for ongoing professional development to improve their knowledge of new media and digital literacies so they can effectively instruct students in these subjects. Curriculum review To take into account new developments in the field and emerging technologies set up a procedure for routine curriculum reviews and updates. By carefully crafting a curriculum that incorporates new media and digital literacies, library information science programs can equip aspiring librarians to handle the demands of a quickly evolving information environment. This method not only improves the skill sets of graduates but also reinforces libraries' position as vital tools for promoting digital literacy and civic involvement. The ability to effectively navigate and utilize new media will ultimately enable librarians to ensure their relevance and impact in the modern digital world through a strong and adaptable curriculum.

To give aspiring librarians the tools they need to succeed in an increasingly digital environment, curricula that incorporate digital literacies and new media into library and information science education must be developed. The capacity to use digital tools and interact with a variety of media becomes essential as libraries develop into vibrant community

centers. A variety of abilities that enable people to locate, assess, produce, and share information via digital platforms are collectively referred to as digital literacy. In the meantime, social media, blogs, podcasts, and multimedia content are examples of new media that significantly influence how people share and consume information in the modern world. Educational institutions can equip students to handle today's information needs and promote digital literacy among library patrons by incorporating these components into the library information science curriculum. This integration fosters flexibility, critical thinking, and creativity in addition to improving the professional competencies of aspiring librarians. A forward-thinking approach is essential to guaranteeing that library information science graduates can flourish in a rapidly evolving information environment and carry out their responsibilities as catalysts for community engagement and lifelong learning, as we discover when we examine successful curriculum development strategies. (Park, Kim & Park, 2021)

Hands-on Training for Integrating Digital Literacies and New Media in Library Information Science Education

In library and information science education, experiential learning is essential, especially when incorporating new media and digital literacies. By enabling students to apply abstract ideas in real-world situations, this experiential approach improves learning. The following are essential components and tactics for successful practical instruction in library and information science programs. Interactive workshops conduct skill-building sessions that concentrate on particular digital tools and platforms, like digital storytelling, social media management, and content production software. Real-world scenarios encourage students to use their digital literacy to come up with solutions by simulating real-life library problems through case studies and role-playing activities. Collaborative projects for project-based learning give students group assignments that call for them to collaborate to produce digital content, like a multimedia presentation on a pertinent subject or a library marketing campaign. Engage students in community-based initiatives that make use of digital tools, like building an online resource for nearby organizations or a digital

archive. Practical application of internships and field experiences collaborate with nearby libraries or organizations to provide internships that allow students to obtain practical experience utilizing new media techniques and digital literacy. Mentorship opportunities help students connect with seasoned professionals who can offer advice and insights.

Digital content creation to help students improve their communication and media production abilities, and encourage them to produce a variety of digital content, such as blogs, podcasts, videos, and infographics. Portfolio building assembles students' digital projects into a portfolio to highlight their skills and practical knowledge to potential employers. Simulation of library technologies establishes labs with up-to-date software and library technologies so that students can practice using digital tools like online cataloging, digital asset management, and integrated library systems. Introduce students to cutting-edge technologies that libraries might use, such as virtual reality and augmented reality, so they can investigate creative approaches to interacting with users. Peer learning and feedback collaborative learning promote collaboration on projects and peer-to-peer learning by having students work in small groups or pairs. Feedback mechanisms establish organized feedback sessions where students can showcase their work and get helpful criticism from teachers and peers. Incorporating digital literacies and new media into library and information science education requires hands-on training because it gives students the confidence and practical skills they need to succeed in a rapidly evolving information environment. Students can gain an understanding through interactive workshops, project-based learning, internships, and content production. (Sisson, 2001)

Observations/Results

Certainly! Here are some observations and potential results related to the integration of digital literacies and new media in library and information science:

Observations Increased Use of Digital Resources: E-books, online databases, and streaming services are frequently used by libraries that

improve their digital offerings. **Diverse Programming:** To reach a wider audience, libraries are creating a greater variety of workshops and programs centered on media literacy, coding, and digital skills. **Community Partnerships:** To encourage digital literacy and foster greater community engagement and resource sharing, numerous libraries are partnering with nearby organizations and educational institutions. **User Demographics Shifting:** Libraries are seeing a change in user demographics as a result of the expansion of digital services, drawing in younger users and those who may not have previously used traditional library services. **Needs for Staff Training:** To stay abreast of new developments in digital literacy and technology, library employees need continual professional development, which emphasizes lifelong learning.

Results **Better Information Literacy:** Customers who possess higher levels of digital literacy are better able to evaluate information and think critically, which helps them make better decisions. **Better Community Ties:** Libraries that use digital platforms to actively interact with their communities report better relationships, more people attending events, and a feeling of community. **Empowerment and Inclusivity:** Libraries help close the digital divide and advance equity by giving marginalized communities access to training in digital skills. **Innovative Services:** Libraries that use digital tools and new media frequently create cutting-edge services that appeal to a variety of user groups, like interactive storytelling sessions or virtual reality experiences. **Sustainability and Resilience:** Because they can swiftly move services online and continue to receive community support, libraries that adjust to digital trends are better able to manage crises like the COVID-19 pandemic. All things considered, the incorporation of new media and digital literacy is converting libraries into vibrant hubs for education, cooperation, and community involvement, increasing their significance in the current digital environment.

Results and Discussion

Results Enhanced digital engagement. The use of digital resources, including e-books, online databases, and streaming services, has

significantly increased, according to several libraries. Among younger populations and those looking for flexible access to materials, this increase is especially noticeable. Higher program participation libraries that provided training sessions and workshops on digital literacy saw increased participation rates. Students, job seekers, and seniors were among the diverse community members drawn to programs that focused on coding, social media usage, and critical evaluation of online information. Improved Community collaborations and partnerships with non-profits, local companies, and schools have grown, resulting in joint projects and events. These collaborations frequently improve resource exchange and raise awareness of library initiatives. Better library services Libraries that incorporated digital tools, such as virtual reference services or online event booking platforms, reported increased patron satisfaction and more effective service delivery. Enhanced staff competency constant training in digital tools and resources for library employees led to increased staff competency and confidence, which allowed them to better help users navigate digital resources.

Discussion A major change in the function of libraries in modern society is represented by the incorporation of new media and digital literacy into library services. This shift involves more than just technology; it also includes a larger dedication to helping users develop their information literacy and critical thinking abilities. Adapting to changing user needs Libraries must change to adapt to the shifting needs of their communities as society grows more digital. The observed increase in the use of digital resources makes the need for adaptable, easily accessible services abundantly evident. Libraries that adjust to these demands not only stay current but also strengthen their standing as essential community assets. Function in Promoting Inclusivity: The findings highlight how libraries can help close the digital divide. Libraries empower underserved communities by offering resources and focused training, guaranteeing fair access to technology and information. Given the persistence of educational and economic inequalities in many communities, this is especially crucial. Innovation and experimentation libraries have been inspired to innovate as a result of the heightened emphasis on digital

programming. Libraries can draw in a wide range of users and maintain engaging services by experimenting with new technologies like virtual reality, coding boot camps, and digital storytelling. Opportunities and challenges although integrating digital literacy has many advantages, there are drawbacks as well. Libraries need to spend money on employees.

Conclusion

To empower people and communities, library and information science must incorporate new media and digital literacy. Libraries can guarantee that users are knowledgeable, involved, and capable of fully participating in the digital world by promoting these abilities. To sum up, new media and digital literacy are essential to the changing field of library and information science. Libraries are vital centers for fostering information literacy, guaranteeing fair access to resources, and involving communities as they continue to adjust to the demands of a digital world. Librarians who embrace new media formats and technologies not only improve their services but also enable people to efficiently navigate and use information. Libraries must prioritize digital competencies to fulfill their role as vibrant knowledge hubs in a society that is becoming more interconnected by the day. Setting these factors as a top priority going forward will be essential to libraries' ongoing significance and influence in the digital age.

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Effective Teaching and Learning Practices for ESL Young Learners' Sentence Writing

Cheena Gulati and Snehlata Dhaka

Introduction

Effective sentence writing refers to the „snapping“ of words for an ornamental appearance, i.e. using limited and better words that attract the readers' minds and are produced in a such manner that young learners can convince the reader logically. It implies using different parts of speech, figurative language, showing-altering techniques, questioning methods...etc., in other words, using language syntax semantically for the development of the sentence-writing skills of young learners. Effective practices and methods of sentence writing allow learners to express and show their opinions; indeed develop their writing skills academically. Along with it, learners become autonomous for real-life situations (how to express, what to express etc.). Certainly, the inner and outer critical logical language skills of young learners also develop. Using different approaches together encourages learners to produce a higher level of language and leads to less tiresomeness in reading or writing. NEP 2020 emphasizes transforming the Indian Education system with quality enhancement, promotion of language with technology integration and multidirectional learning. NEP also aims at working with and giving everyone's voice equal importance and value to contribute to intellectual and knowledge development, indeed language expression. One's language cannot be evaluated/assessed on specific parameters, as every individual possesses a different cognitive and metacognitive process of learning and language production. The basic sentence writing mechanism revolves around expression, feelings, knowledge, basic sentence elements, and modifiers. A well-written sentence foots as a complete thought of both good written communication and good writing.

However, Marcotte emphasises in (*Examining the Effectiveness of a Sentence Construction Intervention Combined with Self-Regulation Instruction Using a Regression Discontinuity Design, 2017*) on intervention, explicit instruction and the Self-Regulated Strategy Development (SRSD) framework and self-regulation procedures. The sentence should agree on the horizontal signs (syntagms: words) layout of the Syntagmatic Relation as well as the Pragmatic Relation on the vertical axis (Sheldon, 1999), id est for an effective sentence not only proper syntax (grammar) needs skilful schooling but equally the effective semantics (cognitive process and meaning) needs to be steered and applied proficiently.

Ways To Make Sentence Writing Effective

Effective learning methods involve active personal and academic learning. A 21st-century classroom should apply the following strategies and approaches for sentence writing:

- 1) Appreciating interactions—interaction with self, interaction between student-student and interaction between teacher-student (triangulation approach) is important for ideation of the sentence's subject, for example: discussions and station practices or points through the responses in open-ended support learning and idea generation. However, Bloom's Taxonomy verbs support having pre-prepared open-ended questions for discussion for the teacher and the learner (Bloom, 1965).
- 2) Involving a combination of individual and pair-work learning activities in the classroom: where group work leads to an opportunity to introduce new ideas and concepts during collaborative time, whereas pair work incorporates discussion-based effective learning. The use of dialogic talks and self-learning/ learning stations in the tasks engages learners; however, such tasks can also be geared and addressed towards the individual needs of low-ability and high-ability learners. Thus, learners could also get extended knowledge support through dialogic teaching. Hart claims that to build the learning capacity of learners, teachers should use a wide range of

differentiated strategies and a range of engaging experiences (Hart et al., 2004).

- 3) Engaging learners more effectively through visual impact allows learners to think cognitively and encourages them to develop independent learning skills. The videos allow the learners to think according to their mental ability and this reduces their stress while learning. Bandura also asserts that most human behavior is learned through observation, imitation and modelling (Bandura & McLeod, 1977). And it supports visual learners for better learning as well.
- 4) Differentiating choices can make each student's understanding visible according to his/her experience and knowledge; this gives the differently abled metacognitive learners enough space: for example— extended tasks of modelled writing, free differentiated approaches, nurture learners learning better, according to Gagne's nine events where external and internal conditions of learning result in an effective learning process (Kurt, 2020).
- 5) Facilitating instructional help to learners according to their level of understanding which reflects in free peer social discussion. The content differentiation gives the learners enough scope to balance out their emotional challenges. Differentiated, extended pair- work activities can be devised through what Petty calls the „ladder of learning (Petty, 2014). Creating high-quality learning sets appropriate and challenging tasks that build learning and show levels of understanding and should also focus on timely feedback and improvement as they are also important.
- 6) Preparing tasks for sentence writing that make use of tools— imagination with narrative crafts and written perception. Tasks that ignite imaginations and good vocabulary, involve ideation and metacognitive thinking space for differently abled students. Prepare tasks that make learners' understanding visible and refine their knowledge and experience at different learning levels. Exploring and facilitating such approaches as free discussions, modelled writing, self-learning and dialogic talk. In addition, Gardner also

argues that students are “better served if discipline could be presented in several ways and learning could be assessed through a variety of means” (Gardener, 2013).

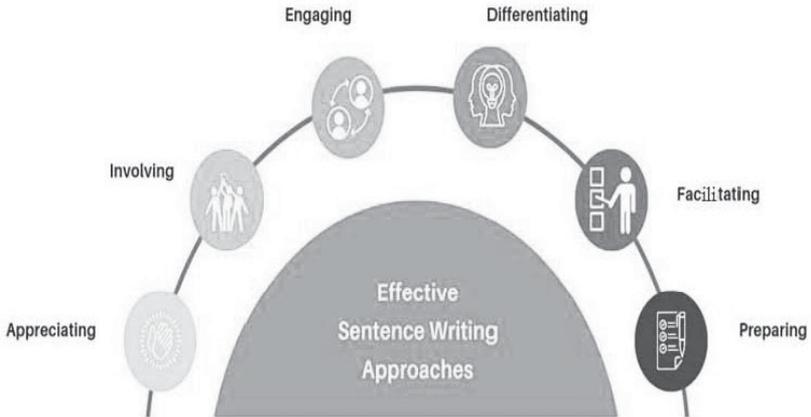


Fig. 1: Ways to Make Sentence Writing Effective in Classroom

The ESL facilitator confronts difficulty in providing timely, individualized feedback and adapting instructions and tasks to meet diverse student needs. On the other hand, the „no hands approach” improves AfL practice and makes lessons inclusive and effective: “The full spectrum of Bloom’s Taxonomy in the cognitive domain” (Burkill & Eaton, 2011). For a differentiated classroom, the teacher has to manoeuvre both the process and the content of my teaching strategies to meet the needs of varied learners. With time, effort and a large input of creativity, one has to customize instruction for differentiated learners. It opens up space for learners and the flexibility gives them the needed motivation.

William’s, „ Inside the Black Box and,, Beyond the Black Box” argue about how to assess the gap and take adequate measures to follow it up till the gap closes (William Black, 2012).

The parts of a descriptive sentence, „Paint with Words : learners must create sentences using expressive words and pictures in their sentence writing. However, it is challenging to design activities and assessments

for every lesson as all seven techniques or more are required and different assessment approaches are also needed. Lesson plan approaches and techniques can be elucidated inside and outside the classroom. Also, digital and gamified platforms can be reckoned with like Padlet, Kahoot, Quizlet, Nearpod, Socrative, etc. to support discussions, understanding, assessment, and feedback progress.

Indeed, these tools can be used outside classrooms as well as for larger classrooms with effective learning and high-level interactivity. Engaging and incorporating these tools significantly enhance learning and student engagement. Surely, gearing the reverse of the traditional methods from classroom to out-of-the-classroom approaches, like flipped classrooms, the flexible learning environment, learning culture and intentional content, supports learners to become independent, responsible, and organized (Persky & Mclaughlin, Aug 17).

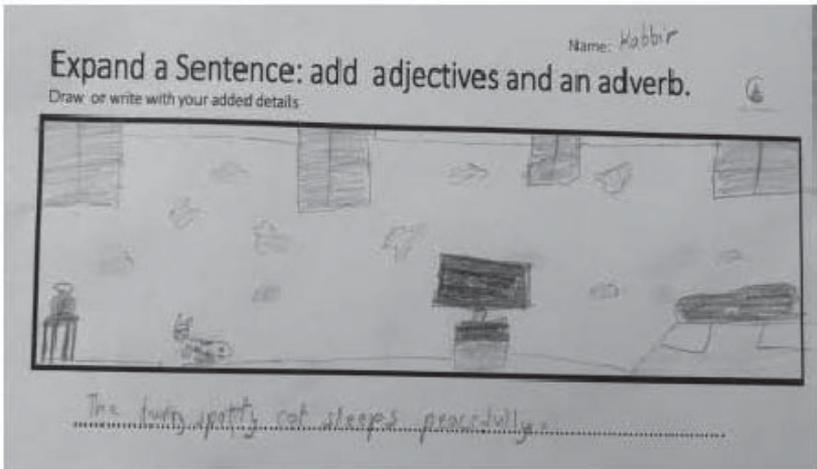


Fig. 2: Suggested order: making better sentences from lower to higher level with alternative techniques

Technique 1: Expand a Sentence (using parts of speech)

Lesson Plan 1: Visualize the subject (noun)/ (who/what) and its action(verbs) using adjectives and adverbs for example: “The dog barked. adding different parts of speech to make the sentence visualize better”. The dangerous black dog barked loudly.

Approach & Assessment: visualize both sentences; close your eyes or sketch both sentences to experience the difference.



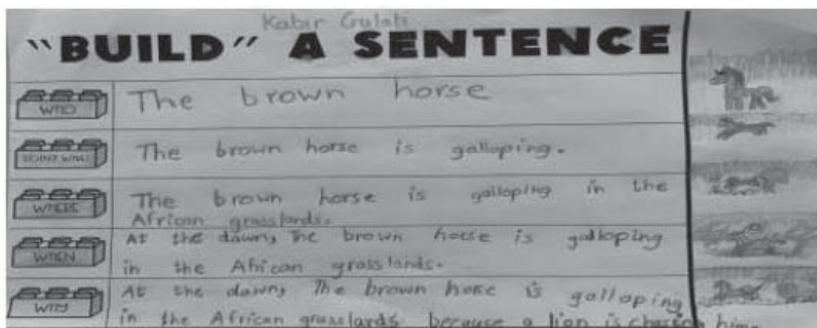
Note: The furry spotty cat sleeps peacefully.

Technique 2: 5Ws1H- Stretch a Sentence

Lesson Plan 2: For planning problem solving (subject) with What? Where? When? Why? Who? How? Prompt to expand the sentence. Can use activities using 5Ws and 1H phrases stripes.

Example: a silly bee to A silly bee fluttered in the garden at noon to collect the nectar.

Approach and Assessment: Detail (magnify) the sentence using a sketch/drawing or visualize how these prompts can paint a picture in the reader’s mind.

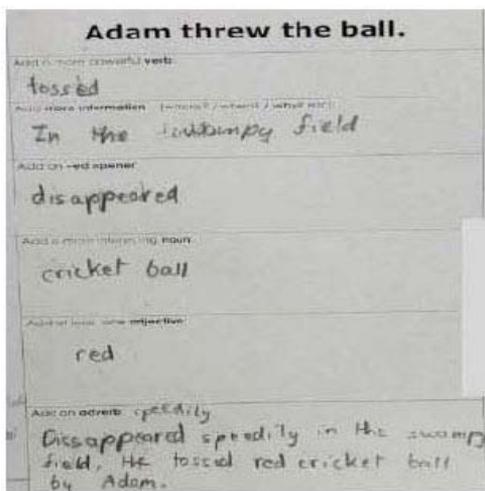


Note: At dawn, the brown horse is galloping in the African grasslands because a lion is chasing him.

Technique 3: Use openers along with 5 Ws 1H

Lesson Plan 3: For super sentences, use adverbs or other connectives as openers example: „A dog jumped. to „Yesterday, the black dog jumped high in the backyard. . „Occasionally, he played Frisbee with his younger brother. . „Frightened, he entered the room.

Approach & Assessment: Use differentiated theme-based assignments and allow learners to apply their understanding and knowledge. Learners can visualize or draw their sentences. [add a more powerful verb, add more information, add an opener, add a more interesting noun, add at least one adjective, add an adverb...., etc.]

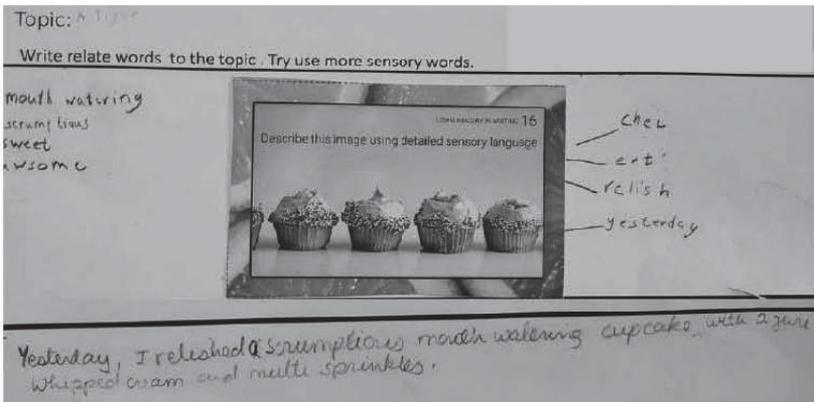


Note: Disappeared speedily in the swampy field, the red cricket ball tossed by Adam.

Technique 4: Sensory Imagery- Think Out of The Box

Lesson Plan 4: Prepare sensory stations where learners sense and experience different objects. Use their understanding and knowledge. Different objects on respective stations. Use sensory word map for vocabulary. To hunt for imagery station: smell (by smelling objects), taste (by tasting objects), touch (by feeling (touching) objects), sound (by hearing (sound) objects), and sight (by seeing objects).

Approach and Assessment: Use sensory words and think out of the box for better words. For example: for the tennis ball, use spherical and smooth instead of round (touch, sight) and use theme images like winter/roller coaster to find related describing words before writing the sentence. Use senses to discover words.



Note: Yesterday, I relished a scrumptious mouth-watering cupcake with azure whipped cream and multi-colour sprinkles.

Technique 5: Shades of Meaning

Lesson Plan 5: Look deeper for meaningful words, as shades, add different meanings to them like a paint shade card. Where each colour differs from the other, so do the words. For example: walk, march,

stomp etc. are ways of walking, and big, large, enormous, and gigantic... are words soothing that is big.

Approach and Assessment: Use terms for subtle differences in adjectives, verbs, and adverbs. Focus on meanings and usage for appropriateness. Use Google, thesaurus and other available resources.



Note: nice—good, ducky, fair, lovely; scared—afraid, fearful, frightened, terrified

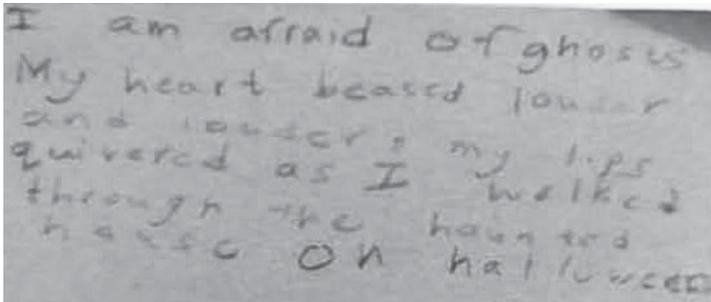
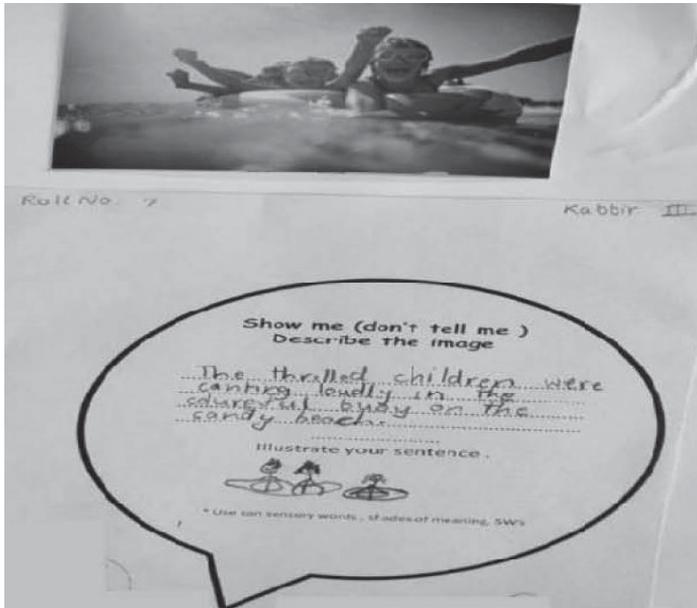
Technique 6: Show Don't Tell

Lesson Plan 6: Is a novel approach to add drama to the text and encourages the writer and reader to transmit the experience. Don t „tell rather „show example: Tell: Perry was terribly afraid of the dark. Show: As her mother switched off the lights and left the room, Perry tensed: She huddled under the cover, held his breath and gripped the sheets.

Approach and Assessment: showing skills have to be developed to reduce information and give experience to the reader. Face-Body-Voice (FBV) approach, Vivid and strong details. It requires the above approaches as well. Add actions to the text, for example: Rolling bumping on four wheels I bumped into the hospital gate.

Note:- level targeted :

(Left) The thrilled children were canting loudly in the colorful buoy on the sandy beach.

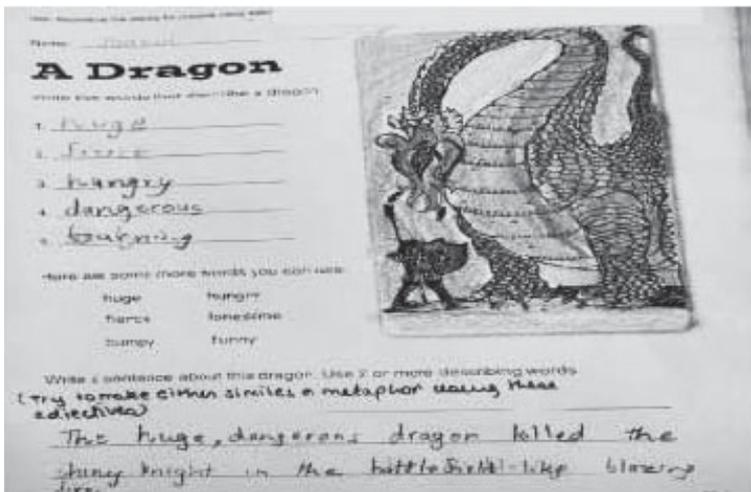


(Right) **I am afraid of ghosts.:** My heart beat louder and my lips quivered as I walked through the haunted house on Halloween.

Technique 7: Figurative Language

Lesson Plan 7: Using words that deviate from the conventional order. It is an ornamental writing to convey meaning with clarity or evocative comparisons. Example: The paper is as wrinkled as my grandfather's skin.

Approach and Assessment: Use stories, examples, adjectives, sounds...,etc. with different figures of speech like simile, metaphor, alliteration, onomatopoeia...,etc.



Note: The huge, dangerous dragon killed the shiny knight in the battle field like blazing fire.

Knowledge diffusion and the exchange of ideas not only increase the learners understanding meaningfully; but also take learning beyond just finishing assignments. Learning outcomes can be sub-optimized due to a lack of interest and motivation. Higgins discusses in his meta-analysis studies (.62) the effect size on cognitive outcomes and (1.44) on affective (attitude & motivation) outcomes (Higgins et. al., 2004). The facilitator should initiate the Feed Up, Feed Back and Feed Forward approach to progressive learning (Hattie & Timperley, 2007). Constructive developmental feedback lets students be open to correction and to learn from mistakes. And adapt reflective strategies: Reflection in/on Action, as suggested by Schön (CAIE, 2019).

Effective classroom practice is not about a chapter and few MCQs or formative tests; rather it has widened its horizons with varied assessment strategies: verbal, and non-verbal, growing through higher-order thinking, formative feedback and differentiated and constructive learning. For

classroom practice, Hattie (Hattie, 2009) and Marzano (Marzano et al., 2003) emphasize gaining insights about effective teaching and learning which can be applied for sentence writing sessions. The facilitator *sine qua non* greases the wheels of an effective classroom by routing such approaches as UbD(Understand by Design) (Mc Tighe & Wiggins, 2005), UDL(Universal Design For Learning) (Rose, D. & Meyer, 2002) and DI (Tomlinson, 2014) differentiated instructions.

Conclusion

Language has the essence of being organic and dynamic, so it undergoes changes constantly. So, young learners need a detailed understanding and comprehensive approaches for sentence mechanics. Sentences are the strongest way to share thoughts, so exploring proper techniques and stylistic choices is needed. Thus, appropriate style is important and it contributes to clarity by laboring on the vocabulary, grammar, connectives, punctuation..., etc. Attaining sentence

writing proficiency requires interventions for foundational skills (Furey, 2017), active participation and consistent practice with contentment and perseverance.

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English for Specific Purposes: A Critical Review of its Evolution, Principles, and Applications

Pooja Kumari

Introduction

This study provides a comprehensive review of English for Specific Purposes (ESP), tracing its evolution, principles, and applications. ESP has emerged as a distinct field of English language teaching, focusing on specialized communication needs. This research examines the theoretical frameworks, methodologies, and pedagogical approaches underlying ESP. A critical analysis of ESP's relevance to professional contexts, including business, medicine, engineering, and academia, highlights its effectiveness in enhancing learners' communicative competence.

English for Specific Purposes, ESP, language teaching, specialized communication, professional contexts. This comprehensive review examines the evolution, principles, and applications of English for Specific Purposes (ESP), a distinct field of English language teaching tailored to specialized communication needs. ESP has undergone significant transformations since its inception, driven by advances in linguistic theory, pedagogical innovations, and the increasing demand for profession-specific language training. This research paper makes an in-depth analysis of the theoretical frameworks, methodologies, and pedagogical approaches underlying ESP. The research explores the intersection of ESP with professional contexts, including business, medicine, engineering, and academia, highlighting its effectiveness in enhancing learners' communicative competence. The key aspects examined in the study are as following:

1. Historical development of ESP and its emergence as a distinct field.

2. Theoretical frameworks informing ESP, such as needs analysis, genre theory, and critical discourse analysis.
3. Methodologies and pedagogical approaches, including task-based learning, content and language integrated learning (CLIL), and technology-enhanced instruction.
4. Applications of ESP in diverse professional contexts, including business, medicine, engineering, and academia.
5. Critical evaluation of ESP's relevance, effectiveness, and limitations in enhancing learners' communicative competence.

This study contributes to the existing body of knowledge on ESP by synthesizing existing research to provide a comprehensive understanding of ESP's evolution and principles, by examining the intersection of ESP with professional contexts to highlight its practical applications and by identifying areas for future research and development in ESP. The 1960s marked the emergence of English for Specific Purposes (ESP) as a distinct field within English language teaching. This development was driven by the growing need for specialized language training in various professions. As international communication increased, professionals required tailored language instruction to effectively communicate in their respective fields. Early ESP courses focused on English for Science and Technology (EST) and English for Business and Economics (EBE). These pioneering programs recognized the unique language demands of specific professions and sought to address the gap between general English language instruction and profession-specific communication needs. Several pioneers contributed significantly to ESP's development. John Swales, Tony Dudley-Evans, and Larry Selinker were instrumental in shaping the field. Their innovative research and publications laid the foundation for ESP's growth. John Swales' 1971 publication, "Writing Scientific English," was a seminal work in ESP. Swales emphasized the importance of genre analysis in understanding scientific writing conventions. This research paved the way for ESP courses to focus on discipline-specific language instruction. Larry Selinker's 1972 paper, "Interlanguage," introduced the concept of interlanguage theory. Selinker

posited that learners develop a unique language system, influenced by their native language and target language. This theory has since informed ESP instruction, highlighting the need for tailored language support. Tony Dudley-Evans, another prominent figure, contributed to ESP through his work on course design and materials development. His collaborative research with John Swales and others helped establish ESP as a distinct field. The 1960s and 1970s saw a surge in ESP conferences and publications. The first ESP conference, held in 1969 at the University of Edinburgh, brought together experts to discuss the field's future. This event marked the beginning of ESP's growth into a vibrant community of practice.

Key characteristics of early ESP courses were as following:

1. Focus on practical communication skills
2. Emphasis on discipline-specific language instruction
3. Recognition of learners' specific needs
4. Use of authentic materials

These principles continue to guide ESP instruction today. The impact of ESP's early beginnings can be seen in its widespread adoption across various professions. ESP courses now cater to diverse fields, including medicine, law, engineering, and more. So the 1960s and 1970s laid the groundwork for ESP's emergence as a distinct field. Pioneers like Swales, Dudley-Evans, and Selinker contributed significantly to ESP's development. Their innovative research and publications continue to influence ESP instruction, ensuring that professionals receive tailored language training to excel in their respective fields. English for Specific Purposes (ESP) has undergone significant transformations since its inception, driven by advances in linguistic theory, pedagogical innovations, and the increasing demand for profession-specific language training. At the heart of ESP lies a set of principles and methodologies that guide its instruction, ensuring that learners receive tailored language training to excel in their respective fields.

According to Dudley-Evans and St. John (1998), ESP is characterized by the following core principles:

1. **Needs Analysis:** ESP courses should be tailored to learners' specific needs, taking into account their professional goals, language proficiency, and disciplinary requirements.
2. **Course Design:** ESP courses should be designed to meet learners' identified needs, incorporating relevant content, language, and skills.
3. **Authentic Materials:** ESP instruction should utilize authentic materials, reflecting real-world communication scenarios and profession-specific discourse.
4. **Focus on Practical Communication Skills:** ESP prioritizes practical communication skills, enabling learners to effectively interact in their professional contexts.

Methodologies in ESP

Methodologically, ESP instruction employs various approaches to achieve its objectives:

1. **Task-Based Learning:** Learners engage in tasks that mirror real-world professional scenarios, promoting communicative competence.
2. **Content and Language Integrated Learning (CLIL):** ESP courses integrate language and content instruction, fostering learners' ability to communicate effectively in their discipline.
3. **Genre-Based Instruction:** ESP focuses on teaching learners to recognize and produce discipline-specific genres, such as reports, proposals, and research articles.
4. **Technology-Enhanced Instruction:** ESP incorporates technology to enhance learning, providing access to authentic materials, online resources, and collaborative tools.

Teaching and Learning in ESP

Effective ESP instruction requires teachers to:

1. **Analyse Learners' Needs:** Conduct thorough needs analyses to inform course design.

2. **Design Relevant Materials:** Develop materials that reflect learners' professional contexts.
3. **Employ Varied Methodologies:** Utilize task-based learning, CLIL, genre-based instruction, and technology-enhanced instruction.
4. **Evaluate Learner Progress:** Continuously assess learner progress, adjusting instruction accordingly.

Learner-Centered Instruction

ESP instruction fosters a learner-centered approach, emphasizing:

1. **Autonomy:** Learners take ownership of their learning.
2. **Collaboration:** Learners engage in peer feedback, discussion, and problem-solving.
3. **Reflection:** Learners reflect on their learning, identifying areas for improvement.

Thus, ESP principles and methodologies provide a framework for effective profession-specific language instruction. By embracing needs analysis, authentic materials, practical communication skills, and learner-centered instruction, ESP teachers can equip learners with the language and skills necessary to succeed in their professional contexts. Needs analysis is a crucial step in designing effective English for Specific Purposes (ESP) programs. It involves identifying the language and communication needs of learners in their professional or academic contexts. The goal of needs analysis is to ensure that ESP instruction addresses the specific requirements of learners, enhancing their communicative competence and professional performance.

Types of Needs Analysis

1. **Target Situation Analysis:** Examines the language demands of learners' future professional or academic contexts.
2. **Learning Situation Analysis:** Focuses on learners' current language proficiency and learning needs.
3. **Present Situation Analysis:** Assesses learners' current language use and communication patterns.

Methods for Conducting Needs Analysis

1. **Questionnaires and Surveys:** Gather information on learners' language needs and preferences.
2. **Interviews:** In-depth discussions with learners, employers, or industry experts.
3. **Observations:** Observe learners in their professional or academic settings.
4. **Document Analysis:** Examine relevant documents, reports, and communication materials.

Designing ESP Programs

Following needs analysis, ESP programs can be designed to address learners' specific needs.

Key Considerations

1. **Course Objectives:** Align with learners' professional or academic goals.
2. **Course Content:** Reflect learners' language and communication needs.
3. **Methodologies:** Incorporate task-based learning, content and language integrated learning (CLIL), and technology-enhanced instruction.
4. **Assessment:** Evaluate learner progress through authentic assessments.

ESP Course Design Models

There were two ESP design models mentioned below:

1. **The Hutchinson and Waters' Model (1987):** Emphasizes needs analysis, course design, and materials development.
2. **The Dudley-Evans and St. John's Model (1998):** Focuses on needs analysis, course design, and learner-centered instruction.

Best Practices in ESP Design

1. **Collaborate with Stakeholders:** Involve employers, industry experts, and learners in needs analysis and course design.
2. **Use Authentic Materials:** Incorporate real-world communication scenarios and profession-specific discourse.
3. **Foster Learner Autonomy:** Encourage learners to take ownership of their learning.
4. **Evaluate and Refine:** Continuously assess and refine ESP programs to ensure effectiveness.

Needs analysis and design are critical components of effective ESP programs. By conducting thorough needs analyses and designing programs that address learners' specific needs, ESP instructors can enhance learners' communicative competence and professional performance. By incorporating best practices in ESP design, programs can ensure relevance, effectiveness, and sustainability.

Role and Need of ESP

1. **Communication:** ESP enables professionals to communicate effectively with colleagues, clients, and stakeholders worldwide.
2. **Career Advancement:** Proficiency in ESP enhances career prospects and opportunities for advancement.
3. **Globalization:** ESP facilitates international collaboration, trade, and business.
4. **Technology:** ESP supports the use of technology, such as email, video conferencing, and online documentation.
5. **Knowledge Sharing:** ESP enables professionals to access and share knowledge, research, and best practices.

Role of ESP in Professional Contexts

1. **Language Support:** ESP provides language support for professionals to perform tasks efficiently.

2. **Professional Development:** ESP contributes to ongoing professional development and continuing education.
3. **Industry-Specific Training:** ESP offers tailored training for specific industries, such as aviation, medicine, or law.
4. **Intercultural Communication:** ESP facilitates effective communication across cultural boundaries.
5. **Enhanced Productivity:** ESP improves productivity by reducing language barriers.

Need for ESP in Professional Contexts

1. Globalization and Internationalization
2. Increasing Complexity of Professional Communication
3. Advancements in Technology
4. Diversification of Workforces
5. Need for Specialized Language Training

Professional Contexts where ESP is Used

1. Business and Finance
2. Medicine and Healthcare
3. Engineering and Technology
4. Law and Justice
5. Aviation and Transportation
6. Tourism and Hospitality
7. Science and Research
8. Government and Public Administration

Benefits of ESP in Professional Contexts

1. Improved Communication
2. Enhanced Collaboration
3. Increased Productivity

4. Better Decision-Making
5. Competitive Advantage
6. Professional Growth
7. Cultural Competence
8. Access to Global Markets

Challenges in Implementing ESP

1. Limited Resources
2. Lack of Expertise
3. Cultural and Linguistic Barriers
4. Technological Constraints
5. Balancing Theory and Practice

By understanding the use, role, and need of ESP in professional contexts, organizations and individuals can prioritize language training and development, leading to enhanced communication, productivity, and success.

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An Exploratory Study Based on Sri Lankan Teacher's Perception of Teaching Music in Primary Education

G. S. G. Wasantha Kumara and Jeevani Herath

Introduction

Music education is acknowledged for its overall impact on the mental, emotional, and social growth of children (Selmani, 2024). Globally, there is a growing body of research affirming that early exposure to music has long-lasting effects on students' academic performance, creativity, and emotional well-being (Hallam, 2010). However, despite the overwhelming evidence supporting its benefits, the implementation of music education in primary schools varies significantly across different regions and educational systems. In Sri Lanka, music has historically played an integral role in cultural expression (Sharma, 2024), yet its place in the formal education system remains relatively underexplored. Understanding the perceptions of teachers, the primary implementers of educational policies is crucial to evaluating the current status and challenges of music education in Sri Lankan primary schools. This study seeks to explore Sri Lankan primary teachers' perceptions of teaching music, focusing on the challenges, pedagogical approaches, and perceived benefits within the context of the country's educational framework. The study sought to address three research questions:

- 1) Are teachers' abilities sufficient to implement music education in primary schools?
- 2) Are primary teachers aware of the benefits of music education?
- 3) What opportunities exist for music education in the current primary curriculum?

Sri Lanka has a rich musical heritage, deeply intertwined with religious, social, and cultural practices (Sharma, 2024). From traditional Sri Lankan folk music, the island nation boasts diverse musical expressions that reflect its multi-ethnic composition (Seneviratne, 2019). This cultural backdrop suggests that music could be a powerful tool for education in Sri Lanka, potentially enhancing students' connection to their cultural roots while also promoting cognitive and emotional growth. However, the extent to which this potential is realized in the classroom is dependent on multiple factors, including curriculum design, teacher training, resource availability, and societal attitudes toward music education. In this context, teachers' perspectives are particularly significant, as they are the ones responsible for delivering music education and shaping students' experiences with music in their formative years.

Research in other contexts has highlighted several key benefits of music education in primary schooling. For example, Hallam (2010) found that music fosters improved literacy, numeracy, and language development in children. Similarly, Schellenberg (2004) demonstrated that music training enhances verbal intelligence and academic performance. Music education has also been associated with enhanced emotional regulation and social skills, as participation in music activities, such as choirs or group instrument lessons, fosters teamwork, patience, and discipline (Eerola & Eerola, 2014). These benefits are not limited to students in well-resourced, high-income countries; studies have shown that children in low-income or resource-constrained settings can also experience significant academic and socio-emotional benefits from music education (Burnard & Murphy, 2013).

In Sri Lanka, the educational system is highly centralized, and curriculum design is primarily dictated by the National Institute of Education (NIE). In the primary school curriculum introduced by the NIE, environment-related activities have been integrated with the subjects including social studies, science, health and physical education, and aesthetic subjects including art, music and dancing (UNESCO International Bureau of Education, 2011). Accordingly, music has been included as an integrated

subject in the primary school curriculum, but it is often given less priority than core subjects such as mathematics and science (Harischandra, 2019). In practice, this has led to music being marginalized, with many schools offering it as an extracurricular activity rather than an integral part of the academic curriculum. A study by Perera and Weerasinghe (2020) found that many Sri Lankan primary school teachers feel inadequately trained to teach music, which leads to low confidence in delivering lessons effectively. Additionally, societal perceptions of music as a “luxury” subject, rather than a vital component of education, also contribute to its marginalization (Daubney & Mackrill, 2017).

In Sri Lankan society, there is often a greater emphasis on subjects perceived as having direct economic value, such as mathematics and science, leading to a devaluation of the arts, including music (Seneviratne, 2019). These attitudes can influence parents’ and educators’ support for music education, making it more difficult to secure the resources and institutional backing necessary to implement effective music programs in primary schools. Understanding how teachers perceive these challenges and opportunities is essential for identifying ways to strengthen music education in Sri Lanka. Teachers play a key role in shaping students’ early experiences with music, and their perceptions can offer valuable insights into the practical realities of delivering music education in a resource-constrained context. Therefore, this exploratory study aims to examine Sri Lankan primary teachers’ perceptions of music teaching, focusing on the barriers they face, their methods, and their views on the potential benefits of music education for young learners. By investigating these issues, this study seeks to contribute to the ongoing conversation about the role of music in primary education in Sri Lanka and provide recommendations for improving its delivery in schools.

Literature Review

Music education, particularly in primary schools, has been extensively studied for its multifaceted impact on child development. Research consistently shows that early exposure to music contributes to children’s cognitive, emotional, and social growth (Hallam, 2010; Schellenberg, 2004). Despite the recognized benefits of music education, its

implementation in schools varies across different contexts and is often influenced by cultural, economic, and institutional factors (Burnard & Dragovic, 2015; Sæther, 2003). For instance, while global studies demonstrate the positive effects of music education on child development, the challenges of implementing effective music programs are significant in many countries, particularly in Asia, where context-specific pedagogy is required (Ho, 2011).

In Sri Lanka, economic constraints, limited resources, and varying institutional support present notable obstacles to the consistent delivery of music education (Wijewardena, 2019). Moreover, teachers' perceptions and experiences are crucial in understanding these barriers, as they directly influence the effectiveness of music instruction and highlight areas for potential improvement within the education system (Jorgensen, 2003). This review explores the global benefits of music education in primary settings, contextual challenges specific to Sri Lanka, and teachers' perspectives on music education within the Sri Lankan system.

Global Benefits of Music Education in Primary Schools

Extensive research has documented the positive influence of music education on students' cognitive development. Hallam (2010) provides a comprehensive analysis of how music education enhances a variety of cognitive skills, including memory, attention, and problem-solving. Music requires the integration of complex cognitive processes such as decoding rhythm, melody, and harmony, which stimulates brain development, particularly in areas associated with language and mathematics. For instance, Schellenberg (2004) found that students who received music lessons demonstrated significant improvements in IQ, suggesting a broader impact of music education on academic performance.

Moreover, music education has been linked to improvements in emotional regulation and social skills. Research by Eerola and Eerola (2014) highlights how extended music education programs lead to enhanced

social cohesion and emotional well-being in students. Music allows children to express emotions and fosters empathy, teamwork, and discipline, especially in group settings like choirs or orchestras (Burnard & Murphy, 2013). These benefits are not limited to high-income countries. In resource-constrained environments, music education has been shown to contribute positively to students' socio-emotional and cognitive development, providing a crucial outlet for creative expression and emotional regulation (Burnard & Murphy, 2013).

Challenges of Music Education in Developing Contexts

While the benefits of music education are well-established, the practical implementation of music programs often faces significant barriers, especially in developing contexts. In many countries, including Sri Lanka, music education is frequently undervalued, and seen as a peripheral subject rather than an essential part of the curriculum. The study by Perera and Weerasinghe (2020) sheds light on the challenges of music education in Sri Lankan schools, noting that while music is part of the formal curriculum, it is often marginalized due to competing priorities. Subjects like mathematics and science are given more importance, leaving music underfunded and under-resourced.

The issue of resources is particularly acute in Sri Lanka. Many schools lack basic musical instruments and facilities, which hampers the effective teaching of music (Perera & Weerasinghe, 2020). Furthermore, the lack of trained music teachers poses a significant challenge. According to Seneviratne (2019), teacher training programs in Sri Lanka do not adequately prepare educators to teach music. Consequently, numerous primary school teachers feel unprepared and lack the necessary skills to conduct effective music lessons. This is compounded by the fact that music education is often treated as an extracurricular activity, which means it is not given the time or attention it deserves within the school day.

Teachers' Perceptions of Music Education

Teachers' perceptions play a critical role in shaping how music is taught in primary schools. Numerous studies have explored generalist teachers'

perspectives and attitudes regarding their readiness to incorporate music instruction into their classrooms (Crow, 2008; Seddon & Biasutti, 2008).

In the Sri Lankan context, teachers' perceptions are influenced by a range of factors, including their own training, the availability of resources, and societal attitudes toward the importance of music education. Research suggests that many Sri Lankan teachers recognize the benefits of music education but feel constrained by practical limitations. Perera and Weerasinghe (2020) found that teachers in Sri Lankan primary schools believe music can enhance students' creativity, emotional expression, and teamwork skills. However, existing literature has consistently found that pre-service primary school teachers are less confident in teaching music than in teaching any other subject (Jeanneret, 1995). While there are various causes of these confidence issues (Mills, 1989), they eventually manifest as ongoing obstacles to teacher preparedness to teach music.

Furthermore, societal attitudes toward music as a subject of lesser importance contribute to the marginalization of music education. In Sri Lanka, as in many other countries, there is a strong emphasis on academic subjects that are perceived to have direct economic value, such as mathematics, science, and languages (Seneviratne, 2019). This societal bias affects both the allocation of resources within schools and parents' attitudes toward music education, with many seeing it as a hobby rather than a crucial aspect of their child's development.

Music Education and Cultural Significance in Sri Lanka

Sri Lanka's rich cultural heritage provides a strong foundation for integrating music into the primary school curriculum. Traditional Sri Lankan music, rooted in religious and social practices, offers a valuable resource for educators to draw on in the classroom. Incorporating local musical traditions into the curriculum can help students connect with their cultural roots while also enhancing their cognitive and emotional development (Seneviratne, 2019). However, as Perera and Weerasinghe (2020) point out, this potential is often underutilized in Sri Lankan schools,

where Western classical music tends to dominate the curriculum. This disconnects between the curriculum and local musical traditions may further alienate students from engaging in music education.

Methodology

The methodology for this study involved a qualitative approach, combining document analysis and online questionnaires to gather data on the perceptions and abilities of Sri Lankan primary school teachers regarding the implementation of music education. The sample for this study comprised primary school teachers from the Colombo district in Sri Lanka. The questionnaire was distributed to 165 participants, with 100 responses received. A random sampling method was used to ensure a representative sample, selecting teachers from various schools within the district. The primary data collection tool was a questionnaire, designed based on insights gathered from existing literature on music education. The questionnaire included both closed-ended and open-ended questions. Closed-ended questions gathered demographic information, including teachers' educational backgrounds and their experiences with music education. To gather qualitative data on teachers' perceptions of the implementation and value of music education in the curriculum, open-ended questions were used. Additionally, the questionnaire explored teachers' training in music, their confidence in teaching music-related content, and their understanding of how music can be integrated with other subjects. Document analysis involved reviewing educational policies, curriculum guides, and relevant literature to assess the role of music education in Sri Lankan primary schools. This analysis aimed to identify formal opportunities for music education within the curriculum and highlight gaps in its implementation.

For data analysis, a descriptive approach was employed. The collected data from the closed-ended questions were analyzed using percentages to provide an overview of the teachers' qualifications, teaching experience, training in music education, and perceptions of its benefits. The qualitative responses from the open-ended questions were analyzed thematically to uncover recurring patterns and themes related to teachers' attitudes toward music education and the challenges they faced in implementing it.

Data Analysis and Findings

This section presents the analysis and findings of data gathered from primary school teachers in the Colombo district regarding their perspectives and practices in music related to their teaching. Using a structured approach to data analysis, the section addresses the main research questions by examining teachers' abilities, their awareness of music education benefits, and the opportunities available within the current curriculum.

Teachers' Educational Qualification

According to Figure 1, 51.0% of the teachers hold a Bachelor of Arts (BA) degree and 12.0% of teachers hold a Bachelor of Education (Bed.) degree, indicating that over half of the sample possesses a general higher education qualification, which likely prepares them to teach a variety of subjects. Meanwhile, 27.0% have a certificate from a Teacher Training College in primary education, reflecting a strong presence of teachers with specialized training for younger students. Additionally, 6.0% of the teachers hold a Bachelor of Performing Arts or Fine Arts degree (BPA/BFA), suggesting they may focus on teaching arts-related subjects. Lastly, 4.0% of the teachers have only an Advanced Level (A/L) qualification, potentially serving as assistant teachers.

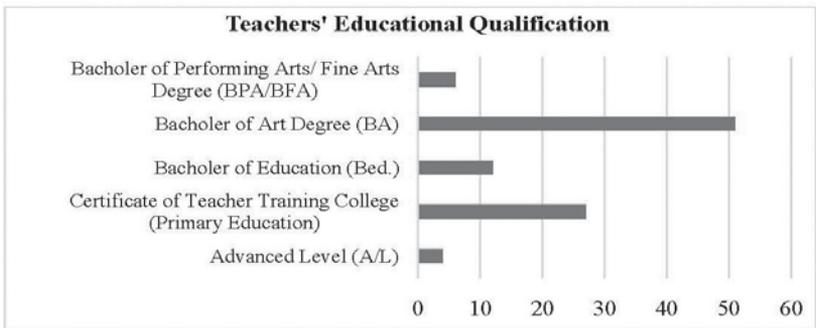


Figure 1: Teachers' Educational Qualification

This sample indicates that the majority of teachers are highly qualified, with most holding either a Bachelor's degree or a teacher training certificate, which aligns with a professional approach to teaching.

Teachers' Teaching Experience

According to Figure 2, the majority of teachers who participated in this study had 6 to 10 years of teaching experience, accounting for 48.0% of the sample. Both the 11 to 15 years and over 20years experience ranges had the same percentage, at 16.0% each. Only 6.0% of teachers had 0 to 5 years of teaching experience in primary education, while 14.0% had 16 to 20 years of experience.

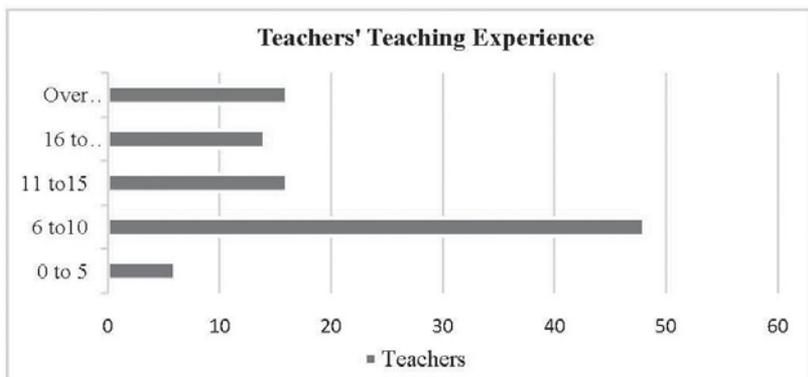


Figure 2: Teachers' Teaching Experience

The high representation of teachers with 6 to 10 years of experience, as shown in Figure 2, suggests a significant influence from those with foundational classroom experience who may be well-positioned to provide insights into current curriculum practices and needs.

Teachers' Experience with Music Studies as Part of their Education

The below (Figure 3) data reveals that a majority of teachers, 58.0%, have never studied music, indicating limited exposure to music education

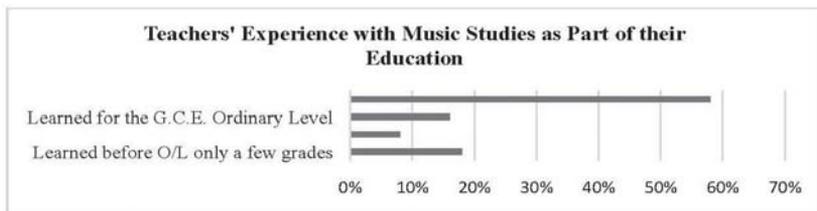


Figure 3: Teachers' Experience with Music Studies as Part of their Education

within this group. Only 8% have studied music up to the G.C.E. Advanced Level, making them the most qualified in this field, while 16.0% have learned music for the G.C.E. Ordinary Level, and 18.0% studied it briefly before the O/L. This distribution suggests that most teachers possess little to no formal music education, which may affect their ability to teach music or integrate it into their teaching. If music education is prioritized, additional training or resources may be needed to bridge this gap.

The findings from the study, based on the collected data, reveal several key themes that shed light on the current challenges and potential improvements needed. The thematic analysis provides a clear picture of the status of music education and underscores the necessity for targeted interventions to enhance teacher training and curriculum development.

Training Disparities in Primary Education and Music Education

The results of the study indicate a significant imbalance in teacher training, particularly in the context of primary education. Out of 100 teachers, 78 were trained specifically or partially for primary education, while the remaining 22 lacked formal training. The 78 teachers mentioned above include those trained by the government as well as various private institutions. This disparity highlights a critical issue: a considerable portion of the teaching workforce is untrained, potentially affecting the quality of education delivered to young learners (Darling-Hammond, 2000; Shulman, 1987; Stronge, 2018).

However, when it comes to specific training in music education, the study found that “more than half of the teachers had no formal learning experience in music.” One teacher remarked, “I feel limited to basic activities such as singing songs or playing simple percussion instruments.” Another expressed their frustration, stating, “I am unprepared to teach music beyond basic activities like singing or playing simple instruments such as bells, thalampota (clapping instruments), small drums, and

jingles.” These insights highlight the need for specialized music training to enhance teachers’ skills and confidence in delivering music education effectively (Darling-Hammond, 2000; Shulman, 1987).

Limited Use of Music in Classrooms

The use of music in Sri Lankan primary classrooms, particularly in subjects like environmental studies, Sinhala, and religion, tends to be limited to simple activities such as singing songs or poems (GovDoc.lk, n.d.). This minimal integration of music reflects a broader challenge within the curriculum. As one teacher noted, “Music is often treated as an ancillary or optional activity rather than a core component of the educational process.” The potential of music to support cognitive development, including enhancing memory, attention, and problem-solving skills, as well as behavioral development through social skills and emotional regulation, is therefore underutilized (Schellenberg, 2005).

Findings also highlight the systemic problem of the current curriculum’s lack of a structured approach to music education. Despite evidence that integrating music more deeply into the learning environment can benefit students across multiple developmental domains, music remains on the periphery. A teacher shared, “We need a better framework for integrating music into our lessons; right now, it feels like an afterthought.” This marginalization is often attributed to both resource limitations, such as the “lack of trained teachers and materials,” and societal priorities that place a stronger emphasis on subjects like mathematics and science (OECD, 2018). Teachers, as a result, may not feel empowered or supported to incorporate music beyond its current scope. One teacher expressed frustration, stating, “I want to use music more in my teaching, but I don’t have the resources or support to do so.”

A more integrated music education approach could help address these gaps, fostering not only creativity and engagement but also improved cognitive outcomes (Rauscher & Hinton, 2011). However, achieving this would require curriculum reforms that place greater value on music as a core educational tool, along with investment in teacher training and resources to support its effective use.

Teacher Support for Deeper Music Integration

Despite limited training, teachers overwhelmingly support the integration of music into the curriculum. The teachers' responses regarding the appropriateness and inappropriateness of teaching music in primary education can be stated as follows.

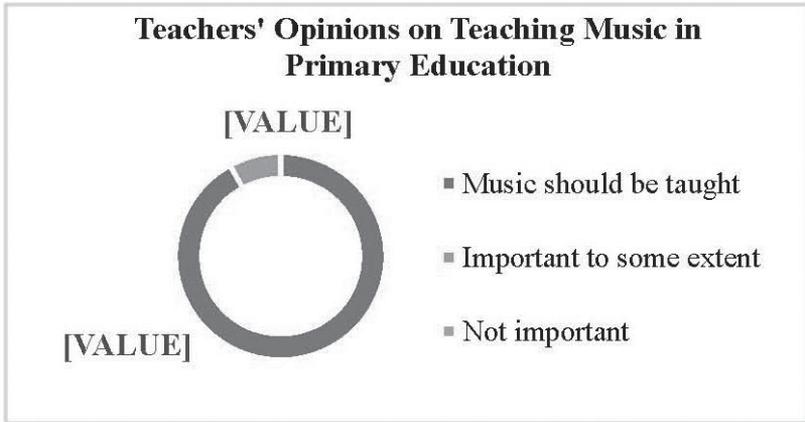


Figure 4: Teachers' Opinions on Teaching Music in Primary Education

According to Figure 4, 92.0% of the teachers in the selected sample stated that music should be taught in primary education. Additionally, 8.0% of teachers mentioned that it is important to some extent. No teachers in the sample indicated that music should not be taught.

Teachers view music education positively but encounter practical challenges that limit its implementation. They believe that overcoming these obstacles could pave the way for a more well-rounded and enriching music education experience for primary school students. This would not only enhance students' creativity and cognitive development (Hallam, 2010; Rauscher & Zupan, 2000) but also foster a deeper appreciation for music from an early age (Campbell & Scott-Kassner, 2019). Addressing these challenges could lead to more engaged learning, improved social skills (Schellenberg, 2004), and a supportive environment that nurtures students' emotional and intellectual growth (Barrett, 2019).

Teachers believe that music can inspire and engage students, improving learning across various subjects. Based on the teachers' feedback, the following key points have been identified:

1. Using music to teach mathematical concepts can significantly enhance students' achievement in math.
2. Music allows students to experience the joy and rhythm of music, promoting emotional balance that supports their future well-being.
3. Music education helps cultivate a group of creative children with strong listening skills, fostering enjoyment and engagement from an early age.
4. Music provides opportunities for children to engage in learning activities that incorporate various methods and styles, promoting diverse learning experiences.
5. Music can be used as a tool to motivate and enhance learning in any subject area.

Teachers expressed the need for more professional development programs and aesthetic workshops to better utilize music as a teaching tool. This enthusiasm indicates that there is a foundation for enhancing music education, but structural support is required (Glewwe & Kremer, 2006).

Barriers to Effective Music Education

The implementation of music education in primary schools faces several significant barriers that prevent it from being fully realized, despite its acknowledged benefits. One of the primary obstacles is time constraints, where teachers feel pressured to cover core subjects such as mathematics, science, and language, leaving little time for music (OECD, 2018). As one teacher noted, "With the emphasis on core subjects, music often gets pushed aside, making it feel less important." The prioritization of these subjects, driven by societal and educational systems that emphasize measurable academic success, often results in music being viewed as less important or non-essential to the curriculum (Stronge, 2018).

Resource limitations further compound the issue. Many schools, particularly in developing countries or under-resourced areas, lack adequate musical instruments, teaching materials, or even trained music teachers, which significantly hampers the delivery of effective music education (Glewwe & Kremer, 2006). A teacher expressed, “Without the right resources, it’s difficult to engage students in meaningful music activities.” Without access to these necessary tools, teachers are unable to provide meaningful, hands-on musical experiences, leading to a reliance on superficial music activities that fail to tap into the deeper educational potential of music.

The societal prioritization of subjects like mathematics and science over the arts reflects broader educational and cultural values. In many systems, arts education, including music, is seen as supplementary rather than integral to the development of well-rounded, creative students (Hallam, 2010). One teacher remarked, “It’s frustrating to see music treated as an add-on when it has so much to offer in terms of student development.” This results in music education being marginalized, with limited curriculum space allocated to it, even though research shows it can enhance student engagement and improve overall academic performance.

Music’s Potential for Holistic Education

Teachers expressed optimism about the integration of music into core subjects such as mathematics, languages, and environmental studies, recognizing its potential to make the learning process more dynamic and engaging. Among the core subjects already taught in primary education, teachers suggested that integrating music with the mother tongue, English language, mathematics, and environmental studies would be appropriate. The integration between the music and core subjects can be shown in the following figure 5.

Most of the teachers have identified music as an effective tool not only for fostering student creativity but also for enhancing emotional development and improving overall learning outcomes. Research has

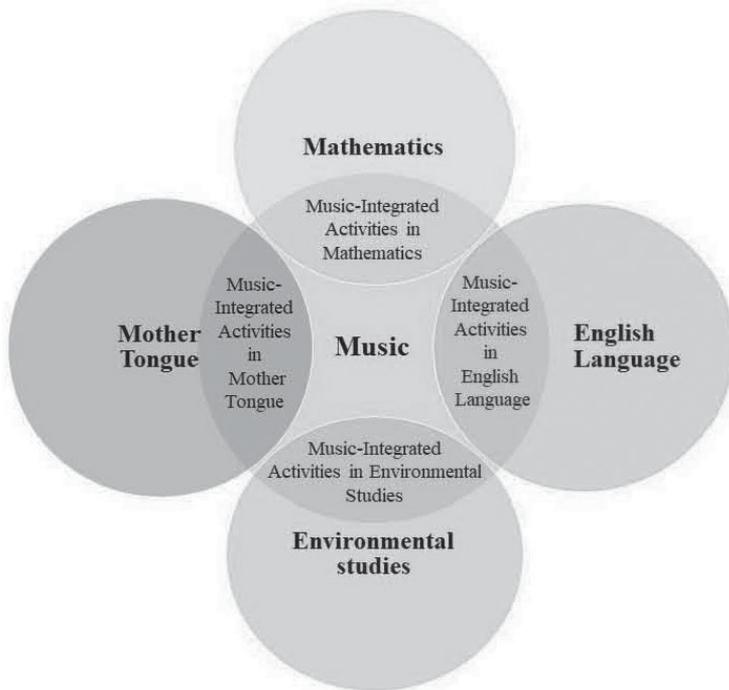


Figure 5: The Integration of Music into Core Subjects

shown that the inclusion of music in interdisciplinary teaching strategies supports student motivation and academic achievement by tapping into diverse learning styles and cognitive processes (Hallam, 2010; Rauscher & Hinton, 2011). However, despite this optimism, teachers pointed out that significant curriculum reforms and professional development initiatives are necessary to realize the full potential of music education. In particular, they emphasized the need for structured training programs that equip educators with the skills and confidence to integrate music effectively into other subjects (Darling-Hammond, 2000). Without these reforms, the integration of music remains superficial, and its broader educational benefits such as enhancing memory, improving attention, and developing social skills remain underutilized (Schellenberg, 2005). Furthermore, studies indicate that the incorporation of music into a well-rounded educational experience can lead to improved cognitive

outcomes and higher levels of student engagement, reinforcing the need for such reforms (Hallam, 2010). Music education not only supports intellectual development but also contributes to emotional resilience and social skills, making it a powerful tool for holistic student growth.

Conclusion

The study concludes that there is a significant gap between the potential benefits of music education in primary schools and its actual implementation in Sri Lanka. While 78.0% of the teachers in the research were trained in general primary education, many lacked formal music training, which restricted their ability to teach music beyond basic activities. Teachers largely limited their use of music to singing songs or poems during lessons, particularly in subjects like Sinhala, religion, and environmental studies. Despite these limitations, the findings suggest that teachers are keen to see music education play a more prominent role in the curriculum. They believe that integrating music into a wide range of subjects would make the teaching and learning process more dynamic and effective. The thematic analysis reveals that while teachers see the potential of music to enrich education, practical challenges such as lack of training, resources, and curriculum structure inhibit its effective integration. To achieve the above requirements, teachers have requested aesthetic workshops and targeted professional development programs to enhance their skills in music education.

This study emphasizes the need for a more structured and supported approach to music education in Sri Lankan primary schools. By providing teachers with the necessary training and resources, as well as elevating the status of music within the curriculum, Sri Lanka could better harness the cognitive, emotional, and social benefits of music education. These changes would ensure that students not only develop academically but also grow into well-rounded individuals capable of contributing positively to society.

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An Investigation of the Nature of the School - Based Assessment (SBA) Programme Implemented in Junior Secondary (Gr. 6-9) Classes in Sri Lanka

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Introduction

Background of the Study

Education aims to develop a well-rounded character, consisting of knowledge, attitude, and skills (UNESCO, 2017). Assessment is crucial for assessing students' competency in knowledge, attitudes, and abilities, and identifying the necessary feedback and follow-up. School-Based Assessment (SBA) in Sri Lanka is a shift from traditional summative assessments to formative, continuous evaluations, focusing on students' overall skills and competencies (UNESCO, 2017). This aligns with the global trend towards competency-based education, which emphasizes developing critical thinking, problem-solving abilities, and practical application of knowledge in real-world contexts (Ministry of Education, 2021).

Sri Lanka's education system heavily relies on standardized exams for performance evaluation, often neglecting higher-order cognitive skills crucial for intellectual and personal growth (Silva, 2022). The Sri Lankan Ministry of Education has implemented reforms to incorporate SBA into the junior secondary curriculum to enhance student learning comprehension. SBA is based on formative assessment principles, emphasizing continuous evaluation and feedback as crucial parts of teaching and learning. These assessments provide students and teachers with valuable insights, enabling timely interventions (Black & Wiliam, 1998).

Sri Lanka's SBA aims to foster a learning environment that promotes critical thinking and practical skills development through creative and collaborative tasks like projects, presentations, group activities, and portfolios (Perera & Wijesundara, 2023). This method not only enhances students' analytical skills but also prepares them to tackle complex problems in their academic and future professional lives (OECD, 2019).

The shift towards formative assessments aims to promote education inclusivity and equity by addressing diverse learning styles and needs, thereby reducing educational disparities. However, teachers face challenges in aligning SBA tasks with curriculum goals due to lack of training, resources, and support (Bandara, 2020). Inconsistencies in SBA guidelines interpretation and application across schools have resulted in discrepancies in assessment practices, compromising the reliability and validity of the evaluation process (Wijetunge, 2021). Addressing these issues is critical to ensuring SBA fulfills its promise of enhancing student learning and fostering a more holistic educational experience.

Sri Lanka's commitment to educational reform is evident in its policies aimed at modernizing the curriculum and integrating 21st-century skills into teaching-learning processes (Ministry of Education, 2021). SBA is a key component of this reform agenda, aligning with global emphasis on lifelong learning (Wiliam, 2011).

SBA in Sri Lanka represents a fundamental transformation in student learning evaluation, focusing on formative, continuous assessment methods that prioritize skills and competencies over factual recall. The goal is to cultivate a generation of learners who are better equipped to think critically, solve problems, and apply knowledge meaningfully. However, this paradigm shift requires sustained support, training, and resources to overcome challenges and ensure a more engaging and effective educational experience for all students.

Problem Statement of the Study

School-Based Assessment (SBA) is a crucial component of the educational curriculum in Sri Lanka, aiming to promote continuous,

formative assessments that foster deeper learning, critical thinking, and practical application of knowledge among students. However, the alignment between SBA tasks and curriculum goals is often challenging, leading to significant discrepancies in student performance across different schools and regions (Ministry of Education, Sri Lanka, 2021).

Educators face challenges in designing SBA tasks that adequately reflect the curriculum's learning outcomes and competencies, as many teachers feel ill-prepared to create assessments that evaluate higher-order skills like critical thinking and problem-solving (Silva, 2022). The lack of professional development opportunities and resources further exacerbates this problem, resulting in assessments that focus more on rote learning rather than holistic development of students' skills (Bandara, 2020).

Inconsistencies in the interpretation and application of SBA guidelines across schools also contribute to the misalignment between SBA activities and curriculum objectives. Teachers in different schools implement SBA practices in varied ways, leading to a lack of standardization in student evaluations (Perera & Wijesundara, 2023). The heavy workload associated with the continuous assessment process places a significant strain on teachers, particularly in schools with large class sizes, where individualized feedback and tailored assessment approaches become practically unfeasible (Wijetunge, 2021).

Resource disparities between urban and rural schools also play a critical role in the uneven implementation of SBA. Schools in rural areas often lack the necessary infrastructure, materials, and technological support to conduct diverse and engaging assessment activities, limiting students' exposure to a range of learning opportunities (Ministry of Education, Sri Lanka, 2021). This inequity not only hampers the quality of education in less-privileged areas but also contributes to widening the gap in student performance between different regions.

Cultural resistance from both educators and parents, who often perceive traditional summative assessments as the most credible form of student evaluation, undermines efforts to shift towards a more holistic and

formative assessment approach. The absence of a comprehensive monitoring and evaluation framework further limits the effectiveness of SBA in achieving its objectives (Black & Wiliam, 1998). Addressing these issues is crucial to realizing the full potential of SBA as a tool for fostering meaningful student learning and creating a more equitable educational landscape in Sri Lanka.

Significance of the Study

This study on School-Based Assessment (SBA) in Sri Lanka is significant as it provides insights into its effectiveness in junior secondary education. SBA represents a shift from traditional summative assessments to more formative, continuous evaluations that focus on students' overall skills, competencies, and practical knowledge application (Ministry of Education, Sri Lanka, 2021). Understanding the dynamics of SBA is crucial for fostering deeper learning, critical thinking, and holistic development of students in Grades 6 to 9. The study informs policymakers and educational stakeholders about the current state of SBA implementation, identifying areas where it aligns with its intended goals and where it falls short. It also highlights the challenges faced by educators in aligning SBA tasks with curriculum objectives, providing a foundation for targeted professional development and training programmes to enhance teachers' assessment capabilities (Perera & Wijesundara, 2023).

The findings will play a critical role in bridging the gap between policy and practice by addressing disparities in resources and infrastructure that affect SBA implementation across different schools and regions. By shedding light on these inequities, the research can guide resource allocation and support strategies that ensure all students, regardless of their socio-economic background, have access to high-quality educational experiences (Wijetunge, 2021). This approach promotes educational equity, leveling the playing field for students from under-resourced schools and enabling them to engage more fully in the learning process.

The study's exploration of the challenges related to the entrenched examination culture in Sri Lanka's educational system will be instrumental in shifting mindsets towards a more formative approach to student evaluation. Understanding the barriers that prevent the full adoption of SBA can lead to strategies that promote a culture of learning and growth over rote memorization and exam-centric instruction (Wiliam, 2011).

This study's findings could significantly influence educational policy decisions in Sri Lanka, providing evidence-based recommendations for enhancing SBA implementation and guiding reforms to make the education system more dynamic, student-centered, and adaptable to societal needs. The findings will guide educational reforms and policy decisions, aiming to create a more inclusive, equitable, and skill-oriented educational system that empowers junior secondary students to thrive academically and personally.

Objectives of the Study

Main Objective

The study aims to investigate the implementation of School Based Assessment (SBA) in junior secondary (Gr. 6 - 9) classes in Sri Lanka, with specific objectives also included.

Specific Objectives

1. To identify the state of School Based Assessment in the school system
2. To inquire teachers about the status in the School Based Assessment in the school system
3. To investigate issues arising from its implementation at the school level.

Review of Related Literature

The theoretical review for the investigation of the nature of the School-Based Assessment (SBA) programme implemented in junior secondary (Grades 6-9) classes in Sri Lanka focuses on understanding the conceptual foundations and theoretical underpinnings of SBA.

School-Based Assessment (SBA) is a formative assessment approach that emphasizes continuous evaluation of students to inform and enhance teaching and learning practices (Black & Wiliam, 1998). It is designed to provide timely feedback to both teachers and students, allowing them to adjust instructional strategies and learning approaches as needed to support individual student progress (Hattie & Timperley, 2007). The shift from traditional summative assessments to SBA represents a significant transformation in educational practices, as it encourages students to engage in tasks that involve inquiry, critical thinking, and the application of knowledge in real-life contexts (Shepard, 2000; Pellegrino, Chudowsky, & Glaser, 2001).

Constructivist theory, particularly the works of Jean Piaget and Lev Vygotsky, plays a crucial role in underpinning the concept of SBA. Piaget's theory of cognitive development suggests that learners construct knowledge through active engagement with their environment and experiences, while Vygotsky's concept of the Zone of Proximal Development emphasizes the importance of scaffolding learning experiences to help students achieve their potential with guidance and support from teachers (Piaget, 1970; Vygotsky, 1978). SBA provides opportunities for guided learning, enabling students to progress beyond their current abilities through continuous assessment and feedback.

The successful implementation of SBA in the Sri Lankan school system requires a deep understanding of these theories to ensure that assessment practices are effectively aligned with educational goals and teaching methodologies. Teachers play a critical role in implementing SBA, and their perceptions are shaped by their understanding of formative assessment theories and their ability to translate these theories into practice. The theory of reflective practice, proposed by Schön (1983), involves the continuous self-evaluation and adaptation of teaching strategies based on classroom assessments.

Teacher self-efficacy, proposed by Bandura, provides a theoretical lens to understand teachers' perceptions of SBA, emphasizing the need for adequate professional development and support systems to empower

teachers in adopting SBA practices (Bandura, 1997). Several theoretical frameworks help explain the challenges associated with the implementation of SBA at the school level, including Kotter's eight-step process for leading change, the diffusion of innovations theory by Rogers (2003), and institutional theory. In Sri Lanka, the long-standing emphasis on high-stakes examinations has created a culture that prioritizes summative assessments over formative ones, which poses a significant barrier to the widespread adoption of SBA.

The empirical review for the investigation of the nature of the School-Based Assessment (SBA) programme implemented in junior secondary (Grades 6-9) classes in Sri Lanka focusses on examining studies that address the following objectives and research gap. Research on the implementation and effectiveness of Student-Based Assessment (SBA) in Sri Lanka has shown mixed results. Urban schools tend to implement SBA more consistently than rural schools, primarily due to differences in resource availability, teacher training, and administrative support. A study by Silva (2022) highlights the lack of standardization in SBA implementation across schools, leading to inconsistencies in the way assessments are conducted and reported. This variability makes it difficult to compare student performance reliably across different educational institutions.

Wijetunge (2021) indicates that while SBA was introduced with the intention of moving away from traditional, exam-focused assessments, many schools still rely heavily on summative assessment methods, which undermines the goals of SBA. Teachers' perceptions play a crucial role in the success of SBA, as they are the primary agents responsible for its implementation in the classroom. Perera (2022) found that teachers in Sri Lanka often struggle with the dual demands of completing the curriculum and conducting SBA. The time-consuming nature of continuous assessments leaves them with little time to cover the prescribed syllabus, creating tension between the goals of SBA and the expectations of summative exams.

Silva and Ratnayake (2023) explored teachers' attitudes towards SBA and found that while they see its potential benefits for enhancing critical thinking and problem-solving skills, they also express concerns about its practical challenges. Teachers highlighted issues such as insufficient training, lack of resources, and inadequate support from school management as significant barriers to the successful adoption of SBA practices.

The implementation of SBA in Sri Lankan schools has faced several practical challenges, including the disparity in resources between urban and rural schools. Research by Jayasinghe and Fernando (2022) highlights that rural schools often lack the basic infrastructure needed to conduct SBA activities effectively, leading to unequal learning opportunities for students in different regions.

Another critical issue is the resistance to change among both educators and students. Silva (2022) noted that the traditional emphasis on high-stakes examinations in Sri Lanka creates a mindset that prioritizes test scores over the learning process, leading to a preference for more familiar, exam-oriented learning approaches.

Gunawardena and Perera (2023) identified inconsistencies in the assessment standards applied across different schools as a major challenge in the implementation of SBA. Their study revealed that without a standardized approach to evaluating SBA tasks, there are significant variations in how student performance is assessed, which affects the reliability and credibility of SBA as a tool for measuring student achievement and progress.

Research Methodology

The selection of research methodology is guided by the research objectives, necessitating careful consideration of whether the research is exploratory or confirmatory in nature. Therefore, this research adopts a pragmatic approach, focusing on practical situations and real-world issues. The pragmatism philosophy suggests that knowledge is gained through practical inquiry, and my research also seeks to investigate the

nature of the School-Based Assessment (SBA) programme implemented in junior secondary (Gr. 6-9) classes in Sri Lanka, focusing on identifying pragmatic remedies for real-world issues. As this study investigates the real situation of new concepts, it follows a deductive approach.

Accordingly, in order to get answers to the research questions in this research, information will be collected simultaneously but separately from both quantitative and qualitative approaches. In this study, the survey research methodology for the quantitative method was employed to collect specific information from respondents and analyze it to investigate the nature of the SBA programme implemented in junior secondary (Gr. 6-9) classes in Sri Lanka. A sample of 710 teachers was selected using simple random sampling. The study utilised both qualitative and quantitative data to gather data from structured questionnaires. Data was collected through interviews, questionnaires, focus group discussions, and documentary analysis from curriculum developers, subject directors, teachers, and documents. The choice of data collection method depends on the research objectives, practicality, and resource limitations.

In this study, data was collected through questionnaires from teachers in 6-11 of three provinces. The field study was conducted in three phases: interviews with 05 curriculum developers and 10 zonal directors, questionnaires prepared for 710 randomly selected teachers, field visits to 10 selected schools, and focus group discussions with teachers. Conducted interviews with curriculum developers and zonal education directors to investigate the nature of the SBA programme implemented in junior secondary (Gr. 6-9) classes in Sri Lanka. Documentary analysis was done using documents issued by various ministries and institutes. The total number of sample units for data collection was 725.

This study used both qualitative and quantitative data analysis methods, with research questions as a guide. Quantitative data was analyzed using basic statistical methods. Thematic-based qualitative analysis was used to analyze responses from interviews, questionnaires, and documents. Teachers' data was collected through questionnaires and

focus group discussions, while curriculum developers' and directors' data was collected through interviews. Demographic data was analyzed considering school type, educational zone, nature, and area (rural/urban).

Findings

The study covered teachers from all provinces, with the exception of the Northern Province. Information was collected from 710 teachers, comprising 100 from Central Province, 30 from Eastern Province, 13 from North Central Province, 91 from Sabaragamuwa Province, 162 from Southern Province, 84 from Uva Province, 84 from North Western Province, and 146 from Western Province.

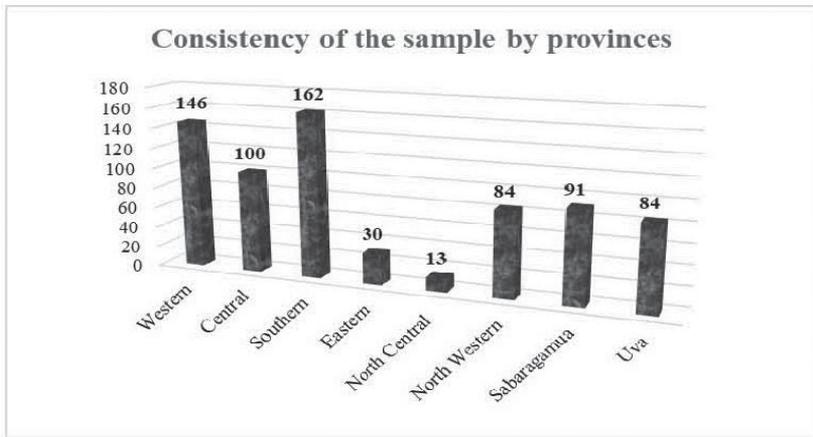


Figure 1: Consistency of the sample by provinces

SBA is a comprehensive assessment method that transitions from traditional exams to continuous evaluations, promoting critical thinking, creativity, and problem-solving, with implementation varying across schools based on teacher readiness and institutional support. The data shows that only 97% of teachers are aware of school-based assessment (SBA), with 3% completely unaware. This disparity is based on provinces, with central and north central provinces having the highest awareness, followed by western and southern provinces, southern and Uva provinces, North Western provinces, and eastern provinces.

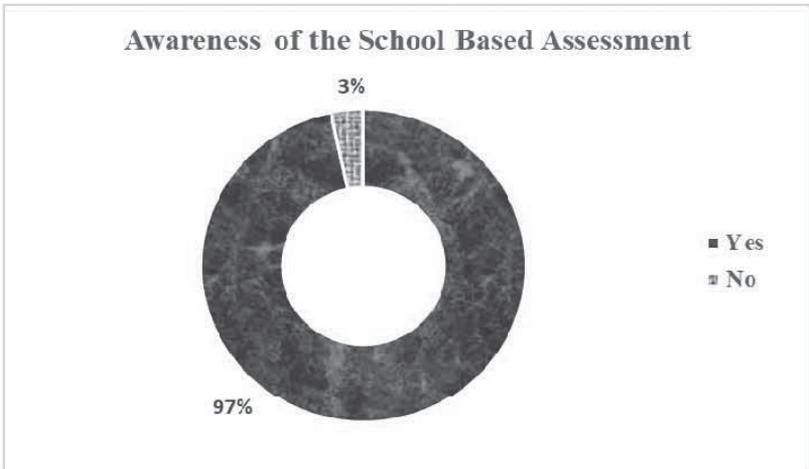


Figure 2: Awareness of the School Based Assessment

The data shows that 37.5% of respondents believe the School-Based Assessment (SBA) programme enhances their understanding of subjects compared to traditional methods. However, 35.1% are neutral, and 8.9% have a negative view, with a larger portion of 35.1% and 8.9% having neutral opinions. And the survey results indicate that 30.6% of respondents are satisfied with the current School-Based Assessment programme, while 12.3% are unsatisfied. The majority, 57.2%, are neutral, meaning they are neither fully satisfied nor dissatisfied. Some aspects may need improvement, but a small percentage of respondents are not entirely discontent. A significant number of individuals are satisfied, indicating that some programme elements are meeting expectations.

The SBA programme is a valuable tool for teachers, with 55.1% stating its effectiveness in evaluating student skills, creativity, and criteria. Active student engagement aligns with constructivist principles. SBA contributes positively to student development, with 4.6% mentioning it as beneficial for overall growth. It also aids in exam preparation, with 4.4% finding it helpful. 8.5% of respondents acknowledge its utility in self-evaluation and lifelong learning, enhancing subject knowledge and teaching

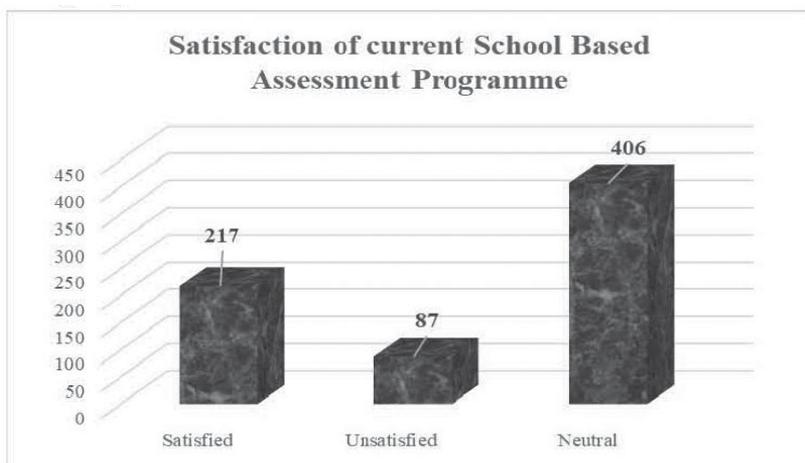


Figure 3: Satisfaction of current School Based Assessment Programme

practices. However, 10.3% of respondents expressed a need for further training or clearer communication about the programme's objectives and methods.

The study explores the balance between Self-Assessment (SBA) and traditional exams in evaluating students' understanding of subjects. SBA emphasizes continuous evaluation through projects, assignments, and practical tasks, allowing students to demonstrate skills, creativity, and critical thinking. Traditional exams measure memory recall, analytical skills, and organization under pressure. Combining SBA and traditional exams provides a holistic approach, emphasizing knowledge application, problem-solving abilities, and soft skills like communication and teamwork, ensuring students develop real-world skills for future education.

SBA reduces stress for students by distributing assessments over time and recognizing continuous efforts. It caters to diverse learning styles and allows each student to showcase their abilities in the most suitable format. A balanced approach between SBA and traditional exams ensures fair and accurate evaluations, reducing biases and also results have been communicated to students (76.7%), but not to parents (31.7%). Less than 50% of teachers have engaged in feedback processes.

The study found that Student Assessment (SBA) is more effective in aligning teachers' learning needs. It allows teachers to design assessment tasks that align with lesson objectives and students' specific needs, provides continuous feedback, helps identify challenging units, and adjusts teaching strategies. This real-time insight helps teachers address learning gaps and improve teaching effectiveness. SBA also encourages active student participation through practical assessments and explores innovative ways to assess learning beyond traditional exams.

The effectiveness of the SBA programme within the educational system is assessed by examining the current implementation status and identifying gaps in teacher training.

The data indicates that 72.7% of teachers (516) believe they lack adequate training on the School-Based Assessment (SBA) programme, while only 27.3% have received such training.

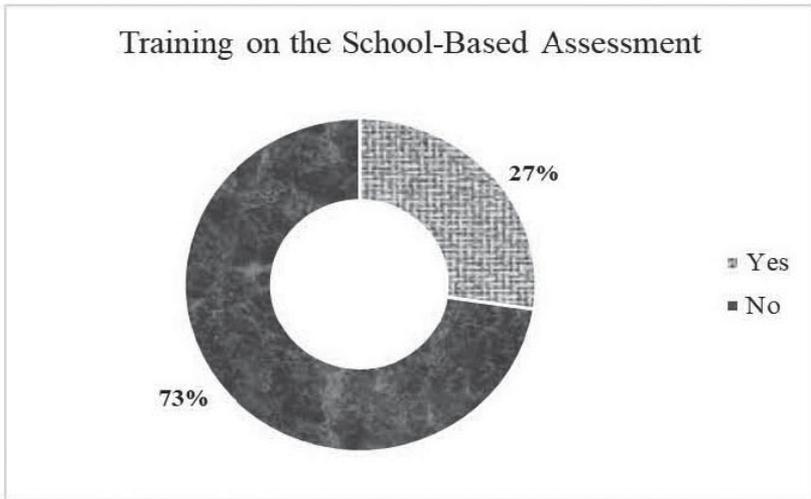


Figure 4: Training on the School-Based Assessment

The majority (77.3%) believe they need further training to effectively implement the SBA programme, while 22.7% feel they don't need it.

The School-Based Assessment (SBA) programme has been rated by teachers as highly effective or quite effective, with 28% finding it very

effective and 31.5% deeming it quite effective. However, a small percentage found it less useful, with 4.5% and 2.4% rating it as inefficient. The majority of teachers perceive the SBA programme as beneficial for their academic performance, with 27.7% believing it has significantly improved their performance and 59.3% feeling it has helped to some extent. However, 13% do not believe the programme has made any improvement

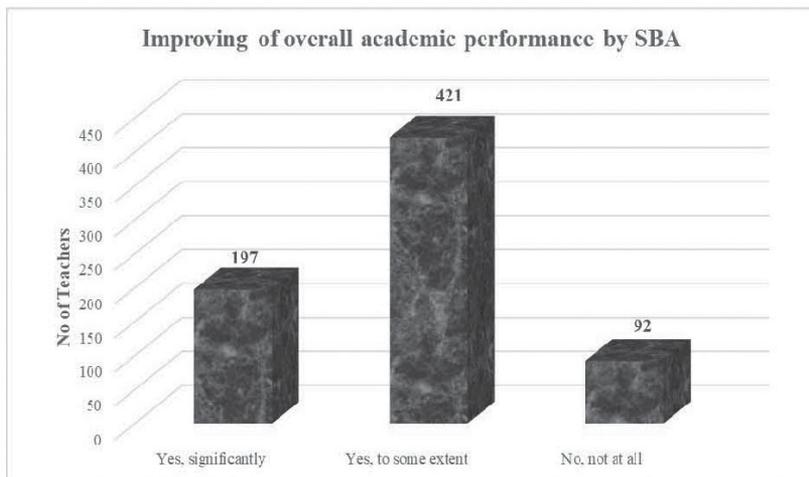


Figure 5: Improving of overall academic performance by SBA

The SBA programme faces several challenges for participants in completing assessments. The most prominent issue is the difficulty in obtaining necessary resources, which is a critical gap in support. Clear instructions are another issue, with 37.2% respondents (264) reporting issues due to unclear instructions.

Time constraints are another challenge, with 33.5% respondents (238) citing insufficient time to complete assessments, which can negatively affect the quality of student evaluations. Additionally, 13.1% respondents (93) noted confusion about assessment criteria, which can lead to inconsistencies in assessment conduct and evaluation. A heavy workload is another challenge, potentially impacting their capacity to manage assessments effectively.

This study of 710 participants found that 59.3% of them did not feel the School-Based Assessment (SBA) programme added unnecessary stress or pressure. However, 22.1% felt the programme contributed to stress or pressure. Additionally, 18.6% were unsure about whether the SBA programme added unnecessary stress. The majority of respondents did not perceive the SBA programme as a source of stress, but a significant percentage experienced stress related to the programme. The uncertainty among 18.6% suggests varying perceptions and experiences regarding the programme's impact on stress levels.

The study highlights concerns that the SBA programme may increase stress and pressure on teachers and students. Teachers face additional responsibilities in preparing, conducting, and grading SBAs, often lacking adequate training and resources. SBA can be challenging when adapting tasks to students' varying abilities, increasing stress in ensuring fairness and accuracy. With a crowded curriculum and limited teaching hours, managing time effectively for syllabus and assessment coverage can create pressure. School administrations may emphasize SBA results as indicators of teacher effectiveness, adding pressure on teachers to ensure student performance.

The study reveals that while some schools have integrated summative assessments (SBA), many still rely on traditional methods due to a lack of standardized approaches. Resistance from educators and administrators is often driven by exam-based evaluations, suggesting a need for a cultural shift towards a more formative, student-centered approach. The study also highlights challenges in implementing SBA due to resource limitations, particularly in urban and rural schools. Lack of essential materials, technology, and infrastructure, as well as clear guidelines and standardized training programmes, can hinder educators from designing tasks that align with curriculum standards

Conclusion

The Sri Lankan Assessment and School Based Assessment programme is a comprehensive approach to student assessment that aims to promote active student participation and creativity. However, many teachers

remain unconvinced about its superiority over traditional assessment methods. While practical work and group activities are widely used, methods involving higher cognitive skills are less frequently used. A balanced approach is needed to evaluate student performance using various assessment methods.

Alternative professional development is needed to ensure teachers fully understand and can effectively implement SBA in their classrooms. The SBA programme encourages active student participation through practical assessments and encourages teachers to explore innovative ways to assess student learning beyond traditional exams. By combining school-based assessment and traditional examinations, the education system can ensure students are prepared with the necessary skills for real-world challenges.

The SBA programme aligns better with students' learning needs by focusing on formative assessment practices that foster continuous growth, practical skills, and adaptability. However, proper assessment cannot be done based on factors such as classroom size, teacher periods, and the competitive examination system.

The SBA programme is effective but faces challenges due to inadequate teacher training. To improve its implementation, there's a need to address gaps in teacher training and provide ongoing support.

The SBA programme faces challenges such as insufficient resources, unclear instructions, and poor time management, which need to be addressed to improve its effectiveness and reliability.

Recommendations

The School-Based Assessment (SBA) programme in Sri Lanka has been deemed effective, but concerns have been raised by teachers. To improve the programme's effectiveness, the Sri Lankan education system should develop comprehensive professional development programmes, emphasize the use of various assessment methods, promote balanced approaches, facilitate collaborative learning, address systemic constraints, and create a supportive environment (Black and Wiliam, 1998; Darling-Hammond et al., 2017; Popham, 2013; Fullan, 2014).

Training should include practical workshops, peer mentoring, and ongoing support. Teachers should be encouraged to adopt a balanced approach that integrates SBA and traditional examination methods, focusing on continuous improvement and feedback. Collaborative learning strategies should be promoted, such as project-based assessments and peer evaluations (Brookhart, 2013; Hattie, 2009; Desimone, 2009; Joyce and Showers, 2002).

Systemic constraints, such as classroom size, teaching periods, and competitive examination culture, should be addressed (Blatchford et al., 2011; Shepard, 2000). Policy changes or resource allocation should be advocated for to support smaller class sizes and more manageable teaching loads (Darling-Hammond, 2010). A supportive environment should be created within schools, valuing innovative assessment practices and encouraging experimentation with new methods (Hargreaves and Fullan, 2012).

Regular evaluations of the SBA programme's effectiveness should allow for ongoing improvements and adaptations. Findings from these assessments can be used to refine training programmes, resources, and guidelines for successful implementation (Guskey, 2002; Desimone, 2009).

To foster a positive attitude towards SBA, success stories and case studies should be shared within the school community, and stakeholders should be involved in discussions about the benefits and importance of the programme. Further research on stress factors and strategies to alleviate pressure for those affected by the programme is needed (Bandura, 1997; Epstein, 2011; Fullan, 2014).

Finally this study suggests that while the SBA programme can enhance student learning and assess student abilities, its success relies on teacher training, consistent implementation strategies, and continuous monitoring. It suggests policy adjustments and further research to optimize the effectiveness of SBA programmes.

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An Efficiency of Humanistic Language Teaching Integrating with Pit Corder's Error Analysis

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Introduction

The teaching and learning a language process has been changing and it is interesting to discover the contradictions about the issue so that a solid conclusion is drawn. An open and receptive attitude to analyse the teaching conceptions upon the best methodology to follow is the key to construct solid foundations. In the middle-methods period, a variety of methods were proclaimed as successors to prevailing some of the methods like Situational Language Teaching and Audio-Lingual methods whereas “Chomskian revolution” initially gave rise to eclecticism in teaching, but now it recently led to two main branches of teaching approaches i.e. the humanistic approaches based on the charismatic teaching of one person, and content-based communicative approaches, which try to incorporate what has been learned in recent years about the need for active learner participation, about appropriate language input, and about communication as a human activity. The development of the Humanistic approach of language teaching and learning as a second language with the four methods such as The Silent Way; Community Language Learning; Suggestopaedia and Total Physical Response which incorporates or reflects the philosophy of Humanistic approach. Two forms of communication exist: non-verbal communication and verbal communication. A man will undoubtedly encounter some blunders when attempting to learn or acquire any language. Errors are therefore unavoidable when learning a language. Same way, the study identifies and classify the intralingual errors committed by the first year students’ of Engineering and Technology (B.E/B.Tech) studying in the Coimbatore district. Writing’ skill is very important for English learners.

Most of the learners of English as a second language commit many errors during any kind of writing tasks. This study is an analysis on Intralingual errors on writing 'TENSE SHIFT' in a paragraph via dictation (Simple Present Tense to be shifted into Simple Past Tense) written by level one students i.e. the first year students of Engineering and Technology conducted at two colleges which are located in Coimbatore (District), Tamilnadu (State). This research suggests some of the possible reasons and explanations to avoid intralingual errors. The focus of the research is about the 'Humanistic Approach' of English Language Teaching and Learning as a second language and its classroom techniques, aiming at finding out the intralingual errors and its causes, categorizing and analysing the errors related to Pit Corder's (1974) theory of Error Analysis (EA), showing some correction techniques and role of planning, error versus mistake and also sheds light on implications for English Language Teaching – Learning and Testing. From 1950s to 1970s the study of errors has been roughly determined in three phases: Contrastive analysis, Error analysis and the theory of Interlanguage. However, by analysing the errors made by the language learner's one could build up a picture of the features which cause problems while learning a language. Thus, the right perspective counter or remedial measures could be thought of and also be worked out to correct the learners' errors and get into the target language English as second language learning very effectively throughout and after graduation.

Humanistic Approach

The humanistic tradition which represented by Stevick (1980), Curran (1972), Gattegno (1972) Lozanov (1979) and others i.e. Humanism departs from audio-lingual habit theory and cognitive code learning and emphasizes the learner's affective domain. The humanistic approach places a strong emphasis on appreciating the dignity of each learner and building their self-concept. It begins with the premise that each learner needs to feel good about themselves and their capacity to grow and move closer to realizing their full potential. To do this, the learner

needs to have a clear and accurate understanding of their strengths and weaknesses. One important strategy that is becoming more and more popular in training and education circles is humanistic psychology.

This primarily positive approach, which originated in North American psychotherapy, emphasizes the importance of goals and sentiments related to self-esteem. It is a student-centered approach to education that places a strong emphasis on facilitating students; self-development by upholding their autonomy at all times and emphasizing dialogue and negotiation. In the middle of the 20th century, humanistic approaches began to take shape as a counter point to purely intellectual (or cognitive) theories of learning, including mentalism. Learning strategies that emphasize the importance of the whole person in the learning process are referred to as humanistic. A person intellect, body, and heart are all involved ineffective teaching and learning. In the process of learning, the learner is the main actor. Involvement, fun, and creativity are the cornerstones of lifetime learning. By using the learner's interests and objectives as the foundation for structuring, molding, and facilitating their educational experiences, a humanist approach to education strengthens the learner as an individual.

In the silent way, the teacher is almost silent, and the learners do all the talking. This method follows the 'known to unknown' principle. Due to the teacher's silence, the method encourages peer interaction and group co-operation among the learners and so the learners do not feel threatened. Language learning through blocks of sounds helps the learner to recognize a language with fluent and accuracy. Community Language Learning takes place in groups, either small or large, and these groups form the community. Community Language Learning lays emphasis on the learners' personal feelings, emotions, passions etc., while learning English as a second or target language. Community Language Learning seeks to encourage teachers to see their students as "whole" persons, where their feelings, intellect, interpersonal relationships, protective reactions, and desire to learn are addressed and balanced. The suggestopedia approach is said to increase enormously the ability of students to learn, to remember, and to integrate what they learn into their personality.

Learning to Learn, is the key theme in an instructional focus on language learning strategies. Such strategies include, at the most basic level, memory tricks, and at higher levels, strategies include for learning, thinking, planning, and self-monitoring. Total physical response allows learners to achieve a high degree of success this is achieved being 'Learners are not required to speak in the initial stages'. Then, after in due course, the learners are given practice to convey meaning in the target language the best through actions. So, the method is said to be a meaningful way of learning a language. Total Physical Response (TPR) method is one that combines information and skills through the use of the kinesthetic sensory system at arapidrate.

Engaging interactional exercises were conducted to help teachers become more proficient in teaching language skills in the classroom and to help students engage and learn such abilities. The listening abilities are improved in the classroom by using activities like passage dictation, grid, and flowchart representation, count the sounds and choice-response exercises. On the other hand, activities like tongue twisters, back chains, dialogues, and conversational exercises, as well as open-ended questions and answers, pick learners; interest in improving their speaking abilities. Chunking skills, jumbled sentences or sentence sequencing, and the estimate, read, and respond (ERRQ) task all improve reading comprehension. In the meantime, writing skills are developed through exercises like substitution tables, dictation, and conversational gap-filling. Certain drilling exercises, such as creating sentences and sequences, contextualized drills, and chain drills, improve vocabulary.

Literature Review

G Scholtz (2024) researched "Exploratory Study of the Humanistic Philosophy of Adult Learning as Principal Philosophy for Leadership Development". W Galat (2023) strengthened the humanistic approach through his research work on 'The Significance of Humanistic Approach in Considerations on the University Social Responsibility'. Andrew M. Bland (2020) took reference work entry on Humanistic Perspective, 'Encyclopedia of Personality and Individual Differences'. Y Javadi, M Tahmasbi (2020)

use humanism teaching theory and humanistic approach to education concerning teaching and learning English as a second language in the course book 'Theory and Practice in Language...' Richards. J and Rodgers. T in the book 'Approaches and Methods in language teaching' (2001) defines language teaching and learning came into its own as a profession in the last century. Nagaraj Geetha (2008) 'English Language Teaching' - Approaches, Methods, Techniques, includes the major trends and Techniques of teaching English skills and the role of language in the field of English Language Teaching (ELT). Krishnaswamy. N (2003) 'Teaching English –Approaches, Methods and Techniques' is a guidebook for teachers and student-teachers ,essentials of spoken English, aspects of English Grammar and written English, fundamentals of vocabulary enrichment and others related to language teaching. Language in India May 2011 Yahia Ahmed Qaid, M.Ed.in ELT, Ph.D. Candidate and L. Ramamoorthy, Ph.D. Analysis of Intralingual Errors in Learning English as a Foreign Language by Yemeni Students. A total of 501 common errors were found and categorized. Rabbitt, P. M. Journal of Experimental Psychology, Vol 71(2), Feb 1966, 264-272 on Errors and error correction in choice-response tasks. CHEN, Wanxia (2002) Collocation Errors in the Writings of Chinese Learners of English. Journal of PLA University of Foreign Languages, 1, 60-62. Implications of Interlanguage Error Analysis and Research on English Language Testing and Teaching (2012) Qufu Normal University, China. Research field: English teaching methodology. Higher Education of Social Science, 2(2), 4-7. Available from: URL: <http://www.cscanada.net/index.php/hess/article/view/j.hess>.

Methodology

In the research, the primary step employed is 1. Self-designed survey questionnaire in choice-response task (totally - 300) for the level one students i.e. the first year students studying Engineering (B.E.) and Technology (B. Tech.) once after the immediate transformation of the higher secondary studies in school of rural and urban background which includes both the gender (boys and girls). A self-designed questionnaire

for the first year students (150) from each college are randomly selected from five departments which are located in Coimbatore (District) affiliated to Anna University of Technology, Coimbatore are selected for the research. 2. Self-designed survey questionnaire in choice-response task (totally - 20 members) for the members of faculty of English and (2 members) from each college working in various (10) Engineering and Technology colleges in Coimbatore (District) which assumed as a, b, c, d, e... is also employed for the research. A self-designed survey questionnaire for the students is conducted in this study to gain a deeper understanding of students' interest in four language skills (Listening, Speaking, Reading and Writing) and some of their expectations in language classroom etc., On the other, Self-designed survey questionnaire for the members of faculty of English is conducted in order to observe the kind of the approaches or the methodologies that they are ever interested to follow in their teaching etc., The main objective of the research which can also be called as the hypotheses for the data and interpretation is an analysis on 'Intralingual' Errors. The three steps of Error Analysis (EA) specified by Pit Corder's (1974) are followed:

1. Collection of Sample Errors
2. Identification of Errors
3. Description of Errors

The first step is the collection of sample errors from the 300 test papers conducted on 'Tense shift' (Simple present tense into simple past tense given in the brackets in the form of paragraph via dictation). The purpose of the study is to find the difficulties of the students that they have in English language learning and which kind of errors' the students make in grammar. The duration of the language testing is of one hour and the students have to write the test in the classrooms. The writing task is of a paragraph in no less than 150 words. During the period of the test, there seems to be no instruction or suggestions from the teacher, neither could they discuss with their classmates nor consult dictionaries.

With the help of the other English professors, the linguistic errors in the sample test papers have been found out and they are classified into seven types of grammatical errors. The errors will be counted by hand instead of machine or computer. The following is a paragraph that is given in the test paper.

Exercise/ Test

‘TENSE SHIFT’: The verbs in the text should all be in the past simple tense (‘be’ verbs, ‘have’ verbs, ‘do’ verbs). You have to find the verbs that are in the present tense and correct them.

Mrs. Julie is the richest woman in the city, but she is also a busybody. She always wanted to know what everybody is doing. When she needs something she rings a bell and a servant came. One day a truck stops in front of her house and the three men got out. They are carrying a large box. Mrs. Julie sees this and told her servant, John, to go and see what the men is doing. John goes out and spoke to the men but they don’t tell him. When he came back Mrs. Julie is very angry with him. Next she sent Peter to find out. He didn’t want to go at first and Mrs. Julie told him he is afraid. When he goes out the men ignored him when he said good morning. Hetries again but this time the big man hit him in the stomach and he fell on the ground. Mrs. Julie sees all this and came on to the street. The men take her by the arms and put her in the box.

The second step is the identification of errors .The seven types of errors identified are stated below.

1. Omission: missing grammatical forms while writing. **2. Addition:** adding grammatical forms where it is unnecessary. **3. Fragment:** leaving out punctuation marks wherever necessary such as capitals, comma, etc., **4. Lexis (selection of the words)** – vocabulary **5. Syntax (structure of the sentences)** – grammar (i.e.) word order, subject verb agreement etc., **6. Simplification-** word change (i.e) Tenses etc., **7. Interpretive** - misunderstanding of a speaker’s intention or meaning

The following is the **sample of the student response in the test on ‘TENSE SHIFT’**. **Error Analysis is identified with different colours and italicised:**

Mrs. Julie 1. **ad - was being** (is) the richest woman in the city, but she **was** (is) also a busybody. She always wanted to **1.lexis - no** what everybody 1. Omis - __ (is) doing. When she 1. simp - **need** (needs) something she 2. **ad - was rang** (rings) a bell and a servant came . One day a truck 2. simp - **stop** (stops) in front of her house and 2. Omis - __ three men got out. They 3. Omis - __ (are) carrying a large box. Mrs. Julie **saw** (sees) this and told her servant 1. frag ____ john ____ to go and see what the men 1. Syn - **was** (is) doing. John **went** (goes) out and spoke to the men but they 3. simp - **don't told** (don't) tell him. When he came back Mrs. Julie 3. Omis-__ (is) very **2.lexis - hungry** with him. Next she 2. Syn - _? _ 2. frag - **peter** to find out. He didn't want to go at first and Mrs. Julie told him he 3. **adwas who** (is) afraid. When he **went** (goes) out the men ignored him when he said good morning. He **3.lexis - tied** (ties) again but this time the 1. Interp - **pig** man 2. Interp - **pit** him in the stomach and he fell on the 3. Interp - **round**. Mrs. Julie **saw** (sees) all this 3. frag _____ came on to the street. The men **took** (take) her by the arms and put 3. Syn - **him** in the box.

The third step is the **description of the errors** analysis.

1-Omission: The omission errors constituted **26.39%** the highest percentage.

For Example:

1. What everybody __ (is) doing. 2. __ three men got out 3. They __ (are) carrying a large box

The first type of omission is the word (simple past tense) '**was**' before the verb '**doing**'

The correct sentence is: What everybody was doing.

The second type of omission is the omission of the definite Article '**the**' before the count '**three**':

The correct sentence is: The three men got out

The third type of omission is the omission of the (simple past tense - plural) '**were**' before the verb '**carrying**'

The correct sentence is: They were carrying a large box

2- **Addition:** The addition errors constitute **20.68 %** in this category.

1. **Mrs. Julie was being (is) the richest woman** 2. **she was rang (rings) a bell**

3. **he was who (is) afraid**

The first type of addition was the addition of '**being**' with the (simple past tense) '**was**'.

The correct sentence is: Mrs. Julie was (is) the richest woman.

The second type of addition was the addition of simple past tense '**was**' with the already changed past tense '**rang**'

The correct sentence is : she rang (rings) a bell

The third type of addition was the addition of 'wh'? question '**who**' with the simple past tense '**was**'

The correct sentence is: he was (is) afraid

3-Fragment: The sentence fragment second lowest errors constituting only **8.13%** of the total.

1. **her servant ___ john ___ to go** 2. **peter to find out** 3. **this ___ came on to the street**

The first type of fragment error is missing of punctuation mark (**comma**) ', ' before and after the proper noun in the sentence.

The correct sentence is: her servant , John, to go

The second type of fragment error is missing of **capital letter 'P'** in the proper noun (name)

The correct sentence is: sent Peter to find out

The third type of fragment error is missing of **conjunction 'and'** which joins one part of the clause with one another clause to give the relative or complete meaning of the sentence.

The correct sentence is: this and came on to the street

4. Lexis (Selection of the Correct Word): The Lexis or the selections of word errors constitute **15.83%** of the total errors.

1. She always wanted to no 2. Mrs. Julie was(is) very hungry 3. He tied (tieds) again

The first type of lexis difficulty is the spelling error in a word. Some of the students have written 'no' instead of writing the correct word as 'know' in the sentence.

The correct sentence is: She always wanted to know

The second type of lexis difficulty is the same kind of spelling error as made in the first example. Students had written 'hungry' instead of writing 'angry'.

The correct sentence is: Mrs. Julie was (is) very angry

The third type of lexis difficulty is the error made in the bracket. Some of the students had written as 'tieds' in the bracket instead of the correct word simple present tense as 'tries'. So, while changing the present tense into past tense in the answer also they had written 'tied' as the past tense which gives the different meaning.

The correct sentence is: He tried (tries) again

5. Syntax (Structure of the sentence): This type of error constitutes **16.83 %** of the total errors.

1. the men was (is) doing 2. Next she ___ 3. put him in the box.

The first type of syntactic error is in **Concord** otherwise known as **subject - verb agreement**. In the sentence while changing into simple past tense 'were' (**plural**) to be written instead of 'was'.

The correct sentence is: the men were (is) doing

The second type of syntactic error is the missing of the verb 'sent' in the sentence. Without the verb the sentence will not give the complete meaning.

The correct sentence is: Next she sent

The third type of syntactic error occurred while writing the **pronoun (Gender)** as **'him'** instead of **'her'** in the sentence.

The correct sentence is: put her in the box.

6-Simplification:The simplification errors constitute **8.41%** of the total errors.

1. she need (needs) something 2. truck stop (stops) in front of her house

3. they don't told (don't) tell him

The first type of simplification error is omission of **'ed'** in the word **'need'** which make the sense of the past tense.

The correct sentence is: she needed (needs) something

The second type of simplification error is the rules of spelling (consonant **'p'** as **'pp'**) and omission of **'ed'** in the word **'stop'** to beas **'stopped'** which make the past tense in a word.

The correct sentence is: truck stopped (stops) in front of her house

The third type of simplification error is **ignorant of tenses**. Instead to change **'don't'** as **'didn't'** or **'did not'**. Students had changed **'tell'** into **'told'** which had not given in the bracket to change into past tense.

The correct sentence is: they didn't or did not (don't) tell him

7. Interpretive error:

An Interpretive errors constituting only **3.70%** of the total. This is the seventh common error.

1. the pig man. 2. pit him in the stomach 3. on the round

The first type of interpretive error is the misinterpret of **'big'** as **'pig'**

The correct sentence is: the big man

The second type of interpretive error is as the same misinterpretation as first example **'hit'** as **'pit'**

The correct sentence is: hit him in the stomach

The third type of interpretive error is also the same **misinterpret** **'ground'** as **'round'**

The correct sentence is: on the ground

The purpose of this research is to provide a contemporary portrait of second language learning and teaching, to identify major trends and issues, to show where these trends and issues have come from, and to illustrate ways teachers can incorporate these ideas in their own teaching practice. On the other part, it outlines the errors made by the students' in learning a language and also the remedial measures to be undertaken. The research is intended for practicing teachers as well as future teachers to be aware of the role of English Education in India and the World; the framework of the English Language Teaching and Learning; the need for communication skills among engineering students and so on. The test on writing skill sums up the importance of language teaching and learning which draws together to insist that the learner needs are important in language acquisition theory. Thus, this research recommend that their views be taken into consideration when formulating the English curriculum and developing courses in Engineering colleges and Universities in the future. The English language programme for students of Engineering will motivate them only when they see the direct benefits it brings to them. Great Teachers help create great students. The multi-dimensional environment in which teachers work and the demands placed upon them by the society are increasingly becoming complex. Teachers strive to equip learners with a wide range of skills that they will require to take their place in a world that is in constant evolution; this hastens the need for the development of more competence-centred approaches to teaching, together with greater emphasis on learning outcomes. To equip teachers with the skills and competences needed for their new roles, it is necessary to have both quality initial teacher education and a coherent process of continuous professional development to keep teachers up to date with the skills required in a knowledge based society.

Findings

English learners as a second language both from rural and urban background commit many errors. The errors made by the girls in each category (rural and urban) of both the colleges are comparatively less than those errors made by the boys which have been found in the random sampling. The number of errors are listed in table which also present the errors in percentages.

Table 1: Overall Errors

S. No.	Level	Name of the college(s)	Degree/ year	Classification of Errors	Total No. of Errors	Errors in %
1.	I year	A & B B. Tech	B.E & B. Tech	Omission	185	26.39087
				Addition	145	20.684736
				Fragment	57	8.1312411
				Lexis	111	15.834522
				Syntax	118	16.833096
				Simplification	59	8.4165478
				Interpretive	26	3.7089872
Total				701	100	

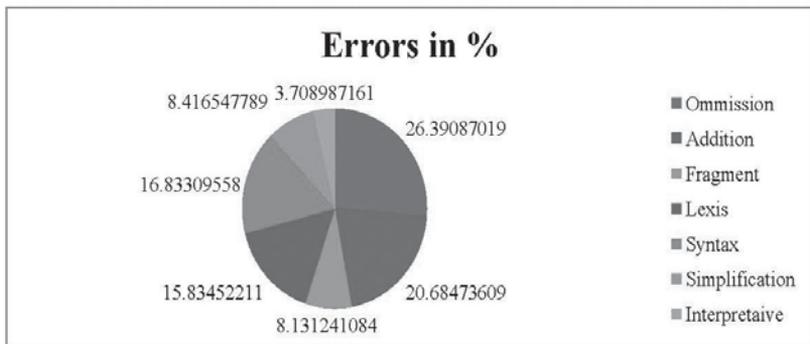


Fig. 1: Errors in percentages

Conclusion

More writing tasks should be put in English testing in order to improve students' writing ability and teachers should be very cautious of teaching

grammar efficiently and correctly and must take some measures to improve the students' ability of application of English grammar. A total of 701 errors were found and categorized into seven types of errors. The top seven common errors which are given as the keywords for the correction technique includes (1) Tense (2) Pronoun (3) Spelling and Punctuation (4) Verb (5) Subject-Verb agreement (6) linking devices/ conjunctions and (7) Word choice. Overgeneralization, ignorance of rule restrictions, simplification is the major causes for the errors of learners. Errors in writing such as tenses, vocabulary are the most common and frequent types of errors that are committed by learners. Thus, it can be seen that error analysis has been used in second language learning as an effective research way by teaching humanistic ally.

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Reifying Language Learning: Identity and Self as Discourse in a Multimedia Praxis

Shikha Sharma

Introduction

The post-modern world is considered as a world without fixity, without any concretized notion of understanding concerning specific entities. Be it ideas related to human civilization or ideas indicating different dimensions of identity of an individual, we have significantly witnessed how there are multiplicities and multifarious understandings which have crept in. What this does is that it nullifies a structural comprehension of grasping a particular thing. Technological ramifications can be argued to be most dynamic forms of development of the current age, altering numerous ways of living of human beings. Considering a classroom, it becomes tremendously important to develop a conducive atmosphere of learning for students in which technology plays a vital role. In the same vein, it also acts as a major paradigmatic shift in relation to teachers as they can orchestrate a pathway for forming their own sense of identity, and by extension, their understanding of own self. An individual's identity easily becomes the core attribute when it comes to positioning a particular individual within various physical spaces in a society. Aligning with technological advancements, it also has to be considered that contemporary notion of one's identity is primarily fractured and fissured in nature, in that, individuals cannot come across a totalizing idea as to how identity can be put in the form of textbook definition.

Stuart Hall, the notable cultural theorist, makes a very valid argument pertaining to how human identities get created saying that interactions with one another in a society form the base for positing one's individuality. As he defines in "Who Needs 'Identity'"

I use 'identity' to refer to the meeting point, the point of suture, between on the one hand the discourses and practices which attempt to 'interpellate,' speak to us or hail us into place as the social subjects of particular discourses, and on the other hand, the processes which produce subjectivities, which construct us as subjects which can be 'spoken.' Identities are thus points of temporary attachment to the subject positions which discursive practices construct for us. (5–6)

Multimodal forms of present-day interactions of teachers both with texts and students in a classroom have proved to be immensely beneficial—something which provides teachers with the leeway to establish their identity within broader discursive spatiality of a classroom. Technology has been significantly impactful in ascertaining that a teacher teaching language in a classroom is no longer confined within age-old methodological teachings of dictates of a particular language. In their attempts to equip themselves with technological know-how of a language, teachers excel in the process of learning a language which subsequently paves the way for establishment of his or her identity in discursive structural paradigms. Society and social dwellings appear to be two inextricable ties which appear indispensable for giving a proper shape to one's identity as different interactions of an individual with societal members subtly form different ideas as to how a particular individual is understood and taken into consideration. Simply put, in a community of humans, identity of a person becomes subject to constructions, imaginations coupled with multiple reconstructions thereby affirming that post-modern human identity is societal to the core as social dimensions appear focal. While putting forward the inherent meaning of framework of stance triangle, Du Bois opined that stance of particular individual "can be approached as a linguistically articulated form of social action whose meaning is to be constructed within the broader scope of language, interaction, and sociocultural value" (139).

He also made it vividly evident that stances come out to the forefront whenever there is a notable context or a situation within the physical space of a society that witnesses action by a person. Du Bois also focuses with various dialogues which act as notable agents for granting

identity to a person as interactions always tend to become fruitful whenever there are meaningful exchanges of dialogues. In this situational context, role of language adorns a primary function as it entails meaningful exchanges while making an individual situate himself or herself within the broader locus of human civilization. In the situation of classroom, a particular text becomes a significant means to both create and assert identities of teachers because a text not only deals with visual mode of communication related to presence of different pictures and words but also allows for a cognitive communication of teachers in terms of simplifying different concepts for students. Multimodal forms of communication pave the way for teachers to develop what can be called as texts related to identity which can be exchanged with students and other individuals. Du Bois is of the opinion that whenever these texts are exchanged, there are feedbacks received which act as strong boosters for assertion of identities of teachers. This vividly reiterates that social exchanges and negotiations act as linchpin for formation of one's identity as feedback for teachers act as validation for their identity to establish their selfhood as individuals. Simon Clarke makes a very apt comment in this same regard when he stresses on various social dealing to be sanctioning identity of an individual. In his words

Identity is the socially constructed, socially sanctioned (or at least recognized) complex of self significations deriving from an individual's membership in such collectivities as class, race, gender, sexuality . . . it plays a decisive role in human behaviour: one acts from a certain positionality and in accordance with a certain worldview or set of values deeply rooted in identity. At the same time, identity is never 'complete'; rather, it is always under construction. To put it more explicitly, identity is not an object but a process. . . . identity is (a) representation, and the representation of identity, whether to oneself or to others, is in fact its very construction. (19)

Technological gadgets aid processes involving various representational mediums. Human beings no longer are seen to be adhering to only either written or spoken communicative stances as this makes critical analysis of one's notion of identity even more paramount. In a world where there is a widespread prevalence of different forms of measuring scales of literary competency of a person, processes of construction discursive practices in a classroom become a challenging task as teachers have to consider even dimensions related spaces of texts and classroom as well. Having stated that, it also needs to be comprehended that a multimodal world enormously facilitates communications and modes of communications which open up gateways for establishment of identities related to teachers in a classroom setting. Different constructions involved in dynamics of language are also equally important as these influence teachers to also take note of different communication away from the spoken form like that of sound and colour. Teachers also sometimes find themselves in conflicting positions of organizing meanings from different underlying layers of a text along with different pictorial organizations. It is very contextual to state that teachers acknowledge the presence of a particular group or rather, a cultural group who they generally interact with in a society as they get validated by them concerning their teaching methods and also interactions with students. Teachers, thus, become a larger group in a society which are subject of connectedness and processes of interactions and discussions with one another. Social dimensions appear to be very important in this regard as identity of a particular teacher "designates the attempt to differentiate and integrate a sense of self along different social and personal dimensions such as gender, age, race, occupation, gangs, socio-economic status, ethnicity, class, nation states, or regional territory" (Bamberg 33).

Stance triangle framework by Du Bois also focuses on different aspects of conversations of teachers both with their peers and students. As per the framework, a particular way of communication of a teacher acts as

an indicator of broader dimension of establishment of identity. Several elements that generally form a part of multimodality discourse also become elements which hint at creation of teacher's identity. Language use facilitates in this entire process in evaluating explicating positions of teachers while analysing and also critically evaluating ramifications involved in technological know-how. It can also be stated that teachers' inter-personal connections within environment of either a classroom or a staff-room can be determined by discursive traits of language. Du Bois substantiates this argument when he remarks, "the value of any stance utterance tends to be shaped by its framing through the collaborative acts of co-participants in dialogic interaction" (141). One of the fundamental arguments involved in stance triangle is the gradual development of one's self. Du Bois chiefly explicates the idea that in a larger interactive process within different societal members, an individual gradually goes through a transformative phase, one which brings in multiplicities concerning identity of teachers because it can be argued to be "dynamic as identity itself, subject to continuous refinement and reconceptualization" (Noonan 2).

The framework also critically espouses the idea that presence of a discursive model of language in the praxis of a classroom setting remains indispensable as identity begets in such an environment. If this argument is abided by, it also asserts that identities of teachers in a classroom are also dynamic in nature, in that, these would become slave to time and would attain a new outlook overtime as

identity is never autonomous completely: it is only definable according to what it is not [and]. . . is always a construction . . . whether one believes one chooses one's identity for oneself, or whether this is constituted for one by one's family dynamic, philosophical considerations of identity in relation to the question of being, or by a broader socio-cultural dynamic. (Wolfreys 98)

Whenever a teacher attempts to communicative with his or her students, there is an indirect effort being underlined to create a personal act. This

act finds itself steeped in the discourse of language used in a society which further dictates the process of identity formation. Communication, alongside language, is of equal significance considering its role in creation of meaning of a particular contextual situation. One can argue that teachers find themselves in a public act pertaining to a systematic praxis in school environment where personal incidents, ideas, beliefs, opinions and feelings of teachers intermingle with what actually can be defined as knowledge associated with a particular disciplinary study. This intermingling of personal attributes of a teacher earn a notable dimension, echoing how teachers undergo significant changes, both at personal levels concerning their identity and at social levels concerning their constructions by other individuals. Identity of a teacher, in a classroom setting, then, can be stated to be the intelligence coupled with competence which characterize a particular teacher in accomplishing different textual and communicative tasks. This identity gets reified by self-confidence which oozes out with the passage of time after relentless studies and effortless practice. Another vital factor in construction of such kind of an identity is experiences of varied forms and structures in their interactions with students in a classroom which result in assertion of selves of teachers.

Identity of teachers, within confined spaces of a classroom, thus, becomes the pedagogical framework from which they feed off for performing better in front of students, further substantiating that development of identity aligns with what can be called as “public act by social actor, achieved dialogically through overt communicative means, of simultaneously evaluating objects, positioning subjects (self and others), and aligning with other subjects...” (Du Bois 163). Sophisticated gadgets of contemporary internet-run academia also need to be mentioned in their rampant presence to be used by teachers so that dimensions of multimodality also come out to forefront. As a primary benefit, various tools involving technology greatly support teachers in self-introspecting their performances and use of tools for a better classroom teaching.

One can argue for the development of a space for interaction between teachers which also acts as a platform for exchange of thoughts and sharing of ideas with one another. It is technology which aids connections of teachers with students which further help in creation of a conducive atmosphere for teaching and subsequently, for establishment of identity related to teachers as

identities are necessarily the product of the society in which we live and our relationship with others. Identity provides a link between individuals and a world in which they live . . . Identity involves the internal and the subjective, and the external. It is a socially recognized position, recognized by others, not just by me. (7)

Identity of a teacher in a classroom setting, as can be echoed from various arguments put forward in this research, gets itself engaged in a complex web of discourse, praxis, implementation and context. Processes related to reflections and examinations of different discursive techniques implemented by teachers to teach students become immensely beneficial in conceptualizing how identity gets structured and also restructured in a social setting. Along with teaching and implementing new forms of ideas to students, teachers also get ample scope for sharing their own knowledge with their colleagues which would further establish their selves in the society. In relation to multimodality, contemporary teachers have significantly moved away from only focusing on general conversations based on words and have embraced different communicative strategies which reiterate dimensions of non-verbal communication. Thus, identities get formed by/in society wherein teachers get situated and existentially placed in the physical environment, allowing for development of introspective spaces for construction of a valued self.

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Digital Bridges: Integrating Technology for Evolving English Language Competencies

Pritam Das

Introduction

The rapid expansion of digital technology in education has fundamentally reshaped the way languages, particularly English, are taught and learned. English Language Teaching (ELT) is no longer confined to traditional methods such as textbooks and classroom lectures. Modern educational technology offers diverse, interactive, and student-centered approaches that cater to the linguistic needs of the 21st century. Integrating technology in ELT is not just a trend but a necessity to adapt to a globalized, digital society where English proficiency often equates to academic and professional success (Brown 12). This paper explores the evolving competencies in English language teaching and learning, emphasizing the role that technology plays in advancing linguistic proficiencies.

Technology in English Language Teaching: A Historical Overview

The integration of technology in language education is not new. Language laboratories in the 1960s marked an early attempt at combining technology with language learning, with students practicing pronunciation and listening skills through recorded audio sessions. However, these tools lacked the interactivity and adaptability necessary for deeper learning experiences.

The next phase of technological integration came with the advent of personal computers and the internet. Language learning software such as *Rosetta Stone* and *Duolingo* began to offer learners the opportunity

to engage with English at their own pace. Online platforms provided an endless range of resources, from grammar exercises to listening activities, which could be accessed anywhere at any time (Chapelle 45). Despite the advancements, these technologies were often isolated experiences, with little teacher-student interaction.

The current trend in ELT moves toward more integrated and interactive digital tools, using artificial intelligence (AI), machine learning, and collaborative virtual classrooms. These advancements have personalized language learning by offering immediate feedback, tracking learner progress, and adapting lessons to individual needs. They also allow for interaction with native speakers and peers globally, further developing communicative competencies in real-life contexts (Godwin-Jones 3).

The Role of Artificial Intelligence in ELT

Artificial intelligence (AI) has emerged as a pivotal technology in enhancing English language competencies. AI-powered tools such as chatbots and language analysis software are being used to personalize learning experiences and provide immediate feedback. These AI tools analyze learner input, offering corrections and suggestions that improve grammar, vocabulary, and sentence structure. For instance, platforms like *Grammarly* and *QuillBot* help users refine their writing, offering personalized suggestions based on the user's language proficiency level (Zhao 62). In speaking, AI tools such as *Elsa Speak* offer real-time feedback on pronunciation, helping learners improve their accent and clarity in spoken English.

AI also plays a crucial role in assessment. Intelligent tutoring systems can evaluate a learner's proficiency by adapting questions and exercises to challenge their current skill level. Unlike traditional testing methods, which are often standardized and rigid, AI allows for dynamic assessments that evolve with the learner's progress (Mayer 14). AI-powered adaptive learning platforms are particularly useful for addressing the diverse needs of students in large, multi-level classrooms, where teachers may struggle to provide individualized attention.

Despite these benefits, there are challenges associated with AI integration in ELT. One concern is the potential over-reliance on automated systems, which may lead to a decrease in human interaction, particularly in areas such as speaking and listening, where conversation is key (Smith 89). Another challenge is the accessibility of AI tools, as many schools and learners in under-resourced areas may not have the technological infrastructure necessary to take full advantage of these advancements.

Mobile Applications and the Rise of Self-Paced Learning

Mobile applications have revolutionized how learners approach English language acquisition. Apps like *Duolingo*, *Babbel*, and *Memrise* have democratized language learning by making it accessible and affordable for millions of users worldwide. These apps break language learning into bite-sized lessons, incorporating gamification elements to increase user engagement and motivation (Kukulska-Hulme 29). Learners can practice their skills on-the-go, at their own pace, and review content as often as necessary to reinforce learning.

Mobile applications often focus on vocabulary building, sentence structure, and comprehension through interactive exercises, quizzes, and games. However, their effectiveness lies in their ability to adapt to the learner's progress. Adaptive learning algorithms adjust the difficulty of exercises, offering users challenges that match their proficiency levels (Traxler 101). Moreover, many apps incorporate multimedia, including audio and video lessons, to help learners develop listening and speaking skills in an immersive environment.

However, despite the popularity of language learning apps, they are not without limitations. Critics argue that these apps often prioritize vocabulary memorization and basic sentence formation over deeper linguistic competencies like cultural context, idiomatic expressions, and critical thinking in language use (Reinders 17). While effective for beginners, these apps may not provide the comprehensive skill set required for academic or professional language proficiency.

Virtual Classrooms and Collaborative Learning

With the advent of virtual classrooms, ELT has taken a giant leap toward global connectivity and collaboration. Online platforms such as *Zoom*, *Microsoft Teams*, and *Google Classroom* have become essential tools in modern language education. These platforms allow learners from different parts of the world to connect with native English speakers, engage in real-time conversations, and collaborate on group projects, thus improving their communicative competence in authentic settings (Anderson 41).

The synchronous nature of virtual classrooms fosters active participation and real-time feedback, which are crucial in language learning. Teachers can monitor student progress more effectively, providing immediate corrections and tailored support. Moreover, collaborative tools like shared documents and online discussion forums encourage students to work together, enhancing peer learning and fostering a community-based approach to language acquisition.

However, virtual classrooms also pose challenges. The digital divide is a significant concern, as students in low-income regions may not have access to stable internet connections or the necessary devices to participate in online learning. Additionally, the lack of face-to-face interaction may lead to feelings of isolation or disengagement among learners (Levy 68). Effective integration of virtual classrooms in ELT requires careful planning, teacher training, and the development of strategies to keep learners engaged in a virtual environment.

Challenges and Future Directions in Technology Integration

While technology offers immense potential for advancing English language competencies, there are several challenges to its effective implementation. One of the primary challenges is ensuring equitable access to digital tools. In many parts of the world, learners and teachers lack the necessary infrastructure—such as reliable internet connections,

computers, or smartphones—to take advantage of digital learning platforms. This digital divide exacerbates educational inequalities, particularly in developing countries where traditional methods of teaching may still dominate (Selwyn 94).

Another challenge is the potential for over-reliance on technology at the expense of essential human interactions in language learning. Language acquisition is not only about mastering grammar and vocabulary; it also involves understanding the nuances of communication, such as tone, body language, and cultural context (Thorne 24). While AI and mobile apps can enhance certain aspects of language learning, they cannot fully replicate the richness of face-to-face conversations and teacher-guided instruction.

Looking forward, the future of technology integration in ELT lies in finding a balance between digital tools and traditional teaching methods. Blended learning models, which combine online resources with in-person instruction, offer a promising solution. These models allow learners to benefit from the flexibility and personalization of digital tools while still engaging in meaningful interactions with teachers and peers.

Conclusion

The integration of technology in English Language Teaching has transformed how learners acquire linguistic proficiencies, offering new opportunities for personalized, interactive, and accessible education. From AI-powered tools to mobile apps and virtual classrooms, technology has redefined language learning for the digital age. However, its successful implementation requires careful consideration of challenges such as accessibility, over-reliance on automation,

and the need for human interaction in language development. As the landscape of education continues to evolve, educators must find innovative ways to blend technology with traditional teaching methods, ensuring that all learners can benefit from the advancements in ELT.

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Fractured Belongings: The Sindhi Diaspora and the Quest for Identity Post-Partition

Geetika Khatri and Vishnu Kumar Sharma

Introduction: The Sindhi Diaspora

In 1947, the Indian subcontinent was cleaved in two by a swift and violent act of division. This Partition, like a scalpel dragged across ancient soil, left scars that bled long after the borders were drawn. Amidst this sweeping upheaval, the Sindhi community found itself displaced, cast out of Sindh—a land their ancestors had called home for millennia. Unlike Punjab or Bengal, where Partition led to a divided homeland, the Sindhi people were rendered stateless, forever exiled from their birthplace. “No flag, no country, just our language and memories,” recalls a Sindhi elder in an oral history from the Sindhi Sangat (Sangat Foundation 1997). This paper sets out to explore the legacy of that displacement, the fractured identity of the Sindhi diaspora, and their ongoing search for belonging in foreign lands.

The Sindhi experience of Partition was unique, often overlooked in mainstream narratives of Indian history. The Partition forced many Sindhi Hindus to migrate overnight to India, while Sindhi Muslims who stayed in Pakistan faced a cultural transformation that altered their sense of identity. The Sindhi diaspora is thus marked by what Salman Rushdie calls a “sense of loss and melancholia” in *Imaginary Homelands* (Rushdie 12). But unlike the visible scars of physical wounds, the trauma of exile and dispossession exists more subtly—interwoven into memory, language, and fragmented stories passed through generations.

A distinctive feature of the Sindhi diaspora is this memory—both a source of comfort and a wellspring of sorrow. For Sindhis, memory

becomes a homeland, a repository of identity that endures even as geographical ties have been severed. As Edward Said wrote, “Exile is strangely compelling to think about, but terrible to experience” (Said 173). For many Sindhis, exile became a permanent state, an unending longing for a place that exists now only in stories and rituals. The community’s tales are woven with nostalgia, echoing memories of rivers and marketplaces that are more real to them than the cities where they now live. Cultural historian Ayesha Jalal describes this as “a diaspora of feeling, a homeland of the heart” (Jalal 223), a sense of belonging that transcends maps and political boundaries.

At the same time, the Sindhi diaspora’s identity is anything but static. Living in liminal spaces, Sindhi migrants navigate a delicate balance between preserving their past and adapting to their present. The tension is palpable: they are forever Sindhi, yet unable to return to Sindh. They live in cities like Mumbai, Ulhasnagar, Jaipur, etc. and overseas in the UK; where they are simultaneously insiders and outsiders. Their dialect shifts, their customs blend with those of the surrounding culture, and yet, within their hearts, the memory of Sindh remains a central anchor. The anthropologist Arjun Appadurai calls this phenomenon “cultural hybridity,” where identities are “constantly reassembled from fragments, memory, and imagination” (*Modernity at Large* 13).

For the Sindhi diaspora, this process of reassembly is a form of survival. Memory, language, and ritual keep alive a fractured sense of belonging. Yet, it is not an easy peace. Memories often bring pain; they are “haunted landscapes,” in the words of Amitav Ghosh, filled with longing and loss (*The Shadow Lines* 29). The longing for Sindh is tinged with the bittersweet knowledge that returning home is impossible; the Sindh they remember no longer exists as they knew it. Their memories of the homeland are tinged with sepia tones, coloured by the trauma of a forced departure and the ache of unfulfilled dreams.

In this paper, we will trace the journeys of these displaced Sindhis. We will examine how they reconstruct their identity, drawing strength from memory even as they inhabit new worlds. Through literary narratives

and oral histories, this study seeks to unravel the layers of cultural hybridity, resilience, and nostalgia that characterize the Sindhi diaspora. Faiz Ahmed Faiz in *Poems by Faiz* (1971) has said that they remain “parched travellers of unknown deserts, forever carrying with them the water of home” (Faiz 47). Their journey is unfinished, a perpetual quest for identity in a world that is never truly theirs.

The Long Partition

Partition did not end in 1947. It seeped, like a slow poison, through the years that followed. For the Sindhi community, who found themselves stranded in a post-colonial twilight, the trauma lingered, transforming from event to epoch. Historians like Vazira Zamindar have argued that for many, especially those from communities without a homeland, Partition was not a singular event but a “Long Partition” – a period of endless displacement and fragmented belonging (Zamindar 3). The Sindhi diaspora, living between memory and exile, became emblematic of this protracted loss.

The idea of the “Long Partition” suggests that Partition was not a clean cut. Instead, it was an unhealed wound, one that left communities, like the Sindhis, in perpetual liminality. Zamindar writes in *The Long Partition and the Making of Modern South Asia* that “boundaries did not settle, nor did they create safe havens” (4). For the Sindhi diaspora, this meant carrying the scars of a broken past into an uncertain future, a haunting continuity rather than a closed chapter.

Unlike other Partition-affected communities, Sindhis faced a peculiar plight. The absence of a “Sindh” within the new India meant that they did not have a provincial identity to fall back on, as Punjabis or Bengalis did. This statelessness turned their search for identity into an endless journey. Urvashi Butalia, in *The Other Side of Silence*, describes how “memory plays strange tricks” on the displaced, turning their yearning into an ache for what never fully was, nor could ever be again (Butalia 105). For Sindhis, this haunting manifests as a nostalgia for a homeland where they no longer belong, which exists now only in their memories and songs.

The Long Partition, for the Sindhi diaspora, became an inheritance. The post-1947 decades saw the community dispersed across India, with many moving further afield to places like Hong Kong, Dubai, and London. Yet, they carried Sindh within them, fragmentary and often idealized. This diaspora experience turned their cultural identity into something fluid, what Homi Bhabha calls “a third space” of hybridity, where they negotiated between past and present, Sindhi and non-Sindhi, Indian and global (Bhabha 55). Living in this “third space” meant that their sense of self was always in flux, pieced together from fragments of memory, culture, and adaptation.

The Long Partition was not just about geographic displacement but an ongoing loss of self and community. Sindhi families, in stories and oral histories, speak of a “ghost homeland” that lingers, “ungraspable yet undying,” as poet Agha Shahid Ali might say (Ali 89). This homeland exists in dreams, memories, and inherited narratives but resists physical form. This state of in-betweenness, both here and there, captures the essence of what the Long Partition has meant for Sindhis. It is an exile without return, a journey where home is remembered but unreachable.

The legacy of the Long Partition continues to shape Sindhi identity. Even as generations grow distant from 1947, they inherit its memory, its fractures, and its unresolved pain. Zamindar’s work highlights how the Long Partition “redefined borders not only physically, but within people’s sense of belonging and history” (Zamindar 13). For the Sindhi diaspora, then, this is a journey that does not end; it only evolves, a state of exile and adaptation across generations.

In the following sections, this paper will examine how Sindhi narratives of the Long Partition offer a rare insight into what it means to live perpetually in exile. Their stories are like unclosed doors, remnants of an incomplete departure, lingering “in the shadows of what we lost,” as Butalia eloquently observes (Butalia 110). These stories are vital testimonies, revealing how historical trauma transforms into cultural memory, how communities survive the endless act of saying goodbye to a homeland that never quite releases them.

Memories of Home: Displacement and Cultural Memory

For the Sindhi diaspora, memories of home are not just nostalgic recollections; they are lifelines, fragile yet enduring. Displacement stripped them of their homeland but left them with vivid memories of it—memories that are stitched together like a quilt from fragmented stories, rituals, and cultural practices. The sociologist Maurice Halbwachs famously argued that memory is “socially framed,” meaning that our personal memories are molded by collective experiences (Halbwachs 38). In the case of Sindhis, these collective memories serve as a link to a homeland that, in reality, exists only in their minds. They are memories infused with resilience, though shaped by loss.

Displacement often turns memory into a sacred act. The writer Svetlana Boym speaks of “restorative nostalgia,” a yearning that seeks to reconstruct lost spaces through rituals and storytelling (*The Future of Nostalgia* 49). For Sindhis, home is often a ghostly presence, haunting them through smells, songs, and inherited stories. These fragments of memory become precious, a form of cultural preservation against the erosion of time and assimilation. Songs, for instance, are sung as prayers, bringing back to life the marketplaces, rivers, and temples of Sindh. Such memories are delicate, but they form an “imaginary homeland,” a term Salman Rushdie uses to describe the mental spaces diasporic communities construct to stay connected to their origins (Rushdie 10).

As Aleida Assmann explains, displaced communities often transform personal memories into shared narratives, creating a “collective framework that stands as a testament to their endurance” (*Cultural Memory and Western Civilization* 54). The Sindhi diaspora has forged a cultural memory that transcends individual experience. In this shared memory, the past is both sanctuary and burden, allowing them to hold onto their roots while navigating the complexities of exile.

Displacement heightens the need to remember, but it also alters what is remembered. Memories of home become tinted with idealism, often romanticized to offset the pain of separation. Cultural historian Marianne

Hirsch calls this “postmemory”—a phenomenon where descendants of displaced communities inherit memories so vivid they feel as though they lived them (*Family Frames* 22). Younger generations of Sindhis may never have seen Sindh, yet they carry its stories as though they are their own. Through stories, they learn to see themselves as part of a lineage marked by resilience, loss, and the longing for a homeland that is as mythical as it is real.

Displaced Sindhis gather around these stories, treating them as sacred truths. Paul Connerton writes that communities use “ritualized remembrance” to keep their cultural memory alive, embodying the past in collective rituals and traditions (*How Societies Remember* 46). These rituals are acts of survival, a way to bridge the gap between past and present. For Sindhis in India, Hong Kong, and beyond, such traditions connect them to their Sindhi heritage, forming a sense of continuity even in the face of dislocation.

Yet memory is not always gentle. For many, recalling home stirs a painful awareness of what was lost. Sociologist Avery Gordon describes this as a “haunting,” an enduring sense that the past shadows the present, never fully gone but never fully accessible (*Ghostly Matters* 63). The Sindhi diaspora is haunted by the memory of a place that is simultaneously near and distant, tangible in their hearts yet unreachable in the real world. Through this haunting, they keep alive a connection to their origins, a testament to their refusal to let go.

Ultimately, memory serves as both anchor and drift. It roots the Sindhi diaspora to a homeland that exists now only in stories, yet it allows them to create new meanings in the present. Through memory, they cultivate an “internal homeland,” a place woven from shared stories and nostalgia. As Toni Morrison so aptly wrote, “Memory is a monster; you forget—it doesn’t. It simply waits. It watches” (*Beloved* 73). For Sindhis, memory watches over them, guiding them back to Sindh, a land they can visit only in the sanctuary of their hearts.

Cultural Hybridity and the Sense of Belonging (or lack thereof)

For those who live between worlds, cultural hybridity is both a blessing and a burden. The Sindhi diaspora, scattered across foreign lands, inhabits a realm of mixed identities, adapting to new cultures while clinging to remnants of the old. But this fusion of identities brings with it an enduring tension. W.E.B. Du Bois famously called it “double consciousness”—a sense of “two-ness,” being “an American, a Negro; two souls, two thoughts” (*The Souls of Black Folk* 3). For the Sindhi diaspora, it is a similar struggle, a constant negotiation between old loyalties and new demands.

Cultural hybridity can create a fluid sense of belonging. It allows diasporic individuals to draw from multiple cultural wells, blending traditions and languages to form something uniquely their own. This fusion brings a creative richness, allowing the Sindhi diaspora to reimagine what it means to be Sindhi in Mumbai, Hong Kong, or Dubai. As Gloria Anzaldúa writes in *Borderlands/La Frontera*, “I am cultureless because, as a feminist, I challenge the collective cultural/religious male-derived beliefs... yet I am cultured because I am participating in the creation of yet another culture” (102). Like Anzaldúa, the Sindhi diaspora creates new identities from the fragments of their heritage and their host societies.

Yet, hybridity does not always result in belonging. The patchwork of identities that hybridity creates can also feel like a fracture, a feeling of being suspended between worlds but fully at home in neither. Frantz Fanon describes this experience as one of profound alienation, writing that “the feeling of inferiority...arises when the native comes into contact with the culture of the mother country” (*Black Skin, White Masks* 11). For the Sindhi diaspora, a similar disorientation occurs. Their sense of self is shaped by Sindh, yet they must adapt to societies that view them as outsiders. This duality creates a complex sense of identity—part nostalgia, part alienation, always unfinished.

The younger generations of Sindhis inherit this sense of hybridity and its conflicts. They may never have set foot in Sindh, yet they are taught its customs, its language, its spirit. They wear the culture like a coat that doesn't quite fit—familiar, yet foreign. As Salman Akhtar writes in *Immigration and Identity*, “Cultural hybridity...entails both a sense of loss and a sense of discovery” (89). For young Sindhis, this hybridity can feel like a space of both possibility and exclusion, a way to belong and yet remain on the margins.

In the end, cultural hybridity is neither home nor exile. It is a state of becoming, a journey with no final destination. For the Sindhi diaspora, belonging is elusive, a place they construct but can never fully inhabit. As Edward Said once observed, “Exile is strangely compelling to think about but terrible to experience” (*After the Last Sky* 16). Cultural hybridity offers glimpses of belonging, but it is an uneasy home, marked by both connection and distance, an identity that is constantly remade, and never complete.

Liminal Spaces and the ‘In-Between’ Identity

The concept of liminal spaces finds its essence in the Sindhi diaspora's experience post-Partition. Liminality, as conceived by anthropologist Victor Turner, represents an ambiguous space “betwixt and between” (Turner 93). For the Sindhi community, this state is not just metaphorical but a lived reality. They inhabit an existence that oscillates between the homeland they lost and the host nations they struggle to embrace. This space, which Homi Bhabha describes as “the in-between,” becomes a site of both possibility and disquiet (Bhabha 2).

After the Partition of 1947, the Sindhi people found themselves in a constant state of flux. Unlike other communities granted defined territories, the Sindhis were left rootless, devoid of a homeland. Theirs was an identity shaped by unmoored dislocation. Ashis Nandy highlights this feeling of suspension: “For the refugee, the past is a lost country, the present an uncertain battlefield, and the future a distant mirage” (Nandy 5). This sense of living “in-between” places has etched itself onto the collective consciousness of Sindhis, fostering a duality marked by nostalgia and adaptation.

The ‘in-between’ identity emerges from these fragmented narratives. Edward Said’s reflections on exile come to mind: “Exile is strangely compelling to think about but terrible to experience” (Said 181). For Sindhi migrants, the trauma of being uprooted created new cultural expressions that blended elements of their past with those of their present. This hybridity, however, did not come without struggle. The desire to maintain a distinct Sindhi identity often conflicted with the pressures to conform and belong in new sociopolitical landscapes. As Trinh T. Minh-ha notes, “Identity is a process, never a fixed product” (Minh-ha 142). Sindhis embody this ongoing negotiation, where identity remains a site of contention and resilience.

Scholarly works like Vazira Fazila-Yacoobali Zamindar’s *The Long Partition and the Making of Modern South Asia* illuminate the enduring effects of this in-betweenness. She argues that the experience of prolonged displacement blurred the boundaries of home and diaspora, creating a sense of “perpetual exile” (Zamindar 14). Oral histories gathered from the Sindhi community reveal how individuals managed to preserve cultural memory despite fragmented realities. Songs, stories, and rituals served as vessels to transmit identity across generations, even as they adapted to new surroundings.

Thus, the liminal space occupied by the Sindhi diaspora is more than a backdrop; it is the narrative itself. It is a testament to survival, “a place where the old is not entirely lost, and the new is not fully won” (Bhabha 2). In navigating this space, the Sindhis demonstrate how communities can forge a complex identity that is neither wholly integrated nor completely estranged. Their existence in this ‘in-between’ world captures the essence of post-Partition trauma while illustrating the strength to craft spaces of belonging amid displacement.

In the words of poet Agha Shahid Ali, “...to be exiled / is to love from distance” (Ali 35). For the Sindhi diaspora, the liminal is not just transitional; it is enduring, shaping an identity that is both fractured and resilient.

Narrative as a Tool for Healing and Preservation

Narratives hold immense power for communities grappling with loss and dislocation. For the Sindhi diaspora post-Partition, storytelling became both a balm and a bulwark. Through narrative, pain could be voiced, shared, and softened. Salman Rushdie, in *Imaginary Homelands*, asserts that narratives are “a way of shaping experience” (Rushdie 12). For displaced Sindhis, recounting stories was not just an act of remembering but of reclaiming identity. Oral traditions passed from elders to younger generations preserved more than memories—they preserved belonging.

Narratives serve as tools for healing. They offer a structure to chaotic experiences, turning fragmented recollections into coherent stories. This helps individuals and communities find meaning in trauma. As Toni Morrison wrote, “Narrative is radical, creating us at the very moment it is being created” (Morrison 37). For Sindhis, stories woven with memories of home and tales of resilience became collective lifelines. These stories acted as both testament and therapy, a communal practice that allowed for grief and continuity.

Storytelling is also a vessel for cultural preservation. Gayatri Chakravorty Spivak, in *Can the Subaltern Speak?*, highlights how subjugated voices must reclaim their narratives to preserve identity (Spivak 84). For Sindhis, oral histories filled gaps left by official records. Songs, folk tales, and personal accounts kept the past alive in the present. This fusion of memory and narrative fortified a shared sense of identity, even when physical roots were severed.

To listen to these stories is to witness the resilience of displaced people. It is to understand that narrative, as Chinua Achebe believed, is “a way to keep the past alive for the future” (Achebe 45). For the Sindhi diaspora, storytelling is not only a means of survival but of reclaiming agency, stitching fragmented selves back into wholeness.

Implications for Diasporic Studies and Memory Work

The Sindhi diaspora’s narratives post-Partition offer rich insights for

diasporic studies and memory work. As Svetlana Boym notes, “Nostalgia is not always about the past; it can be a rebellion against the modern idea of time” (Boym 49). For the Sindhis, memories intertwined with oral histories resist erasure. They challenge linear notions of history and place, instead revealing identities as fluid and multi-dimensional.

Diasporic studies must consider the emotional terrain of such memories. Paul Gilroy’s concept of “routes” rather than “roots” (*The Black Atlantic*) underscores that diaspora is a space of movement and hybridity (Gilroy 19).

For the Sindhis, narratives stitched from past and present experiences highlight that diasporic identity is always in negotiation. Memory work also faces implications for how stories are archived and valued. Marianne Hirsch’s notion of “postmemory”—how later generations inherit trauma and memories not lived but deeply felt—applies here (Hirsch 22). For the Sindhi diaspora, descendants continue to bear the weight of loss, using storytelling to keep collective memory alive and evolving.

Thus, studies of diaspora must embrace the complex interplay of memory, loss, and resilience. These are essential for understanding how communities reconstruct identity in the shadow of historical trauma.

Conclusion: The Ongoing Search for Belonging

The Sindhi diaspora’s post-Partition journey embodies resilience, loss, and the ongoing search for identity. Forced into exile without a homeland, the Sindhis preserved their heritage through memory and narrative, crafting an “imaginary homeland” from the fragments of their past. The concept of the Long Partition reveals that this displacement was not a single event but an enduring legacy that continues to shape identity. Living in liminal spaces, the Sindhi community balances nostalgia with adaptation, forming hybrid identities that are complex and ever-evolving. Oral histories, stories, and rituals serve as tools for healing and cultural preservation, sustaining a sense of belonging even in exile. The interplay between memory and narrative becomes essential in reconstructing a fractured sense of self. For scholars of diasporic studies, the Sindhi

experience underscores the need to view displacement as both historical trauma and a site of cultural endurance. Their story, marked by perpetual in-betweenness, speaks to the strength required to keep one's identity alive in the face of loss.

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Digital Dexterity: Understanding Communication Proficiency in Gen Z

Roshan Jameer MD and Prasanna Lakshmi Narra

Introduction

The bulk of “Gen Z professionals prefer a multidisciplinary and global focus to their work,” the researchers discovered. Furthermore, it is claimed that Gen Zs are impacted by the notion that employers typically only use and value their workforce when necessary.

Soft skills encompass a variety of competencies, such as effective communication, interpersonal and negotiation skills, networking abilities, leadership qualities, problem-solving and conflict resolution abilities, time management, and public speaking abilities. While Gen Z is predicted to bring strong technological skills to the workplace, some researchers are unsure about their interpersonal communication and relationship skills. The bulk of “Gen Z professionals prefer a multidisciplinary and global focus to their work,” the researchers discovered. Additionally, it is claimed that Gen Zs are impacted by the notion that employers typically only use and value their workforce when necessary. Experts in higher education have contended that people’s current knowledge only makes up 1% of what will be known in 30 years. People with talent, creativity, and critical thinking skills will be in high demand in the job market in the future. The World Economic World (2016) report estimates that due to the quickly expanding employment landscape, 65% of children entering primary school today will encounter a new type of work that has never existed before. As a result, different stakeholders need to be prepared to offer future work patterns and skills that will satisfy the demands in line with the technological trends of the Industrial Revolution ((Martin, 2018). According to research, facilitators should come up with innovative

ways to integrate technology into the teaching and learning process. Some of the technologies that can draw in Gen Z users include podcasts, websites, simulations, interactive YouTube tutorials, and online educational games. Social media platforms such as Tumblr and Twitter can be used for knowledge sharing and communication. Facebook is a useful platform for posting updates about class activities and having discussions (Hunt, R, 2018). Educational institutions must adapt their teaching-learning strategies to meet the demands of Generation Z. These strategies must be more visual, interactive, and provide instant access to information. Most importantly, they must incorporate technology and social media/networking. When it comes to basic educational technology, Gen Z prefers digital tools and online forums that are always available. TED Ed, Sound-cloud, Piktochart, Canva, Twitter, Facebook, WordPress, Educlipper, Prezi, Google Sites, and Testmo and so on (Anealka, 2018). Not only does generation Z need to get ready for the new era of work, but the workplace also needs to get ready. Particularly during technology's invasion and artificial intelligence (AI), businesses as well as employees are needed and companies to grow to meet the demands of a changing global environment (Ruhi, U, 2022). People perceive Generation Z to be technologically savvy and of a variety of ethnic backgrounds. They communicate in an individual, straightforward, and informal manner, and social networking is very important to them. Generation Z is regarded as a generation of digital natives, having little to no memory of the world before smartphones (Parker, K., & Igielnik, R. , 2020). Communication, teamwork, motivation, problem-solving, enthusiasm, and trust are among the soft skills that employers value (Chute, 2012; Ellis, Kisling, & Hackworth, 2014; Rasul, Rauf, & Mansor, 2013; Robles, 2012; Wahl et al., 2012). Effective communication is a crucial skill for employees. Interpersonal conflict is more likely to occur in people with poor interpersonal skills (Moeller, Robinson, Wilkowski, & Hanson, 2012). According to research, Generation Z values soft skills highly because they see them as necessary for both professional and personal success in a world that is becoming more and more reliant on technology. This generation has expressed a strong desire to acquire

technical and soft skills for personal fulfillment and the opportunity to make a significant contribution to society, in addition to career advancement. Moreover, research indicates that when it comes to learning technical skills, Generation Z favors experiential and hands-on learning methods over traditional classroom instruction. Examples of these methods include online tutorials, coding boot camps, and project-based learning. Globalization, technology, and the rise of the gig economy are some of the cultural elements that impact how Generation Z views technical skills. Being technically proficient is seen by many in this generation to secure their careers for the future and adjust to the evolving nature of work. Besides, studies reveal that Generation Z values social responsibility and ethics above all else when assessing technology use, demonstrating a sophisticated awareness of the implications of technical proficiency in a socioeconomic setting.

Soft skills are essential in any workplace and include leadership, public speaking, negotiation, communication, and conflict resolution. Social media and instant messaging have shaped Gen Z, who might not be as familiar with traditional office communication. When moving from remote to in-person work, this soft skill gap widened even more. Given their upbringing in the digital age, business leaders frequently believe that Generation Z possesses superior digital skills. Digital literacy, email, internet use, and office software are examples of basic skills. Data analysis, web development, project management, cyber security, and programming are examples of advanced skills (FDM Services). For Generation Z to succeed in the workforce, it is critical that they cultivate soft skills like teamwork, communication, and adaptability. To better understand and close these skill gaps, more research is required. Additionally, training programs and educational strategies should be reassessed to improve Generation Z's soft skills. The ability to develop creatively, productively, and critically about the use of digital media and its effects on society and the workplace is referred to as digital skills. Digital literacy is a necessary skill for people to successfully navigate their daily lives, careers, and educational pursuits in the digitally driven future. Digital competencies are becoming essential parts of skill sets.

Two types of digital skills are distinguished by us. To effectively use common software, digital devices, and applications, people need to possess essential digital skills. Those who possess these abilities can handle data responsibly, communicate, and share information using digital tools while maintaining their online safety. (Michaela Poláková et al., 2023). Employers view Generation Z as under prepared and lacking the skills needed to succeed in the workplace, even though many of them believe they are prepared to enter the workforce because of their knowledge and open-mindedness (Jones, 2020). The fact that Generation Z has access to a wealth of information is one of the main differences between them and the older generations (Chillakuri & Mahanandia, 2018). Because of the knowledge they have already acquired, members of Generation Z are therefore led to strongly believe that they have high self-efficacy in particular areas, such as soft skills. Although the current generation may have learned about soft skills from information they happened upon online, more research needs to be done on how they are being applied. Educators claim that in projects and project teams, the disparities between generations and their effects are rarely considered or discussed.

But in the modern workforce, it is a fact that four generations are collaborating for the first time. Generation Y is increasingly responsible in project teams, with Generation X and Y making up most of the workforce. The younger generation, Generation Z, is now employed. Project management strategies can be developed more effectively by organizations when they acknowledge and take advantage of the new perspectives, technologies, competencies, and styles that Generation Z brings to projects. Negative conflicts in the workplace can arise from miscommunications and generational disparities. The most prominent qualities and attributes pertain to soft skills, including emotional intelligence, helping others grow, tenacity, dedication, communication, teamwork, and uncertainty. Gen Z is a promising asset in the field of project management, and all of these are critical to the success of any project. But there are also some significant gaps found. One reason is that they may not be aware of certain characteristics about themselves,

like their individualism and lack of interpersonal relationships, or they may be worried about their shortcomings in the context of the project team, like their lack of confidence and leadership, their low self-esteem, their inability to take criticism well, their impulsivity, and their panic. Furthermore, emotional maturity and emotional self-control are examples of soft skills that are not based on personality profiles. These gaps should play a significant role in improving project management education and training to better prepare Generation Z students for a seamless transfer from college to the workforce while also raising awareness of their goals. HEIs might now have a rare chance to modify their pedagogical approaches and give students instruction that better fits the characteristics of Generation Z (Magano J et al., 2020).

Objectives of the Study

1. To understand the role of soft skills to empower Gen z students
2. To understand the impact of improving soft skills on enhancing professional Development of Gen Z

Research Question

- What is the role of soft skills to empower Gen z students?
- Do soft skills enhance professional development of Gen Z students?

Hypothesis

H0: there is no significant impact of soft skills on professional development of Gen Z students

H1: there is significant impact of soft skills on profession development of Gen Z students

Review of Literature

Jaturaporn Juntarangsue et al in their research paper “Needs for 21st Century Skills Development among Generation Z: A Case Study at Naresuan University International College (2020) concluded that creativity, critical thinking, problem solving, information technology skills, leadership, computer skills, and ethics are the skills that Gen Zers are

most interested in developing. However, Gen Zers showed less interest in leadership and ethics, two skills that are essential and among the top five for conducting business today. Beyond only helping them advance in their careers, Generation Z's career development has larger ramifications. This nation's workforce will be led by members of Generation Z. Not to mention how drastically the Covid-19 pandemic has altered the world. Talhah, H et al in their research paper "The Relationship between Soft Skills, Self-Efficacy, and Career Development among Malaysian Generation Z" (2021) highlighted that the workforce of any nation will grow and prosper in the future if career development is given more of a priority. To support this generation should they encounter issues in the future, counselors need to be aware of the elements that influence this generation's professional development and the reasons behind them. Through career counseling specifically, they can improve their soft skills and self-efficacy, which could help them advance in their careers. To better support their career development, it is hoped that counselors will gain a better understanding of Generation Z, particularly as it relates to newly hired members of that generation. Susan A. Dean et al in their research paper "Soft Skills Needed for the 21st-Century Workforce" (2019) mentioned in a multiple-case study design viewed through the emotional intelligence lens concluding that effective strategies for soft skills training in the logistics sector was the main goal of the study. Businesses must create and implement plans for creating effective training programs for soft skills to address the soft skills gap. In this fiercely competitive global work environment, failing to do so could have far-reaching consequences for bad business results. L. Kohnová et al in their research paper "Generation Z: Education in the World of Digitization for the future of Organizations" (2021) mentioned that younger generation received very high ratings, particularly for their creativity, aptitude for learning new things, and proficiency with applications and online services. Given how crucial these skills are to the success of businesses in the future, employers

should start setting up Generation Z with the tools they need to keep them. But, based on the findings, we saw that young people's technological proficiency is not particularly high. This might be an issue given the current digital era. The current configuration of the educational system may also be the issue, since digitization education is not covered in the curriculum. However, this young generation's complete adaptation to the problem is crucial for the future of businesses. AS Lubis et al in their research paper "Important Soft skills For Successful Z Generation in Industrial Revolution 4.0" (2019) highlights that Gen Z enjoys collaborating with information technology, causing the candidate to assume that decision-makers will hear his ideas and readily choose to resign from his job if it was considered less enjoyable became its own opportunities and challenges for the business. This article presents four strategies aimed at businesses that will hire members of Generation Z. These strategies centre on the recruitment and selection process for potential employees. Academic credentials alone are insufficient for prospective Gen Z workers to succeed in the workplace.

Imjai N et al. (2024) highlighted the results that demonstrated how heavily Gen Z students engage with digital platforms, demonstrating their deep ties to the digital world. Furthermore, the study sheds light on this group's interpersonal and intrapersonal competencies by examining how well they perform face-to-face social skills and how emotionally intelligent they are. We also looked at the complex interactions that exist between emotional intelligence, face-to-face social skills, and digital connectivity. The results of our analysis showed strong correlations, indicating the complex interactions between these variables. The study also revealed the critical role that social skills play as a mediating factor in the connection between emotional intelligence and digital connectivity. The statistical significance of this mediation highlights how digital connectivity transforms emotional intelligence and how this is made possible by the improvement of social skills.

B. Anupama (2014) had discussed how soft skills are important and how they empower students in her research article. The study tries to explore the various obstacles that student endure in the 21st century due to rapid pace at which technology is evolving, economic integration and fluctuation in the socioeconomic environment. The study underlines the significant role of soft skills in moldings the individual characteristics and furnishing them with the competencies needed to navigate efficient in their private and social life. The study recommends the educational institutions to prioritize students' soft skills to foster them in excelling the complexity of the contemporary world.

Aleksey, Y et al. (2019) has explored on the factors effecting the students and discussed the significance of soft skills for professional competitiveness. The articles probes in depth the scientific and innovative methodologies for enriching the soft skills which were practiced both in Russia and abroad. It offered the multimodal training practices which are very essential for the modern educational framework. It also emphasis the inseparable connects of soft skills like problem-solving, emotional intelligence, critic cal thinking, leadership, time management, communication, teamwork and responsibility to the professional competencies. However, this research study does not delve into specific empirical data or case studies to validate the effectiveness of the discussed soft skill training practices. And also could satisfy theoretically, but could not benefit from practical examples or real-world applications to strengthen its argument. By this we get ample scope to investigate the challenges and barriers associated with implementing soft skills development programs in different educational settings.

Jeni Riley (2022) illustrates on the prominence of soft skills in the contemporary workforce, focusing on skill sets like paying attention to details, engaged listening, and avoiding technology based distractions. The study introduced a novel approach to classroom instructions that makes use of creative and improvisational techniques to encourage

student engagement, endorse Principles of marketing and cultivate soft skills that are crucial for long-term career achievement. The three interactive games employed in the experimental research study supported the students to land on successful job and reinforce marketing concepts. Nonetheless, the research fails to go into deeper details about precise benefits or repercussions of employing interactive improve games to educate soft skills. Also the study does not delve into extensive detail about the piloted games' sample size or scope or how they influenced a wide range of students or educational environments. The future scope of this research throws light on contemplating and carry out longitudinal studies to investigate the effects of improvisation-based teaching procedures on students' development of soft skills throughout a period of time.

According to Panwar, S & Mehata A(2019) there is a dire need and importance of fostering leadership traits among GenZ inhabitants for the ever-changing business climate. The study draws attention on the paucity of those in an organization or workforce who lacks the requisite leadership competencies, thereby rendering the task challenging to adequately fill the positions of upper management or senior leadership. The researchers recommends both the educational or professional institutions and all the enterprises collaborate to eliminate the talent shortfall in the workforce recruitment through generating more prospective managers or executives than they are accessible. Companies can provide mentoring initiatives and offer young apprentices the opportunity for concrete leadership experience to nurture their skills as potential managers.

Succi, C. (2015) attempts to underline the relevance of interpersonal skills in a professional setting that evolves quickly, with a specific focus on attributes beyond expertise in technology including digital literacy and language proficiency. The study pinpoints the various avenues for academic and the human resource development perceptions

on completely novel hiring standards and professional challenges associated to soft skills.

Caratozzolo, P., & Álvarez, Á. (2018, November) illuminates the significance of instilling soft skills in engineering programs. As the traditional and logical scientific methodologies employed in the educational settings are unable to enhance these critical and creative competencies, which are more essential after the Fourth Industrial Revolution. In response to a study, educating Gen- Z scholars to employ artistic-narrative techniques in a hybrid immersive mode diligently streamlines these skill sets. It was noticed that Critical Reading Micro Workshops substantially improved these qualities.

Glud, S. Z. (2022) illustrated concrete instances of the variety of soft skills that are vital at each phases of the methods of innovation. In this section, primarily the focus is laid on the subjective abilities needed to initiate experimenting with innovative ideas. Furthermore , it tried to clarify how the dearth of certain soft abilities , such as self-efficacy may prevent individuals from exploring and embarking their enterprise , although they can readily recognize an appealing issue to address. Even though, we have a detailed list of all skillsets required, it would be too tough job to accomplish without innovate team efforts. It is apparent that no single individual holds all of the recommended interpersonal skills by themselves.

Research Methodology

To match the attitude of Generation Z, the researcher prepared an electronic questionnaire on the relevance of soft skills from the perspective of potential employee (Gen Z), so as to understand the level of job readiness with focus on Generation Z. The questionnaire is based on the training and development needs from the perspective of organizations. The results of this paper are based on secondary data as well as on primary data. The primary data was collected by the Google form method. The survey aimed to determine how Generation Z as

potential employees perceive soft skills in view of competency needs. The questionnaire was created by the researcher and answered by students of various undergraduate colleges in Hyderabad. Out of 100 possible respondents, 84 students answered, the return rate was 84%.

Interpretation: REGRATION TABLE REPRESENTING THE SIGNIGACANCE OF DIFFERENT VARIABLES

Variable	R square	F value	Sig of anova	Std. Error	B coefficient	T value	Sig value
1	.138	0.934	0.491b	1.234	1.990	1.613	.114
2	0.193	0.604	0.751b	2.049	1.164	1.761	.086
3	0.161	1.128	0.365b	2.113	1.224	1.727	.092
4	0.125	0.836	0.564b	2.163	1.189	1.819	.076
5	0.149	1.027	0.427b	2.654	1.144	2.320	.025

Variables (V) declared in the experiment are as follows

V1: Self-motivation towards your responsibilities

V2: Self-confidence in performing the tasks

V3: Commitment towards your responsibilities

V4: Ability to work independently

V5: Time management in completing the tasks

Predictors: Constant values are Personal and Professional advancement Skills

Being open to change to enhance productivity

Ability to work independently

Self-confidence in performing the tasks

Self-motivation towards your responsibilities

Time management in completing the tasks

Commitment towards your responsibilities

Maintaining a positive attitude towards the Job

Interpretation

Based on the provided regression table:

1. For Variable 1:

- R square: 0.138 indicates that approximately 13.8% of the variability in the dependent variable can be explained by this model.
- F value: 0.934 indicates the overall significance of the regression model.
- Sig of anova: 0.491b represents the p-value associated with the ANOVA test, suggesting that the regression model is not statistically significant at the 0.05 significance level.
- Std.Error: 1.234 represents the standard error of the estimate.
- B coefficient: 1.990 indicates the coefficient estimate for the independent variable.
- T value: 1.613 represents the t-value associated with the coefficient estimate.
- Sig value: 0.114 indicates the p-value associated with the t-test for the coefficient estimate, suggesting that the independent variable is not statistically significant at the 0.05 significance level.

2. For Variable 2 to Variable 5:

- R square values range from 0.125 to 0.193, indicating the proportion of variance explained by each model.
- F values range from 0.604 to 1.128, indicating the overall significance of each regression model.
- Sig of anova values range from 0.365b to 0.751b, representing the p-values associated with the ANOVA tests for each model.
- Std.Error values range from 2.049 to 2.654, indicating the standard errors of the estimates.
- B coefficient values range from 1.144 to 2.163, representing the coefficient estimates for the independent variables.

- T values range from 1.613 to 2.320, representing the t-values associated with the coefficient estimates.
- Sig values range from 0.025 to 0.092, indicating the p-values associated with the t-tests for the coefficient estimates.

In summary, the interpretation suggests the varying degrees of significance and explanatory power of each regression model for the dependent variable.

Discussion

After reviewing data analysis presented in the regression table, the researcher has come to an understanding of the correlation that exists between the independent and dependent variables. In accordance with statistics supplied, the subsequent discussion is put forth.

The correlation that exists between numerous independent variable (Variables 1 to 5) and the dependent variable is comprehensively summarized in the regression table. The report provides detailed statistics on the degrees of significance of each independent variable, demonstrating whether or not they significantly affect the dependent variable. Moreover, the mathematical model fit metrics (R square values) in the data table also represent how effectively the selected independent variables in conjunction account for the variability in the dependent variable.

In addition, every regression model's overall significance is calculated using its F values and related p-values (Sig of Anova). These statistics above display if at least one independent variable has a apparent impact on the dependent variable and assist to decide whether the model as whole is statistically significant.

By quantifying the strength and direction of the correlations between each independent variable and the dependent variable, whilst holding other variables unchanged, the coefficient estimates (B coefficient values) reveal the greater details. The magnitude of each independent variable's influence on the dependent variable is indicated by these coefficients.

Analyzing the corresponding T values and the p-values (Sig value) that correlate to them is essential to interpret the coefficient assumptions. Practical insights for the decision-making process can be obtained by significant coefficients ($p < 0.05$), that indicates that the corresponding independent variable has a statically significant impact on the dependent variable.

It's very crucial to admit the fact that any limitations of the regression analysis for instance multi co linearity between independent variables or neglected variable bias. Besides, contingent upon the findings, the spotting areas that require additional research study. This might enhance deeper comprehension of the variables influencing the dependent variable, which may assist to improve analysis.

In a nutshell, the regression table provides great insights into intricate correlations between independent variables and dependent variables helping in decision making and inspiring future implications in the right path.

Conclusion

Research based on the result implicates important contribution of soft skills in fostering and augmenting Generation Z (Gen Z) student empowerment for enhancing their career. We now arrive at Gen Z, the most recently born group to enter today's workforce and a set of people who are (in theory) ultra tech-savvy digital natives. But, this knack for digital platforms may also have created holes in face-to-face interaction and the other crucial soft skills that we all need to work on. Equally important in the findings is while Gen Z have a natural digital aptitude, there needs to be focus on building these skills alongside others such as communication, leadership and problem-solving - core capabilities for nurturing well-rounded young people who will excel both academically and professionally.

The survey was given to 100 college students from different colleges on a structured questionnaire and interviews which helped understand the most prevalent views Gen Z holds about soft skills i.e. their essentiality,

importance in real life. Input Stream close It is revealed from the analysis of data in terms of ANOVA and multiple regression that soft skills primarily impact personal growth followed by professional development. Skills like empowerment, time management, digital literacy and hiring predisposition as well as leadership traits and autonomous work were among those that stood out in relation to the impact on professional training actions. The research also found that, despite their strong digital aptitude, when it comes to self-efficacy in leadership skills and emotional intelligence/interpersonal strength (like grit) the Gen Z students are significantly less confident.

The truth is, as the research shows for Gen Z to stay in demand and keep up with a rapidly changing job market they need both technical skills combined with soft-skills. For instance, The World Economic Forum (2016) has highlighted the fact that 65% of children who are about twelve now will find themselves in new kinds of jobs which do not exist anywhere today. This outlook highlights the significance of being well-rounded in terms of skill set, which includes digital as well as people skills. The study calls for educational institutions, employers and other stakeholders to provide specific training programs, innovative teaching-learning strategies and experiential learning opportunities that will narrow these gaps.

In addition to these findings the literature review provides supporting evidence while slightly differently framing our call for a "reformist approach" themed as illustrative of necessity reform which soft skills now required in education. As noted by Kohnová et al. Even in the present, as highlighted by Hollands and Muñoz (2021), education struggles to prepare for much of today's youth with both digital skills they might need and softs kilss because curricula remain outdated w.r.t full integration of digitization & critical softskill training. Tabibian JM et al Agencies of Other Investigators such as Juntaransu et Al; in his review on Tabibianirans Science Dimensions 2. (2020) and Talhah et al., (2021) that also underscores the importance of upskilling Gen Z in these soft skills given their criticality to future talent development for both national employees and across international workforces.

Yet employers have been raising growing concerns that, for all the confidence of Generation Z and their technological savviness, there is something lacking in terms of readiness at work. This problem can be solved by companies focusing on including mentorship programs, real leadership application options and making soft skill training practical in the outside world. Academicues can introduce newer and technologically advanced ways of teaching which suit the learning style that Gen Z prefers. As a result, these stakeholders will be much more capable of training Gen Z to thrive in the 21st-century work environment and ultimately close current performance gaps by ensuring they have all that is needed for success in this modern world driven by technology.

Ultimately, this study demonstrates an immediate need to develop the soft skills of Generation Z. This involves a partnership of educational institutions, businesses and policymakers to create an ecosystem promoting not only skills for work but basics soft skills too. Bridging these gaps can support Gen Z to succeed in the workplace of today, turning challenges into opportunities for meaningful work and growth. If anything is important in the digital age, it's a blend of strong interpersonal and leadership skills paired alongside solid technical expertise.

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Cross Cultural Diversity and Globalisation in Language Teaching

Vandana Singh

Introduction

Oversimplifying and making caricatures of cultural traits are the results of attempts to characterize national traits in order to compare and contrast civilizations. Conflicts between the students may arise from time to time as a result. People may become irritated, anxious, and tense when they are unable to complete all of the tasks, they are used to doing on a daily basis. Students from diverse cultural backgrounds, for instance, could struggle to adjust to the activities, traditions, rituals, and customs taught in English courses; as a result, they might feel tense, anxious, and unsatisfied. Additionally, students frequently experience cultural shock, which seriously impairs their capacity to achieve. Cognitive dissonance, ambiguity, unfulfilled expectations, and ego-identity dissociation and dwindle are the factors that cause worry, stress, and the thoughts, feelings, and behaviours that follow. Our identities are rooted in the distinct social and physical contexts of the civilizations of our ancestors. We also leave behind the pillars that support and feed our personalities when we leave that specific nexus of physical and sociocultural environmental elements. The conflict between a person's perception of themselves and the outside world is known as cognitive dissonance.

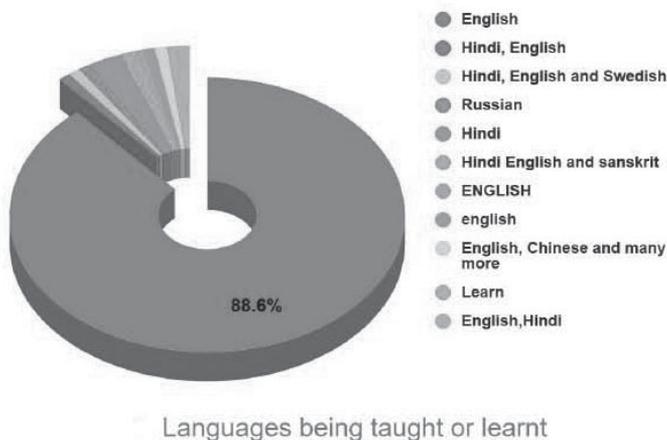
Objective of the Study

Culture has elements that are both flexible and unchangeable, yet it is also subject to change. One of the main objectives of multicultural education is to teach children about other national or ethnic customs.

Additionally, it helps children learn that there are different cultures, languages, countries, and viewpoints. Positive emotions must also be connected to cross-cultural encounters in order to help pupils feel valued, accepted, and respectful of those from different ethnic and cultural backgrounds. As barriers between cultures and countries have decreased, communication bridges have been built across continents and oceans. Most people use English as their primary language of communication these days.

English Language as Lingua franca

Pie Chart 1.:88.6% English Language Learners: The environment in which students learn English in a TEFL class is different from their own culture. In other words, students are receiving an international education. Globally, the English language is considered the lingua franca, and its literary and cultural accomplishments are valued and honoured. Students learn about the distinctive contributions that many ethnic groups have made to society through multicultural literature



Methodology for Collection of Primary Sources

This research paper is based on a research study that was carried out through a structured review of various public/institutional documents available in archives and several libraries for data collection. As the world becomes more interconnected, the importance of globalization

and cross-cultural variety in language instruction has grown. Given the increasing multiculturalism of classrooms and the need for global communication, it is critical to comprehend how these factors interact within language pedagogy. Nevertheless, despite the topics' crucial significance, there is still a significant research vacuum that fully examines the ways in which globalization and cross-cultural diversity affect language teaching methods and student learning outcomes. The survey questionnaire was circulated to each stream of faculty members, students Language instructors of technical and educational institution in the district of Arrah, students with variegated part of societal strata and stream, for more comprehensive study and exposure.

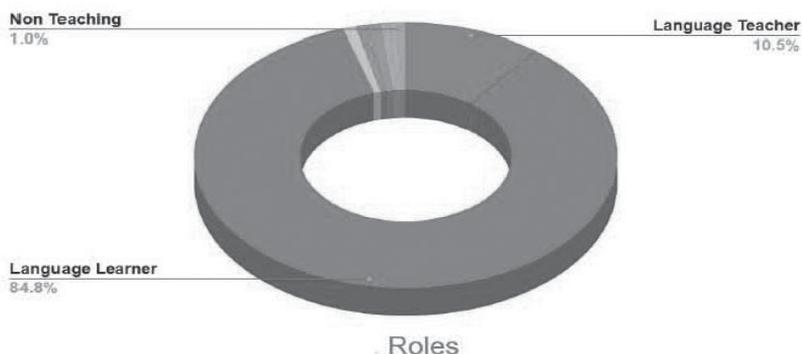
Additionally, grey literature was employed. To find and search for precise data to be monitored and assessed, a methodical structure was implemented. Electronic databases and manuals were used to access the literature required for the study. Google Scholar journals, recommended books, and periodicals were searched using the following search engines. The initial search was conducted using the following keywords: *Lingua-Franca*, globalization, TEFL, cultural boundaries, and cross-cultural awareness

Exclusion Criteria and Research Gap

The following criteria were developed for gathering primary resources:

- Literature and data that were not pertinent to the research were excluded;
- Data that were not prioritized
- Because the study's main focus was on teaching and learning English in modern India, basic literature was selected.
- To determine the degree of discrepancy in various states and worldwide counterfeit, comparative literature was used.
- Getting feedback from local students, teachers, NGOs, and families

Survey Questionnaire prepared with relevant question regarding Language learning and cross- cultural diversity.



Pie Chart 2: The ratio of language learners to language teachers in the isolated areas of the Arrah district, as well as in and around Indian institutions, was thoroughly examined using the survey questionnaire method

Literature Review

As Lee and Barnett has stated that the goal of cultural education aims to assist second language learners in developing the ability to use the target language in culturally appropriate ways for the specific purpose of empathizing and interacting with speakers of the target language.

Another point of view based on Edward Hall's thesis states that culture is something we do and something that binds us together as a society, as opposed to language, which is a tool used to communicate culture.

Schumann points out the crucial fact that people who live in a language and cultural environment that is significantly different from their own may experience the stress and anxiety symptoms known as culture shock.

According to Claire Kramsch, "culture in language teaching is an expendable fifth skill, so to speak, to the teaching of speaking, listening, reading, and writing." (Kramsch, 1993p. 26;).

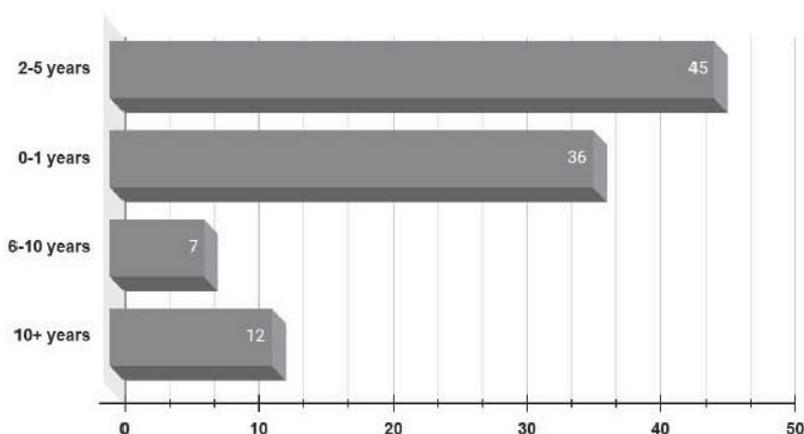
In recent decades, the world has been greatly impacted by the globalization movement. It has impacted a number of fields, including literature, education, health, social media, business, communication, and information. It has been employed as the source of information and

knowledge transformation. Digital technological advancements have aided in the rapid expansion of world culture and civilization.

Bridging Borders

The target of communication is to transfer ideas and information from one entity to another. The first step in communication is input; someone has to say something and have someone else understand it.

The communication loop is deemed successful when the recipient demonstrates that they have understood what was spoken. Communication inside an organization might be hindered by a variety of factors. These barriers include those related to the labour, environment, language, technology, and culture. For the purposes of this model, culture refers to the customs and practices that are prevalent in the country in which an organization is headquartered. These customs and conventions have an impact on the policies and procedures of businesses.



Years of experience in language teaching/learning

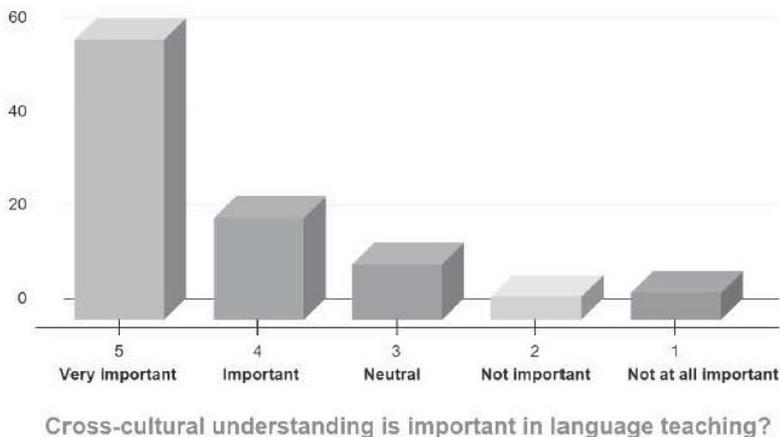
Bar Graph 1: Language Teachers in the range of 5-10 years can easily adapt to the new strategies as Language instruction is changing significantly pertaining to globalization and cross-cultural variety. Teachers must accept these shifts and modify their curricula and methods of instruction to accommodate a wide range of student requirements. 10+ can enhance the classroom with the experience and adaptability to new technology

In a nutshell, technology is the use of instruments for communication such as text messaging, email, the Internet, and cell phones. Businesses may rely on antiquated methods that other businesses deem inadequate because they lack familiarity with a particular technology. The spoken language of the country where the business is located is referred to as language.

For e.g. If two businesses speak different languages, either a new language must be created or one of them must learn the other's language. The workforce is the term used to describe the internal organization of the company, which consists of managers, organizational leaders, and employees. The "environment" refers to the external elements that affect the business. For example, the economics may have a detrimental effect on a business and act as a barrier to intercultural communication.

Cross Cultural Diversity

Globalization and cross-cultural variety are causing significant changes in the domains of education and language instruction in a world that is becoming more interconnected by the day. These occurrences have an impact on language instruction, acquisition, and comprehension. This paper examines how globalization and cross-cultural variety affect language instruction, emphasizing the potential and challenges for teachers and students. It highlights the value of cultural competence, inclusive teaching methods, and collaborative learning while examining a variety of pedagogical approaches and strategies that can improve learning results in classes with cross-cultural diversity. Higher education institutions place a strong emphasis on teaching English as a foreign language in order to prepare students for a global workforce. We need people who can see and understand their surroundings with objectivity. They must also possess the appropriate information, skills, and attitudes. They need to be aware of and take advantage of cultural differences in order to thrive in the contemporary multicultural, global workplace.



Bar Graph 2: 60% respondents agreed that incorporating cross-cultural knowledge into language instruction improves language learning while preparing students for interactions in a variety of contexts

Case Study-I

Here, I discuss my personal experiences at EFLU, Hyderabad and the second are collection of my nieces' experiences after over five years in the United States. In actuality, female students at EFLU never favoured sitting with male students, and I, as a professional, never adhered to this social norm.

"How do you define freedom?"

During the first few hours of my studies at English and Foreign Language University Hyderabad, I was asked to comment on this first issue. This exercise served as both an initiation and a culture shock for me as the sole Bihari in a class of South Indians. According to my cultural perspective in Bihar, South Indian students seemed reluctant to express their ideas. Instead of voicing their own beliefs, they would wait, pose some oblique questions to the instructor, and then talk about their reactions to his responses or viewpoints. Because of their reverence for the teacher, classmates quickly silenced any students who dared to

voice thoughts that differed from hers. I felt that this setting was constrictive, which is the exact opposite of the flexibility of the conversation topic! Comparatively speaking, I would not have had the same group conversation in the US in this manner. Before expressing their own opinions, pupils in the US would not consult their teachers. A student would not be silenced and the teacher would not be treated disrespectfully if they expressed a viewpoint that was different from their own. There would frequently be a constructive discussion or even dispute about differences of view. The mentors would gather us for group talks following each of our teaching sessions and unbiasedly point out the shortcomings in our methods.

Following each of our teaching sessions, the mentors would gather us for group talks and unbiasedly point out the shortcomings of our methods. My mind was blown away by the subjective critique I received after one teaching session on Debate technique. The discussion was conducted in a traditional setting of debate, but as per one of the mentors, I should have adhered to the News Channel's debate tactic instead, which I felt was inappropriate and countered. Because I was out of context, the professors retaliated against me.

Inter-Cultural Communication

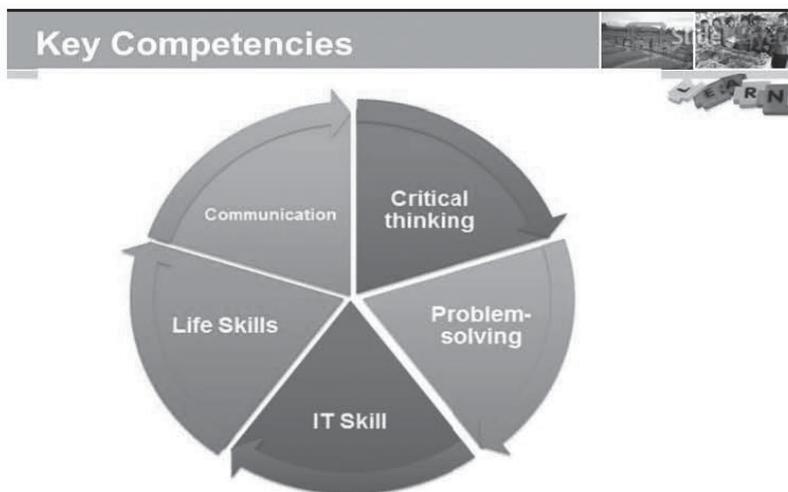
Language instructors can establish inclusive and dynamic learning settings by encouraging cultural awareness, developing intercultural competency, and utilizing technology. Developing global citizens who value and interact with the diverse range of human cultures should be the ultimate aim of language instruction, in addition to teaching language proficiency. In this sense, teaching languages can help create a world that is more understanding and connected. Educational environments are become increasingly diversified in a time of globalization and growing cultural interconnectedness. Fostering an inclusive learning environment that honours and celebrates the diverse cultural origins of students in various settings requires effective pedagogy.

Case Study: I

I was worried about the language and culture being kept in focus in case I offended anyone when I visited Bangkok, Thailand, early this year for an international conference. When I arrived in Bangkok, I discovered that everyone there did not speak English, with the exception of a few words like 'Help', 'passport', 'subway', and 'taxi.' It was necessary to speak slowly and use hand gestures to accompany the words. As time went on, I realized how much people adored Indian films and actors. Still, the conversation halted at the following points: passport, room key, check-in, room number, etc., at the hotel, but the hotel reception desk managers understood. The bellhop was familiar with the check-in and direction-giving procedures. At the locations we visited, the majority of our encounters during my tour amounted to a single word exchange accompanied by hand gestures. Even making any gesture that might be inappropriate in a cultural setting made me nervous.

In Thailand, learning English is becoming more and more crucial for a variety of reasons, such as high social standing, career advancement, and the growth of the tourism sector. Additionally, it is anticipated that Association of South East Asian Nations will adopt English as their official language. As a result, the Thai government is working to increase Thai citizens' fluency in English. The issue is that, despite spending twelve years studying English in elementary and secondary school, Thai students have extremely poor marks on national and international English language exams.

When I visited the many Wats in Bangkok and Phuket, I noticed that the schools there had different curricula for the kids, with a greater emphasis on Thai culture and customs, which are very similar to those of Indian Buddhism. In order to investigate this phenomenon and try to uncover issues with English language instruction at different educational levels in both Thai and global contexts, it was determined that it was essential to examine the perspectives of both teachers and students.



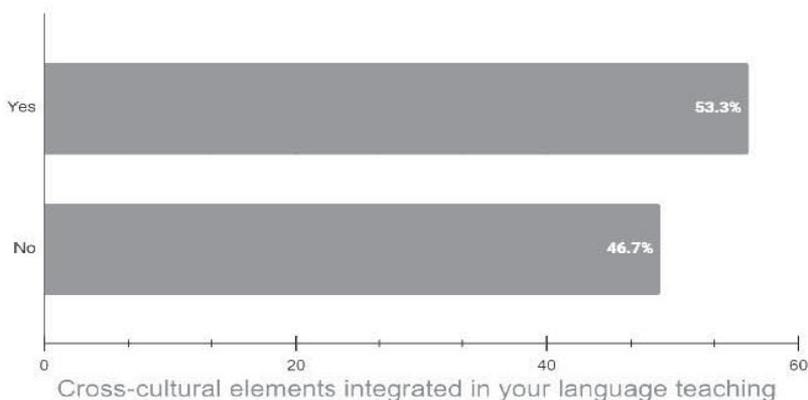
Source: Google.co.in: Key Competencies in Education in Thailand

But the language barrier was the major concern. English Communication and Language learning has been through several obstacles of policy changes pertaining to changing monarchs and Thai government different policies and economic strategies.

Strategies for Embracing Cross Cultural Diversity

The term "cross-cultural diversity" describes the coexistence of several cultural viewpoints in a single educational environment. This variety enhances the learning process in language courses, but it also presents difficulties. Teachers need to be aware of and respectful of the many cultural origins of their pupils, as these factors impact their motivations and processes for learning a language. Globalization and cross-cultural diversity are essential to teaching languages in the modern world. By promoting cultural competence, modifying curricula to reflect a range of viewpoints, and utilizing inclusive pedagogical practices, educators must accept these dynamics. Understanding the nuances of language in a globalized world, educators can design engaging learning experiences that equip students to communicate effectively in a multicultural setting.

In order to promote comprehension and cooperation in a globalized society, the incorporation of globalization and cross-cultural variety will be crucial as language education develops.



Bar Graph 3: There are a number of challenges when teaching English as a lingua franca in the cross-cultural context of globalization, and 53.3% of respondents agreed favourably with the inclusion of cross-cultural components in language instruction because many students do not speak it as their first language. Increasing intercultural understanding is one of these concerns. Some strategies for reducing their harmful effects have been explored in this work. On the other hand, 46.7% disagreed, citing time constraints and inadequate resources as key factors

1. The Impact of Globalization on Language Teaching

Unprecedented interaction between individuals from many cultural origins has been made possible by globalization. Due to the increased need for multilingualism, educational institutions have had to modify their language curricula. It is clear how important English is as the universal language, yet this fact also presents a number of difficult problems. Language instructors have to handle the cultural quirks that accompany language acquisition in addition to its linguistic components.

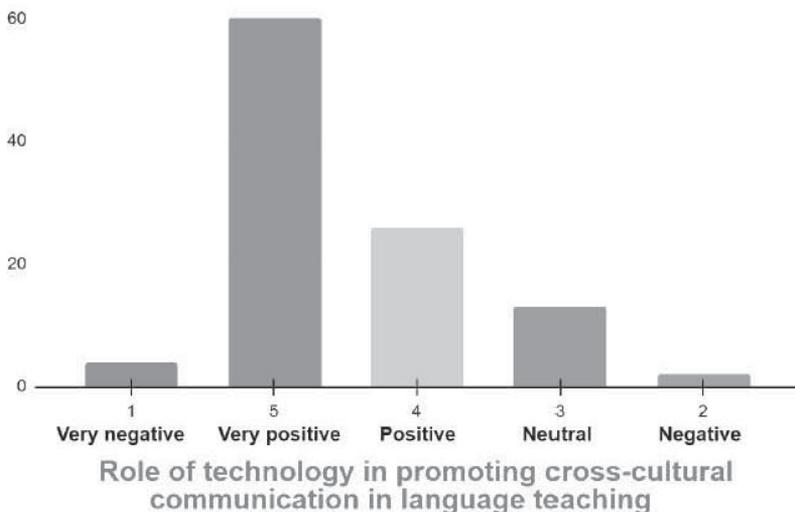
2. Curriculum Development

As a result of globalization, curricula must change to become more

inclusive and represent the cultural backgrounds of a varied student body. In order for students to understand the sociocultural contexts in which languages are employed, language programs must incorporate cultural elements that enhance the educational process.

3. Technological Use

Language instruction has changed as a result of the emergence of digital communication platforms. Social media, language exchange programs, and online resources offer chances for immersive learning experiences that cut across national borders.



Bar Graph 4: 60% of respondents agreed strongly acknowledged technology as a positive catalyst that teachers can now improve authentic language learning by connecting with native speakers throughout the globe, while 25 % agreed, 10 % Neutral (from different stream), while 3% disagreed strongly. 2% stayed negative.

I. Cross-Cultural Diversity in the Classroom

When it comes to teaching languages, cross-cultural diversity offers both benefits and challenges. Students from diverse cultural origins are increasingly present in classrooms, each contributing their own viewpoints and learning preferences. implementing effective pedagogy in cross-

cultural diverse classrooms is fraught with challenges, including understanding cultural differences, overcoming language barriers, accommodating varying educational backgrounds, and developing culturally responsive teaching strategies. Educators must be proactive in addressing these challenges through continuous professional development, innovative teaching practices, and a commitment to building an inclusive and supportive learning environment. By doing so, they can create a classroom where all students, regardless of their cultural background, have the opportunity to succeed and thrive.

Cultural Sensitivity

To establish an inclusive learning environment, language instructors need to develop cultural sensitivity. Teachers can effectively adapt their teaching strategies by having a thorough understanding of the cultural backgrounds of their students. For example, certain cultures could value collectivism more than individuality, which could affect participation and classroom dynamics.

Misunderstanding and Conflict

Misunderstandings and confrontations can also arise in diverse classes. Language instructors need to be prepared to handle these problems by promoting candid communication and motivating pupils to discuss their cultural experiences. This fosters empathy and a respect for diversity in addition to improving language proficiency.

Teaching Strategies: Adaptive pedagogical strategies are necessary for effective language instruction in varied contexts. Project-based learning, culturally relevant resources, and cooperative learning can all help students become more involved and better grasp language in context. Teachers should encourage students to use their native languages and experiences to enhance conversations by utilizing their cultural backgrounds as learning tools.

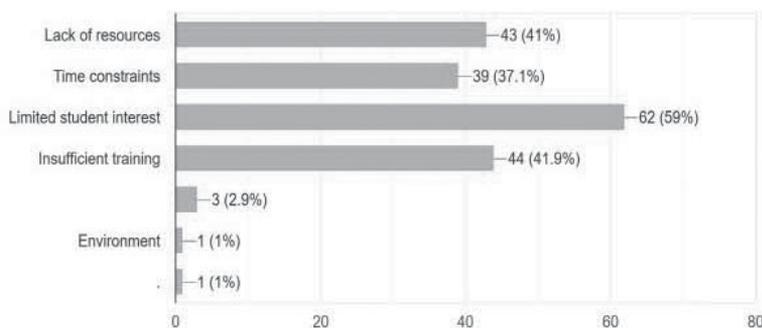
Being Aware of Cultural Disparities

Students with diverse cultural backgrounds bring different values,

attitudes, and learning methods to the classroom. Teachers need to understand that cultural norms regarding engagement, participation, and polite behaviour can vary greatly. For example, whilst some cultures place more value on individual success and competition, others may place more value on group learning and cooperation. The difficulty is in striking a balance between these disparate viewpoints in order to establish a harmonious learning atmosphere where each student feels appreciated and understood.

Barriers Caused by Language

In diverse classes, language barriers can significantly affect understanding and communication. Non-native speakers of the language of instruction may find it difficult to comprehend lessons, communicate their ideas, and take part in class discussions. Feelings of loneliness and dissatisfaction may result from this. To close this gap, educators must use techniques like visual aids, language simplification, and student peer support. These methods, however, call for extra instruction and materials, which aren't always easily accessible.



Challenges faced in incorporating cross-cultural aspects into your teaching

Bar Graph 5: Collaboration with cultural specialists and ongoing professional development can assist educators in creating inclusive curricula that represent the variety of their student body

Diverse Educational Experiences

Before entering the classroom, students from diverse cultural backgrounds can have experienced a range of educational experiences. While some may be used to open dialogue and critical thinking, others may have grown up in institutions that prioritize rote memorization. Because of this discrepancy, students may have differing expectations for cooperation and contribution in group projects. Teachers must evaluate their students' educational backgrounds and use differentiated instruction to meet the demands of a wide range of learners.

Case Study II

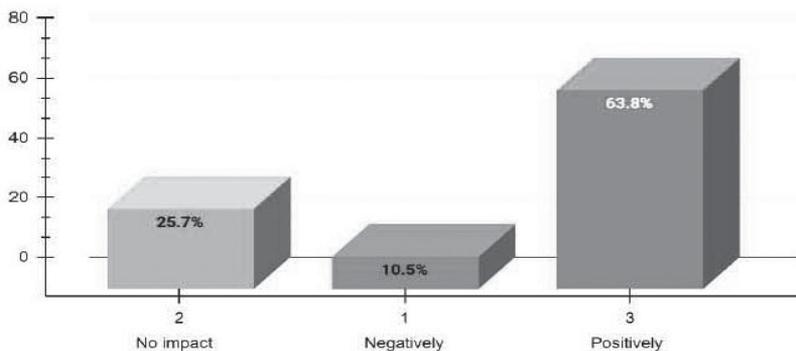
Korean language Centre in Bhojpur, Bihar

Jagjiwan College, Ara, Bhojpur, Bihar, in collaboration with the King Sejong Institute of Korean Study, Patna, opened a Korean Language Centre in 2019 to teach students in Shahabad and Bhojpur, Bihar, in response to contemporary demands. To date, no institution in the province has provided this course. With this MOU, the College and the University added a feather to their caps. The first group of 70 eager language learners was registered as an intermediate class. Ms. Grace Lee, the Patna Centre facilitator instructor, came to teach at the college. Due to the devastating effects of COVID-19, the government announced physical segregation in March 2020, which unfortunately harmed the contact classes. To maintain the course, the faculty facilitator implemented online classes, but there was a drop in attendance and Grace Lee, the Korean language instructor, contracted COVID-19, which caused the entire programme to stall.

Challenges and Barriers

It is nevertheless true that students were not interested in finishing the course, and internal faculty did not offer to learn the language because of time constraints. The facilitator insisted that the students finish the course at the Patna core centre, which was against the students' rights.

that educators lack the tools, knowledge, or experience necessary to successfully integrate cultural components into their lessons. They also need to be careful not to generalize or stereotype cultural characteristics because this might reinforce prejudices and cause misconceptions.



Globalization impacted your language learning or teaching experience

Bar Graph 6: 63.8% respondents were positive while 10.5 respondents marked negative. Most interesting is the 25.7% Neutral response when questioned about the impact of globalisation in language learning-teaching process

Developing Trust and Relationships

Effective learning requires that students from different backgrounds build strong bonds and trust with one another. Cultural differences, however, may make it more difficult for these partnerships to establish. For instance, whilst some students may be more talkative, others may be more quiet and less inclined to participate freely in class discussions. Teachers need to establish a friendly, safe space where all students can freely express their ideas and experiences. To promote involvement from every student, this calls for tact, endurance, and proactive tactics.

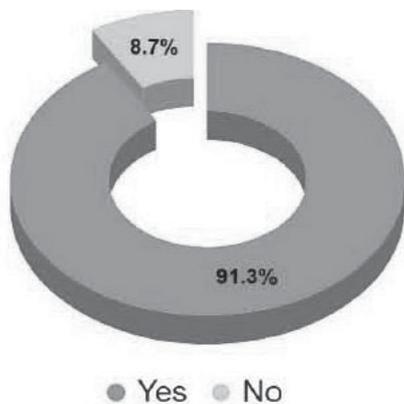
Challenges in Assessment and Evaluation

There are extra difficulties when evaluating student performance in a classroom with a varied population. All students' knowledge and abilities might not be fairly represented by traditional evaluation techniques,

especially those from diverse cultural backgrounds. Alternative assessment methods, including project-based exams or portfolios, that accommodate a range of understanding manifestations must be taken into account by educators. This strategy necessitates thorough preparation and a mental adjustment about what qualifies as reliable learning evidence.

III. Teachers' Role in a Globalized World

In order to successfully navigate the challenges of cross-cultural diversity and globalization, teachers are essential. They must be cultural mediators who help students from diverse backgrounds understand one another in addition to being language teachers.



Globalization has increased the demand for learning certain languages?

Pie Chart 3: 91.3% respondents agreed that language learning has been impacted by globalisation

Professional Development

Teachers must continue their professional development in order to be up to date on cultural dynamics and global trends. Workshops, seminars, and cooperative projects can give teachers the tools they need to successfully handle the difficulties of a diverse classroom.

Encouraging Intercultural Competence

The development of intercultural competence should be given top priority in language instruction. While teaching about different cultures, educators might include exercises that inspire students to consider and investigate their own cultural identities. This method equips pupils to communicate in a multicultural society and cultivates a feeling of global citizenship.

An unexpected or amusing situation that causes misunderstanding and misinterpretation usually arises when communication lacks in the proper cultural context. Understanding the subtleties of the target culture's language is essential for successful language acquisition. The cultural sensitivity of language learning and teaching is therefore considered to be one of the numerous paradigms in this intricate global perspective. No English instructor will condone cultural miscommunications. However, teaching English in a cross-cultural setting presents a number of difficulties, and it has long been important to investigate these difficulties and possible solutions in order to assist students in strengthening their areas of weakness. In this sense, learners who do not speak English as their first language are known to face certain challenges which needs eradication with proper support.

1. **Contextual Learning:** Culture and language are closely related. Students who comprehend cultural settings are better able to understand idioms, humour, and subtleties that are frequently missed in the absence of cultural awareness.
2. **Communication Skills:** To communicate successfully, language learners must understand cultural customs and conventions. This entails being aware of social cues, gestures, and formality levels.
3. **Motivation and Engagement:** Students' learning can become more interesting and relevant when teachers include cultural components in their sessions. Additionally, it cultivates a deeper understanding of the language.
4. The development of cross-cultural awareness aids pupils in becoming more conscious and sympathetic global citizens in an increasingly interconnected society.



Essential skills for language learners in a globalized world

Pie Chart 4: For a number of reasons, cross-cultural comprehension is important in language instruction, and respondents agreed on several aspects of language proficiency that are necessary for language learners. Language proficiency was emphasized by 5.8% of respondents, whilst critical thinking was the only focus of 11.6%. 8.1% of respondents agreed with adaptability, whereas 26.7% of respondents responded favourably to cross-cultural communication. 44.2% of respondents strongly agreed with collusion and the inclusion of all elements, whereas 3.6% of responses overlapped excluding few components

5. Preventing Misunderstandings: Cultural differences may cause offense or misunderstandings. Educating people about these distinctions fosters polite relationships and helps avoid misunderstandings.
6. Critical Thinking: By exposing children to diverse cultures, they are prompted to consider their own cultural presumptions and prejudices, which results in a more comprehensive education.

Assessment and Evaluation

The language and cultural competencies of different learners may not be sufficiently reflected by traditional assessment techniques. In order to promote a more equitable evaluation process, language teachers should take into consideration various assessment procedures that take into account the diverse backgrounds and experiences of their pupils.

IV. Pedagogical Strategies for Cross-Cultural Diversity

Teachers need to use a range of pedagogical techniques that encourage inclusivity, participation, and critical thinking in order to teach in cross-cultural diversity environments.

Culturally Relevant Pedagogy

This method makes learning more relatable and significant by tying the curriculum to students' cultural experiences. Teachers can confirm students' identities and increase their participation by using a variety of viewpoints and resources that represent the backgrounds of all pupils. For instance, incorporating literature from many cultures into reading assignments enables students to delve into topics that speak to their personal experiences.

Discernible Instruction

In a diverse classroom, it's critical to acknowledge that students learn differently and at various rates. Adapting teaching strategies to different learning styles, aptitudes, and interests is known as differentiated education. In order to provide students a choice in how they learn and show what they understand, teachers can provide a variety of engagement, representation, and expression opportunities.

Collaborative Learning

Peer learning and cultural exchange are fostered when students from diverse cultural backgrounds work together. Cooperative activities, group projects, and conversations not only improve language proficiency but also promote respect and understanding between people. By organizing these exercises, educators may guarantee that everyone's opinions are heard and establish a secure environment for discussion.

Critical Learning

Students are encouraged to confront and question society conventions and power systems through the use of critical pedagogy. Critical pedagogy can assist students in identifying and resolving racial, ethnic, and cultural injustices in a cross-cultural setting. Teachers enable students to become active learners and social change agents by including them in conversations about their social reality.

V. The Role of Educators in Promoting Cultural Competence

The ability to comprehend, interact, and communicate with persons from different cultural backgrounds is known as cultural competency. Teachers are essential in fostering cultural competency in the classroom. As classrooms across the globe become increasingly diverse, educators are tasked with the challenge of implementing effective pedagogical strategies that accommodate students from various cultural, linguistic, and socioeconomic backgrounds. While the integration of cross-cultural diversity into education offers significant benefits—such as promoting empathy, critical thinking, and global citizenship—it also presents a myriad of challenges. This essay explores the key obstacles educators encounter when implementing effective pedagogy in cross-cultural diversity classrooms, including resistance to change, cultural misunderstandings, resource limitations, and the need for ongoing professional development.

Self-Reflection

To identify their own cultural prejudices and presumptions, educators need to practice self-reflection. Teachers can approach their students with empathy and openness when they are aware of their own cultural lens. Cultural competence-focused professional development programs can give educators the skills they need to successfully negotiate diversity.

Engaging Families and Communities

Learning is enhanced when families and communities are included in the educational process. Teachers might lead community projects that celebrate diversity, invite speakers, or plan cultural celebrations. In addition to improving students' learning, these programs improve the bond between the family and the school.

VI. Challenges in Implementing Effective Pedagogy

Teachers must overcome certain obstacles when implementing good pedagogy in cross-culturally diverse classrooms in order to provide a welcoming and productive learning environment. Cultural differences, language obstacles, a range of educational backgrounds, and the necessity of culturally responsive teaching practices are the main issues of exploration of these difficulties. There are omnipresent difficulties in teaching in cross-cultural diversity classrooms, despite the fact that there are many different approaches. Resistance to change, cultural misconceptions, resource constraints, and the requirement for continual professional development are just a few of the difficulties that come with implementing effective teaching in classrooms with cross-cultural variety. A coordinated effort by educational institutions, legislators, and educators themselves is needed to address these challenges. Through cultivating a culture of adaptability, offering tools and instruction, and encouraging cultural competency, educators may establish inclusive classrooms that value diversity and improve

Resistance to Change

Teachers' own aversion to change is one of the main obstacles to adopting good pedagogy in classrooms with cross-cultural diversity. Many educators could be wary of implementing new, culturally sensitive teaching strategies since they are used to traditional, teacher-centred forms of instruction. A lack of training or expertise with a variety of teaching styles may cause educators to be resistant to implementing new pedagogical approaches. Support and professional development are crucial for motivating educators to adopt cutting-edge methods.

Comfort with Familiarity

Teachers frequently turn to tried-and-true methods that have previously worked for them. This ease of use may cause people to be reluctant to investigate cutting-edge teaching strategies that might work better in classrooms with a diverse student body.

Fear of Inadequacy:

Teachers may also worry that they don't have the abilities or know-how to instruct a diverse group of students. Avoidance of culturally responsive pedagogy may result from worries about their capacity to meet the particular requirements of pupils from diverse backgrounds.

Institutional Barriers

Administrative assistance and school policy are important factors that influence instructional strategies. Teachers may find it difficult to adopt new teaching practices if educational institutions do not emphasize or encourage diversity initiatives.

Stereotyping and Prejudice

Ineffective education might be impeded by misconceptions about cultural groupings. Teachers need to actively work to dispel misconceptions and encourage students to think inclusively. Bias-challenging activities and candid conversations can help achieve this.

VII. Cultural Misconceptions

Another major issue in cross-cultural diversity classes is cultural misconceptions. Teachers must understand that students bring a variety of values, attitudes, and communication styles to the classroom and negotiate complicated cultural dynamics.

Stereotyping and Bias

Teachers may unintentionally harbour preconceived notions about particular cultural groups, which can affect how they engage with pupils. These prejudices may cause students' involvement, behaviour, and academic achievement to be misunderstood.

Communication Barriers

Teachers and students may find it difficult to communicate effectively due to language barriers. Even fluent English speakers may find it difficult to completely express themselves in a second language, which can cause dissatisfaction and disengagement.

Different Learning Style

Learning preferences can be influenced by cultural backgrounds. Students from collectivist cultures, for example, might value teamwork and group projects, whereas students from individualistic cultures might perform better on their own. Students may get alienated if these differences are not acknowledged and accommodated.

VIII. Resource Limitations

Schools in diverse communities may encounter resource limitations that restrict access to culturally accessible. Effective pedagogy implementation in classrooms with cross-cultural diversity frequently calls for resources that aren't always easily accessible in educational settings. The creation of a responsive and inclusive learning environment can be severely hampered by a lack of resources.

Lack of Culturally Relevant Materials

Effective cross-cultural education requires having access to a variety of instructional materials, including books, multimedia, and cultural artifacts. Teachers' capacity to develop a rich, varied curriculum may be constrained by schools' lack of funding or means to purchase such materials.

Inadequate Professional Development and Training

Many teachers do not have access to training courses that address diversity issues and culturally relevant instruction. Teachers may find it difficult to put good techniques into practice and stay up to date with the latest cross-cultural education best practices if they do not receive continual professional development.

Large Class Sizes

Teachers may find it difficult to give each student the individualized attention and support they need if there is a high student-teacher ratio. Large class sizes can be a barrier in diverse classes where students may have differing degrees of language competency and cultural

knowledge. Normal classrooms in the United States typically have 20-25 students, while language programmes have a limit of 15 students and are mentor-guided.

The objectives of the course and the resources at hand can affect the optimal class size. Smaller courses of 15 to 20 students, however, are frequently thought to be the best for more individualized attention and successful language acquisition.

IX. The Necessity of Continual Professional Development

In order to give teachers, the abilities and information required to instruct in classrooms with a cross-cultural diversity, professional development is essential. The absence of continuous training, however, poses a serious problem.

Static Training Programmes

A lot of professional development courses are one-time affairs that don't give teachers the ongoing assistance they require to successfully use new techniques. Long-term success requires ongoing training that takes into account the requirements of instructors and their experiences in the classroom.

Limited Focus on Cultural Competence

Cultural competence and the unique difficulties of teaching in varied environments are not sufficiently covered by many professional development programs. It is crucial to receive training that prioritizes cultural sensitivity, awareness, and effective communication techniques.

Time Constraints

Because of their extensive workloads and administrative duties, educators frequently struggle with time limits. It might be difficult to find time for professional growth in the face of these obligations, which can prevent participation in continuing education possibilities.

Observations and Suggestions

- **Interdisciplinary Approaches:** To gain a deeper understanding of the intricacies of cross-cultural variety and globalization in language instruction, future study should embrace interdisciplinary viewpoints, integrating knowledge from sociology, anthropology, and education.
- **Longitudinal Research:** Important information about the effects of globalization on language acquisition may be obtained from long-term research that monitor the effects of various cultural influences on language learning over time.
- **Global Case Studies:** Comparative research conducted in many global contexts can shed light on how different educational systems address the benefits and problems presented by cultural diversity and globalization.

Conclusion

The objective of teaching intercultural languages is to combine linguistic, sociolinguistic, and discourse competence with foreign knowledge, skills, attitudes, and critical cultural consciousness under the general heading of intercultural communication competency. Its objective is to help students avoid communication breakdowns in both the classroom and the workplace. Since students will require this skill for cross-cultural conversations where they may run into linguistic and cultural difficulties, it is imperative that they develop it in addition to verbal competency. In reality, "intercultural competence" refers to the capacity to interact appropriately in a range of contexts and communicate effectively across cultural borders. Because of this, international competency needs to be seen as a broad talent. Role plays are an effective teaching method for languages, especially when considering globalization and cross-cultural diversity. They give students the chance to improve their empathy, practical communication skills, and cultural knowledge. Language teachers must use cutting-edge teaching strategies that equip students for successful communication in a variety of contexts as the world

changes. Teachers may create a generation of language learners that are more inclusive, sympathetic, and culturally aware and prepared to succeed in a globalized world by including role plays into language courses.

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Imparting Academic Writing Skills to the Engineering Students: A Case Study

Md Sabir Hussain and C. Goverdhan

Introduction

Academic writing is a specific, subject-oriented and a formal way of presenting information in educational and research settings. It is used to express ideas, share findings, or build arguments in a clear, structured, and logical manner. This style emphasizes accuracy, brevity, objectivity, and reliability on evidence to support the said claims. Typically, it is written for a particular group of students, researchers, and professionals. It follows specific conventions, including proper references, using of formal language, and a logical flow of ideas, to ensure effective communication in a research-discipline or in a specialized-topic. It is written specifically for a learned audience and is easily available in the public domain. It is the higher order productive skill which demands sub-skills of language and mechanics of writing- discourse markers, spelling, punctuation, capitalization, vocabulary and grammar. All these mechanics of writing make the piece of writing (content) readable and comprehensive. It is about dissemination of information and ideas after a thorough analysis, interpretation and arguments leading to a proper assessment and evaluation. At every step of academic writing accuracy, brevity, clarity and objectivity are maintained through. Further, in content, form, style and language it is different from other sorts of writing such as technical writing, creative writing, business writing and various other forms of writing.

The purpose of Academic Writing is to demonstrate a theory and a point of view as against of Technical Writing which provides the technical information on how to use a particular finding by an industry, a sort of consumers and voracious readers as well. Both of the writings supply

accurate information; but, an Academic Writing is only for the highly learned audience whereas; Technical writing, is for the broader audience.

If we compare academic writing to creative writing, creative writings are to entertain and educate the audience in ample time. Whereas, creative writing plays the role of being didactic and instructive in societal arena with the help of imaginative characters in different genres like mythological, folklore and so on. In the case of business writing, we can find the business-related communications such as reports of business proposals, business strategies, business meetings, some sort of investments, profits and losses etc.

Many researchers think that Technical Writing and the Academic Writing are similar. In fact, it is not true. Presentation of information in both the cases is similar as it deals with specific domain, target audience, and using specific language (jargon). However, Academic Writing is intended to present someone's knowledge in a specific domain. It helps the researcher to find out the result of the existing research. In a nutshell, we can say that academic writing is based on research, while technical writing is to provide factual information. Academic writing presents a certain point of view of the researcher in a particular research arena; while technical writing helps to provide particular information in a particular industry or services. Commonly, Technical Writing is used in technical institutions or in engineering colleges as engineers use it in their project work and course assignments, while Academic Writing is used in universities or in Research arenas.

Literature Review

In their pursuit for excellence, engineering students should and must develop their academic writing skills effectively. It is essential for them as it plays a pivotal role in the communication of ideas in the scientific and technical domains. For engineering students, the ability to write clearly and persuasively is essential for producing research papers, technical reports, project reports and contributing to academic discourse throughout their final years. However, research indicates that engineering curricula often focus primarily on technical content, with minimal attention to writing instruction (Beaufort, 2007). They only focus

on other part of the content and form rather than the style, pattern, point of view etc. This lack of focus on writing can leave students ill-prepared for the demands of academic and professional communication (Carter, 2007). It is challenging to write from requirement-based knowledge to research-based knowledge. However, it is eccentric for students to make the shift from **consumers** of research-based knowledge to **creators** of research-based knowledge (e.g., Coffin, 2006, Hood, 2004).

Numerous interventions have been conducted such as writing workshops and peer review observation etc, and it has been shown that there must be improving writing skills, but the effectiveness of these strategies in engineering contexts remains underexplored (Hounsell, 2007). Moreover, engineering students may struggle with aspects of academic writing such as organization, presentation and argumentation and the use of proper citation and referencing. However, they are unable to use technical linkers and cohesive devices in proper manner. Regarding this concern earlier studies have highlighted the value of integrating writing instruction into existing courses and providing continuous feedback to reinforce writing proficiency (Jones & Lunsford, 2014).

Engineering students need to be proficient in academic writing not only for educational success but also for professional overall development. The skill of writing is essential for documenting experiments in the college laboratory, preparing technical papers, applying for research grants and communicating within multidisciplinary tasks.

Aim and Research Question

Commonly, students in engineering colleges typically excel in technical subjects such as artificial intelligence, coding, logical reasoning etc., but they often struggle to communicate complex ideas in written form effectively. The ability to write clearly and coherently is an essential part for their project work, research papers, and drafting reports etc. Despite of being well-versed in their technical areas; many engineering students still face difficulties in mastering academic writing, that often leads to challenges in publishing research, collaborating on technical projects, and fulfilling course requirements. This difficulty of writing for engineering students in technical institutions/engineering colleges is often

attributed to the fact that they need to focus on several components of writing such as accuracy, brevity and clarity (ABC). We will try to describe all the components as follows.

Accuracy, Brevity and Clarity (ABC): Academic Writing must convey the complex ideas briefly and concisely and whatever the subject matter is presented, accuracy should be maintained. Students are encouraged to avoid wordiness, repetitions, ambiguity, redundancies and over use of technical jargon that may lead to confusion and complexities among readers. Clarity of the content must be achieved by using appropriate cohesive devices.

Organized Structure: Effective Academic Writing follows a clear and compact structure—usually an **introduction** to the topic, a **body** that includes a review of existing work, methodology, results, analysis and finally **conclusion**. This structure ensures that readers can follow the systematic presentation of the research and achieve cohesion which facilitates the readers to comprehend the importance of the findings in written piece of content writing.

Use of Evidence and Citations: Proper citation of sources is critical in academic writing. This not only gives credit to original researchers but also strengthens the credibility of the arguments presented. Further, academic writing generally avoids personal opinions or emotional language. Instead, it focuses on factual, objective information conveyed in a concise and formal style.

The purpose of this case study is to examine effective strategies for teaching academic writing to engineering students and to evaluate the impact of specific interventions aimed at improving their writing skills. This study investigates and examines the challenges and strategies associated with enhancing academic writing skills among engineering students in an engineering college in Hyderabad, India. Further, this case study implemented a series of interventions, including writing workshops, peer reviews, and discipline-specific assignments, aimed at improving the academic writing skills of students in an engineering program. Results showed significant improvements in the clarity, structure, and academic rigor of students' written work, but also revealed

challenges such as resistance to non-technical writing and limited time for writing development. The findings highlight the necessity of integrating academic writing training into engineering.

In the contemporary engineering education, technical proficiency is highly valued, yet writing skills often remain unappreciated. While engineering students are trained to solve problems and create innovative solutions, they frequently encounter challenges in articulating their ideas clearly and coherently in academic writings such as Report, Project and other writings. This case study addresses these challenges by investigating the effectiveness of a structured intervention designed to enhance academic writing skills in engineering students. The intervention included writing workshops, peer review activities, and specialized writing assignments to address the gap between technical expertises and writing proficiency. By documenting the process and evaluating the outcomes, this study contributes to the growing body of literature on the integration and imparting of writing skills into engineering and technical education.

In Academic Writing, knowledge of discourse markers (linkers), cohesion and cohesive devices is essential. When cohesive devices are used to link between words, sentences and paragraphs logically then coherence is achieved in writing. Cohesive devices, also called linkers, connectors, discourse markers, or transitional words, are words or phrases used to connect ideas within a text, showing relationships between sentences and paragraphs, such as “however,” “for example,” “in addition,” “therefore,” and “in conclusion”. Further, the following are the examples of use of signal words while talking about facts in academic writing.

- The research confirms...
- The investigation demonstrates...
- Scientists discover....
- The survey proves...
- Darwin’s theory states...
- The result verifies...
- Common phrases

Apart from the cohesion and cohesive devices lexical forms are also quite essential in academic writing. These lexical forms like *although*, *and*, *but* help us in composing a good paragraph and express our ideas clearly. Since they scaffold ideas they are called linkers. The linking of ideas with the help of these discourse markers if done logically, then it brings coherence to the paragraph and when all paragraphs built up with appropriate linkers then there will be cohesion to that paragraph and in turn to the entire piece of writing. Consequently, there is a greater role to play by linkers which play an important role in building a paragraph in fact giving direction to the writer and guide the reader throughout. They can be classified as follows depending on the kind of role they play. A linking word is selected based on its meaning and logical sequence the writer selects to express the character of person, place and thing.

Currently in engineering colleges many engineering students are trained to focus on problem-solving and technical precision. Nonetheless, they are still lack of exposure to the conventions of academic writing, such as structure, clarity, argumentation, and citation practices. Review of existing research on methods used to improve academic writing in engineering education, such as writing workshops, peer review, and discipline-specific writing courses suggest the lacunae and deficiency in imparting such skills. To get the intervention successful I took several students as an active participant.

Participants

Geethanjali College of Engineering and Technology (GCET), Hyderabad in India, is an institution with a strong engineering program, observed that many of its engineering graduates struggled with academic writing such as Project Report, Leave Application, Application for scholarships, Statement of Purposes (SOP) while they apply for Master of Science (MS) to pursue in a university abroad, and many more technical writings.

After the assessment of many students in writing given by the teaching staff members they (faculty) reported issues such as poor organization, lack of clarity, and insufficient referencing skills in students' project reports and their research papers. Recognizing the importance of these skills for academic success and career readiness, the college implemented

so many courses in English Language from first year to third year. This case study mainly focused on Third Year B.Tech students in GCET as they opted a new course *English for Professional Success* for the readiness of all the basic skills and proficiency in the professional world. The primary objective of EPS is to improve the academic and technical writing abilities of engineering students. Specifically, the program aimed to:

1. Recognize and understand the meanings of Phrases, Phrasal verbs, and other uses of Figures of Speech.
2. Read critically to comprehend the given text.
3. Understand the nature and importance of presentation skills.
4. Know the importance of organizational communication in writing formal documentations; Notice, Circular, Agenda, MoM, and SOP etc.

Why Academic Writing is important in Technical Institution?

Academic Writing is a critical skill for engineers, who must be able to communicate their work not only to their peers but also to stakeholders, clients, and the public. Engineering writing includes documentation for research papers, technical reports, project proposals, and even patent applications. A good writing skill is essential for engineers to clearly articulate technical concepts and findings. It helps to document methodologies and experimental results accurately. It also helps in demonstrating credibility and professionalism. With smooth writing skill one can publish research, which can lead to professional recognition and career advancement.

Since engineering is a field that relies heavily on data-driven insights and precise methodologies, clarity in writing ensures that findings are communicated effectively and misunderstandings and ambiguities are minimized.

Research Methodology

This case study was conducted in the classroom situation of the Computer Science and Engineering (Artificial Intelligence and Machine Learning) and the Civil Engineering departments at Geethanjali College of Engineering and Technology, Cheeryal, Hyderabad. The participants were 101 students enrolled in the course of *English for Professional Success*, designed to improve academic Reading and Writing skills. The student cohort was composed of undergraduates in their B.Tech third year first semester of their study, primarily from the Artificial Intelligence and Machine Learning (AIML) and the Civil Engineering branches. The intervention was administered over one and half months' time frame and involved in a combination of writing activities, workshops, assignments, and peer reviews.

Intervention Design

The intervention focused on improving key aspects of academic writing, including genre, style, structure, clarity, and cohesive devices and cohesion practices. The intervention was structured by involving the students actively in the following areas of writing such as workshops, collaborative reviews, writing assignments.

- a) **Workshops:** Weekly workshops addressed various writing skills, including writing abstracts, finding genres, and formulating research questions, and structuring arguments within the specific piece of contents. These sessions also emphasized the importance of academic structure, language, point of view, tone and style.
- b) **Collaborative Review:** Students participated in structured peer review activities, providing feedback on each other's writing. This encouraged critical reading and self-reflection on their work.
- c) **Writing Assignments:** Assignments included writing lab reports, literature reviews of given novels, articles in the newspapers and summaries of academic journal articles related to engineering topics. These assignments were designed to mirror the types of academic writing students would encounter in their study and in future careers.

Thus, the researchers used several methods to extract the writing skills of a particular group of participants in the classroom situation with proper settings.

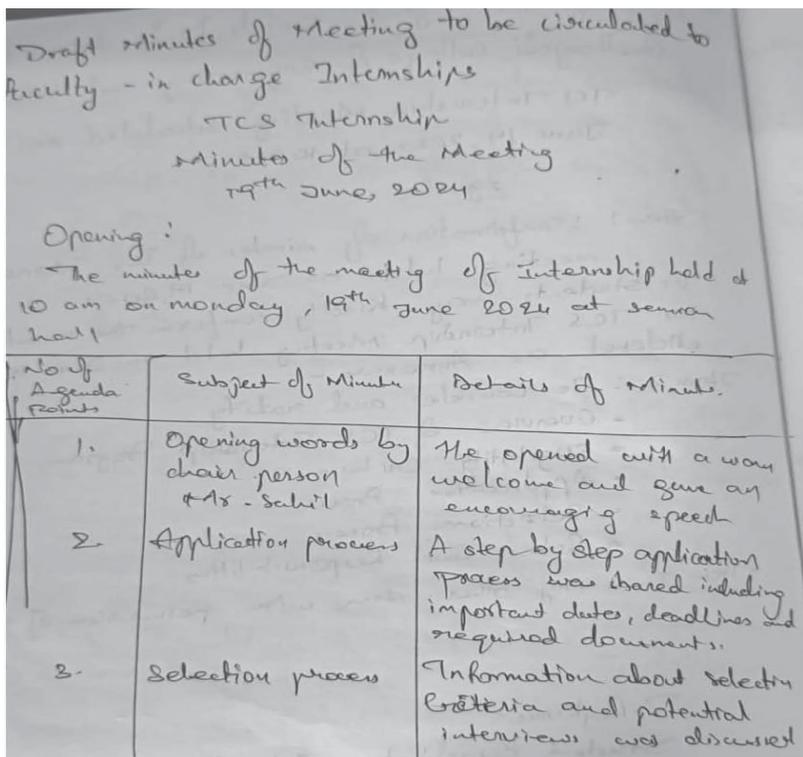
Data Collection

Data collection involved both qualitative and quantitative methods: At the outset of the program, students demonstrated a lack of clarity in presenting ideas, difficulty organizing content logically and challenges in adhering to academic citation styles. The writing was often heavily technical with minimal attention to the structure or flow of the argument.

Activity: Picture 1

Draft a Minutes of Meeting (MoM) to be conducted in the department for the agenda of Internship.

Student’s copy



5	Internship Detail	• TCS representative outlined the duration, location, roles, responsibilities & any stipend or benefit associated with the internship
6	Expectations from Interns	• Expectation regarding to conduct, work culture & performance evaluation were communicated
7	Closing Remarks	The meeting concluded with a motivational message

After the exposure to the technicalities of Academic Writing

Geeethanjali College of Engineering
and Technology
Minutes of Meeting
20th June, 2024

• Informative meeting on TCS Internships held at 10:00 AM, on Monday, 20th June, 2024, Seminar Hall Block U.

Sub of Minutes	Details of Minutes
Welcome & Introduction	• The meeting commenced at 10:00 AM with a welcome note from the Student Coordinator • Introduction of the speaker & TCS representative
Overview of TCS Internship	• Representative from TCS provided an overview of the internship program, highlighting its objectives
Eligibility Criteria	• Detailed explanation of eligibility requirements for 1 st , 2 nd & 3 rd year students
Application Process	• Step-by-step guide on the application process was shared including important dates, deadlines & required documents

- **Pre- and Post-Assessments:** Writing samples were collected from students before and after the intervention. These were assessed for clarity, structure, coherence, and adherence to academic conventions.
- **Surveys:** Students completed surveys to evaluate their perceptions of the effectiveness of the workshops and peer review activities.
- **Instructor Feedback:** Instructors provided feedback on the overall improvement in students' writing, specifically focusing on content organization, technical accuracy, grammar and adherence to academic conventions.

Results

The case study highlights the importance of incorporating academic writing instruction into the engineering curriculum. While students improved their writing skills through structured workshops and assignments, challenges remain in helping students transition from technical to academic writing.

Improvement in Writing

Analysis of the pre- and post-assessments showed significant improvement in several key areas like clarity and organization, style of writing. In this regard, students demonstrated improved clarity in presenting ideas, with fewer instances of convoluted or unclear arguments. Many students also showed enhanced ability to structure their papers logically, adhering to common academic formats (e.g., introduction, methods, body, results, discussion and conclusion). Students demonstrated greater proficiency in writing in an academic style, tone, avoiding overly technical or colloquial language, and focusing on clear and concise communication.

Student Feedback

Survey results revealed that students found the peer review process particularly helpful in identifying areas for improvement in their own writing. While some students initially resisted the shift from technical to

academic writing, many reported feeling more confident in their writing abilities by the end of the course. Students noted that the workshops were most useful when they directly related to the types of writing they encountered in their coursework and future careers.

Students appreciated the hands-on approach of the workshops, especially peer review exercises, as they felt they received practical, constructive feedback. However, some students expressed difficulty in shifting from a purely technical mind-set to focusing on broader academic writing skills.

Faculty Feedback

Instructors reported noticeable improvements in students' ability to organize their writing and follow academic conventions. However, faculty also noted that while students improved in technical accuracy and structure, many still struggled with critical analysis and synthesizing academic literature. This indicates the need for further focus on critical thinking and argumentative writing in future writing instruction.

Instructors reported an improvement in the quality of student submissions, particularly in terms of structure and organization. However, they noted that there was still room for improvement in terms of critical analysis and synthesis of literature.

Discussion

Challenges in Teaching Writing to Engineering Students

Despite the improvements in the level of academic writing, several challenges persist. Engineering students often face difficulty in shifting from purely technical writing, which emphasizes clarity and precision, to academic writing, which requires a more argumentative and critical approach. Resistance to writing that is not directly tied to technical content remains a barrier to the success of writing instruction. Additionally, time constraints imposed by the rigorous demands of the engineering curriculum made it difficult for students to dedicate adequate time to improving their writing skills.

Many engineering students are used to writing only technical reports or solving mathematical problems in written form. The transition to more descriptive, analytical, and argumentative writing was met with resistance, especially in courses where technical writing is not traditionally emphasized.

Suggestions for Teaching Strategies

The findings from this study suggest several recommendations for future academic writing instruction for engineering students. They are as follows:

- **Integrate Writing into Technical Courses:** Writing assignments should be integrated into core engineering courses to ensure students practice writing in context, rather than isolating it in standalone workshops.
- **Provide Continuous Writing Support:** Writing support should be available throughout the duration of the engineering program until final year of the course with on-going workshops, writing assignments, continuous effort in fiction and few technical writing as well as individualized feedback.
- **Emphasize Critical Thinking and Argumentation:** Writing instruction should go beyond basic writing skills and encourage students to engage in critical analysis, synthesize academic literature, visualize the content and present well-supported arguments and of course provide a thoughtful judgment or form an appropriate opinion.
- **Discipline Domain Instruction:** It can include more discipline-specific writing instructions within the engineering curriculum to bridge the gap between technical knowledge and writing proficiency.
- **Feedback:** Implement more opportunities for peer review and collaborative writing to foster critical thinking and feedback.
- **Integrating in Academics:** Integrate academic writing into existing courses (e.g., research-based projects, lab reports) rather than isolating it in standalone workshops.

- Provide continuous support and resources to engineering students, especially in upper years, where research papers and professional communication become more critical.

Conclusion

This case study highlights the importance of academic writing in engineering education and the effectiveness of structured interventions aimed at improving students' technical writing skills. While significant improvements were observed in clarity of thought in writing, organization of material, use of cohesive devices leading to cohesion of the piece of writing and they were made to understand the importance of referencing, challenges remain in addressing students' resistance to non-technical writing and time constraints. The integration of academic writing instruction into the engineering curriculum, along with continuous support and feedback is essential for developing well-rounded engineers capable of communicating their ideas effectively in both technical and academic contexts.

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Navigating Cultural Diversity and Language Dynamics in Contemporary India

Padmasri Bodi and Prasanna Lakshmi Narra

Introduction

India's linguistic diversity is unparalleled, deeply rooted in a blend of historical, social, and cultural influences that have shaped the country's identity. With 22 officially recognized languages and over 1,600 spoken dialects, India embodies a mosaic of linguistic expressions. This complexity results from centuries of trade, conquests, migration, and cultural exchanges that introduced and assimilated multiple languages and dialects. The diversity of languages and dialects serves as both a unifying and divisive force, influencing social integration, identity formation, and community cohesion.

Historically, India's linguistic landscape has been shaped by a series of transformative events, beginning with ancient civilizations that fostered linguistic diversity and cultural exchange. For instance, Sanskrit and Prakrit were prominent in ancient India, contributing to a shared cultural foundation. Later, interactions with Persians, Arabs, and Turks introduced Persian and Arabic influences, which were integrated into local dialects. The arrival of European colonizers in the 16th century marked a pivotal moment, as English became a dominant language, especially in educational and administrative sectors. English remains influential today, often symbolizing economic and social mobility.

In a multicultural society like India, language holds great significance in defining one's social identity. Languages serve as markers of caste, region, and community, and are often associated with specific socioeconomic backgrounds. This complex interplay between language and social structure is evident in contemporary Indian literature, as

authors like Aravind Adiga and Kiran Desai illustrate. In "The White Tiger", Adiga highlights the relationship between language and social hierarchy, as the protagonist, Balram, reflects on how English proficiency determines one's access to opportunities and respect in society. He observes, "The moment you recognize what is beautiful in this world, you stop being a slave." Here, language, particularly English, represents freedom, power, and upward mobility.

Similarly, in "The Inheritance of Loss", Kiran Desai delves into the alienation and identity crises faced by characters who grapple with their place within a multilingual society. Sai, the protagonist, feels disconnected from her Indian heritage due to her Westernized upbringing, which emphasizes English over her native language. Desai writes, "Could fulfillment ever be felt as deeply as loss?" This line captures the sense of displacement experienced by individuals who are linguistically disconnected from their cultural roots. The clash between English and regional languages in the novel symbolizes a larger struggle for identity and belonging, as characters navigate a complex web of cultural expectations and linguistic divides.

The purpose of this paper is to explore how India's language dynamics impact social integration, identity, and community cohesion. By analyzing the role of multilingualism and language policies in contemporary India, this study seeks to shed light on the challenges and opportunities that linguistic diversity presents. Language dynamics in India are not only a reflection of cultural diversity but also a critical factor in social inclusion and exclusion. Non-native speakers and those from marginalized linguistic communities often face barriers to education, employment, and social services due to language differences. Understanding these dynamics is essential for fostering a more inclusive society, as language policies have the power to either bridge or widen social gaps.

India's language policies have historically oscillated between promoting linguistic inclusivity and enforcing linguistic homogenization. The adoption of Hindi as the official language, for example, has been a point of contention among non-Hindi-speaking regions, particularly in the south.

his policy decision reflects the complexities of governing a linguistically diverse nation, where language is not only a means of communication but also a marker of cultural identity and pride. In "The White Tiger", Adiga subtly critiques this linguistic hierarchy, where English and Hindi are associated with power and prestige, while regional languages are often relegated to lower social standings. This disparity underscores the societal pressure to conform to linguistic norms that may not reflect one's cultural heritage.

Moreover, multilingual education plays a crucial role in bridging cultural gaps and fostering inclusivity. By providing instruction in multiple languages, schools can empower students from diverse linguistic backgrounds, enabling them to participate more fully in society. In regions where local languages are prioritized alongside Hindi and English, students have a greater sense of cultural pride and identity. Conversely, when local languages are neglected, there is a risk of cultural erosion, as younger generations may lose connection with their heritage. Desai's "The Inheritance of Loss" poignantly captures this loss of cultural identity, as characters struggle to reconcile their native languages with the demands of a globalized, English-dominated world.

International initiatives, such as those led by UNESCO and the European Union, highlight the importance of linguistic diversity as a means of promoting global understanding and intercultural dialogue. These organizations advocate for the preservation of minority languages and the implementation of policies that protect linguistic rights. India's participation in such initiatives reflects its commitment to preserving its linguistic heritage while fostering international collaboration. However, the effectiveness of these initiatives depends on the willingness of both policymakers and communities to embrace linguistic diversity as a source of strength rather than division.

In addition to policy implications, the impact of language on everyday social interactions reveals the need for cultural sensitivity in communication. Misunderstandings and cultural faux pas often arise from literal translations and differences in regional dialects. For example,

certain terms may carry positive connotations in one region but are perceived negatively in another, leading to unintentional offenses. Such instances highlight the importance of linguistic awareness and adaptability in a multilingual society.

This paper aims to provide a comprehensive analysis of these themes, drawing on literary examples, policy discussions, and case studies to illustrate the complexities of India's linguistic landscape. By examining the social, cultural, and political dimensions of language dynamics, this study seeks to contribute to a deeper understanding of how linguistic diversity shapes India's collective identity and influences social cohesion. In doing so, it underscores the importance of inclusive language policies and multilingual education in fostering a harmonious, culturally vibrant society.

Ultimately, this research highlights the vital role of language in shaping individual and collective identities. As India continues to navigate the challenges and opportunities of linguistic diversity, it is essential to recognize the transformative power of language in building bridges across cultural divides. By embracing linguistic diversity, India can strengthen its social fabric, ensuring that all citizens, regardless of their linguistic background, have the opportunity to participate fully in the nation's cultural and economic life.

Literature Review

It's essential to examine existing research on language diversity, the sociolinguistic landscape, and the role of multilingualism in shaping social identity and integration in India. The review explore studies on multilingualism, cultural identity, and language policies in India, as well as how language dynamics affect integration, social cohesion, and communication. Including perspectives on cultural heritage preservation, language as a marker of identity, and international perspectives on linguistic diversity will help build a comprehensive view.

Scholars like Annamalai and Srivastava have explored how multilingualism is integral to Indian culture, with linguistic diversity both

enhancing cultural expression and posing challenges to national cohesion. The co-existence of various languages, from regional dialects to prestigious languages like Hindi and English, forms a unique sociocultural fabric but can create divides based on language proficiency and socio-economic status. In literature, characters often reflect these dynamics. For instance, in Aravind Adiga's "The White Tiger", the protagonist Balram's use of English underscores his ambition and desire for upward mobility, which contrasts with his rural dialect, symbolizing his cultural roots. Similarly, Kiran Desai's "The Inheritance of Loss" portrays how language affects identity and belonging, as characters like Biju struggle with language differences, reinforcing the complex role language plays in identity formation for those navigating traditional and globalized worlds.

Research shows that India's language policy, designating Hindi and English as official languages while recognizing regional languages, influences social integration and cultural preservation. Policies aiming to promote Hindi sometimes face resistance, as people worry about the marginalization of regional languages. Scholars like Agnihotri discuss the implications of these policies, including regional tensions and the struggle to balance unity with linguistic diversity.

Adiga's "The White Tiger" subtly addresses this through Balram's observations of English-speaking elites, emphasizing the barriers language can create within society. Desai's portrayal of Kalimpong in "The Inheritance of Loss" reveals the tensions that arise in multilingual settings, illustrating how language politics impact social and cultural integration, often resulting in feelings of alienation for speakers of minority languages.

Studies emphasize that language proficiency often correlates with social and economic mobility in India. English, in particular, is viewed as a passport to success, yet it distances individuals from their regional identities. Srivastava's and Mukherjee's studies illustrate the social stratification that occurs when languages are hierarchized, leading to an "elite" language class that benefits from proficiency in English or Hindi over regional languages. The divide between vernacular speakers

and English or Hindi speakers also leads to cultural misunderstandings, affecting social cohesion. Mukherjee's research highlights how literal translations and cultural misinterpretations in multilingual contexts create both humorous and divisive scenarios. This theme is echoed in Adiga's novel, where Balram's struggles with English highlight how language misunderstandings can define class interactions.

Scholars such as Cummins and Krashen advocate for multilingual education as a means of fostering inclusivity. In the Indian context, research suggests that promoting multilingual education in schools can preserve regional languages and cultural diversity while providing students with skills for broader socio-economic participation. In "The White Tiger", Balram's self-education in English symbolizes the transformative potential of language education, representing a path out of poverty. However, it also raises questions about whether proficiency in a "foreign" language, like English, can distance individuals from their native identities. Desai's characters in "The Inheritance of Loss" similarly grapple with linguistic expectations, underscoring how multilingual education can empower individuals while respecting cultural roots.

International Perspectives on Language Preservation

UNESCO and Global Initiatives: UNESCO's focus on preserving linguistic diversity aligns with India's efforts to maintain cultural inclusivity in a multilingual environment. The organization promotes policies that encourage linguistic diversity as a way to foster intercultural dialogue and social cohesion. Similarly, the European Union's approach to multilingualism emphasizes preserving minority languages while promoting linguistic accessibility for all citizens. These international frameworks offer insights into how India could support linguistic diversity. Literature like "The White Tiger" and "The Inheritance of Loss" illustrates the consequences of neglecting local languages, showing how characters face social exclusion and identity crises when they cannot navigate the dominant language dynamics in society.

Building on Literature to Support Linguistic Diversity in India

The literature reveals that while linguistic diversity is a cultural asset in India, it also presents challenges to social cohesion, identity, and inclusivity. Adiga's and Desai's novels underscore the personal impact of these dynamics, using narrative to explore how language barriers and linguistic hierarchies affect social mobility, identity, and integration. The review highlights the need for multilingual education and policies that promote linguistic inclusivity, drawing from both national and international models.

Methodology

This research employs a qualitative approach, focusing on literary analysis and case studies to examine how cultural diversity and language dynamics are depicted in Indian literature. Using Aravind Adiga's "The White Tiger" and Kiran Desai's "The Inheritance of Loss" as primary texts, the study explores the portrayal of multilingualism, social identity, and integration challenges within Indian society.

The primary methodology is literary analysis. Both novels serve as case studies that reflect the complexities of India's linguistic landscape and the impact of language on identity and social mobility. A close reading approach was employed, focusing on the characters' use of language, how they navigate linguistic barriers, and the implications of these language choices. Specific passages highlighting language-based social stratification, cultural misunderstandings, and shifts in identity were analyzed to identify recurring themes and patterns relevant to linguistic dynamics and cultural diversity. In analyzing the texts, the study utilized thematic coding to categorize and interpret the portrayal of linguistic challenges. Codes such as "multilingual identity," "language as power," "cultural alienation," and "language and social mobility" were applied to track how each novel represents the impact of language on identity and social dynamics. This allowed for systematic identification of instances where language influences characters' experiences, providing insight into broader social themes. The literary analysis was complemented by

comparing these findings with existing research on multilingualism and language policy in India. Relevant literature, including policy documents from UNESCO and studies on language in post-colonial contexts, was reviewed to connect the insights drawn from the novels to real-world implications of language policy and diversity. This comparative approach helped link literary themes to socio-political and cultural realities in contemporary India.

To contextualize the literary analysis with real-life examples, case studies and reports on language policies, as well as initiatives aimed at preserving linguistic diversity, were incorporated. Information from recent reports by UNESCO and other international bodies advocating for multilingualism and cultural preservation was used to provide additional context, underscoring the importance of language in fostering inclusivity. The data gathered through literary analysis and secondary sources was interpreted through a sociolinguistic lens. By examining how characters in "The White Tiger" and "The Inheritance of Loss" respond to language barriers and cultural challenges, the study offers insights into the broader implications of language diversity on identity, belonging, and integration. The qualitative data was synthesized to draw conclusions about the role of language in reinforcing or bridging socio-cultural divides in India.

This multi-faceted methodology provides a holistic view of how language shapes social dynamics and identity in India, merging literary insights with socio-linguistic theories to explore the intersections of language, culture, and inclusivity.

Analysis of Language Dynamics in Contemporary Indian Literature

In both "The White Tiger" by Aravind Adiga and "The Inheritance of Loss" by Kiran Desai, language plays a significant role in conveying social hierarchy, cultural identity, and the enduring impacts of colonial history. Each text uses language to explore themes of power, aspiration, and alienation, reflecting the characters' social positions and ambitions.

In "The White Tiger", Adiga's protagonist, Balram Halwai, uses English and regional dialects strategically, revealing his struggle to rise above his social constraints. His adoption of English, associated with the urban elite, symbolizes his aspiration for social mobility. The language he chooses when speaking with his superiors versus his family exposes the stark class divisions in Indian society and highlights the association between English and privilege.

Desai's "The Inheritance of Loss" examines the cultural disconnect resulting from colonial history, particularly through the character of Sai, who was raised in an English-speaking, Western-influenced environment. Sai's struggle with her identity and her limited connection to her Indian roots underscore the loss of cultural identity that colonial influence can impose. In contrast, the cook's son, Biju, represents the challenges of immigrants who, though from a multilingual society, find themselves isolated due to language barriers abroad.

In both novels, language is a tool for identity construction. Balram's use of English is a means to reshape his identity, while Sai's detachment from her native language reflects her alienation within her own culture. These narratives emphasize the sociolinguistic struggles of individuals navigating multilingual and multicultural realities, illustrating how language both reflects and shapes societal divisions, personal identity, and ambitions in postcolonial India. Through their characters' linguistic choices, Adiga and Desai critique the ongoing social impacts of language stratification, symbolizing larger issues of identity and belonging in contemporary Indian society.

Impact of Language Policies on Social Integration and Cultural Heritage

India's language policies have significant implications for social integration, particularly in the context of its diverse linguistic landscape. The country's multilingual reality often creates barriers for non-native speakers in accessing educational, employment, and social services. Policies like the promotion of Hindi as the national language, alongside

state-specific languages, can exclude non-Hindi speakers from mainstream opportunities, creating a divide in accessibility.

In education, the medium of instruction is often in English or regional languages, which can disadvantage students from different linguistic backgrounds. For instance, students in rural areas, where the dominant language may not align with the state's official language, face challenges in grasping academic content. The emphasis on English in higher education further deepens the divide, as many rural students and marginalized communities may not have access to quality English education. In terms of employment, language policies that favor English or Hindi often place non-native speakers at a disadvantage in competitive job markets, where language proficiency becomes a determining factor for hiring. This restricts access to better job opportunities and reinforces class divides, as individuals from less privileged linguistic backgrounds find themselves locked out of higher-paying roles. Multilingual education can play a pivotal role in addressing these challenges by promoting inclusivity. Implementing a more robust multilingual educational system could help bridge cultural divides by accommodating students from various linguistic backgrounds. By recognizing and incorporating multiple languages into curricula, it would foster a sense of inclusivity and cultural respect, enabling students to engage more deeply with the material and their peers. Additionally, multilingual education can facilitate social integration by encouraging empathy and understanding between different linguistic communities. In regions with significant linguistic diversity, encouraging the learning of multiple languages could help dismantle social barriers, promoting unity despite linguistic differences. It also ensures that marginalized groups are not excluded from the mainstream discourse, enabling their voices to be heard in a more equitable way.

Thus, while India's language policies have historically reinforced linguistic divides, promoting multilingual education could serve as an effective strategy for social integration, fostering inclusivity, and preserving cultural heritage. It not only supports the accessibility of education, employment, and social services for non-native speakers, but it also strengthens India's cultural fabric by embracing its linguistic diversity.

Role of International Initiatives in Preserving Linguistic Diversity

International initiatives such as those spearheaded by UNESCO and the European Union play a critical role in preserving linguistic diversity, emphasizing the importance of safeguarding languages that are at risk of extinction. UNESCO, through its Atlas of the World's Languages in Danger, advocates for the protection and revitalization of endangered languages globally. Similarly, the European Union supports multilingualism within its member states, promoting the use of minority languages and integrating them into educational curricula.

These global efforts align with the goals of cultural preservation and inclusivity, but India's language policies present a more complex landscape. India has a unique multilingual framework, with the Constitution recognizing 22 scheduled languages and several regional languages. However, the linguistic diversity in India also poses challenges for national integration. While multilingualism is encouraged in theory, India's language policies often emphasize Hindi and English, creating disparities in access to education, employment, and social services for non-Hindi speaking populations. This contrasts with international efforts that encourage linguistic pluralism and integration without prioritizing one language over another.

For instance, UNESCO's promotion of linguistic diversity contrasts with India's preference for Hindi and English, sometimes marginalizing regional languages. In India, the rise of Hindi as a national language has led to tensions in states like Tamil Nadu, where the dominance of Hindi is seen as an imposition on regional culture. International initiatives, which focus on language preservation and intercultural dialogue, advocate for linguistic inclusivity, supporting languages spoken by smaller communities, which may not always align with India's state-driven language policies. Furthermore, international organizations emphasize the need for inclusive education systems that teach in multiple languages to ensure social integration. While India's multilingual education system exists, it often faces challenges in implementation. The lack of sufficient

resources, trained educators, and regional policy adjustments means that many students, especially in rural areas, have limited access to quality education in their native languages.

Ultimately, while international initiatives provide a model for linguistic diversity preservation, India's language policies reveal the tensions between promoting national unity through a common language and the need to safeguard and promote the country's rich linguistic heritage. These international perspectives can inspire more inclusive policies in India, encouraging the revitalization of endangered languages and fostering better social cohesion through language inclusivity.

In "The White Tiger", Aravind Adiga presents the protagonist, Balram Halwai, whose shifting language choices reflect his complex social identity. Balram initially speaks in a humble, rural dialect, indicative of his lower social status. However, as he rises through the social hierarchy, his adoption of more polished English symbolizes his ambition and desire to break free from his past.

"The Inheritance of Loss", Kiran Desai explores the role of language in cultural dislocation through the character of Biju, an immigrant working in the United States. His struggle with English highlights the barriers immigrants face, not only in communication but in the broader quest for identity and belonging in foreign spaces. This linguistic challenge underscores the difficulties of integrating into a society that demands conformity to its language and culture.

Case Studies of Misunderstandings and Cultural Nuances

Misunderstandings and cultural nuances often arise from language misuses or misinterpretations, especially when multiple dialects or languages are involved. In "The White Tiger" by Aravind Adiga, Balram, a poor driver from a rural village, interacts with his affluent employer, Ashok. Balram's limited English proficiency leads to moments of awkwardness, as he struggles to convey his thoughts correctly. One notable example is when Balram tries to impress Ashok by using English

phrases he has learned, but his mispronunciations or incorrect usage lead to misinterpretations, which both highlight his subordinate status and the emotional distance between them.

Similarly, in "The Inheritance of Loss" by Kiran Desai, Biju, an immigrant working in a restaurant in the U.S., experiences a series of humorous misunderstandings because of his limited English language skills. One instance is when he mistakenly orders something inappropriate due to confusion with an English word, showcasing how language barriers can lead to embarrassing situations. Biju's difficulties in mastering the English language become a source of tension and misunderstanding, not only for him but also for those around him, underscoring the broader issue of cultural dislocation and identity struggle in a foreign country.

These instances demonstrate the potential for both humor and frustration when language and dialects are misunderstood. Such miscommunications often arise due to differences in regional expressions, pronunciation, and the cultural baggage attached to certain words. In both novels, language becomes a symbol of class, power, and identity, with misunderstandings serving as poignant moments of comic relief or discomfort.

Cultural sensitivity is essential in mitigating these issues. Understanding the nuances of a person's language, cultural background, and regional dialect can go a long way in preventing misinterpretations. In the case of Balram and Ashok, greater awareness of language differences could foster better communication and understanding, thereby reducing the awkwardness and emotional distance between them. Similarly, in Biju's case, recognizing the challenges faced by non-native speakers and allowing space for mistakes can create a more empathetic environment.

The ability to laugh at these misunderstandings without judgment or derision is a crucial part of developing cultural sensitivity. By embracing these moments as learning opportunities rather than sources of shame or exclusion, we can foster better understanding and inclusivity in multicultural and multilingual societies.

Discussion

The findings of this study emphasize the essential role of language in shaping individual identity and community bonds. In India, where multilingualism is pervasive, language revitalization can help preserve cultural heritage and promote inclusivity. Supporting local languages, especially those at risk of extinction, fosters a sense of pride and belonging within communities. For example, in "The White Tiger" , Balram's language struggles signify his social mobility and identity transformation. Similarly, in "The Inheritance of Loss" , Biju's journey reflects how language defines one's connection to place and culture. Fostering inclusivity through language allows diverse communities to bridge cultural divides, creating a more unified society. By promoting multilingual education and respectful language policies, societies can strengthen both individual identity and collective cohesion, facilitating broader social integration and understanding.

Conclusion and Call to Action

In conclusion, language plays a pivotal role in shaping the identity and cultural fabric of any society. In a multilingual and culturally diverse nation like India, understanding and navigating language dynamics is crucial for fostering social integration, bridging gaps, and preserving cultural heritage. The findings of this study underscore the complexity of linguistic interactions in contemporary India, where language influences access to opportunities, social cohesion, and individual self-expression.

India's linguistic diversity is a reflection of its rich cultural heritage, yet it also poses challenges in ensuring that all citizens, regardless of their linguistic background, have equal opportunities. Language policies, especially those that promote bilingual or multilingual education, have the potential to bridge cultural divides and foster inclusivity. However, these policies must be carefully implemented to avoid reinforcing social hierarchies and exacerbating inequalities. To promote social cohesion and preserve linguistic diversity, it is essential for policymakers to adopt

inclusive language policies that support the revitalization of indigenous languages while promoting multilingualism. Furthermore, encouraging the use of local languages in education, governance, and public services can ensure that marginalized communities have access to essential resources.

Individuals can contribute by embracing cultural sensitivity and understanding the importance of language in shaping identity. By supporting language exchange programs, participating in local language initiatives, and respecting linguistic differences, individuals can help create a more inclusive and culturally harmonious society.

Policymakers must focus on integrating diverse linguistic communities into the mainstream, ensuring that all citizens have equal access to opportunities, regardless of their linguistic or cultural background. Additionally, international organizations like UNESCO and the European Union can play an active role in supporting linguistic diversity by encouraging collaborative efforts across nations to preserve and promote endangered languages.

To sum up, the path toward cultural harmony and social integration lies in embracing linguistic diversity and advocating for inclusive policies. Only through such collective efforts can India truly honor its cultural heritage while fostering a society based on inclusivity, equality, and mutual respect. By recognizing and respecting the power of language, we can shape a future where diverse voices are heard and valued.

A couple of relevant examples from the recent past that highlight the importance of inclusive language policies and cultural sensitivity:

Language Policy in Jammu and Kashmir

In 2020, the Jammu and Kashmir administration proposed introducing Kashmiri, Dogri, and Urdu as mandatory languages in schools. This policy aims to preserve local languages, which had been marginalized under earlier national education systems, highlighting the importance of reviving regional languages for cultural identity and social integration.

Language Sensitivity in Social Media Campaigns

In 2021, the Indian government launched a "Bhasha Samvad" initiative to encourage the use of mother tongues in social media, aiming to promote regional language content and enhance digital literacy. This initiative recognizes the power of language in bridging digital divides and fostering inclusivity.

These examples underline the ongoing need to support linguistic diversity through thoughtful policies and initiatives.

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Mememes in the English Classroom

B. Nagamani and N. Subadra

Introduction

Show me a picture, I remember better or a picture is worth thousand words is an often quoted saying. In the age of internet, it may have to be rephrased to "Allow me to create a picture or a memeto learn and remember better." Creativity is an important element while learning a language and or using the language to be explicit in expressing one's views and opinions. People learn quickly when they create. Creating an image is one of the best and powerful ways to demonstrate one's learning, understanding and applying the learnt language. It's a great way through which static information is shared in a dynamic manner.

Teaching English to gen X and gen Y students is interestingly challenging. These learners can be called as Digital Natives. The term Digital Natives can be defined as children or students who have grown up with internet in their life as an ever present medium that helps to play, present, perform and create virtual platforms that help them connect, network and collaborate with people across the globe. With access to the internet and web tools the current generation has the ability to recreate and reinvent both workplace and the society they live in. The change has already happened and is contagious. The only panacea for a teacher is to get used to it and agree that knowledge moves both ways and we need to do our best in order to make sure that no one, neither the teacher nor the student is left behind.

Digital natives are used to receive and send information really fast. They like to process information parallelly, multi-task and prefer graphics to a text. They are hyper and prefer to access information randomly. Digital natives prefer instant information, instant message, instant

recognition, instant gratification and several rewards all instantaneously. They function best when they are wired, interconnected with the internet.

There is one pertinent question that all teachers who use technology have to answer. Is access to internet synonymous to the usage of the internet? Definitely 'No.' Several researchers have begun to investigate and understand how different types of technology and technology supported practices influence young people's learning. For example, Kennedy et al in 2009 and Maton & Bennett in 2010 informed that most of the students use digital technologies for communicating and gathering information than use it for creative or gaming activities.

Background of the study: The present paper is based on research conducted in a private engineering college, an autonomous institution in Hyderabad. English is offered as a course for I.B.Tech students. In addition it is also offered to the students of II and III semester as a Sem End Examination with Continuous Internal Evaluation. As part of continuous internal evaluation, students complete several classroom based activities. In this context, during COVID-19 pandemic students were given a topic and were asked to create a meme. The focus of the activity is vocabulary and creativity. Teaching language also demands the use of authentic material in addition to the prescribed course books. Authentic materials help the students bridge the gap between the classroom and real world. Shepherd (2016: *ibid.*) mentions the advantage of using such authentic materials: "using authentic materials is a relatively easy and convenient way of improving not only your students' general skills, but also their confidence in a real situation."

Review of Literature

Memes play a major role in creating interest in language learning and developing creativity. In the book *The Pragmatics of Internet Memes* edited by Chaouqun Xie (2022) discusses the growing popularity of internet memes. The popularity has increased so much that more attention is paid to understand the memes and also being used as a classroom activity.

1. Darwinian Creativity and Memetics (2011) by Maria Kronfeldner describes the power and beauty of memes. The study describes how memes allow us to understand how human beings live, language and creativity all come through the same replicator power.
2. Memes of Translation: (2016) The Spread of Ideas in Translation Theory revised edition by Andrew Chesterman explains how memes have been surviving from many generations, successfully being transmitted from one culture to another and have proved to be relevant and interesting to a wide range of audience.
3. Critical Memetic Literacies in English Education: How Do You Meme? by Leah Panther and Darren Crovitz (2023) introduces practical dimensions to the introduction of memes in language classroom. Memes come with new advocacy and creativity. This book throws light on how the educators can use memes to create and develop the language learning abilities and creativity among the learners.

There is a lot of research by several educators across the globe to understand how memes help in learning vocabulary and how the fun element in the memes help them to learn better in a joyful environment.

Research Questions

The present paper is based on the following research questions

- How to engage students in an English classroom to learn language?
- What impact does memes have on the English Language Learning of engineering students?
- How memes reinforce language learning and develop creativity.

Creativity and Language Learning

Creativity is one among the 21st century skills that the learners have to develop. Several neurologists and researchers have found that brain is driven by something new and different always. This unique feature of the brain can be exploited to develop creativity among the learners. Creativity also develops imagination to get novel and unique ideas. This

can be primarily one reason for the young generation to be connected with internet and digital media. Eugenia Loffredo and Manuela Perteghella claim that "creativity and translation share the same essential aspects so that the two together amplify pedagogical benefits".

Creativity through Technology

Daniel Pink (2005) reminds us that the world needs highly creative people with strong interpersonal skills. He urges all the educators to educate the students in different ways that will help them in developing concept oriented skills, which will help them improve their abilities to detect patterns, connect diverse and dynamic ideas which are used to create something new and different. Thus, memes the most popular digital images are considered as a rich source of language learning and to develop creativity among the students.

Memes as a source of language learning: Richard Dawkins coined the word 'meme' in 1976. He defined meme as a gene that is used to explain, reproduce and transmit cultural values. Many researchers have argued debated and attempted to prove that the scope of memes is not limited to sociology, politics, culture, sociolinguistics, communication and music studies. The meme concept itself has now become something of a meme (Costall 1991), the popularity of which can also be partly evidenced by the simple fact that Oxford University Press published the 40th anniversary edition of *The Selfish Gene* in 2016. The popularity of the memes have been increased during the COVID-19 pandemic. Several memes on vaccines, online and offline classes have become viral on the social media platforms.

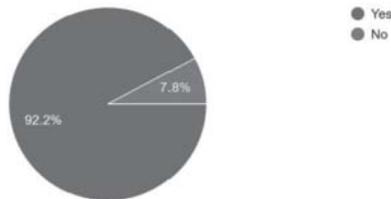
Methodology Adopted

The researchers have circulated a google form with questions related to memes. 51 II year Engineering students have taken the survey. The survey has close ended and open ended questions. The students were given a topic- 'Online and Offline Classes' and were asked to create a meme and send the meme for the researchers to analyze both language and creativity among the students. The students were informed that plagiarized responses will not be considered for analysis.

Findings and Analysis: This paper attempts to present the analysis of the data by providing a pie chart for each question answered by the learners.

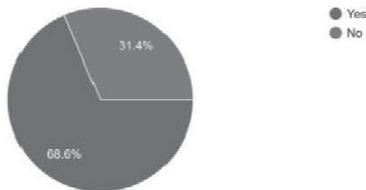
For the first fundamental question on the usage of memes, majority of the students said, yes. That indicates that the students are familiar with memes.

1. Do you read memes?
51 responses



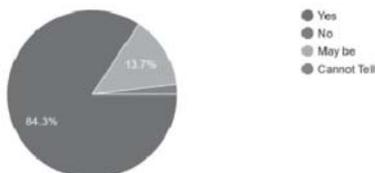
For the follow up question on have you created memes? Interestingly 68% of the students are aware of creating memes.

2. Have you created memes?
51 responses



In an opinion-based question, memes enhance your creativity, the students' response is interesting. While most of them agreed, 13% of the students felt that memes may enhance creativity. Only 2% gave a neutral message. 84% of the students felt that memes help in enhancing creativity among the students.

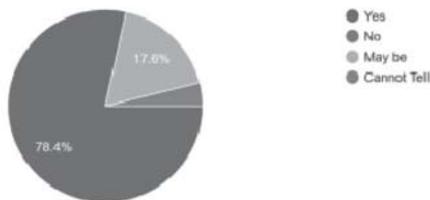
3. Memes enhance your creativity
51 responses



The next question targets on vocabulary with the use of English language, there was a mixed opinion. Majority responded positively, while very few students said either may be or cannot tell. However, nobody has informed that they do not know the role of memes in vocabulary building.

4. Memes help in Vocabulary building

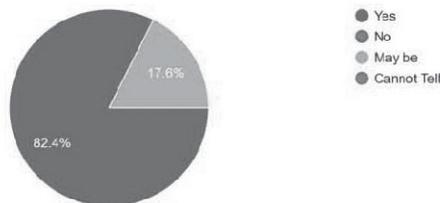
51 responses



The next question is framed to understand the role of memes in creating interest, majority of the students responded positively and very few answered as 'maybe'.

5. Memes create interest in language learning

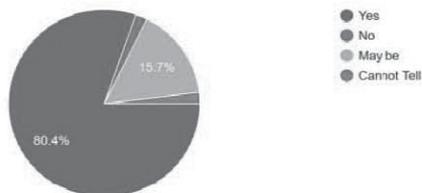
51 responses



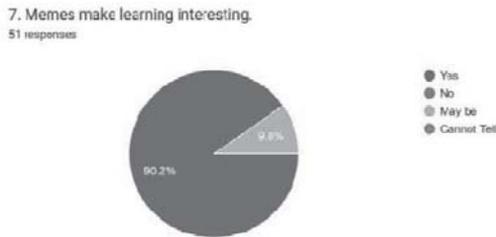
The sixth question is created to understand the role of memes in understanding contemporary situations through memes. Majority of the students responded positively.

6. Contemporary situations can better be understood through memes

51 responses



The seventh question is based on their interest. 90% of the participants said yes.

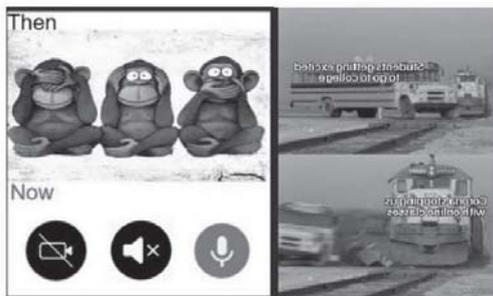


The last question was an open ended question. It was based on their learning experience while creating the meme. Majority of the students answered that their ability to communicate and interpret increased, their creativity was also developed.

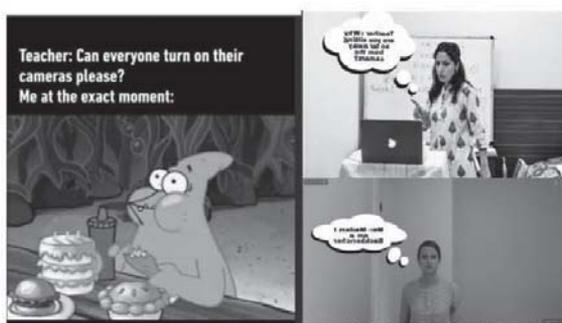
Thus, after carefully analyzing the responses given by the students it is evident that memes enhance language learning and creativity. They provide abundant language learning opportunities and can be considered as authentic material in teaching and learning a language. Further, the students had joy of learning, which will definitely help them in retaining their interest in language learning.

Sample Memes

The study was conducted with 51 students. Adding all are a major chunk of memes is difficult keeping in view the space. Hence a few



Picture-1&2 Culture Differences



Picture-2&3 Humour

carefully selected memes that describe culture change and humour are given as samples. To summarize

Memes helped the students to

- Engage themselves in a joyful learning atmosphere
- Learn the language through authentic material
- Develop creativity
- Developed visualizing an idea or a concept into meaningful expression

For teachers using memes has helped them

- Arouse students' attention
- Increased participation
- Promoted global consciousness
- Sustained learning interest

Limitations of the Study

Focus was only on creativity and did not consider vocabulary

Action research was conducted only to a few students of engineering

Future Scope

- Memes can be used to build vocabulary
- Can exploit memes in teaching training sessions

Conclusion

Originality, flexibility and novelty are the chief characteristics of a meme. Cannizzaro believes that information cannot be shared or learnt in isolation from its context. Hence it is a systemically connected and not an atom. What distinguishes memes from jokes or cartoons is the rapidly growing communication around them. Memes are either written on different themes or for the same theme. Hence the boundaries are limitless.

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Building Bridges with Words: The Role of LSRW Skills in Language Mastery

Geetika Patni and Prince Dawar

Introduction

Language acquisition is a multifaceted process involving the integration of various skills that allow individuals to communicate effectively. The four primary language skills—Listening, Speaking, Reading, and Writing (commonly referred to as LSRW)—form the foundational pillars of language learning and are critical for proficiency. These skills are not only essential for learning new languages but are also vital for refining and mastering one's native language. In this increasingly interconnected world, language skills have taken on greater importance in various contexts, from education and work to global communication.

This paper explores the significance of developing LSRW skills to achieve comprehensive language enhancement. It delves into the specific roles each skill plays, their interconnections, and practical strategies for improving them. By focusing on how listening improves comprehension, speaking builds fluency, reading expands vocabulary, and writing enhances clarity, the paper provides a holistic framework for learners and educators alike. Furthermore, it addresses the integration of modern tools and technology in enhancing these skills, as well as the challenges faced by learners during the acquisition process.

Importance of LSRW Skills in Language Learning

Effective language acquisition requires a balanced development of listening, speaking, reading, and writing skills. These skills are not isolated but are highly interconnected, and the mastery of each supports and enhances the others. Listening, speaking, reading, and writing are core

components of language development. Each of these skills functions in a symbiotic relationship, meaning that progress in one skill often supports and enhances the others. While each has distinct roles in language learning, their integration is vital for achieving fluency and comprehensive proficiency. For example, listening not only aids in understanding spoken language but also helps learners internalize pronunciation, grammar patterns, and sentence structures that can later be used in speech. Similarly, the act of speaking reinforces vocabulary and sentence formation, deepening the learner's command of the language.

Reading plays a crucial role in expanding one's vocabulary, improving comprehension, and familiarizing learners with different sentence structures and idiomatic expressions, which enhances both spoken and written output. Writing, on the other hand, encourages learners to organize their thoughts and apply the language rules they have absorbed through listening, speaking, and reading. These four skills, when developed in tandem, create a comprehensive learning process. Exposure to all of them ensures that learners are equipped not only to understand language passively but also to actively produce and apply it in various contexts. A balanced focus on listening, speaking, reading, and writing is essential for well-rounded language mastery. Traditionally, formal education systems tend to emphasize reading and writing, often neglecting listening and speaking, which can hinder the overall development of communication proficiency. However, in recent years, the focus has shifted toward a more integrated approach that treats all four skills as equally important.

Listening: The Foundation of Language Learning

Listening is the first skill a person develops when learning any language. It is the foundation upon which the other skills are built, as it is through listening that we first become familiar with the sounds, rhythms, and structures of a language. For language learners, active listening helps in recognizing patterns, intonation, and meaning, all of which are critical for comprehension. Effective listening fosters better understanding, not just of words, but also of the nuances of language, such as tone, emotion,

and cultural context. Effective listening plays a crucial role in grasping the deeper layers of communication beyond mere words. It allows learners to pick up on the subtle aspects of language, such as tone, which can drastically change the meaning of a sentence depending on whether it's expressed with enthusiasm, sarcasm, or concern. By honing listening skills, individuals become adept at discerning the emotional undercurrents of a conversation, enabling them to better interpret the speaker's intent and attitude.

Moreover, listening helps learners understand language in its cultural context. Every language carries with it unique idioms, expressions, and customs that reflect the culture of its speakers. By actively listening to native speakers, learners can gain insight into these cultural nuances, learning how language reflects societal values, politeness strategies, humor, and everyday interactions. For instance, the way formality is expressed in one language may be different from how it's conveyed in another, and listening carefully allows learners to navigate these distinctions appropriately.

Additionally, effective listening exposes learners to regional accents, dialects, and variations in speech that are crucial for real-world communication. This depth of understanding enhances a learner's ability to respond more accurately and appropriately in diverse situations, ultimately leading to more effective and nuanced communication. Listening skills are particularly essential in real-time conversations, where the ability to comprehend spoken language is crucial. Studies have shown that learners who engage in focused listening activities, such as podcasts, conversations with native speakers, and audiobooks, tend to develop better pronunciation, vocabulary retention, and fluency.

Speaking: Building Fluency and Confidence

Speaking is often considered the most immediate and practical language skill, as it allows learners to express themselves directly in real-life situations. Speaking skills help language learners engage in dialogue, share ideas, ask questions, and respond to others. Fluency in speaking

involves not just correct pronunciation and grammar but also the ability to convey thoughts coherently and confidently. Speaking is closely linked to listening; individuals who actively practice listening are better able to mimic correct pronunciation, intonation, and sentence structure. Speaking skills can be developed through various methods, such as language immersion, role-playing, and conversational practice with peers or native speakers. Additionally, tools like language exchange apps, where learners can converse with native speakers from around the world, have become increasingly popular for enhancing speaking abilities. Language exchange apps have revolutionized the way learners develop speaking skills by providing a direct and interactive platform to practice with native speakers.

These tools, such as **Hello Talk**, **Tandem**, and **Speaky**, offer learners the chance to engage in real-time conversations with individuals from diverse linguistic backgrounds, breaking the geographical barriers that once limited language practice. Unlike traditional classroom settings, where exposure to authentic language use may be limited, these platforms allow learners to experience natural dialogues, gaining firsthand insights into pronunciation, colloquial expressions, and conversational flow. What makes these apps particularly effective for improving speaking abilities is their emphasis on mutual learning. Users can help each other by taking turns practicing their target languages, creating a supportive environment where both parties benefit. This not only helps learners become more comfortable with speaking but also provides them with immediate feedback from native speakers. Native conversation partners can correct pronunciation, suggest more accurate vocabulary, and help refine grammatical constructions, offering real-time improvement opportunities.

Moreover, the convenience and flexibility of language exchange apps make them accessible to a wide range of learners. Conversations can be done through text, voice messages, or video calls, allowing learners to choose methods that suit their comfort level. This diverse functionality encourages gradual progress, helping learners build speaking confidence at their own pace while gaining valuable exposure to different speaking

styles, regional dialects, and accents. Over time, these tools cultivate conversational fluency by offering a dynamic, immersive, and customizable learning experience tailored to the needs of individual learners.

Reading: Expanding Vocabulary and Knowledge

Reading serves as an important means of acquiring new vocabulary, understanding sentence structures, and learning how language is used in different contexts. Through reading, learners are exposed to a wide range of linguistic inputs that can greatly enhance their language proficiency. It also helps to develop a deeper understanding of grammar, syntax, and the cultural contexts in which the language is used.

For language learners, reading should be approached strategically, starting with simpler texts and gradually progressing to more complex materials. A variety of reading resources—including short stories, novels, newspapers, and academic papers—can contribute to a well-rounded understanding of the language. Moreover, extensive reading allows learners to infer meaning from context, which promotes vocabulary acquisition without relying heavily on a dictionary.

Writing: Fostering Clarity and Precision

Writing is often seen as the most challenging of the four skills because it requires a deep understanding of grammar, vocabulary, and structure. However, it is also one of the most rewarding skills, as it enables learners to express their thoughts in a clear and organized manner. Writing enhances not only linguistic proficiency but also cognitive skills, as it requires careful planning, organization, and creativity.

In developing writing skills, learners benefit from consistent practice through journaling, essay writing, or creative writing. Feedback from teachers or peers is crucial to improve accuracy and fluency in written expression. Moreover, writing helps consolidate what learners have absorbed through listening, speaking, and reading, making it a vital component of language mastery.

Integrating LSRW Skills for Effective Language Learning

The most effective language learning strategies involve the integration of LSRW skills rather than focusing on one in isolation. These skills complement and reinforce each other, creating a holistic learning experience that leads to overall language enhancement. For example, reading a text aloud not only improves reading comprehension but also develops speaking skills. Similarly, listening to a conversation can improve both listening comprehension and speaking ability.

In language pedagogy, integrating these skills can be achieved through a variety of activities and exercises that encourage simultaneous development. Below are some approaches for integrating LSRW skills:

Task-Based Learning

Task-based learning (TBL) involves using language as a tool to complete specific tasks, such as giving presentations, writing reports, or participating in debates. TBL naturally incorporates listening, speaking, reading, and writing, as learners must navigate each of these skills to complete the task effectively. For instance, a group discussion task may require participants to listen to others' viewpoints, respond by speaking, read relevant materials for information, and write notes or a summary. The structured yet flexible nature of TBL allows it to be highly adaptable to different proficiency levels and learning goals. Tasks can vary widely, from simple problem-solving activities to complex projects like conducting a survey or organizing an event. Additionally, TBL can be particularly motivating, as learners often find the tasks relevant and engaging, making them more invested in the learning process.

Overall, TBL fosters a balanced, integrative approach to language learning. By engaging in tasks that require multiple skills, learners develop a more comprehensive language proficiency and become better prepared to use language effectively in real-world settings, be it in personal, academic, or professional contexts. This approach not only builds linguistic competence but also enhances learners' confidence and

autonomy as they practice using language in authentic and purposeful ways.

Immersive Language Learning

Language immersion is one of the most effective ways to integrate LSRW skills. By surrounding oneself with the target language, learners are compelled to use all four skills in real-life situations. Immersion can occur through studying abroad, participating in language exchange programs, or simply engaging with media (films, music, news) in the target language. Immersion creates a natural environment where LSRW skills develop simultaneously, and learners are exposed to authentic, contextual language use. Unlike traditional, skill-isolated classroom learning, immersion fosters a holistic language experience by encouraging active engagement across various contexts. As learners interact in the target language daily, they pick up vocabulary, grammar, and pronunciation patterns in a way that mimics native language acquisition.

Listening skills are greatly enhanced through immersion, as learners are constantly exposed to native speakers. The consistent exposure to the sounds, rhythms, and idiomatic expressions of the language helps learners internalize pronunciation and grasp subtle language cues. This immersive listening experience fine-tunes their comprehension abilities, making it easier to follow conversations even when unfamiliar terms arise. As a result, learners develop a nuanced understanding of spoken language that traditional listening exercises alone cannot fully replicate.

Speaking is another area where immersion has a profound impact, as it compels learners to use the language practically to communicate with others. Real-life situations, such as ordering food, asking for directions, or holding conversations, require learners to quickly find the right words and expressions, helping build fluency and confidence. Speaking regularly in an immersive setting allows learners to practice pronunciation, adapt to various speaking styles, and gain insight into formal and informal language variations. This active use of language pushes learners to become more adept at articulating their thoughts naturally and expressively.

Reading skills also benefit significantly from immersion, as learners encounter written language in everyday contexts—on signs, menus, advertisements, and in newspapers. This constant exposure to written material offers practical language practice, enriching vocabulary and deepening learners’ understanding of sentence structures and common expressions. By interpreting words and phrases within their physical and cultural context, learners enhance their ability to read fluently and with greater comprehension, gradually building a reservoir of language knowledge that aligns with natural usage.

Immersion equally supports the development of writing skills. In real-life situations, learners frequently need to write messages, emails, or notes, requiring them to apply grammar and vocabulary accurately. This authentic practice helps learners’ craft coherent and concise writing, reinforcing the language patterns they hear and see around them. Writing in an immersive setting also allows learners to practice more naturally and intuitively, making their writing more reflective of real-world language use.

The immersive experience can take different forms, each with distinct advantages. Studying abroad is often seen as the most intensive immersion, providing learners with daily opportunities for language use, both in structured educational settings and in spontaneous interactions. Language exchange programs also offer valuable immersive experiences by pairing learners with native speakers, facilitating conversational practice and fostering cultural exchange. Additionally, media engagement—watching films, listening to music, or reading the news in the target language—provides effective immersion for those who may not have access to a full immersion environment. Through media, learners can pick up idiomatic expressions, humor, and cultural references, which enhance their understanding of the language beyond the literal meanings of words.

Immersive learning is particularly effective because it facilitates incidental learning—absorbing language without focused study. By constantly encountering the language in meaningful, varied contexts,

learners internalize vocabulary and structures naturally and gain an intuitive sense of correct usage. The immersive approach creates a positive feedback loop in which each language skill reinforces the others, leading to a cohesive, fluent language experience. Ultimately, immersion enables learners to develop a deeper, more adaptable command of the language, preparing them to navigate diverse communicative situations with confidence and skill.

Interactive Technologies and Tools

In the digital age, technology has opened up new avenues for language learning. Tools such as mobile apps (e.g., Duolingo, Babbel), language exchange platforms (e.g., HelloTalk, Tandem), and interactive video lessons can integrate LSRW skills into a single learning experience. These platforms often use gamification, interactive quizzes, and real-time feedback to keep learners engaged while improving all aspects of their language proficiency.

Project-Based Learning

Project-based learning (PBL) encourages learners to undertake real-world projects that require the use of LSRW skills. For example, a project on creating a travel blog in a foreign language could involve reading about various destinations, listening to travel-related podcasts, speaking with native speakers to gather information, and writing blog posts. PBL is effective because it encourages learners to use language in a meaningful context while practicing all four skills. One of the main strengths of PBL is its flexibility, as projects can be adapted to various topics and skill levels. Whether it's creating a travel blog, designing a digital magazine, or producing a short film, PBL makes language learning relevant and applicable to the learner's interests and goals. The hands-on nature of PBL also fosters a sense of ownership over the learning process, increasing motivation and engagement. By seeing a project through from start to finish, learners feel a sense of accomplishment that strengthens their confidence in using the language.

PBL is particularly effective because it encourages active learning, where language is applied in real-life contexts rather than studied in isolation. Learners are prompted to solve problems, collaborate with others, and communicate ideas, which deepens their understanding and practical command of the language. This approach also mirrors the kinds of language tasks that people undertake in personal and professional settings, preparing learners to use the language effectively in real-world situations.

Ultimately, Project-Based Learning not only supports the acquisition of LSRW skills but also enhances critical thinking, problem-solving, and creativity, helping learners become more competent and confident language users. By immersing learners in meaningful projects, PBL cultivates a rich, dynamic learning environment where language acquisition is driven by genuine engagement and purpose.

Overcoming Challenges in Developing LSRW Skills

While the development of LSRW skills is essential for language enhancement, learners often face various challenges along the way. These challenges may include:

Fear of Making Mistakes

Many learners, especially in speaking and writing, are afraid of making mistakes, which can inhibit their progress. This fear often stems from a lack of confidence and the belief that language proficiency means speaking or writing perfectly. Overcoming this fear requires a shift in mindset, where learners are encouraged to view mistakes as valuable learning opportunities.

Lack of Exposure to the Target Language

For learners who are not in an immersive environment, finding opportunities to practice listening and speaking in the target language can be difficult. This is especially true for learners studying less commonly spoken languages or living in regions where the target language is not widely used. To overcome this challenge, learners can engage with digital resources (e.g., online language communities, podcasts, videos) or seek out language exchange partners online.

Inconsistent Practice

Language learning requires consistent practice, yet learners often struggle with maintaining a routine. This inconsistency can slow down progress and lead to frustration. Developing a structured practice schedule that incorporates all four skills is essential for continuous improvement. Tools like language learning apps that track daily progress can help learners stay on track.

Conclusion

Developing LSRW skills is crucial for comprehensive language enhancement. Listening, speaking, reading, and writing each play a unique role in language acquisition, and their integration leads to a well-rounded and fluent language experience. The key to mastering these skills lies in consistent practice, real-world application, and the use of modern technology to facilitate immersive and interactive learning. By embracing the interconnections between these skills, language learners can unlock their full linguistic potential, becoming confident and effective communicators in any language they pursue.

The study underscores the importance of a multifaceted approach to language learning, leveraging immersive environments, digital tools, and practical exercises tailored to each skill. It emphasizes that when learners engage in these activities within a structured framework—such as active listening in real-life contexts, speaking practice through conversational exchanges, reading a variety of texts, and writing exercises focused on clarity and coherence—their skills evolve in a complementary manner, resulting in a more well-rounded proficiency.

However, language learners often face obstacles, including the challenge of dedicating regular practice time, overcoming specific skill-based weaknesses, and maintaining motivation. This paper suggests that integrating these skills into a balanced routine, with customized methods that adapt to individual needs, can mitigate these challenges. Educators and self-directed learners can utilize targeted resources, including interactive language software, group discussions, and writing feedback platforms, to address learners' unique needs.

Drawing on case studies and empirical research, this study provides a strategic roadmap for structured LSRW skill development that is applicable to both formal educational settings and self-guided learning. Through consistent, balanced practice and adaptive strategies, learners can strengthen their language proficiency, better equipping them for diverse communicative demands in both personal and professional spheres. Ultimately, fostering a well-rounded command of LSRW skills cultivates not only linguistic accuracy but also the confidence and flexibility needed to navigate complex, real-world language use.

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Pedagogy for Promoting Creative Writing among Tertiary-Level Learners *“Treat your words nicely and they will take your far”*

Krati Sharma and Sarveen Kaur

Introduction

According to Jayapriya Durga and K. Sunganthi, “Learners at the tertiary level are expected to fulfil the needs of the course and excel in independent learning. However, some students aspire and find it difficult to make their learning independently”(35). Creative writing is a process of inventing or rather appealingly presenting your thoughts. The writer thinks critically and reshapes something known into something different and original. In the words of Achilov “A certain amount of creativity is required to prompt critical thought. Creativity and critical thinking together are aspects of “good” and purposeful thinking. Therefore, critical thinking and creativity can be considered as two sides of the same coin”(22)

In the present paper, efforts have been made to develop creative writing among ESL learners. The facilitator aims to expand the horizon and thinking of the learning, and not to make them mere bookworms. Learner Autonomy gives them an opportunity and insight to think beyond the given boundary and in this exercise the facilitator is trying to do the same.

Literature Review

Brown’s *Principles of Language Learning and Teaching* (2000) provides foundational insights into the role of creative exercises in language learning, particularly for ESL students. Brown suggests that integrating critical thinking and re-imaginative tasks into language instruction not only engages learners but also enhances cognitive

flexibility. This aligns with the present pedagogy, where students are encouraged to transform familiar words into novel expressions, fostering a deeper engagement with language as they progress from understanding to creating. Brown's work underlines the psychological and linguistic benefits of moving beyond rote learning, as creativity can empower students to utilize language in personal and meaningful ways.

Nation (2001), in *Learning Vocabulary in Another Language*, underscores the importance of vocabulary building in achieving language proficiency. Nation's research emphasizes that varied and well-integrated vocabulary skills enable learners to navigate complex language tasks, such as creative writing, more confidently. By focusing on exercises that expand learners' lexical resources, as in the present pedagogy's focus on adjectives and adverbs, educators can enhance students' expressiveness and ease in composition. Nation also highlights the cognitive processes involved in vocabulary acquisition, supporting the pedagogical use of word lists and lexical exercises to make learners more versatile in their use of English.

Carter's *Language and Creativity: The Art of Common Talk* (2004) examines the role of creativity in everyday language use and argues for its integration into language pedagogy. Carter's research suggests that engaging students in lexical creativity – where words are used in imaginative, unexpected ways – can deepen their language skills. By encouraging students to craft sentences or short compositions using selected adjectives and adverbs, as seen in the reviewed pedagogy, learners transition from passive vocabulary recall to active language manipulation. This lexical play enhances their ability to communicate nuanced meanings and builds their confidence in using English creatively.

Ferris and Hedgcock's *Teaching ESL Composition: Purpose, Process, and Practice* (2005) explores the benefits of peer review and collaborative feedback in language learning. They argue that peer feedback allows learners to gain multiple perspectives, enhancing their writing abilities and boosting their self-confidence. In the reviewed pedagogy, students present their compositions to peers, which aligns with Ferris and Hedgcock's findings on the value of interaction in building

language confidence. Such peer activities can be especially beneficial in ESL contexts, where learners may feel hesitant about their language skills. Constructive feedback from peers fosters a supportive environment, making creative language use a shared, rather than isolating, experience.

Krashen's *Principles and Practice in Second Language Acquisition* (1982) introduces the concept of the "affective filter" in language acquisition, which posits that lower anxiety and higher motivation facilitate language learning. Krashen's theories highlight the importance of self-expression and confidence in successful language acquisition, especially for ESL learners who may initially be apprehensive about creative tasks. By creating a space for learners to explore language in a non-judgmental, expressive way, as the reviewed pedagogy does, students can lower their affective filters, fostering a more positive relationship with the language. The creative exercises in this pedagogy directly address Krashen's ideas, helping students to use language as a tool for self-expression rather than as a barrier.

Richards and Schmidt's *Longman Dictionary of Language Teaching and Applied Linguistics* (2010) discusses the significance of lexical choices in language learning, particularly how the use of descriptors like adjectives and adverbs enriches written expression. Their work highlights the cognitive processes involved in selecting words that match the intended meaning, an essential skill in creative writing. By guiding students to use adjectives and adverbs in crafting creative compositions, the reviewed pedagogy encourages lexical precision and creativity. This approach aligns with Richards and Schmidt's insights, showing that creative manipulation of vocabulary not only aids linguistic development but also fosters an appreciation of the expressive potential of language.

When applied to the core ground of Pedagogy here the teacher is not there to teach any prescribed syllabus outline. He is there as a catalyst to cause the alchemy of creative reflexivity. His job as a facilitator is to successfully effect the transition from simple lexical items, especially adverbs and adjectives to short creative compositions of their own.

Methodology and Classroom Experiment

In the present paper, facilitator exercise a pedagogy where the learners come out from their cocoon thinking and use the words creatively. In this activity the focus of the study was to enhance and engage the learners creative writing ability through critical thinking and also motivated learners autonomy in the learning process. The 3C's Creative, Critical thinking and Collaborative skills were taken for the study to improve the learners' autonomy in their learning process.

Words play a dynamic role if we give them enough space to be creative and use words to easily give birth to new forms of language learning. Moreover, words have the potential to float, give meaning, and substantiate the ideas conceived by learners' minds. It not only helps in building up vocabulary but also provides instant material to read and analyze the words with altogether a new perspective.

Here the purpose of the paper is two-fold: multifold.

1. To make the learners explore his/her vocabulary resources (adjectives & adverbs) frequently used by them in their context.
2. To give his/her some measure of confidence in his linguistic ability.
3. To draw him out of his set grouse of looking at language and words in particular, which would help the learner use the words creatively and not a mere demonstration of his ability to construct a statement. The focus is on an exploration of the connotative words of lexical items.
4. To explore, create and innovate.
5. To engage them in the creative process and to make them more competent as creative users of language resources.
6. To use English as a tool of communication and thread of expression through creative writing exercises.

Following are the stages put in the form of a classroom exercise used as a pedagogy of creative writing conducted in a class comprised of 20 students of II years undergraduate. Where, in the class of 60 minutes, the first 10 minutes are given to the students to come up with their list of

words, and the rest 50 are engaged in choosing, farming, and sharing of composition during the session, ending with giving a boost to the creative urge of the learners by the facilitators.

1. In the First stage, of all the facilitators will ask the students to write some words. The numbers can be three to five. Learners should be specified to write adverbs, adjectives avoiding nouns, and verbs.
2. Second, stage of class them in tradition. The teacher makes the list of words and displays the list of words of adjectives and adverbs thus collected from the learners on the blackboard while maintaining their secret by not telling the learners which words belong to whom.

List of Adjectives			
Soul	Charming	Gigantic	Fate
Enchanting	Luck	Helpless	Narrow
Smart	Beautiful	Soft	Happy
Space	Destiny	Faithful	Heart
Innocence	Hollow	Clever	Swift
Fresh	Incredible	Doubtful	Proud
Insatiable	Sequences	Light	Hate
Strong	Tender	Glamorous	Melodic
Handsome	Fragile	Love	Precious

List of Adverbs			
Successfully	Amicably	Dauntlessly	Profoundly
Early	Equal	Eternally	Anhwhere
Gaily	Enough	Carelessly	Leisurely
Loyalty	Less	Briskly	Densely
Covertly	Calmly	Jauntily	Fairly
Nearly	Lovely	Densely	Gladly
Affectionately	Grimly	Genuinely	Loudly
Roughly	Eternally	Enjoyable	Dreamily
Scholarly	Bravely	Briskly	Gradually

3. Having a pedagogy intervention the facilitator identifies ten adjectives and ten adverbs from the list displayed on the board and asks the learners to use any three of five adjectives and three of five adverbs

to create their compositions. This pedagogy is the one where the facilitator encourages the learners to use their creative urges rather than using words as mere mechanisms.

'List of chosen words by the facilitator'

List of Adjectives			
Soul	Charming	Gigantic	Fate
Enchanting	Luck	Helpless	Narrow
Smart	Beautiful	Soft	Happy
Space	Destiny	Faithful	Heart
Innocence	Hollow	Clever	Swift
Fresh	Incredible	Doubtful	Proud
Insatiable	Sequences	Light	Hate
Strong	Tender	Glamorous	Melodic
Handsome	Fragile	Love	Precious

List of Adverbs			
Early	Equally	Eternally	Anywhere
Successfully	Amicably	Dauntlessly	Proud fully
Anxiously	Boldly	Cheerfully	Coldly
Gaily	Enough	Carelessly	Leisurely
Loyalty	Less	Deeply	Finally
Covertly	Calmly	Jauntily	Fairly
Nearly	Lovely	Densely	Gladly
Affectionately	Grimly	Genuinely	Loudly
Roughly	Simply	Enjoyable	Dreamily
Scholarly	Bravely	Briskly	Gradually

4. In this way in this stage readymade ideas and matters are available to learners and they are active in this process. Here the ideas are in half-backed condition. The learners have to give them some readable shape by using their linguistic abilities in creating a composition of their own is about 30-80 words. This is an interesting stage where they have to give their creative urges a tempo to meet with the given end. The result can be a couplet or stanza.

Samples of the Outcome

Example: -

- A strong mind is innocent too,
That gives space to every small thing
Which is full of charm.
 - I wish to have the charm
To use the mind without a qualm
And be given the space
Keep my innocence but
The charm and innocence of the child.
 - Strong is the mind
Who can find
The distance and space that grind
The charm and innocence of the child.
 - The strong mind
Finds it difficult
To give space to innocence
The charm of innocence is stronger than the mind.
 - Your innocence beautifies my space
I always grab in your charm
That swings my strong mind.
 - Your innocence is that charm
That makes my mind strong and gives me
Space even engulfs the wrong.
5. The fifth stage prepares the learners to read out their creative compositions in front of other learners. This phase is very important for learners as they need encouragement from others, especially from their peer group.

This exercise can be used to develop the sensitivity of the learners. This is an exercise where the learners will learn the art of appreciation by giving their reactions, collecting responses, and asking queries in the form of decisions. The facilitator has to observe their comments and conclude each composition with his/her precise and concrete observations. This will help to understand their strong coming to a writer. By performing these exercises there are so many advantages one can find in the learners.

With this confidence, students will develop themselves. This is the best way to make them confident in the second language learning and composition. As the composition is a distance of many learners all learners are part of a creative activity and have different creative performances. The facilitator is making them use words creatively.

Also to improve their prose listening, this is one of the exercises where learners increase their capacity and potential to listen. It is the way to be active listeners and attentive learners.

There is one question that arises how their imagination can be polished by adding creativity? One of the ways where the facilitator polishes and adds shine to learners' imagination is by making them use these tools in their hands. This exercise will not only help the learners to make their words their own but also make them feel confident about handling a second language.

These activities have developed the following in the learners.

- It removes their fear of using the second language. They became confident in using the words creatively.
- It will help them understand that they have a 'creative spark' in them.
- Learn the art of appreciation which is very important.
- Learn composition skills.
- Learn to share their creations.

As beauty lies in the beholder's eye, creativity lies in the beholder's mind. So, polishing the mind of the learner through creative exercise could be one of the good and successful exercises during the class. This pedagogy helps the student with his self-assessment of the progress they make in their course of study.

By conducting such creative classroom exercises facilitator can be a source of great help to hone communication skills in learners. (In English)

Conclusion

According to Jayapriya, " Learners learning patterns were helpful for their life long learning management" (45). The literature supports the pedagogical approach used in this study by validating the role of vocabulary building, lexical creativity, peer feedback, and self-expression in enhancing ESL learners' language proficiency. By drawing on these insights, this pedagogy encourages students to explore the English language in a creative and expressive way, ultimately boosting their confidence and skill in creative writing. This literature review establishes a strong theoretical foundation for the methods applied, affirming that creative writing exercises can be instrumental in developing both language competence and enthusiasm among ESL learners.

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Power Dynamics and Critical Discourse Analysis of a Select Indian English Short Film – ‘Life UnNoticed’

Rahul Thakare and Anil Ahire

Introduction

Cinematic Discourse & Discourse Analysis

If we proffer a short definition limiting ourselves to the domain of socio-linguistics, discourse is that unit of linguistic analysis which goes beyond a sentence or the text.

Cinematic discourse pertains to the analysis and discussion of film as an effective medium that communicates meaning, thoughts, emotions and ideas through audio-visual elements. Interestingly, short films have become one of the most powerful media for discussion on discourse. We have long back put aside the cinematic genre of long movies of more than two-hour long. The ‘Gen Z’ has even come down to a reel of thirty seconds!

Cinematic discourse felicitates research enthusiasts, scholars, and critics to have a deeper understanding of films, and share their perspectives, observe cultural aspects, elucidate the artistic features along with the other purposes like narrative technique, Characterisation, cinematography, sound, editing, and thematic exploration. It encourages critical discussions on how films communicate the human experiences and societal aspirations and achievements.

The aspects of cinematic discourse in the short film in the context of power dynamics has an important space in the present analysis. There is great connection between discourse and the interplay of dialogues that try to control one another’s power of making choices. In this

particular context, it would be pertinent to discuss certain core concepts viz. discourse, cinematic discourse, language beyond text, and aspects that affect holding and imposing of power.

Power dynamics is a key concept in critical discourse analysis (CDA). It is a framework that studies how discourse, characters, language and communication shape and are shaped by social power relations. CDA explores the way these relations influence the construction and interpretation of texts, and most importantly, how they strengthen and challenge existing social structure and norms.

Research Methodology

The film is the primary source of data. However, methods discussions, interviews, observations, surveys and questionnaires have much more scope. Data has been collected from the film which has visuals, movement, music, colour combinations, live characters, their body language and above all, the most authentic source, language i.e. dialogues.

The source of data in this research is script of the film 'Life UnNoticed'. Reviewing the script helped watching the movie multiple times and analysing it.

The utterances that contain power relation discourse among all the characters.

Data Collection

- a) Watching the film 'Life UnNoticed' to identify various aspects CDA.
- b) Reading the film script many times to identify implicit meaning.
- c) Selecting various aspects for the analysis.

Data Analysis

- a) Dividing data into different aspects for analysis.
- b) Making an interpretation or meaning of the data.

- c) Collecting some data and supporting information to analyse the meaning of the data (such as books, internet, articles and any other information that was relevant to the researcher's study).
- d) Analysing the data using critical discourse analysis with the theory from Woffitt (2005) and Van Dijk (2009) focuses on power relation discourse.
- e) Drawing conclusion based on the analysis of the data.

Power Dynamics

Power Dynamics is invariably one of the most dominating elements of Critical Discourse Analysis. Power dynamics in its natural environment means attempt to influence or take control over the other person's capacity to make free choices. There are three key components of power dynamics. The first component deals with power holder and power receiver where both try to manipulate each other. The second element corresponds to the attempt to attain selfish goals at the expense of others. The third relates to the depletion of physical and mental health due to power dynamics.

If we analyse closely, the core theme of the short film 'Life UnNoticed', it moves around the concept of power dynamics and follows all the three components in more or less effective way. The power dynamics in the story oscillates between the two main characters. Though the domination remains at the protagonist, the hero, it is certain that she is right and invariable the pendulum of power will shift to her side. Of course, family, friends and other factors in the story help the action being taken towards the desired denouement. Both the main characters in the story are power holder and receiver at particular points of time. The second element is also present as the heroine tries to achieve her desired goal at the expense of the adamant behavior of the protagonist. As for the third component, we can see that there was a depletion of the mental health of the hero. Both the characters, with their turn taking, try to establish and challenge the authority.

In this way, the power dynamics operates throughout the film and dominates.

Core Concepts Concerning Power Dynamics in CDA

Discourse, Language and Text

There are certain key aspects we will be focusing on and discuss in detail, especially in the context of cinematic discourse, language and text.

- Impact of Power Dynamics on discourse and text in cinematic discourse.
- Contribution of '*non-linguistic language*' and Non-linguistic methods to discourse analysis and cinematic discourse (short film).
- Dominance of linguistics in a multimodal analysis.
- Discourse beyond language.
- Role of the Speech Acts in the Critical Discourse Analysis of a Short Film.

Use of Cinematic Discourse and Power Dynamics

'Life UnNoticed' carries out the use of Power Dynamics in a Cinematic discourse in the best possible way. It displays how power balance swings from one character to the other in the most effective way. Cinematic discourse is the study of social and cultural communicative process characterised by the complex combination of lingual and non-lingual structural elements in the cinema. Cinematic discourse contains heterogeneous systems like verbal (dialogue), non-verbal (facial expressions, postures and gestures) and non-lingual cinematic presentations (music, cinematography, etc). Cinematic Discourse is the culmination of an integrated design of these semiotic systems. Each element has its own inseparable place and unique contribution in interpreting the cinematic theme or meaning. We have all these elements present throughout the film.

Multi-modal Discourse Analysis

Multimodal discourse analysis anticipates an approach to discourse which mainly focuses upon how meaning is derived at through the application of multiple modes of communication as against the use of language

alone. Through 'Life UnNoticed' this task becomes all the more effective and easier. Most of the time during their non-conversational state, their body language is what speaks to us. The core purpose of the present research is to analyse how short film in today's digital era serves as the best way to understand power dynamics and Critical Discourse Analysis. The 'text' in a short film shapes the social sensibilities and arrives at a direct or indirect message. The application of multi-modal approach will help us more with the understanding.

Non-linguistic Language

Non-linguistic language, along with other features such as proxemics, paralinguistic features-tone, pitch, volume etc. clothing and appearance, use of objects and props, and other technical devices, plays a pivotal role in the study of discourse analysis. These elements of the non-linguistic language contribute enormously in bringing about meaning to the characters' verbal expressions and establishing power relations. It would rather be appropriate to say these factors of the non-linguistic language help enrich the verbal communication. The looking of both the lovers in extreme earnestness but saying nothing, the style, their facial expressions, the choice of the colours of dresses, their sitting arrangement and reactions given to the other character's dialogues all are significant features of non-linguistic language in the power dynamics through cinematic discourse and add flavor to the overall impact.

Discourse beyond Language

Discourse analysis, in a conventional sense, studies the 'text' of the discourse, however, as Allen and Barbara Pease in their book 'Body Language' claim that 53% of what we speak is perceived through the non-verbal clues rather than the verbal expressions. If this is to be considered true, we must say that to critically analyse a short film we must go beyond the 'text' of the film. Hence, we must say that discourse goes beyond the language part and helps critically bring out the desired explanation.

Role of the Speech Acts in the Critical Discourse Analysis of a Short Film

Speech acts function at an interesting and important level in the critical discourse analysis of a short film.

Critical Discourse Analysis (CDA) is an interdisciplinary approach to the study of texts, which views “*language as a form of social practice*” (Fairclough 1989: 20). Speech acts and Critical Discourse Analysis (CDA) are both extremely significant linguistic devices in linguistics in general and the cinematic discourse analysis in particular. They can be usefully and effectively applied to different forms of discourse, including short films. Following is the explanation of how speech acts and Critical Discourse Analysis (CDA) can be used together to analyse the relation between and relevance to cinematic discourse and power dynamics.

Speech Acts

Speech acts, as defined by the philosophers like J.L. Austin and John Searle, refer to various actions performed through language. These speech acts are categorized into three main types:

Locutionary Act: Locutionary Act speaking plainly, refers to the literal meaning of the utterance.

According to the Speech-act Theory, “a locutionary act is the act of making a meaningful utterance”, J. L. Austin, ‘How to Do Things With Words.’ (1962). While American philosopher John Searle offered the ‘propositional act—the act of expressing a proposition, “Speech Acts: An Essay in the Philosophy of Language” (1969).

Illocutionary Act: According to Austin in Paltridge’s book, The Illocutionary act is hidden meaning that is connected with the speaker’s intention (2006:55). It is matched with another view of Austin in Searle’s book that ‘Illocutionary act is the utterance of words which has certain force’ (2007:3). This act refers to the intended meaning or purpose behind the utterance (e.g., asserting, questioning, commanding).

Perlocutionary Act: This speech act refers to the effect or response the utterance has on the listener.

Every conversation is, at conscious or subconscious level, an attempt to dominate the other partner. The context may be professional, social, personal and so on. In our day to day communication we refer to certain expressions where the intended meaning is altogether different from the literal meaning. In cinematic discourse the illocutionary force is more significant and dominant as it has limited length and it tries to express more in shortest possible words. Figurative language and sarcastic expressions come handy and are used effectively. They also include non-verbal acts, gestures, and expressions.

Before the actual implementation of the application of speech acts it would be pertinent to discuss the theme of the short film 'Life UnNoticed'.

The Theme of the Film 'Life UnNoticed'

'Life UnNoticed' is an enlightening and interesting short film. Though it does not provide anything novel or unique in its theme, it certainly gives a great amount of material for intellectual social discussion-food for thought! The theme of the movie revolves around themes relevant to today's youth.

The short film has two main characters and other minor ones. The physical setting of the film is primarily the office of a corporate company and partially Aadhya's home. Most of the action takes place in the office. The exact designations of the employees are not known. Apart from being in a professional relationship, they are in love relation as well. Spoorthi, the girlfriend, works in the same office. Aadhya is a young man who is excessively committed to his work. The story starts when it is Spoorthi's birthday and Aadhya forgets it. She was on leave but has specifically come to meet him. The tension and conflict are built up slowly but gradually as there seems a deadlock after his denial or inability to spend time with her that day due to being overburdened. The beginning hints at the indifferent attitude of the hero towards human

relations and more inclination towards work. Slowly but gradually their relationship reaches at a point of breaking up. He does not notice it and thinks Spoorthi is being adamant as usual and ignores. However, he does not realise that the same thing is being repeated in all his relationships. His mother, father, sister and even friends realise it except him. A point comes in the story where he finds himself unnoticed! At the end when he realises it, he thinks he has lost it all. It is his birthday and Spoorthi turns up with gift and flowers. The irony lies in the fact that it was her birthday and not only he had forgotten but also didn't take out time to spend with her she desperately wanted. He admits his mistakes and things are on track now.

Aadhya was lucky enough to have people who would hold him intact Everyone may not be.....! The lesson we learn is that if you do not notice life (people), life will 'unnotice' youand life unnoticed is worst living.....!

Application of Speech Acts in Critical Discourse Analysis

Study of various Societal Aspects

Critical Discourse Analysis (CDA) focuses on the social contexts, power dynamics, and ideologies, within which the discourse occurs. It aims to reveal the hidden meanings, power structures, and social norms encapsulated in the text. It focuses more on the real emotions, feelings, intentions, meanings and whatever is in mind which can be known from the socio-linguistic perspective.

Every society has certain social norms that are expected to be followed for the smooth social conduct and to be considered a sane individual. The most important aspect of human life – human relationships is hampered. The central action of 'Life UnNoticed' is dominated with this aspect. The definite conclusion at the end of the film offers us so many aspects to ponder over. The most dominant of them is the social angle of interpersonal relationship. If a relationship is mutual, it requires reciprocity of love and care. Another significant aspect is the choices, compromises and decisions that both the characters have to make.

Irrespective of being mutual, the relationship has different aspects like power dynamics, man-woman relationship, cut throat competition and so on.

Dialogue Analysis: The core of any cinematic discourse analysis is the analysis of the dialogues. They are the agents of action. The dialogues of 'Life UnNoticed' are so subtle and relevant that they create the desired impact over the audience. There is a lot of sarcasm in the 'text'. Interestingly, the dialogues are as per the demand of the situation and follow all the perlocutionary effect. There is assertion, there is questioning and demanding, making requests and we have commanding as well.

For example, the very first scene when Spoorthi suggests to go out he says,

"Calm down Spoorthi why are you getting upset for such small things, I just said we'll have the same plan on the weekend."

Her Sarcastic remark is very emphatic and marks the core difference in the ideologies, she says,

"Life is just not on weekends. You have to laugh when you feel like laughing and cry when you feel like crying. You can't just say this moment I am busy I will make time to cry later or maybe I will laugh later. Remember happiness should be by situations and not by schedules" There is sarcasm, irony and emotions in the expressions.

As the very base of the theme is conflicting perceptions of life, the most dominant part is the questioning and demanding. However, the questions go beyond being formal and take a turn towards rhetoric and helplessness. Following questions by Spoorthi indicate the same:

'Now that you're done with your meeting can we go out?'

The dialogues, *'we will surely go after ...'* And *'can we have the same plan on the weekend Spoorthi?'* by Aadhya are nothing but promises.

Apart from these, the very exchange of expressions is full of requests and denials.

Non-Verbal Communication: The impact of semiotics is most important in communication and especially in a short film as it complements the verbal expressions. It includes non-verbal cues like body language, facial expressions, and gestures. The characters in the movie display various gestures, postures and facial expressions along with certain actions that are extremely meaningful and add to the overall effect. The disinterested eye movement by Spoorthi, the indifferent looks by Aadhya, the intermittent looks by both, his lack of interest in anything at home and the final monologue all contribute greatly to the theme. The facial expressions, eye movements and the hand gestures of all the characters contribute to the action and justify it.

Social Context and Ideological Analysis: Though 'Life UnNoticed' deals with emotional turbulences and conflicting beliefs, it closely deals with the social and cultural ideology and succeeds in making us think deeply over social values and personal ethics. The love relationship, staying together in spite of differences, the socio-cultural acceptance and trying to attain personal but non-selfish motives from both the ends acquaint us with the socio-ethical base.

Conclusion

Power Dynamics: Critical Discourse Analysis unavoidably studies power dynamics. Power dynamics in its natural environment means attempt to take control over the other person's capacity to make choices. There are three components of power dynamics. First, there is a power holder and power receiver where both try to manipulate each other. Second, trying to attain selfish goals at the expense of others. Third, depletion of physical and mental health due to power dynamics.

If we analyse closely, the core theme of the short film 'Life UnNoticed' moves around the concept of power dynamics. The lover in the story is the power holder and the beloved is receiver and at another point the situation is reverse. While Aadhya tries to manipulate through his taken for granted attitude, Spoorth uses the power of persuasion to achieve her love relationship. At the end when the situation doesn't seem

favourable, Spoorthi proactively but successfully makes last attempt. Both the characters, with their turn taking, experience depletion of mental health and try to establish and challenge the authority.

In this way, the power dynamics operates throughout the film and dominates.

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Role of Mother Tongue in Learning English as a Foreign Language

Jayesh and Devendra Singh

Introduction

The process of learning a second or foreign language, particularly English, is influenced by numerous factors, among which the learner's mother tongue plays a significant role. While there is much debate on the role that the first language (L1) should play in English as a Foreign Language (EFL) instruction, the relationship between the mother tongue and the target language (English) is intricate and multifaceted.

The mother tongue often shapes cognitive processing, language transfer, and classroom interaction. In many educational settings, there is a tendency to either minimize or maximize the use of the mother tongue, depending on pedagogical preferences, beliefs about immersion, and linguistic environments. This paper seeks to analyze these diverse viewpoints and investigate how L1 can influence the acquisition of English, either as a scaffold for learning or as a hindrance to fluency and proficiency.

The role of the mother tongue (L1) in learning a second or foreign language (L2), particularly English, has been the subject of significant debate and research in linguistics, cognitive psychology, and education. Different theoretical perspectives shed light on how L1 influences L2 acquisition, each offering unique insights into the cognitive, sociocultural, and linguistic processes that occur when learners navigate between their first language and a foreign language.

Behaviorist Theory

The behaviorist approach to language learning, which was dominant in the mid-20th century, views language acquisition as a process of habit formation. According to this theory, the mother tongue could either aid or hinder the acquisition of a second language, depending on the similarities and differences between the two languages.

Behaviorists argue that positive transfer occurs when the structures of L1 and L2 are similar, allowing learners to apply their existing language habits to the new language. However, when L1 and L2 differ significantly, negative transfer-or interference-can occur. In this case, the habits formed in the mother tongue may lead to errors in L2, particularly in areas like grammar, pronunciation, and word order. For example, a speaker of a language with a Subject-Object-Verb (SOV) structure, such as Hindi, may struggle to adapt to English's Subject-Verb-Object (SVO) structure.

Although behaviorist views on language learning have been criticized for oversimplifying the complexity of linguistic and cognitive processes, the theory's emphasis on transfer still resonates in discussions of how the mother tongue can either facilitate or obstruct L2 learning.

Cognitive Theories

Cognitive theories, such as Stephen Krashen's Input Hypothesis and Noam Chomsky's Universal Grammar, focus on the mental processes involved in learning a second language. Unlike behaviorists, cognitive theorists argue that language learning is not simply a matter of habit formation, but rather an active process in which learners construct meaning based on their existing knowledge.

Krashen's Input Hypothesis, for example, suggests that learners acquire a second language when they are exposed to comprehensible input-language that is slightly above their current proficiency level. In this context, the mother tongue can serve as a bridge to understanding this input, particularly in the early stages of learning when learners may not have sufficient knowledge of the L2 to understand complex ideas. By

using L1 to clarify difficult concepts, teachers can reduce learners' cognitive load, allowing them to focus more on absorbing new language features.

Chomsky's Universal Grammar theory also offers a cognitive perspective on the role of the mother tongue. According to this theory, all humans are born with an innate ability to acquire language, and the principles of language are universal across all languages. The mother tongue, therefore, provides learners with a framework for understanding the rules and structures of other languages, including L2. This theory suggests that L1 is not just a source of interference, but a tool that can help learners make sense of the grammatical principles underlying the target language.

Sociocultural Theory

Sociocultural theory, based on the work of Lev Vygotsky, emphasizes the importance of social interaction and cultural context in language learning. In this framework, language is viewed not only as a cognitive tool but also as a means of communication and a way to participate in social activities. The mother tongue plays a critical role in mediating these interactions, particularly in multicultural and multilingual environments.

Vygotsky's concept of the Zone of Proximal Development (ZPD) highlights how learners can benefit from assistance—often in the form of their mother tongue—when working on tasks that they cannot yet perform independently in the target language. Teachers and more proficient peers can use L1 to scaffold learners' understanding of L2, helping them navigate complex linguistic structures and cultural nuances.

Sociocultural theorists argue that the mother tongue is essential in co-constructing meaning during social interactions, especially in classroom settings. For example, in group discussions, learners may switch between L1 and L2 to ensure mutual understanding and to collaborate on language-related tasks. This perspective challenges the idea that the mother tongue should be excluded from language learning environments

and instead sees it as a valuable resource for building linguistic and cultural competence.

Interlanguage Theory

Interlanguage theory, introduced by Larry Selinker, proposes that language learners create a unique linguistic system, called interlanguage, that reflects their progression toward full proficiency in the target language. This system is influenced by both L1 and L2, and it evolves as learners continue to receive input and practice in the target language.

According to this theory, the mother tongue plays a dual role in language learning. On one hand, it can contribute to positive transfer, where learners successfully apply L1 knowledge to L2. On the other hand, it can also lead to negative transfer or fossilization, where incorrect language patterns become entrenched in the learner's interlanguage. For example, if a learner consistently applies L1 rules to L2 (such as using incorrect word order), these errors can become permanent features of their language use.

Interlanguage theory emphasizes the dynamic and fluid nature of language learning, where L1 and L2 are constantly interacting. It acknowledges that errors are a natural part of the learning process and that the mother tongue is an integral part of this process.

Contrastive Analysis Hypothesis

The Contrastive Analysis Hypothesis (CAH), developed by Robert Lado, posits that the similarities and differences between the learner's mother tongue and the target language can predict areas of difficulty or ease in language learning. This hypothesis suggests that learners will find it easier to learn elements of L2 that are similar to their L1, while areas of linguistic difference will be more challenging.

While the CAH has been criticized for not accounting for all types of language learning errors, it underscores the idea that L1 has a direct influence on L2 acquisition. The hypothesis has been applied in language teaching to help educators anticipate and address specific learning challenges based on the linguistic profiles of their students.

The Role of Mother Tongue in English Learning: Benefits

The role of the mother tongue in learning English as a foreign language has both practical and pedagogical benefits. Many scholars advocate for the strategic use of L1 as a cognitive and instructional tool, particularly in the early stages of language learning.

Scaffolding and Comprehension

One of the primary benefits of incorporating the mother tongue in EFL classrooms is scaffolding, a concept originating from Vygotsky's Zone of Proximal Development (ZPD). Teachers can use L1 to explain complex concepts in English, allowing learners to grasp the meaning of difficult terms without frustration. This scaffolding can expedite comprehension, especially in beginner-level classes, where students may not yet have the linguistic competence to understand abstract or challenging content entirely in English.

Cognitive Transfer

Positive transfer from the mother tongue to English learning is another key benefit. Many linguistic structures, vocabulary items, and pragmatic rules in the mother tongue can be transferred to English, aiding in faster acquisition. For example, learners whose mother tongue belongs to the same language family as English (such as Germanic or Romance languages) might find it easier to grasp certain grammatical structures vocabulary due to the overlap between the languages.

Emotional and Psychological Support

The emotional and psychological impact of using the mother tongue cannot be understated. Language learning is often a daunting process, and permitting the use of L1 in the classroom can alleviate anxiety and increase confidence. When learners are allowed to use their first language in conjunction with English, they may feel more secure and less overwhelmed, thus facilitating more effective learning.

Clarifying Instructions and Reducing Miscommunication

Especially in early stages of learning English, the mother tongue can play a crucial role in clarifying instructions and reducing miscommunication. In classrooms where learners are grappling with basic English, the use of L1 ensures that they fully understand what is being asked of them. This can be particularly important in task-based or communicative language teaching environments, where clear understanding of tasks is essential for language practice.

Challenges of Relying on the Mother Tongue in EFL Learning

Despite the many advantages, there are challenges and potential drawbacks associated with the use of the mother tongue in learning English. Over-reliance on L1 can inhibit full immersion and may slow down the development of language proficiency in English.

Inhibition of English Fluency

A major criticism of relying on the mother tongue is that it may inhibit the development of English fluency. If learners are consistently allowed to revert to their L1, they may fail to engage fully with English, reducing the amount of exposure and practice they need to develop automaticity in English. This is a key concern in immersion-based and communicative language teaching methodologies, where the emphasis is on using the target language as much as possible.

Negative Transfer and Fossilization

While positive transfer can aid language acquisition, negative transfer (also known as interference) can cause persistent errors in learners' English. Structures that differ between L1 and English, such as word order or tense usage, can lead to mistakes that become ingrained if not corrected early on. In some cases, this can result in fossilization, where errors become a permanent part of the learner's language system.

Pedagogical Limitations

In multilingual classrooms, where learners come from diverse linguistic

backgrounds, the use of a single mother tongue is impractical. Teachers may not share the same L1 as their students, or there may be several different first languages represented in the classroom, making the use of L1 less feasible as a general teaching tool. In such cases, an English-only approach might be more equitable and effective.

Pedagogical Approaches: Striking a Balance Between L1 and L2

Given the complex role of the mother tongue in EFL learning, finding a balanced approach that maximizes the benefits of L1 while minimizing its drawbacks is crucial. The following pedagogical strategies have been proposed to achieve this balance:

Selective and Strategic Use of L1

Many educators advocate for a selective and strategic use of the mother tongue in the EFL classroom. This means using L1 for specific purposes, such as explaining difficult grammar, clarifying vocabulary, or giving instructions, while ensuring that the majority of classroom interaction takes place in English. This approach helps learners comprehend complex material while still providing ample opportunities to practice and develop English proficiency.

Code-Switching as a Learning Tool

Code-switching, or alternating between L1 and L2 within a single conversation or lesson, can be a powerful tool for language learning. Studies have shown that code-switching can enhance cognitive flexibility and metalinguistic awareness, helping learners to see connections between their mother tongue and English. When used judiciously, it can aid in learning vocabulary, grammar, and pronunciation by contrasting and comparing the two languages.

Task-Based Learning with L1 Support

Task-based language learning (TBL) emphasizes using English to complete meaningful tasks, but L1 can be used to support learners in understanding and carrying out these tasks. For example, teachers might

allow brief discussions in the mother tongue to clarify complex tasks before transitioning to English for the task itself. This ensures that learners understand the task requirements while still focusing on English production.

Bilingual Instruction in EFL Contexts

In certain contexts, bilingual instruction may be the most effective approach, particularly in regions where English proficiency is low, and learners benefit from instruction in both their mother tongue and English. This approach can gradually increase the amount of English used in the classroom, while still providing the support of the mother tongue during the early stages of language learning.

Case Studies: The Role of Mother Tongue in Diverse EFL Contexts

To delve deeper into the impact of the mother tongue in learning English as a foreign language, we examine case studies from various linguistic, cultural, and educational settings across the globe. These case studies illustrate how the use of L1 has been applied in different EFL contexts, shedding light on both its advantages and challenges.

China: L1 as a Scaffolding Tool in EFL Classrooms

In China, English is taught as a foreign language in a wide variety of settings, from primary schools to universities. Due to the significant linguistic and cultural differences between Mandarin Chinese and English, students often struggle with acquiring proficiency in English, particularly in the early stages of learning.

Research conducted in Chinese EFL classrooms has shown that the use of Mandarin as a scaffolding tool in beginner and intermediate levels can enhance students' comprehension of difficult grammatical structures and vocabulary. Teachers often employ Mandarin to explain abstract concepts, provide cultural context, and clarify instructions, especially when working with students who have limited exposure to English outside the classroom. In this context, the mother tongue serves as a cognitive

bridge, enabling learners to grasp complex linguistic material more effectively.

However, this reliance on L1 can also lead to over-dependence, where students may default to Mandarin even when they have the capacity to express themselves in English. This has led some educators to adopt a more restrictive approach, encouraging greater use of English as students advance in proficiency. The key challenge is determining the optimal balance between L1 and English use, so students can benefit from the cognitive support of their mother tongue without hindering their fluency development.

Spain: Code-Switching in Bilingual Education Programs

In Spain, particularly in regions such as Catalonia and the Basque Country, bilingual education programs that incorporate both the regional language (e.g., Catalan or Basque), Spanish, and English have become common. In these programs, code-switching between L1 (either Catalan or Basque), Spanish, and English is frequently observed. Research in this area has shown that code-switching helps students make connections between the languages, enhances their metalinguistic awareness, and supports vocabulary acquisition.

For example, in Catalonia, where Catalan is the mother tongue for many students, English is introduced early in the curriculum alongside Spanish. Teachers strategically use code-switching to highlight linguistic similarities and differences between the three languages, allowing students to draw on their knowledge of L1 and Spanish to facilitate English learning. This approach has proven to be effective, particularly in helping students navigate grammatical structures that differ significantly between the languages.

While this method leverages the cognitive benefits of multilingualism, some researchers argue that excessive code-switching may dilute the immersive English environment, particularly in contexts where English exposure is already limited. Balancing the use of L1 and L2 becomes a crucial pedagogical consideration in bilingual education systems.

Saudi Arabia: The Role of Arabic in Learning English

In Saudi Arabia, English is widely taught as a foreign language in both public and private schools, as well as universities. Due to the significant linguistic distance between Arabic and English, many Saudi learners face difficulties in mastering English pronunciation, grammar, and vocabulary. Teachers often use Arabic as a means of explaining complex ideas and ensuring that students understand key concepts.

In many Saudi classrooms, Arabic is used strategically to explain abstract grammatical structures that do not have direct equivalents in Arabic, such as certain verb tenses or sentence patterns. Teachers also use the mother tongue to provide translations for vocabulary items that may be unfamiliar or difficult to understand in English alone.

However, some critics argue that the heavy reliance on Arabic in Saudi EFL classrooms can inhibit students' ability to think in English and develop fluency. To counter this, more immersive methods, such as the direct method or communicative language teaching (CLT), are being explored, where Arabic is minimized in favor of English-only instruction. Nevertheless, in classrooms where students have limited exposure to English outside of school, the mother tongue continues to play a vital role in scaffolding learning and ensuring comprehension.

India: Multilingualism and the Use of Regional Languages in English Learning

India presents a unique context for studying the role of the mother tongue in English language learning due to its linguistic diversity. With over 21 officially recognized languages and hundreds of regional dialects, the use of L1 in English language classrooms varies significantly across different states. In many Indian schools, English is taught alongside the regional language (such as Hindi, Tamil, or Bengali) and is also often the medium of instruction in higher education.

In Indian classrooms, teachers often switch between English and the regional language to clarify instructions, explain grammatical points, and discuss cultural aspects of English texts. The multilingual background

of many Indian students means that they are adept at managing multiple languages simultaneously, and code-switching is a common phenomenon in the classroom. This ability to switch between languages allows students to access English in a way that feels less alienating and more relatable.

The challenges in this context arise from the wide linguistic diversity present in a single classroom, where students may come from different L1 backgrounds. Teachers must find ways to accommodate various mother tongues while ensuring that English remains the focus of instruction. Additionally, the presence of multiple languages can sometimes lead to confusion, particularly when students try to reconcile linguistic differences between their mother tongue and English.

Finland: Translanguaging in EFL Education

Finland, renowned for its high-performing education system, has adopted an approach known as translanguaging in its EFL classrooms. Translanguaging refers to the process of using all of a learner's linguistic resources, including their mother tongue, in a flexible and dynamic way to enhance learning. In Finnish classrooms, students are encouraged to use Finnish alongside English to explore new concepts, solve problems, and discuss ideas.

Translanguaging allows Finnish students to approach English learning from a place of strength, drawing on their existing knowledge of L1 to facilitate understanding and communication. This approach also fosters a sense of inclusivity and acknowledges the value of students' linguistic backgrounds, rather than treating English as a separate and isolated entity.

However, as with other approaches that incorporate the mother tongue, there is a risk that over-reliance on L1 could slow the development of English fluency. Finnish educators aim to strike a balance between using Finnish as a resource and maintaining English as the primary language of instruction, particularly as students progress to higher proficiency levels.

Implications for EFL Instruction and Policy

The role of the mother tongue in learning English as a foreign language has important implications for both instructional practices and language education policy. As seen in the case studies, the use of L1 can provide valuable cognitive, emotional, and pedagogical support in the early stages of language learning. However, the challenge lies in finding the right balance between leveraging the mother tongue and fostering an immersive English learning environment.

Teacher Training and Professional Development

Teachers play a crucial role in determining how and when the mother tongue is used in the classroom. As such, teacher training programs should equip educators with the knowledge and skills to use L1 strategically, ensuring that it enhances rather than hinders English language acquisition. Professional development workshops could focus on effective scaffolding techniques, code-switching strategies, and methods for transitioning from L1 to L2 over time.

Curriculum Design and L1 Integration

Curriculum designers should consider the linguistic backgrounds of learners when developing EFL programs. Incorporating L1 into the curriculum, especially at the beginner and intermediate levels, can help students build a strong foundation in English. However, as students advance, the curriculum should gradually shift towards more English-only instruction, encouraging greater fluency and proficiency.

Language Policy in Multilingual Classrooms

In multilingual classrooms, where students come from diverse L1 backgrounds, language policies should promote inclusivity while ensuring that English remains the focus of instruction. One possible approach is the adoption of a flexible language policy that allows for the use of multiple languages during certain classroom activities, such as group discussions or vocabulary explanations, while maintaining English as the primary medium of instruction.

Conclusion

The mother tongue plays a complex and multifaceted role in learning English as a foreign language. It can serve as a powerful tool for scaffolding, cognitive support, and emotional reassurance, particularly in the early stages of learning. However, over-reliance on the mother tongue can hinder the development of fluency and may slow down the acquisition of English.

The key to successfully integrating the mother tongue in EFL instruction lies in striking a balance between L1 and L2 use. Teachers must be trained to use L1 strategically and effectively, ensuring that it facilitates rather than impedes the learning of English. Additionally, language education policies should be flexible enough to accommodate the diverse linguistic backgrounds of learners, while still promoting English proficiency.

Ultimately, the role of the mother tongue in EFL learning is not a question of whether it should be used, but how it can be used most effectively to support learners on their journey to becoming proficient in English. By understanding the cognitive, linguistic, and cultural dimensions of L1's influence, educators can create more effective and inclusive learning environments for EFL students worldwide.

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A Flow –Octalysis Gamification Framework for Tertiary and Tribal Learners: A Scientific Study

S. Rajendran and D. Joy Christina Sara Jayakodi

Introduction

The learning of L2 plays a pivotal role in the academic and professional advancement of students. For tribal learners, particularly those from Tamil medium backgrounds, the challenges of fluency in English as an L2 are compounded by socio-economic and educational barriers. In contrast, tertiary learners from more privileged backgrounds often have better access to resources that enhance their L2 learning experience. This paper explores the effectiveness of gamified, task-based language interventions in enhancing L2 fluency, with a special focus on tribal learners. The research builds on the Octalysis Framework of gamification, which focuses on human motivation, and incorporates Task-Based Language Learning (TBLL) to engage learners in meaningful, goal-oriented activities that promote fluency through collaborative and curious peer learning atmosphere.

Research Background

Language Learning Challenges for Tertiary and Tribal Learners

Tertiary-level tribal learners often face specific challenges in acquiring English as a second language (L2), largely due to limited exposure, socio-economic difficulties, and a lack of culturally responsive teaching methods. Ellis (2003) stresses that “meaningful communication in language tasks is essential for developing fluency,” yet tribal learners often lack such opportunities, resulting in lower motivation, confidence, and participation compared to non-tribal students. According to Deterding

et al. (2011), “gamification can benefit marginalized groups by fostering more engaging and inclusive learning environments,” offering a potential solution to these issues. However, there remains a significant gap in research on how gamification can be specifically tailored to meet the unique needs of tribal learners. This study aims to bridge this gap by introducing the Language Relay Program, a gamified, team-task-based intervention, designed to boost engagement, motivation and L2 acquisition among tribal learners.

The Role of Gamification in ELT

Gamification has become a powerful educational tool, enhancing learning by incorporating game mechanics into classroom activities. Chou’s (2014) Octalysis Framework highlights “eight core drives of human motivation—including achievement, creativity, and social influence”—which can be effectively utilized to increase learner engagement and retention. When applied to English Language Teaching (ELT), these principles make learning more interactive and relevant, especially for underrepresented groups like tribal learners. Egbert (2003) notes that creating a learning environment with “clear goals and immediate feedback” can induce a state of flow, leading to higher levels of student involvement. The Language Relay Program integrates these gamification principles, ensuring that the tasks address the motivational needs of tribal and slow learners while enhancing their L2 speaking skills. By aligning game mechanics with learning objectives, the program fills an essential research gap by exploring how structured gamification can uplift learners often marginalized in traditional educational frameworks.

Objective: This study critically analyses the Language Relay Program using the Octalysis Framework and Flow Theory to assess the impact of gamified, task-based methods on English skill development (LSRW) among tertiary learners, comparing tribal and non-tribal groups. It explores how core drives like creativity, achievement, and social influence enhance language outcomes, motivation, and confidence. Additionally, the study identifies challenges faced by tribal learners in gamified tasks and suggests strategies to make L2 instruction more inclusive for diverse learning needs.

Hypothesis: The integration of the Octalysis Framework and Flow Theory in gamified, task-based language learning significantly enhances LSRW skills, motivation, and engagement, with varied impacts across tribal and non-tribal learners.

Situation Rationale Analysis (SRA)

Since COVID-19, tertiary and tribal learners have become more prone to digital distractions, with extensive mobile use affecting their focus on essential English-speaking skills and overall learning performance. Traditional lecture-based methods often fail to capture their attention, while gamified, interactive environments—proven to reduce distractions and promote authentic communication (Deterding et al., 2011; Ellis, 2003)—are not widely accessible to these students. Tribal learners also face unique challenges, such as low confidence and limited exposure to English, which conventional, repetitive teaching approaches are ill-equipped to address.

Literature Review

The Octalysis Framework, developed by Yu-Kai Chou, identifies eight core motivational drives that can significantly enhance engagement and retention in language learning, especially among marginalized groups like tribal and tertiary slow learners (Chou, 2014). Additionally, Task-Based Language Learning (TBLL), as highlighted by Ellis (2003), encourages learners to engage with language through real-life tasks, promoting fluency and boosting confidence through meaningful communication. Research indicates that TBLL fosters more authentic language use among learners. Gamification further contributes to this dynamic, as studies by Deterding et al. (2011) reveal that incorporating game mechanics creates a motivating and interactive learning environment, particularly beneficial for underrepresented groups such as tribal learners. Complementing these approaches, Flow Theory emphasizes the importance of clear goals, immediate feedback, and balanced challenges in fostering a flow state that enhances engagement and learning outcomes (Egbert, 2003). Abbott (2000) links Flow Theory to motivation, noting that enjoyable and appropriately challenging tasks

can significantly increase learners' motivation and engagement in language learning.

Methodology

Participants

A total of 194 L2 learners participated in the Language Relay Program. These learners were divided into four distinct groups based on their educational background:

- 20% Tamil Medium Tribal learners
- 5% English Medium Tribal learners
- 70% other tertiary Tamil Medium learners from government schooling background
- 5% other Tertiary English Medium learners

The diversity in educational backgrounds allowed for an analysis of the varying impacts of the gamified intervention across different learner types, particularly focusing on their communication and speaking skill development in L2.

Research Design

The research employed a mixed-method approach, combining both quantitative and qualitative data to evaluate the effectiveness of the Language Relay Program. The intervention spanned **30 hours** and consisted of task-based gamified activities aimed at enhancing speaking skills. To collect quantitative data, a Google Form survey was administered post-intervention, while qualitative observations and feedback were recorded throughout the sessions to assess participant engagement, motivation, and performance.

Frameworks and Theoretical Approaches

Octalysis Gamification Framework

The Language Relay Program was designed using key elements from **Yu-Kai Chou's Octalysis Gamification Framework** to stimulate

learner engagement and motivation. The core drives incorporated into the gamified tasks included:

- **Drive 6: Scarcity & Impatience** – Tasks were time-bound to create a sense of urgency and push learners toward faster decision-making and language use.
- **Drive 7: Unpredictability & Curiosity** – The games were designed to be unpredictable, maintaining learner curiosity and attention throughout the tasks.
- **Drive 8: Loss & Avoidance** – Learners were motivated to avoid losing progress or rewards, which helped sustain their commitment to task completion.
- **Drive 3: Empowerment of Creativity & Feedback** – The tasks offered opportunities for creative expression and immediate feedback, which fostered learner autonomy and boosted confidence in language use.
- **Drive 4: Ownership & Possession** – Participants could track their progress through points and rewards, giving them a sense of ownership over their achievements.

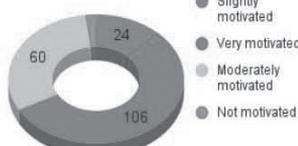
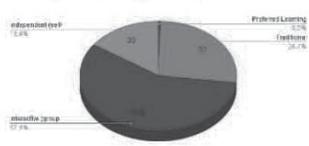
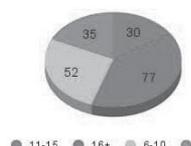
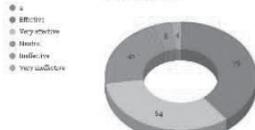
Flow Theory

MihalyCsikszentmihalyi’s Flow Theory was applied to ensure that each activity balanced the challenge with the learners’ skill levels. Tasks were designed to avoid being too simple, which could lead to boredom, or too difficult, which might cause anxiety. This balance aimed to keep learners in an optimal state of engagement or “flow,” wherein they could perform their best while enjoying the learning process.

Data Collection and Discussion

To integrate MihalyCsikszentmihalyi’s Flow Theory with Yu-Kai Chou’s Octalysis Framework, the research scholar with his unique contribution through the Language Relay Program has deeply depicted through a combined chart highlighting the “flow state” and the motivational drivers that support learners’ engagement and language acquisition. A Google form questionnaire was circulated to all the tertiary level and tribal

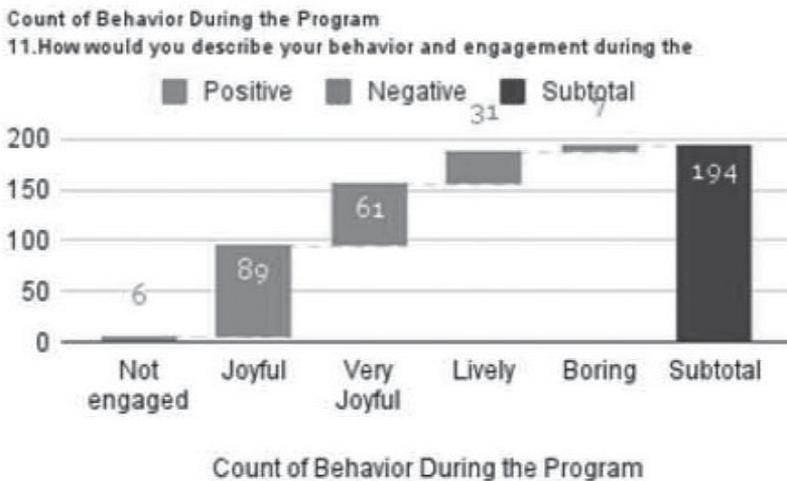
learners who participated. The questionnaire and the results are clearly indicated how they were motivated

S.No.	Questionnaire	Result
1.	Did the Language Relay Program motivate you to improve your English skill?	<p>Count of Motivation</p>  <p>● Yes ● Somewhat ● No</p>
2.	How would you rate your overall motivation?	 <p>● Slightly motivated ● Very motivated ● Moderately motivated ● Not motivated</p>
3.	Which type of learning environment do you prefer to enhance your speaking skill?	<p>Count of Preferred Learning Environment</p>  <p>Individual 10% Preferred Learning 52% Outside group 17% In-classroom 19%</p>
4.	How many new English words or phrases did you learn during the program?	<p>Count of Vocabulary Acquisition</p>  <p>● 11-15 ● 16+ ● 6-10 ● 1-5</p>
5.	Were you able to participate actively and freely in the Language Relay Program?	<p>Count of Participation</p>  <p>● No ● Yes ● Sometimes</p>
6.	How would you rate the overall effectiveness of the Language Relay Program in improving your English skill?	<p>Rate of Program Effectiveness</p>  <p>● 4 ● Effective ● Very effective ● Neutral ● Ineffective ● Very ineffective</p>

The survey results demonstrate the effectiveness of the Language Relay Program in improving English language skills and fostering a positive learning experience.

Motivation and Learning Environment: 100% of participants indicated that the program motivated them to improve their English, with 58.4% feeling “very motivated.” The majority (65.9%) preferred interactive learning environments like group discussions and games.

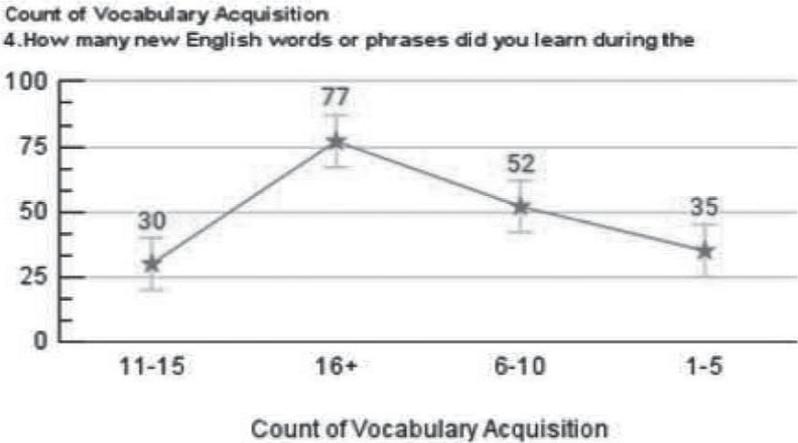
Skill Development and Confidence: The program significantly impacted speaking skills, with 55% of participants reporting the most improvement in this area. Furthermore, 43.3% felt “very confident”



speaking in front of others, suggesting the program successfully boosted public speaking confidence.

Program Impact and Engagement: A large majority (88.4%) rated the program as either “very effective” or “effective” in improving their English. Participants actively engaged with the program, as evidenced by 93.3% reporting they could “actively and freely participate” and 78.4% describing their behavior as “very joyful” or “joyful.”

Teamwork and Gamification: The program fostered positive team dynamics, with 85% of participants rating their teammates’ cooperation



as “excellent” or “good.” The gamified environment elicited positive emotions, with 48.3% feeling “confident” and 35% feeling “excited.”

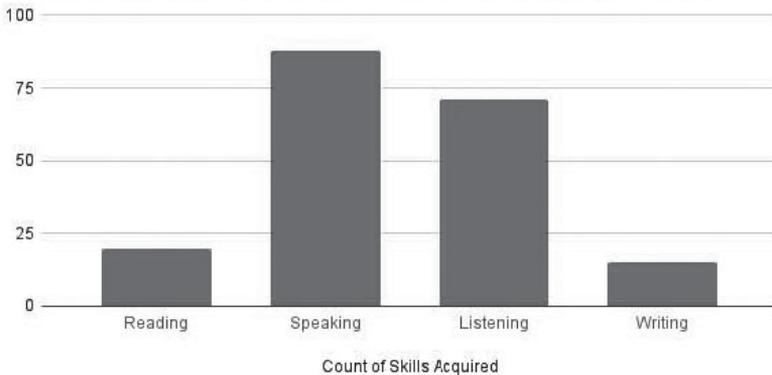
Vocabulary Acquisition: The program also facilitated vocabulary growth, with 48.3% of participants learning 16 or more new words and phrases.

Game Preferences: Among the games, “Passing on the story” was the most popular (45%), followed by “Look at the image and write” (36.7%). Overall, the survey numbers highlight the success of the Language Relay Program in motivating participants, improving their English skills, and creating an engaging and enjoyable learning experience.

The Language Relay Program effectively fills a significant gap in traditional learning methods by harmoniously blending Flow Theory with the Octalysis Framework. By focusing on gamified, team-oriented tasks, the program promotes deep language engagement while maintaining a flow state to enhance the overall learner experience. The Octalysis Framework ensures that a variety of motivational drivers are engaged, allowing the program to be tailored to the unique needs of each learner. This combination of frameworks not only increases adaptability but also provides a more dynamic and individualized approach to successful language Learning in LSRW Skills.

Count of Skills Acquired

8. Which skill did you improve the most during the program?



The chart clearly explains how both tertiary level and tribal learners have quickly improved their LSRW skill through the language program especially in speaking skill and the listening skill.

To conclude, the gamified, task-based Language Relay Program demonstrated its effectiveness in improving English-speaking fluency and boosting motivation among tertiary-level tribal learners, helping them to address challenges related to shyness and self-confidence in L2 communication. By incorporating the Octalysis Framework and Flow Theory, the program fostered an engaging, motivating environment that helped to bridge language fear-complex and psychological barriers divides between tribal and non-tribal learners, providing equal opportunities for language development. The noted improvements in LSRW skills, particularly speaking fluency, reveal the promise of gamification and collaborative learning in helping tribal learners to overcome longstanding barriers to language fluency. This study ultimately highlights gamified interventions as powerful educational tools that enable underrepresented learners to develop crucial L2 skills essential for both academic and professional success.

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The Impact of Digital Literacy on Legal Communication: An Analysis of Individuals Engaged in Legal Settings

Nidhi Kumari and Rajni

Introduction

In nowadays increasingly digital world, the potential to efficiently communicate and get admission to information on-line is critical, specifically inside criminal contexts. Legal communication encompasses the alternate of information among people and prison professionals, along with attorneys, judges, and courtroom personnel. As legal strategies evolve with era, the significance of virtual literacy—described as the capability to use virtual tools and systems to find, compare, create, and speak records—has grown considerably. Individuals engaged in legal settings, which include defendants, plaintiffs, and network participants, frequently rely upon virtual structures for critical legal sources, communicate with legal representatives, and expertise legal procedures.

Despite the essential nature of virtual literacy in facilitating effective felony conversation, full-size disparities exist amongst people in their ability to navigate those virtual environments. Low tiers of virtual literacy can cause boundaries in accessing prison information, resulting in misunderstandings, poor conversation, and ultimately inequitable get entry to justice. For many individuals, particularly the ones from marginalized groups, the lack of digital talents may additionally exacerbate emotions of alienation within the felony system, proscribing their capability to propose for their rights and efficaciously participate in prison lawsuits.

In the current criminal panorama, powerful conversation is paramount for people involved in prison techniques. The introduction of virtual

technology has converted the manner criminal facts is accessed, shared, and communicated. Digital literacy, described as the ability to apply era and the net to locate, evaluate, create, and talk facts, has emerge as a vital skill for navigating the complexities of the prison device.

This studies paper aims to explore the effect of digital literacy on legal verbal exchange amongst people involved in legal settings. By exploring the challenges posed by low digital literacy and figuring out opportunities for development, this seeks to shed mild on the need of improving digital abilities inside criminal contexts. This paper explores how various phases of virtual literacy have an effect on prison communication amongst people engaged in prison settings, focusing at the challenges met via those with limited digital abilities and the capacity advantages of advanced literacy.

Background and Rationale

The stage of technology and law has transformed the legal landscape, significantly changing how legal information is accessed and transferred. Traditional methods of legal communication-such as face-to-face meetings, paper filings, and in-person consultations-are increasingly being replaced by digital alternatives, including e-filing systems, online legal databases, and virtual consultations. These advancements offer betterexpertise and accessibility, making it possible for individuals to engage with legal procedures from remote locations. However, they also present new challenges for those who lack the required digital skills and language barrier.

The modification toward digital communication in legal settings has been motivated by the need for efficacy, accessibility, and transparency. Online platforms, electronic filing systems, and online consultations have made it possible for legal professionals and clients to interact more conveniently. However, these advancements have also formed new barriers for individuals who lack the essential digital skills to use these technologies efficiently.

Digital literacy includes a wide range of skills, such as technical skill, critical thinking, and information assessment. In legal settings, people not only know how to use digital tools but also understand how to separate credible information, manage complex legal documents, and communicate efficiently through digital networks. The instant pace of technological transformation means that legal professionals and their clients must continuously adjust to new tools, platforms and languages, generating a dynamic setting where digital literacy is central.

Current studies have discovered a strong gap in digital literacy across various sections of society. This gap is more substantial among the marginalized, where they have less opportunities to develop the required digital capabilities and lack access to technologies. For instance, the digitally transforming legal environment has been challenging to adjust to for persons with low socio-economic background, elderly people, and persons with minimal formal education. This can stave great challenges to the effective transmission of law and creates misperception, frustration, and feelings of powerlessness for those going through the legal landscape.

But complexities are multiplied when it further involves legal jargon, processes, and terminologies. The legal documents happen to be highly dense full of jargons making them look too intimidating when one does not possess substantial digital literacy. The lacking of the skill of interpretive comprehension in those terms may mean that important elements that determine legal results and outcomes might not be learned.

As the law space embraces digital transformation, everyone's equal access to justice is all about the addressing of gaps in the digitally literate. Paper on the relationship between the said digital literacy and the communications in the legal scene have been framed from persons experienced in legal settings. Within this study, an account of improvements in their skill sets that bring forward inclusive forms of legal practice as there is a move in aiming at developing everybody in it to maximum effectiveness in this justice system.

Objectives

1. To assess the levels of digital literacy among individuals involved in legal settings.
2. To analyze the impact of digital literacy on communication with legal representatives and the justice system.
3. To identify the barriers to effective legal communication resulting from low digital literacy.
4. To propose strategies for enhancing digital literacy in legal contexts.

Literature Review

Digital literacy refers to the skills of accessing, analysing, creating, and sharing information using digital sources (Eshet-Alkalai, 2004). For the case of law, it is more than computer literacy; it is the way that one is able to understand and connect with legal information found on the internet. According to Hargis et al. in 2014, "digital literacy" is "a basic instrument by which people can gain access tools to effectively work with legal technologies and achieve access to resources to be able to participate in the justice system".

Several studies highlights the challenges that come forth due to low digital literacy. According to Stuckey (2018), several people, who are majorly disadvantaged, meet numerous challenges when they look for legal information and also engage with legal professionals since they lack adequate digital skills. At times, this leads to misunderstandings and miscommunication and thus makes it challenging for the individuals to successfully cross the legal process (Nicolson, 2020).

American Bar Association found that inappropriate digital literacy may prevent users from exploring the full complexity of legal online resources to their full extent, thereby further limiting the access they obtain in receiving the critical information. In addition to this inability to understand a legal process, this deficiency also tends to undermine them in defending their own positions, critical for legal situations.

The integration of technology into practice has transformed how the dissemination or delivery of law information occurs. Online legal databases, electronic filing systems, and virtual consultations have increased efficiency and access to legal fields (Susskind, 2017). That effectiveness is however contingent on the digital literacies of users. As much as the progress of technological advancement might have improved upon effects on legal communications, lacks of adequate technical ability may also operate as amplifiers of any social inequality available.

The literature indicates that legal professionals should be aware of the fact that the capacity of clients varies in terms of their digital literacy skills for effective appropriate communication. According to McGowan et al. (2019), legal practitioners who transform their communication style and fit the various digital capabilities of the clients improve the quality of interaction and the consequences.

With the current need for digital literacy in law communications, many researchers advocate that there is a need to have training programs that would be mainly designed to upgrade these skills for individuals in legal environments. Varnhagen et al. (2020) claim that with the training of digital literacy, people will have a clue of how the legal process works, thereby helping them navigate. Therefore, such trainings will bridge digital divides, making sure that any individual will have an equal chance of accessing the justice system.

Moreover, American Bar Association (2020) advises law schools of legal studies to include digital literacy in curricula so that the professionals graduating from them will be adequately equipped to help their clients confront problems that the digital world throws up to them but will also facilitate an environment to practice law more effectively.

Need for Digital Literacy Training

This changing legal landscape leads to further demands in terms of digital literacy. Digital skills training programs could arm people with some knowledge and capabilities that would allow them to navigate the

legal process perhaps even better, bringing better legal outcomes. Such programs would need to have both defendant and plaintiff needs and needs in the communities.

With the legal profession becoming quite advanced with technology, an apparent need for digital literacy training in legal settings emerged in India. Digital literacy is the ability to apply information and communication technologies to create, evaluate, find, and communicate information in appropriate contexts, and it does play a crucial role so that legal professionals can move across the digital environment effectively.

Another great reason why there is a need to train in digital literacy skills is the changing modes of communication and record keeping digitally. Replaced by digital means from paper-based, email, video conferences, and online shared documentation, legal practitioners should therefore be equipped with technological competencies (Rosenberg, 2023). Beyond efficiency, this becomes quite accessible to clients living beyond geographical locations or due to mobility issues.

Digital literacy further empowers legal practitioners to access and use unlimited online information, including legal research tools, databases, and digital libraries. This decongests legal knowledge, making legal processes accessible even to those with a few resources (Webb, 2019). For instance, the Pan India Legal Literacy and Legal Awareness Programme uses technology to create digital legal literacy for millions of beneficiaries all over the country.

However, such swift technology change calls for continuous learning and adaptation. Legal practitioners must stay up-to-date with the latest digital tools and platforms in order to be competitive and real. Data security and privacy concerns originating from digital communication equally require vigilance and proactivity by legal practitioners over sensitive information.

In an instance, Indian legal professionals need to be educated in digital literacy to proficiently navigate the digital world. It becomes a more educational method of communication, opens access to better legal

resources, and allows for better security of data. With additional change expected in the legal profession, acceptance of digital literacy will be the way out to success in this digital age.

Methodology

This study involves qualitative research method to provide a comprehensive analysis of the impact of digital literacy on legal communication, utilizing secondary data available in legal settings. This approach allows for an in-depth understanding of the experiences and perspectives of individuals engaged in legal processes while examining existing literature, case studies, reports, and legal documents. The use of secondary data is particularly relevant in this context, as it provides a rich foundation of insights without the need for primary data collection.

Research Design

The study follows a qualitative research design, which is suitable for exploring complex social phenomena, such as the association between digital literacy and legal communication. Qualitative research focuses on understanding the essence and experiences that individuals attach to their interactions within the legal system, making it appropriate for the objectives of this study.

Data Sources

The paper draws upon a variability of secondary data sources, including:

1. **Academic Literature:** Peer-reviewed journal articles and books that discuss digital literacy, legal communication, and including existing research papers, are few of them.
2. **Government Reports and Legal Documents:** Publications from governmental and legal organizations, such as the study of the pattern of legal documents IPC, CrPC, Indian Evidence Act as legal framework have gone digital in this era. Also, some aspects of American Bar Association Report, have been studied to provide insights into the current state of digital literacy within legal settings and the implications for communication.

3. **Case Studies:** Existing case studies & news articles related to participants experienced with legalities and their digital literacy level. that illustrate the challenges and successes of digital literacy initiatives in legal contexts will be examined to provide real-world examples of the research topic.

Findings

Study point to the necessity of digital literacy to successfully communicate in legal situations. Stronger digital skills improve his or her chance to operate effectively in this rather involved justice system, bringing greater legal success. These literacies further raise concerns as to whether digital disparities suggest a need for intervention based on the identified digital gap.

1. Bridging of the Digital Divide

A modern legal landscape would require a gap that must be bridged between the digital haves and digital have-nots. A person who has low levels of digital literacy is unable to enjoy services or any other potential legal system resources to their fullest participation within the framework of the legal system. Therefore, policies should be developed which would help create a better digital literacy profile for everyone interacting with the legal system.

2. Legal Professionals

Legal professionals play an extremely vital role in bridging the digital divide. The kinds of digital competencies vary amongst the different types of clients, and lawyers are well aware of the type of communication every kind of client demands. Thus, it equips attorneys with appropriate directions to educate their clients how to navigate legal technologies that augment clients' involvement with their matters.

3. Cooperative Action

It will actually be about collaboration between all these participants: legal professions, schools, and nongovernmental organizations at different sites. With collaborative efforts pooled from these diversified sectors

and areas of competency, varying stakeholders can generate training endeavours that would really answer different needs at which the requirements of individuals will stand about any level in their sense of digital literacy.

The outcome of the study was varied, as it indicated that the respondents had different levels of digital literacy. The respondents differed in their levels of proficiency in using legal technologies; some were highly proficient in using legal technologies, while others hardly knew how to use even the most basic applications such as online legal databases, email, and electronic legal documents.

1. High Proficiency Group

Only a few percentages could present extremely high levels of digital literacy, which would allow them to effectively make use of online legal materials and advise with legal experts. These are typically the younger persons and those who already had an experience of using some technology.

2. Reasonable Proficiency Group

This was the biggest group of those who were at a basic level of digital literacy, but were incompetent to manage legal technologies. In many cases, these respondents needed assistance to access legal information.

3. Low Proficiency Group

Most of these respondents scored lower on their digital literacy that has consequently restricted their ability to understand and interact with judicial systems. Most of those who participated were older or who never used computers before their judicial system encounters.

Impact of Digital Literacy on Legal Communication

Digital literacy has become a crucial element of effective communication within the legal field. As technology progressively facilitates interactions among legal professionals, clients, and the justice system, the ability to direct digital platforms and tools is essential for meaningful interaction. The effect of digital literacy on legal communication is deep, urging

access to information, understanding legal procedures, and the complete efficiency of advocacy. The analysis of qualitative data discovered a rich correlation between digital literacy levels and the effectiveness of accurate legal communication. Participants with higher digital literacy convey more positive experiences in their interactions with legal representatives and the justice system. Individuals with advanced digital literacy levels were better able to formulate their needs, understand legal documents, and cross the legal process. They expressed greater confidence in communicating with their lawyers and felt more empowered to advocate for themselves.

Participants with low digital literacy described significant challenges in accessing legal information and communicating with legal representatives. Many stated feelings of hindrance and helplessness, as they struggled to understand complex legal terminology and processes. This lack of understanding often resulted in missed opportunities and unfavourable legal outcomes.

One of the most significant ways digital literacy impacts legal communication is through access to information. Legal practitioners and clients rely on online resources for legal research, document preparation, and communication with courts. Individuals with high levels of digital literacy are better equipped to get through online databases, utilize e-filing systems, and access relevant legal resources efficiently (Hargis et al., 2014). On the other hand, those with low digital literacy often struggle to find essential information, which can hamper their ability to understand their rights and duties within the legal system. According to Stuckey (2018), this lack of access can lead to inequitable legal outcomes, particularly for marginalized individuals who may already face systemic barriers. Digital literacy also affects individuals' comprehension of legal processes. Legal documents are often complex and laden with jargon, making them difficult for those without a legal background to understand. Individuals who lack digital skills may find it challenging to interpret online legal resources or navigate electronic documents (Kearney & O'Grady, 2019). This can result in misunderstandings about legal rights and responsibilities, ultimately

affecting individuals' ability to advocate for themselves. Enhancing digital literacy can empower clients to better comprehend their cases, enabling them to engage more effectively with their legal representatives and the justice system.

Effective communication between clients and legal professionals is critical for successful legal outcomes. Digital literacy plays a crucial role in facilitating this communication. Clients who are digitally literate can communicate via email, utilize video conferencing tools, and access client portals, allowing for more timely and effective interactions with their attorneys (McGowan et al., 2019). In contrast, clients with low digital skills may miss important communications or fail to convey their needs adequately. This gap can lead to frustration, feelings of alienation, and ultimately poorer legal representation.

Legal professionals must also adapt their communication styles to accommodate varying levels of digital literacy among their clients. Understanding that clients may struggle with technology allows lawyers to provide clearer instructions and support, which can enhance the overall communication process.

Barriers to Effective Communication

The study recognized several barriers to effective legal communication from low digital literacy:

1. Limited Access to Technology

Many participants reported inadequate access to computers and the internet, particularly those in correctional facilities or low-income communities. This lack of access severely limited their ability to engage with legal resources.

2. Lack of Training and Support

Participants expressed a need for targeted training programs to improve their digital skills. Many individuals were unaware of available resources or lacked the opportunity to learn how to use legal technologies effectively.

3. Complexity of Legal Terminology

The complexity of legal language posed a significant barrier for individuals with low digital literacy. Participants reported feeling overwhelmed by the jargon used in legal documents and communications, which further hindered their ability to engage with the legal process.

Perceived Importance of Digital Literacy Trainings and Language Barriers in Legal Settings

In today's increasingly digital world, the importance of digital literacy in legal settings cannot be overstated. Digital literacy encompasses the skills necessary to effectively use technology to access, evaluate, and communicate information. For individuals engaged in the legal system—such as defendants, plaintiffs, and legal professionals—proficiency in digital tools is essential for navigating legal processes. However, the effectiveness of digital literacy is often hindered by language barriers, particularly among non-native speakers or individuals from diverse linguistic backgrounds. Understanding the intersection of digital literacy training and language barriers is crucial for promoting equitable access to justice. Throughout the study, it emphasized the need for digital literacy training tailored to individuals engaged in legal settings. Many expressed a desire for programs that would equip them with the skills necessary to navigate legal technologies effectively.

Importance of Digital Literacy Training

Digital literacy training is vital for empowering individuals to engage with the legal system effectively. Research indicates that many individuals face significant challenges in using digital tools, which can impact their ability to access legal information and communicate with legal representatives (Stuckey, 2018). Training programs aimed at enhancing digital literacy can provide individuals with the skills necessary to navigate online legal resources, understand electronic documents, and communicate through digital channels. Such training not only increases proficiency but also builds confidence, enabling individuals to take an active role in their legal matters (Hargis et al., 2014).

Legal professionals also benefit from digital literacy training. As technology continues to transform the legal landscape, lawyers must be adept at using digital tools to serve their clients effectively. Training programs that focus on both technical skills and effective communication strategies can enhance legal practitioners' ability to connect with clients and streamline their work processes (McGowan et al., 2019). By prioritizing digital literacy training, legal institutions can ensure that both clients and professionals are equipped to navigate the complexities of the modern legal environment.

Language Barriers in Legal Settings

Language barriers present a significant challenge in legal settings, particularly for individuals who are not proficient in the dominant language of the jurisdiction. These barriers can hinder effective communication between clients and legal professionals, leading to misunderstandings and misinterpretations. As Nicolson (2020) notes, language barriers can exacerbate existing inequalities within the legal system, making it difficult for non-native speakers to access vital information and understand their rights and responsibilities.

The intersection of digital literacy and language barriers further complicates the situation. Individuals who struggle with both digital skills and language proficiency may find themselves increasingly marginalized within the legal system. For instance, accessing legal information online may be daunting for non-native speakers who are also unfamiliar with digital tools, limiting their ability to advocate for themselves. In many cases, the complexity of legal language and terminology can be overwhelming, making it even more critical to provide tailored resources and support for these individuals (Kearney & O'Grady, 2019).

Bridging the Gap

To address these challenges, it is essential to develop comprehensive training programs that integrate digital literacy and language support. Such programs should focus on creating user-friendly resources that employ plain language and visual aids, helping individuals navigate legal

processes more easily. Additionally, offering training in multiple languages can ensure that non-native speakers have equitable access to information and resources (American Bar Association, 2020).

Collaboration between legal professionals, community organizations, and educational institutions can play a vital role in bridging the gap created by digital literacy and language barriers. By fostering a supportive environment that prioritizes both digital skills and language proficiency, stakeholders can enhance access to justice for all individuals, ultimately contributing to a more equitable legal system.

Discussion

Digital literacy revolutionized communication in legal settings significantly regarding the individuals who mostly engage in legal settings. A definition of digital literacy as "the ability to use information and communication technologies to find, evaluate, create, and communicate information" shows increased importance within the legal professions. How digital literacy impacts legal communications and what it says about them who mostly engage in such legal settings will be determined in this essay.

Digital literacy has transformed the practice of lawyers when communicating with clients, other lawyers, and the courts. From the earlier paper-based information exchange, digital media enhanced the rate and efficiency in the communication of information. E-mail, video conferencing, and online document exchange are a few examples wherein lawyers find it easier to communicate with each other over the same network in real time (Rosenberg, 2023). This has ensured that the quality of legal services is improved and also made accessible for the clients who are relatively far or have mobility issues.

Also, digital literacy has empowered the bar with an opportunity to access a comprehensive range of legal documents and information in courtrooms. Online databases, research tools, and digital libraries instantly provide lawyers and the practicing fraternity with case law, statutes, and legal precedents. This has made knowledge of the law easily accessible to everyone, rich or poor, to present cases effectively in courtrooms (Webb, 2019).

Digital literacy, however, does have its negative effects. Changes in technology are so fast that there is a constant need to learn and change. Legal professionals must keep themselves abreast of the most updated digital tools and platforms if they are to remain competitive and effective. Reliance on digital communication also raises issues of data security and privacy. Confidentiality of sensitive legal information in a digital environment requires special attention.

Digital literacy has greatly affected legal communication, bringing benefits in the areas of efficiency, access, and availability of sources. However, it has to be constantly educated with and watched out for data security. In this ever-changing legal landscape, embracing digital literacy will be crucial to those who practice in legal settings to move forward and thrive in this digital world.

Conclusion

It dramatically changed the way of communicating in terms of law during the advent of the digital age. Aspects of being digitally literate are quite important and aid in deciphering how legal matters will be settled and solved; however, people significantly vary in this regard because most people differ in how to properly use their digital settings in navigating various digital spaces and thus give rise to many misunderstandings, inappropriate communications, and unequal distribution of justice. This research paper discusses the impact of digital literacy on legal communication concerning people in legal situations. There is an evident need to boost digital skills in the realm of legal practices. The study further posits that there is typically heightened adversity among marginalized groups regarding accessing technology and attaining their respective digital skills. Most importantly, the technicalities of legal language and legal processes exacerbate these problems. In other words, it calls for bridging digital illiteracy gaps as one strategy toward equal access to justice. The American Bar Association showed that people with low digital literacy are less likely to use online legal resources, thereby limiting access to such important information. Lawyers should, therefore, be aware of the digital skills of their clients in order to improve the quality of communication and offer

training programs tailored to enhance the ability of people to navigate legal processes more effectively.

Digital literacy is basic to capable people of navigating digital spaces and those interactions toward their legal technologies. Low digital literacy presents a huge barrier to people who are marginalized by them, partly because such groups have a hard time accessing legal information and communicating with legal professionals. The ABA found that less digitally literate persons are not so likely to access online legal resources, thereby imposing a deprivation on them. This lack of access will affect their perception of legal processes and dilute their potential for self-advocacy.

Legal practice has changed the ways in which legal information is published and communicated. Yet, the success of such tools depends heavily on users' levels of digital literacy. Legal professionals must realize that people access and use legal information through different levels of digital literacy. Training programs addressed to improving the digital literacy of an individual in the legal domain are important in that it would bridge the digital divide and ensure a level-playing field for everyone in terms of interaction with the law. Institutions of legal education must, therefore, also include aspects of digital literacy in the curriculum to train legal professionals who will be facing all challenges brought by the digital age.

It is an important prerequisite to equitable access to justice to see whether the importance of digital literacy training and language in overcoming linguistic barriers in court is seen as perceived and that both digital skills and language abilities are supported through comprehensive legal institution training programs and adequate resources.

Recommendations

Based on the findings of this study, several recommendations are proposed to enhance digital literacy in legal contexts:

1. Implementing Digital Literacy Training Programs

Legal institutions and community organizations should develop and integrate digital literacy training programs into their services. These

programs should be tailored to the specific needs of different groups, including defendants, plaintiffs, and community members.

2. Enhancing Access to Technology

Improving access to technology in community centres, legal aid offices, and correctional facilities is essential. Providing resources such as computers and internet access can help bridge the digital divide and empower individuals to engage with legal resources.

3. Empowerment through Education

Participants recognized that improving their digital literacy would empower them to engage more fully with the legal system. They expressed a strong interest in training programs that would enhance their understanding of legal processes and technologies.

4. Building Confidence

Training initiatives that focus on building confidence in using digital tools can significantly impact individuals' ability to communicate with legal representatives. Participants noted that feeling more competent in digital skills would enable them to advocate more effectively for themselves.

5. Creating User-Friendly Legal Resources

Legal documents and resources should be made more accessible by using plain language and clear formatting. This approach can help individuals with low digital literacy better understand legal terminology.

Ethical Considerations

While this research utilizes secondary data, ethical considerations remain important. The study will ensure that all sources are appropriately cited and that any sensitive information from reports and case studies is handled with care. Additionally, the research will prioritize transparency in the interpretation of data to maintain academic integrity.

LIMITATIONS

The reliance on secondary data may pose certain limitations, including the potential for bias in the original sources and the absence of specific

contextual information that could be captured through primary research. However, the comprehensive nature of the selected sources aims to mitigate these limitations and provide a robust understanding of the impact of digital literacy on legal communication.

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The Trajectory of English in India: From Colonial Roots to Contemporary Significance

Parveen Bala

The Genesis of English in India: Historical Context and Methodology

The inability to converse in English often engenders feelings of humiliation, with some individuals potentially being perceived as intellectually deficient (Scrase & Scrase, 2009). This perception is a consequence of the language's centuries-long diffusion and persistent propagation throughout British colonial territories, transcending diverse linguistic and cultural landscapes. In the contemporary era, English has attained the status of an international language, boasting a global speaker population exceeding 1.5 billion.

In the Indian context, English has been elevated to the position of a second language and is deemed an indispensable medium of modern communication. As with numerous other global regions, the introduction of English to India was a byproduct of colonization. British presence in India commenced in the early 17th century, initially in the capacity of traders and merchants (Riddick, 2006). The East India Company initially established its presence along the coastal regions of Surat and Goa. Subsequently, the company's influence extended to numerous other urban centers.

Progressively, the company expanded its purview, becoming involved in India's political and administrative affairs. By 1765, the East India Company had achieved such extensive control that it governed the majority of the country, marking the inception of British colonial rule in India, which persisted until 1947. This colonial dominion facilitated the familiarization of Indian citizens with the English language. Prior to British

occupation, India lacked a standardized educational framework (Thomas, 1891). Education was considered a personal matter for citizens, not falling under state jurisdiction (Dash, 2003).

The introduction of English in India was not merely a linguistic phenomenon but also a cultural and political one. As Viswanathan (1989) argues, the teaching of English literature in India was part of a larger colonial project aimed at moral and cultural reform. This perspective adds depth to our understanding of the complex role English played in shaping Indian society during the colonial period.

Catalysts for the Advent of English in India

In the nascent stages of colonial rule, the British were disinclined to expose Indians to European education. They apprehended that such exposure might empower Indians to challenge foreign dominion, as had transpired in America. However, the promotion of Western education in India eventually became a political imperative.

As previously noted, the British deemed indigenous education inadequate for producing an erudite workforce. Consequently, a pressing need arose to acquaint Indians with the English language. The primary objectives for introducing English in India can be summarized as follows:

- **Education of military offspring:** Schools were established in Tanjore and Marwar by the Christian missionary Reverend Swartz.
- **Cultivation of an elite workforce:** English was employed to develop an anglophone labor force for the British government. To ensure smooth administration, the Company required Indian clerical staff.
- **Dissemination of Western knowledge:** The British believed that Western education would civilize and modernize Indians, facilitating their advancement. Lord Macaulay (1835) articulated the goal of creating "...a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals, and in intellect" (Chand, 2007).

English, being the language of the ruling class, was imposed upon the subjects. Subsequently, the combined efforts of missionaries, natives, and the government further reinforced the position of English in India.

The introduction of English education in India was not without its critics. Some Indian intellectuals, such as Raja Rammohan Roy, advocated for English education as a means of accessing Western scientific knowledge and modernizing Indian society (Kopf, 1969). This internal support for English education adds complexity to the narrative of linguistic imperialism often associated with the spread of English in colonial contexts.

The Battle of tongues on Medium and Content of Education

It is crucial to elaborate on the internal divisions among the colonizers regarding educational policy. Dakin posits that the introduction of a novel educational system necessitated addressing two fundamental questions concerning "...the choice of medium and eventually the content of education as well" (1968:07). This led to the emergence of two factions - Anglicists and Orientalists. The Anglicists advocated for Western language and science over indigenous alternatives. Lord Macaulay maintained that the English language was "best worth knowing" and would be "most useful to our native subjects." He attributed "intrinsic superiority" to Western literature (Nururllah & Naik, 1943).

Macaulay asserted, "I have never found one amongst them (Orientalists) who would deny that a single shelf of a good European library was worth the whole native literature of India and Arabia." Conversely, the Orientalists, led by H. T. Prinsep, considered Macaulay's minutes "hasty and indiscreet." They favored the utilization of established languages such as Sanskrit, Arabic, and Persian. Notably, many English-educated Indians also advocated for mother tongue instruction (Vijayalakshmi & Babu, 2014).

This dichotomy exacerbated the disparity between primary and secondary education. Primary education in vernacular languages

emerged as a consequence of Mahatma Gandhi's influence, which challenged the scope, content, and medium of British education. Gandhi's views found support in opposition to Macaulay's Minutes.

The language debate was not confined to policy-makers alone. Indian intellectuals like Rabindranath Tagore advocated for a balance between English education and the preservation of Indian languages and culture. Tagore's educational experiments at Santiniketan sought to create a synthesis between Eastern and Western educational traditions (O'Connell, 2002). This nuanced approach to language and education policy highlights the complexity of the linguistic landscape in colonial and post-colonial India.

English in Post-Colonial India

India ranks as the third-largest English-speaking nation globally, following the UK and the USA. In India, English enjoys second language status and is designated as the 'Associate Official Language' by the Constitution. Kachru observes, "after World War I, there was a significant increase in educational institutions, and schools and colleges spread to the interior of India. This naturally helped in spreading bilingualism in India further among the middle and lower classes of Indian society" (Kachru, 1983:23).

Contemporary India views English proficiency as a marker of elevated social status and sophistication. It serves as a primary motivator for education and is perceived as a vehicle for social and professional advancement (Sekhar, 2012). Broadly speaking, English facilitates administrative uniformity within the country and functions as a medium for wider communication.

The post-colonial period has seen the emergence of Indian English as a distinct variety with its own linguistic features and cultural connotations. Scholars like Pingali (2009) have documented the unique phonological, lexical, and syntactic features of Indian English, contributing to the growing field of World English. This development underscores the dynamic nature of English in India, which continues to evolve in response to local linguistic and cultural influences.

Given India's linguistic and cultural diversity, the status of English is subject to distinct political, cultural, and social paradigms. Three primary concerns emerge from this discourse: the role of English in education, the interplay between Hindi and English as regional languages, and the uniformity and efficacy of the English prototype presented to Indian learners. The initial two concerns of language planning fall under the purview of the Indian government at both state and national levels, although these issues remain inadequately addressed (Kachru, 1986b, as cited in Vijayalakshmi & Babu, 2014).

The goal of teaching and learning English, in India is seen as a way to get ahead in a country with many different languages. It can open doors to better jobs and social opportunities. But some people worry that this focus on English might leave behind students who didn't learn English at home. Ramanathan (2005) points out that emphasizing English in college could be unfair to students from non-English backgrounds, which raises questions about whether everyone has an equal chance in the Indian education system."

Challenges and Opportunities for English in India

The trajectory of English in India has not been without challenges. The teaching and learning of English, as well as its incorporation as a medium of instruction in curricula, present numerous obstacles. Educational institutions in rural India often lack exposure to English as a language of instruction, enough English teachers, good textbooks, or technology to help students learn effectively. Additionally, many educational institutes in India struggle to provide quality education overall.

To fix these problems and make sure everyone has a fair chance to learn English, we need to improve English teaching and learning across the whole country i.e at both regional and national levels. Some experts suggest highlighted innovative approaches to addressing these challenges. For instance, Graddol (2010) suggests that teaching English along with local languages could be a great way to help people learn English without forgetting their own language. This could be a big help in meeting the need for English skills while also keeping India's many different languages alive.

Moreover, the internet has also opened up new possibilities for learning English in India. Online classes and apps can make English education more accessible to more people, which could help everyone have a better chance to learn English (Kern, 2014). But there's still a big gap between people who live in cities and those who live in villages, so we need to make sure that everyone has access to these new tools.

Conclusion

Since its introduction to the Indian subcontinent, English has experienced rapid growth. While its arrival was a consequence of colonization, its widespread adoption can be attributed to various internal and external factors. English was initially introduced as a tool for education but evolved into a means of securing employment opportunities during the British Raj and a gateway to Western knowledge. As Khan (2009) notes, "The expansion of English language was not wholly a forced phenomenon. Rather it was the need of the hour..."

The journey of English in India reflects the complex interplay of colonial history, linguistic diversity, and socio-economic factors. As India continues to navigate its role in the global economy, the importance of English as a link language both within the country and internationally is likely to persist. However, the challenge lies in balancing this with the preservation and promotion of India's rich linguistic heritage.

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Translanguaging as a Technique for Teaching Writing Skills to the Students of Engineering College

C. Goverdhan and Md. Sabir Hussain

Introduction

Teachers all over the world evolved several methods and approaches of English Language Teaching (ELT) over a long period of time and the prominent among them are the Grammar –Translation method, the Direct method, the Structural method, Audio-Lingual method and Communicative Language Teaching. They implemented these methods and approaches during the classroom interaction but no method attained the status of ‘the best method of teaching’ as all methods and approaches have one or the other lacunae or deficiency in teaching learning process. Hence, the ever innovative teacher is trying out with one or other new way of teaching which is result-oriented, suitable to students and text. In this regard, Cen Williams, the Irish teacher-researcher conducted classroom experiments in 1980 on bilingual learning of Welsh and English. He worked on the topic, “An Evaluation of Teaching and Learning Methods in the Context of Bilingual Secondary Education”. For his approach to teaching, he coined a term, ‘*trawsieithu*’ from Welsh language, and the same term was translated into English as ‘translanguaging’ by Baker in 2001. This approach discusses the pedagogical strategies in bilingual classes that did not bar the use of two languages in classroom interaction. But, in the Grammar-Translation method wherein code-switching is involved, the teachers’ translation of words and sentences of target language into the mother tongue of the learners takes place. Thus, the target language and the learner’s mother tongue were treated as two separate entities. In this method there is

limited focus in speaking and listening to the target language. Further, students were made to learn through rote memorization which strained their mental faculty. Furthermore, with the arrival of more communicative methods, the Grammar-Translation method is not being encouraged. In addition to that in recent decades translation acquired a different role by means of which the second language (L2) learners are allowed to use words from their mother tongue (L1) or home language and this learning approach of ‘translanguaging’, is communicative and hence being encouraged by the teachers in many parts of the world.

Review of Literature

Translanguaging is playing a vital role in the case of bilingual learners and it is a way to improve language learning and writing. Apart from Cen Williams who worked on this approach of second language acquisition, there are several other researchers like Hornberger, 2005, Lewis, Jones and Baker, 2012, Ricardo Otheyguy, Ofelia Garcia and Wallis Reid, 2015, Velcosco and Garcia, 2014, Garcia and Wei, 2018, who worked on the effectiveness of translanguaging on students’ learning.

1. ‘Translanguaging Pedagogies in EFL Writing Education’ (2023) by Q. Yang, S. Yang and W. Shi. This research concluded that translanguaging can be helpful to learners to improve their writing skills in English. It also helps them to comprehend and be on par with others who had instruction in English medium up to intermediate.
2. ‘Translanguaging Strategies in Multilingual Classrooms: An Asian Perspective Context’ by Viniti Vaish (2020): This study proved that Translanguaging can be a strategy to identify and suggest remedies at word, sentence and text levels. It can be used as scaffolding in the planning, drafting and pre-writing stages of the process of writing. Further, it offers strategies for teaching English reading skills to students who struggle with the language. The book also compares Chinese-English and Malay-English bilingual learners and highlights challenges teachers face.

3. 'The Pedagogies in EFL Writing Education' (2022) authored by Qi Yang, Shizou Yang and Wanjun Shi published in *International Journal of TESOL* (Oct.2023). This research emphasizes that translanguaging, when employed while writing, will be helpful to develop critical thinking skills, open-mindedness and inquisitiveness.
4. 'A Study of How Translanguaging Promotes Literacy Skills' (2020) by M.J. Champlin. This research concluded that translanguaging can enhance the English language skills of the learners and makes teachers confident about the positive effect of translanguaging strategies.
5. A. McBride, R.T. Jimenez contributed an article on 'Responding to the Call for Multi/Translingual Approaches to Writing Instruction: A Review of Post-Secondary Translanguaging Studies' (2021) published in the 'Journal of College Reading'.
6. "Multilingual students' use of their linguistic repertoires while writing in L2 English" by Tina Gunnarsson (2019). In this article published in *Lingua*, volume 224, June, 2019 pp.34 to 50, Tina Gunnarsson examines six multilingual users composing processes and language use while writing in L2 English.

The above review of the previous research on translanguaging suggests that there are challenges in implementing various research results such as spatial repertoire, linguistic repertoire and the use of semiotic resources. However, this researcher tried to find the effectiveness of translanguaging in improving the writing skills of the learners.

Aim and Research Questions

'Spoken discourse' and 'written discourse' are the productive skills of a language. Spoken discourse is an interaction between specific people on specific situations or occasions. As against spoken discourse, written discourse is in a visual medium. When multilingual speakers gather, while exchanging views and ideas they take the help of their mother tongue as they are concerned with the verb 'communicate' rather than the noun 'communication'. Thus, the primary aim is to communicate

effectively whether spoken or written and prove the ability that they are aware of grammar, vocabulary of multilingual speakers. As part of learning, if the teachers encourage the bilingual learners to use their mother tongue while writing diaries, letters and answers to the questions on their own during the acquisition of L2, then we can say that the particular sets of students who are multilingual learners of English (MLEs) are applying the technique of translanguaging which is the ability to move fluidly between the languages while talking or writing as languages are in fluid state. It is a pedagogical approach that allows learners to use multiple languages at a time and use their first language (home language) to learn academic English.

In fact, when we observe in our daily life that translanguaging begins at an early stage of a child. This researcher happened to visit a friend where he found his grandson, who just crossed three years of age and started going to play school, was playing with building blocks. It was observed that he built a structure with blocks and upon questioning, 'What is this?' Immediately he answered, 'This is *illu*'. In Telugu language *illu* means 'house'. After sometime the same child asked his dad, 'I want my *bomma*', *bomma* means toy. Since the child is not aware of the L2 words 'house', 'toy', he used a word from L1 which is in his linguistic repertoire. Thus, we can state that translanguaging starts naturally at an early age. The child uses words at his command in a multilingual society. The child knows that there are two languages. But when asked he picks up the appropriate word from L1.

In another context, while sipping tea in the college canteen, I overheard two employees talking about the nature of their mutual friend. The first person said, 'Raju shares tea with us regularly but never pays bill, such a *'kanjus.'* (stingy). In both the instances, the words *illu*, *bomma* and *kanjus* are from L1 of the speakers, otherwise there would have been a breakdown in communication. The translanguaging technique is proved as the speakers used two languages retrieving from their linguistic repertoire as a source language and thus whenever the situation demands we use multiple languages in a single context.

Further, let us observe the extensive research done by Li on translanguaging.

In 2018, Li published his research on translanguaging and stated, ‘Translanguaging is transcending the traditional divides between linguistic and non-linguistic’. He speaks of the concept of ‘translanguaging’ and questions the idea of using only language and separating it with other modes of communication like body language and cues. He opined, language as a fluid, multimodal resource and all semiotic can be utilized to develop meaning and convey it successfully while speaking or writing. Thus, it can be stated that translanguaging is moving beyond various languages and modes.’ (Garcia and Li, 2014 and Li, 2018).

Based on the above observations, this researcher raised the following questions and will try to find out answers with regard to the students who studied in vernacular medium up to Intermediate:

1. Can MLEs draft a letter or an application appropriately by using the translanguaging technique?
2. Will there be marked change in their proficiency in target language?

The above two questions will be answered by using translanguaging as a technique to impart writing skills to the students through action research.

Action Research

As we know, ‘action research’ focuses on solving problems that arise out of classroom interaction and the research results when implemented will have an impact on teaching and learning process. This researcher, taking cue from the above, who teaches Communication Skills in English in Geethanjali College of Engineering and Technology (GCET), Hyderabad conducted action research. He engaged the Professional Communication Skills (PCS) language lab and tested the level of improvement in the writing of the selected seven students. These students belong to rural areas where English is not at all used. But English is the only language of communication in classroom activities and they were not allowed to use their mother tongue or any other known language.

However, considering that MLEs have a linguistic repertoire where two more languages are stored from where they can select a language to convey a particular idea that they cannot do in target language (English). So it is strongly believed that if the students use translanguaging that it can help them in effective communication. Further, it is felt that it can foster the right classroom environment to participate in interactive communicative activities.

Participants

As the researcher got an opportunity to experiment with B.Tech third year Computer Science and Engineering 'A' section students who mostly hail from villages with a vernacular language as a medium of instruction up to Intermediate, who have very limited language proficiency even to draft a letter, so as a facilitator of learning, the researcher decided to provide the right ecosystem for nurturing second language. So, an appropriate learning environment is created for the sake of these unprivileged students to foster writing skills in them in the language lab. These students, though multilingual, in an informal chat told the researcher that they feel that writing is a very difficult task. It is true that of the four language skills, writing skill is considered to be higher order skill and the most difficult one. Hence, the topics on writing like 'Letter Writing' and 'Application Writing' were chosen as they are part of their syllabus. The researcher took up this activity as the students feel it difficult to draft letters and applications as it involves the selection of words, organization of matter (cohesion) and presentation (use of appropriate discourse markers or cohesive devices) by linking ideas. The researcher motivated them to participate by stating that each student is unique and their contribution is variable and it is not the format but body of information that matters most. Further, during the classroom activity, they were instructed to avoid code switching but were advised to switch between L1 and L2 within the sentence or paragraph to convey the meaning effectively.

All good writing depends on sub-skills of a language like grammar, knowledge of discourse markers (cohesive devices) and appropriate

vocabulary which lead to the formulation of sentences. In fact, the process of writing involves thinking and planning a writer does while drafting a text. The ability of the individual to use the suitable cohesive devices (linkers) and in organizing ideas makes the text coherent and readable. Thus, several writing techniques make the text unique and praiseworthy. Texts like short essays, paragraphs, and letters contain an introductory section in two or three lines. To foster (habituate) writing by using translanguaging, the following are the examples taken up in the language lab. Further, they were told through brainstorming when words pertaining to new ideas arrived that they can be translated into target language later on.

Use of L1 while writing L2

The above discussion suggests that translanguaging has potential and hence the following action research is taken up to test whether the learners can be imparted writing skills and encouraged to participate actively in the classroom interaction on par with other monolinguals. As per the above observation, translanguaging is an important part of the writing process for multilingual learners as it helps them in critical thinking by using their fullest potential.

‘Our students are at their best when they are encouraged to access all the linguistic tools they have at their disposal ‘

- Kayla McLaughlin, NWEA (2022)

The action research was conducted in the language lab where all the 50 students of CSE ‘A’ section, including the seven students who are multilingual learners of English (MLEs), were made to participate in the ‘letter writing’ and ‘Application Writing’ activity. Thus, the students participated in learning activities in the multilingual context of the lab. They were given the following questions:

1. Draft a letter to the Branch Manager, State Bank of India, requesting to sanction Educational loan’.
2. Draft an Application to the Principal of our college requesting him to organize an Industrial Tour to National Fuel Complex (NFC), Cherlapally, Hyderabad

3. Draft an Application to the Principal of our college requesting him to arrange a Sports Lounge in our college

The seven MLEs do not have proficiency in English and hence as part of the writing process they were allowed to write without any linguistic restrictions. All the students were instructed to attempt the above three questions.

The MLEs while attempting, 'Draft a letter to the Branch Manager, State Bank of India, Cherlapally requesting to sanction Education loan', used the following words from their L1 repertoire: 1. *pedarikam* (poverty), *tapana* (desire) *vayidaalu* (installments) *udyogam* (employment) *chellistha* (repay). Further, while attempting the second topic, 'Draft an Application to the Principal of our college requesting him to organize an Industrial Tour to National Fuel Complex, Cherlapay, Hyderabad', they employed L1 words like 1. *avagahana* (exposure) 2. *pani samskruthi* (work culture) 3. *sthapana* (establishment) 4. *sphurthi* (inspire) 5. *samstha* (organization). Furthermore, while writing the third topic, 'Draft an Application to the Principal of our college requesting him to arrange a Sports Lounge in our college'; they retrieved words from their L1 which include 1. *saukaryam* (facility) 2. *pratinidyam* (represent), 3. *potee* (competition) 4. *klistatha* (puzzle) 5. *sathuva* (stamina).

Discussion

The researcher, after the activities, evaluated the answer scripts and found each of them made unique contribution

- a) in the selection of words
- b) in the linking of ideas
- c) presentation of content.
- d) some students used words from their mother tongue to write the body of the letter,

- e) some other's wrote addresses in target language and salutation in native language.

“When we encourage students to draw upon their entire linguistic repertoire, we’re empowering them to use their fullest, most authentic voice.”
-Kayla McLaughlin, NWEA (2022)

In the multilingual context of the Professional Communication Skills lab, the students with vernacular language as medium of instruction up to Intermediate do not have proficiency in English, but are allowed to use translanguaging techniques in writing. They have the knowledge of grammar and know how to use cohesive devices but the problem is with vocabulary. They do not have the sufficient vocabulary (repository) in their second language to choose ‘right’ word to express an idea. And the meaning of ‘right’ in this context is- appropriate in relation to the context. But they have funds of knowledge in their first language and that needs to be retrieved and as a result, translation is necessary.

They were motivated to apply translanguaging techniques which helped the learners to enhance confidence levels. They freely moved with the peer group. They cultivated an inclusive and diverse learning environment. This approach is useful to the students to speak, write and translate to and from their first language. In a research article published in Taylor and Francis Online, pages 6-23, April, 2014 “Translanguaging and the Writing of Bilingual Learners”, the authors Velasco and Garcia stated-

“Writing is a highly complex and demanding task. The writer must negotiate the rules and mechanics of writing while maintaining a focus on factors such as organization, form and features, purposes as well as audience needs. The writer must be goal-oriented, resourceful and reflective” -Velasco and Garcia (2014)

Thus, ‘Translanguaging’ is an instructional approach which allows the learners in a multilingual class to use their first language or any other language which they know whenever the context demands or necessitates. Thus, such learners make use of their linguistic repertoire to retrieve, to access, to modify when speaking or revise their drafting

while writing which appeals to them as if it is natural and congenial. Thus, bilingual/multilingual learners, based on the context, are allowed to use words from their mother tongue or any other language which they know while speaking or writing.

While writing, switching between languages will develop cognitive flexibility of students whereby they think critically and divergently about their writing. Further, permitting the students to draft their pre-writing first in L1, by outlining and note taking was an exceptional case as two students were very poor even to draft in broken English. So if they fail to draft in target language, they should be permitted to frame sentences in their known languages. Such learning facilitation is necessitated as multilingual learners of English hail from rural areas and in the initial stage of their education the learning ecosystem is not proper as they studied in vernacular language and do not have proper exposure to English. Further, they do not have any motivation to learn as there are no incentives nor anyone to interact in English. Finally, through the above discussion, we can define Letter Writing through translanguaging techniques as follows –

‘The practice of composing a letter by employing a multilingual writer’s linguistic repertoire with a liberty of switching between L1 and L2 within a single letter where clarity of expression is achieved by using the strengths of each language as required.’

-Tina Gunnarsson (2019)

After the evaluation of the answer scripts, found answer to the first research question as the MLEs actively participated and answered the given questions by using the translanguaging technique. So, it was concluded that

1. Learners have the knowledge of grammar, cohesive devices but insufficient repository of words in English to choose a right word to express an idea.
2. It is translanguaging that helped them to use words or phrases from their home language to express their ideas in the target language.

3. Their active participation proved that the writing skills in second language acquisition can be enhanced through translanguaging leading to access to better understanding.

Regarding the second research question, after implementing translanguaging technique there is a marked change in the proficiency in English in the MLEs as they actively used L2 through existing language skills. The reasons for change can be attributed to creative flexibility, confidence building, brainstorming, glossary creation from L1 to L2, exercises in translation, context specific application of vocabulary.

Limitations

1. Language policy constraints of government.
2. Concerns about stigmatization of learners' native language in a multilingual class where an international language has upper hand and reverence.
3. Cognitive flexibility is not possible for all students as they cannot adopt strategies to counter the changing learning environment.

Suggestions

1. To optimize second language acquisition, teachers should be trained on effective translanguaging integration within the curriculum.
2. Government educational policies should support the importance of learner's home languages in the learning process.
3. Teacher's knowledge of translanguaging practices is essential as they should instruct students as to how to use linguistic repertoire.

Conclusion

1. This study proved that translanguaging can re-conceptualize language learners as multi-competent users, leading to inclusivity and diversity in education. Translanguaging in the field of education leads to more equitable and humane practices in a multilingual classroom as students of different socio-economic and educational backgrounds move freely. In fact, translanguaging encourages

learners to cultivate positive attitudes towards multilingualism which enhances their confidence level.

2. Translanguaging clearly had its impact on enhancing language learning, developing critical thinking skills, helping in scaffolding to comprehend.
3. Translanguaging helped the learners in organizing and presenting matter systematically.
4. Incorporating home languages within the classroom writing led to better understanding of the material.
5. Translanguaging resulted in developing learners' academic literacies leading to easy learning and desired outcome.
6. Translanguaging in bilingual classes helps the learners to expand linguistic repertoire by incorporating the ways required for literacy development.
7. Self-directed translanguaging practices lead to self-management, self-motivation and persistence in academic learning.
8. The action research proved that in attaining proficiency in writing in English, translanguaging played a significant role by creating interactions among students which led to peer support in the acquisition of a second language.

Further, this study proved that translanguaging technique:

- a) re-conceptualizes language learners as multi-competent users in a multilingual class
- b) leads to inclusivity and diversity in education
- c) enhances language learning, developing critical thinking skills
- d) uses semiotic repositories to enhance learning and communication.
- e) challenges monolingual restrictions by recognizing learners diverse linguistic repertoires
- f) optimizes language acquisition if teachers are trained and translanguaging is integrated within curriculum.

Furthermore, it can be concluded that this study was done at graduation level but teachers can implement this from primary school level as it develops a positive attitude towards multilingualism and also it recognizes the cultural and linguistic backgrounds of the learners. The research suggests that translanguaging can be called an additive approach to language acquisition as it can create concepts and perspectives to a curriculum. Overall, translanguaging in the field of education paves the way for democratization of learning in a multilingual class.

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Enhancing Reading Competency through Short Stories

N. Ganesh and S. Shanmugasundaram

Introduction

Learning the language is the most crucial thing in the world. English is a world language; thus, focus must be placed on four skills: Speaking, listening, reading, and writing. One of the competencies that any student should possess is reading, which is undoubtedly a complex task. Teachers of English as a second language know the challenges of teaching reading skills.

The use of literature in language classes has assisted students in understanding the world from a different perspective and becoming aware of the historical, social, political, and cultural events that are taking place in a specific cultural context. It helps to foster the learner's ability to interpret the culture in their target language. In literary texts, language creates its context. This research analysis aims to study the impact of short stories as a pedagogical tool in teaching reading skills to commerce students. This research study emphasizes the effect of short stories taught in the English language by great authors such as O. Henry "The Gift of the Magi", R.K. Narayan "An Astrologer's Day", and Prem Chand "The Child" on students' vocabulary, critical thinking abilities, and reading comprehension.

Short stories are fascinating, motivational, and quick to read; authors utilize them as an alternate strategy to lessen reading difficulties. Reading short stories can improve vocabulary, teach logical thinking, and give real-world examples of grammatical structures in addition to entertainment. Reading short stories helps pupils learn how to make decisions, solve issues, sympathize, and discriminate between good and

bad things. Readers of all ages can improve their reading skills, making them a handy tool for improving reading comprehension. The briefness and the focus are two of the main benefits of short stories. Short stories usually center on a single central narrative theme, which enables readers to fully engage with the story without becoming sidetracked by complex plots or a large cast of characters. Short stories have a simplified format; readers may more readily follow the plot, identify crucial details, and understand the underlying meaning or message, making them especially important.

Short stories are so brief that they can read them all at once, which gives readers a sense of achievement and motivates them to read more. This sense of accomplishment can be immensely encouraging, particularly for reluctant or struggling readers who might find more significant works intimidating or overwhelming. Readers can gain confidence in their skills and a greater love of reading by feeling the accomplishment of finishing short stories from beginning to end. It, in turn, leads to further skill development. Short stories provide an extensive variety of topics and styles, enabling readers to experiment with a broad range of genres, viewpoints, and literary devices. Short stories improve their comprehension of the written word. As readers engage with these diverse short stories, they can develop a more sophisticated and critical reading style by recognizing and evaluating the many literary methods and approaches used by the authors.

Short stories can also be an excellent tool for developing specific skills because of their condensed style. Teachers can carefully choose short stories that cater to particular reading comprehension abilities, such as figuring out the central theme, making deductions, or identifying metaphorical language. Readers can effectively practice and improve these distinct abilities by focusing on them within the overall structure of a unique story. Short stories can be pretty accessible, especially for reluctant or complex readers. Short tales offer a more accessible and reasonable introduction to literature than the intimidating notion of diving into a long novel.

Short stories are an effective and adaptable tool for readers of all ages and skill levels because of their succinct format, wide range of subject matter, capacity to promote a sense of accomplishment, and ability to focus on specific skill areas. Because of their condensed style, short stories can also be an excellent tool for developing particular skills. They can help readers love reading and feel confident in their abilities by providing a more concise and readable format, opening the door for further growth. Short stories can help people develop a lifetime love of reading, improve their basic reading abilities, and open up a world of literary discovery.

Advantages of Conducting Short Story Reading

Experiments:

Conducting experiments using short stories as a learning tool provides a wealth of benefits for students, especially when aiming to enhance language skills like vocabulary, comprehension, and critical thinking. Such experiments not only promote active engagement with reading materials but also enable teachers to track learning outcomes in a structured way. The following are key advantages of conducting short story reading experiments among students:

Enhanced Vocabulary Acquisition and Retention

Short stories are typically rich in diverse vocabulary, making them an excellent source for language learners to encounter new words within a meaningful context. Vocabulary learned through context is more likely to be retained compared to rote memorization, as students can associate terms with specific scenarios, characters, or emotions presented in the story. Experiments show that reading short stories significantly expands students' lexicon as they encounter varied language, idiomatic expressions, and nuanced word usage, all of which contribute to more robust language skills.

Improved Comprehension and Analytical Skills

Short stories often revolve around a central theme and focus on a single, cohesive narrative. This structure helps students build comprehension

skills as they follow a straightforward plot while also interpreting deeper meanings. Reading experiments with short stories encourage students to analyze motives, emotions, and events, which enhances both literal and inferential comprehension. By answering questions or participating in discussions about the story, students develop a more sophisticated understanding of character motivations, literary devices, and symbolic themes.

Promotion of Critical Thinking and Empathy

Short stories often feature moral dilemmas, character conflicts, or social issues that prompt students to think critically about human behavior and societal norms. Experiments incorporating reflective questions or group discussions can guide students to analyze these elements, fostering critical thinking. Additionally, as students empathize with characters from diverse backgrounds or unique situations, their emotional intelligence and empathy are enhanced. These skills are critical for interpreting not only literature but also real-world situations with a more nuanced perspective.

Increased Student Engagement and Motivation

Short stories helped the reluctant students to motivate or those who might find lengthy texts overwhelming. When students are more engaged, they are more likely to participate actively in learning activities, leading to better retention and comprehension. Through experiments, teachers can measure engagement levels and gather feedback on which types of stories resonate most, allowing for further tailoring of reading material to match student interests.

Adaptable Learning and Skill-Building Opportunities

Experiments with short story reading allow teachers to introduce various literary genres, themes, and styles, giving students exposure to a broad range of literary elements. From science fiction to historical narratives, short stories can be chosen to target specific comprehension skills like theme identification, foreshadowing, or tone. The structure of short

stories is also beneficial for differentiated learning, as students can work with material at their own reading level while still practicing similar skills as their peers. This adaptability makes short stories a versatile tool for language acquisition across different student abilities.

Structured Assessment of Learning Outcomes

Conducting short story reading experiments provides a structured method to assess improvements in reading skills. Pre- and post-experiment tests can reveal measurable growth in areas like vocabulary acquisition, reading comprehension, and critical thinking. This data-driven approach allows educators to track progress, adjust teaching methods, and provide targeted interventions for students who may need additional support.

Review of Literature

Researchers and teachers have shown a great deal of interest in the use of literature, and short stories in particular, in the language learning process. Literary texts offer a rich and captivating structure that encourages vocabulary acquisition, critical analysis, and the development of broader language skills, which is why studies have repeatedly shown the advantages of including them in the curriculum. Furthermore, it has highlighted that short stories, in particular, are a powerful tool for teaching languages because of their condensed structure and captivating plots, which enable students to become more deeply engaged with the material. Several studies have examined the benefits of using short stories to improve vocabulary learning, showing that the vivid imagery and context-specific information found in these literary works can help students understand and retain new words more effectively than traditional vocabulary-building exercises.

Magdy, Ghada, and Maher Khalid focused on improving EFL vocabulary acquisition and student interest among secondary-stage students through short stories. A total of 32 students participated in their study, divided into two groups: an experimental group and a control group. For data collection, they used an interest scale and a vocabulary test. According to the data, the experimental group outperformed the control group in

terms of the mean score. Students in the experimental group excelled in the target skills, demonstrating that reading short stories positively influenced their vocabulary learning and interest in the subject.

In another study, Durak and Yavuz explored ways to improve reading techniques through selected genres of literature. They utilized various library resources, including academic publications, articles, and books, to gather data and analyze. Their findings suggest that authentic texts significantly improve reading comprehension and develop learners' abilities. The study highlights essential tactics such as skimming, scanning, guessing, and distinguishing between implied and literal meanings, which are crucial for learners' understanding of authentic texts. Furthermore, the study emphasizes how important it is to incorporate reading and literature, and it concludes that using these techniques and literary resources can help English as Foreign Language students prepare for the more difficult parts of complicated texts.

Julanie L. Abella, Floyd G. Delfino, Iris R. Tabanas, and Mitzi A. Pardo worked on the effect of fables on reading comprehension. Fables incorporate allegorical storytelling along with a moral lesson that is beneficial for boosting the reading comprehension of all ages. The results demonstrate fables' capacity to engage readers in critical thinking and reasoning for total text comprehension. Fables will enhance empathy and moral reasoning in young readers. This study sought to use experimental and quasi-experimental approaches to enrich and promote the comprehension ability of the learners alongside whole-person development against the nomenclature of behaviorism, where comprehension comes out as teaching learners to exploit fables and their morals. This systematic review takes a detailed viewpoint on the fables as a teaching tool. It opens the eyes of many teachers and researchers regarding the benefits of fables in contributing to improved literacy and socio-emotional development.

Aya Raaed Abdullatif, Sanaa Iskandr Oyed, and Sarah Hasanen Ali conducted a study titled "The Role of Short Stories in Developing Reading and Writing Skills among EFL Learners." Its primary emphasis is the

importance of short stories in EFL classes. The research is now conducted at Cihan University in Erbil. The study's objective is to improve the reading and writing skills of the students by using specific kinds of literature in EFL classes. It follows the quantitative and qualitative methods. The participants are 75 EFL students at CUE. The hypotheses of the study present three. The study concludes by supporting the notion of the importance of developing reading and writing skills through the usage of short stories. It ends with a recommendation for teachers in the EFL area to promote the utilization of short stories in EFL classrooms.

Manirakiza, E., Ndimurugero, S. N., Mugirase, G., & Hakizimana assessed how the students felt about using short stories and how effectively they comprehended English. The study aimed to determine the advantages of using short stories for the students, their difficulties, and how they overcame them. This study focused on 222 first-year students using constructivism theory. The research employed a descriptive methodology, gathering data through focus group interviews and a questionnaire. The results showed that students may learn the four macro-skills of the English language through short stories. The results showed that students' vocabulary increased by 98.2% when they read short stories. The results showed that students need more confidence, restricted vocabulary, and spelling issues made it easier to understand the concepts being provided. Short stories were suggested as suitable resources to mediate learning a second language after the study found that they might be helpful language resources.

Methodology

At the outset, Commerce major students are informed about this particular reading experiment. They were motivated by the relevance of reading as a skill. This study employed a design with a control group and an experimental group of 15 commerce students. The control group received conventional reading training, While the experimental group read a selection of short stories, "The Gift of the Magi," "An Astrologer's Day," and "The Child," in addition to the standard curriculum. They collected data through pre-tests and post-tests, which assessed vocabulary, critical thinking, and reading comprehension. Vocabulary

was measured using a standardized vocabulary test, and critical thinking was assessed through paragraph responses analyzing the short stories. Reading comprehension was evaluated using multiple-choice questions based on the assigned readings. Separate training sessions were also given to them. A Control group of students were given traditional works, and training was given based on that. Three tasks were given to experimental and Control groups to assess their understanding of reading skills.

Task 1: Measuring the vocabulary through Multiple Choice questions, filling in the blanks, and matching exercises.

Example: Match each vocabulary word to its definition

Task 2: Assessing the reading comprehension

S.No.	Vocabulary	Definition
1.	Agile	a) Very poor; needy
2.	Prudence	b) Ability to move quickly and easily
3.	Depreciate	c) Quality of being cautious
4.	Covet	d) Strongly desire (something)
5.	Generosity	e) Willingness to give more

Example:

1. What does the astrologer do to make his predictions seem accurate?
2. What secret does the astrologer keep about his past?
3. Who is Guru Nayak, and why is his interaction with the astrologer significant?

Task 3: Analyse critical thinking abilities

Example:

1. How does Gangu convince the narrator about the character of Gomti?
2. What does the astrologer do to make his predictions seem accurate?
3. How does the astrologer handle the situation when he realizes who Guru Nayak is?

The Performance of the individual students was analyzed. The scores were noted.

Results and Discussion

The findings of the result demonstrate the result of the statistical evaluation and data tabulation. It compares the students' pretest and posttest results, as well as the mean pre-test and post-test results.

Table 1: Experimental Group Performance in Reading

S.No.	Register Number	Pre-test (30 Marks)	Post-test (30 Marks)	Difference
1.	23CO1850	20	28	08
2.	23CO1851	16	26	10
3.	23CO1852	15	28	13
4.	23CO1853	14	27	13
5.	23CO1854	11	19	08
6.	23CO1855	15	25	10
7.	23CO1856	15	27	12
8.	23CO1857	20	28	08
9.	23CO1858	13	24	11
10.	23CO1859	11	25	14
11.	23CO1860	10	24	14
12.	23CO1861	13	24	11
13.	23CO1862	21	29	08
14.	23CO1863	11	24	13
15.	23CO1864	10	25	15

Table 2: Control Group Performance in Reading

S.No.	Register Number	Pre-test (30 Marks)	Post-test (30 Marks)	Difference
1.	23CO1865	14	18	04
2.	23CO1866	12	18	03
3.	23CO1867	16	20	04
4.	23CO1868	11	18	07
5.	23CO1869	08	11	03
6.	23CO1870	20	26	06
7.	23CO1871	08	14	06
8.	23CO1872	10	15	05
9.	23CO1873	14	16	02
10.	23CO1865	18	18	00
11.	23CO1866	19	21	02
12.	23CO1867	12	15	03
13.	23CO1868	14	17	03
14.	23CO1869	15	22	07
15.	23CO1870	13	19	06

The observed improvements in the experimental group can be attributed to several factors related to the engagement with short stories. The diverse vocabulary employed in the stories exposed students to new words and expressions, thereby expanding their lexical range. For instance, in “The Gift of the Magi,” O. Henry uses words like “parsimony” and “instigates,” enriching the students’ vocabulary. The varied sentence structures and literary devices used in the stories also contributed to vocabulary development.

The complex themes and narrative structures of the stories challenged students to think critically and analyze the text at a deeper level. In “An Astrologer’s Day,” Narayan’s use of irony and foreshadowing encourages critical thinking about the astrologer’s methods and motivations. Similarly, Premchand’s “The Child” prompts reflection on societal issues and human relationships. Analyzing these literary elements fostered critical thinking skills in the experimental group.

The emotional and imaginative aspects of short stories increased student motivation and engagement, leading to improved learning outcomes. The poignant sacrifice in “The Gift of the Magi,” the astrologer’s cunning in “An Astrologer’s Day,” and the poignant portrayal of childhood in “The Child” captivated the students’ interest and encouraged deeper engagement with the texts. This increased engagement translated to improved reading comprehension.

When the pre-test and post-test results from the experimental and Control groups are compared, it is evident that the experimental group’s reading abilities improved more after reading the short stories. The experimental group’s mean score on the pre-test was 47.77, while the Control group’s was 45.33. The experimental group scored an excellent 85.11 on the post-test, while the Control group’s mean score increased to 59.55. According to this analysis, reading abilities improved significantly. The students benefited from the training sessions involving short stories since they were able to understand the story well and engaged enthusiastically. There was a notable difference between the students’ pre-test and post-test scores based on their correct answers. After learning through short stories, their reading abilities significantly improved, evident in the significantly greater post-test scores compared to the pre-test results. The findings showed that the students reading skills have significantly improved. The majority of students did a great job. Feedback on the stories was collected, and everyone expressed that they enjoyed the story immensely. During critical reading and reading comprehension, they were able to successfully communicate their ideas because they found it simpler to organize and articulate them.

Limitations

The study’s limitations are that only a small number of samples were chosen, and only a Limited number of training sessions were given. Only three short stories have been used.

Conclusion

Based on the findings and discussion, the short story is effective in the reading skills of ESL learners of tertiary-level students. The research result showed that the experimental group had good reading skills in the post-test, with a percentage of 85.11. After reading the short story, there was a significant difference between pretest and post-test. Experiments also showed that their skills, as mentioned above, related to ESL reading skills, could be improved with literature-based tasks, particularly using short stories. If short stories are used in a contextual and interesting learning session, the learners will feel good working with them. Therefore, they performed well.

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Pedagogical Aspects in Teaching and Learning EFL with A Cultural Perspective

Sunil Pathak and Shalini Bhargava

Introductionu

Culture and Language are indispensable to each other and cultural knowledge is an essential element in the teaching of any language. In the Indian context English is the second/foreign language and culture has a relevant impact in teaching and learning of English in the Indian scenario. The multicultural milieu of India requires understanding the wider perspective of teaching the English Language in the present context. Culture lends a specific meaning to the language and it is necessary to teach the language in a learner centric manner keeping in mind the cultural background to make teaching effective and achieve good results. Attaining English language proficiency has gained importance in this globalised world where people from diverse cultural backgrounds come together for communication and cooperation for mutual growth. This paper will examine the various nuances of the intercultural approach to teaching and learning of English Language in India.

Language and Culture

It is rightly said that our social lives are conducted through language and it is bound to culture in various ways. Thus, language symbolizes culture and is a social practice which reflects the inherent practices of a social group. The user of the language in the spoken or written form associates meaning to it by relating it to a particular group to which he belongs in the society. The encoding of the message which is culture specific leads to right interpretation of the language. Along with the

grammar and vocabulary the learner also needs to use the appropriate body language and tone while communicating in a specific social group which also has a deep impact on the message conveyed. English functions as a cross cultural language globally, form very purpose of a business, tourism, academics to a scientific research. [1] Thus, a language plays an essential role in determining the cultural identity of an individual.

Culture is the plethora of knowledge that people have about a particular society and it defines the way people live their lives in a social group. Culture defines the way people think and understand the world; it may vary according to regions or the social groups within a society. Culture lends a specific focus to language teaching and also helps to attach a wider perspective to improve the learning and understanding in the language class. It is well known that English language has become a common medium of transmission in the globalised world and it is necessary to gain proficiency in the language to articulate it according to the needs of a particular culture or society. Therefore, culture understanding has become an integral part of language learning.

“Culture can be defined as a membership in a discourse community that shares a common social space and history and common imaginings. Even when they have left that community, its members may retain wherever they are, a common system of standards for perceiving, believing, evaluating and acting.” [2]

Cultural Implications in Language Teaching/Learning

The study of culture brings forth the way people use different languages to give a wider view and this needs to be considered while teaching a language in that society. Language transfers culture from one area to another and vocabulary which is an important component of a language also varies according to culture. In this era of the COVID pandemic, there has been a massive explosion in the use of technology in teaching on the online platform with more focus on intercultural approach to language teaching and requires improvement in conventional teaching methods to make them more effective. Online teaching has also brought people from diverse cultural backgrounds on the same platform which

requires strategic planning by the language teacher to deliver the content of the language in the specific cultural context. It has been noted that culture has been integrated into the 'communicative curriculum' to ensure better understanding of the language in any scenario:

“While acknowledging the obvious importance of language as a means of communicating information, the advocates of an intercultural approach also emphasize its social functions; for example the ways in which language is used by speakers and writers to negotiate their place in social groups and hierarchies..... the intercultural learner ultimately serves as a mediator between different social groups that use different languages and language varieties.” [3]

The intercultural approach to language teaching also helps in development and improvement in language learning and promotes the understanding of the culture and proper mediation. Teaching the English language follows a multidisciplinary approach due to wide usage of the language. Culture is an amalgam of different aspects including behavior, thoughts, values, attitudes, traditions and the psyche of the people of a particular region. It has a wide impact on the various perspectives of ELT in the language classroom as the teacher gives an insight into the cross cultural psychology and the cultural knowledge about the native speakers of the language. The learners integrate this knowledge with the values, attitudes and mindset of their own society and develop an understanding of the language in their native context. Claire and Widdowson in their book *Language and Culture* (1998) stated that educating students for use of English as a 'Lingua Franca' is equally developing their intercultural sensibility. It is educating students to make use of English as a lingua franca for developing their intercultural sensitivity. It makes an allowance too for them to get to know a number of different cultural outlooks and perspectives. [4]

The study of culture also helps to avoid misinterpretation of the target language by the learners. Literature, drama movie adaptation, songs etc. have been found to be very effective in introducing the learners to

the culture of the native speakers and drawing comparisons between the native culture and the culture of the ESL learners.

Techniques for Imparting Culture the ESL Classrooms

India is a country of diverse cultures, the English teacher needs to understand the socio-cultural background of the learners while delivering in the language classroom so that learners respond and understand the language with culture focused perspective. Teaching a foreign language without introducing the learners to the socio cultural milieu of the origin of that language makes learning incomplete. Learning English language with focus on being better communicators needs to enhance the understanding of the learner so that they can use the learnt language to communicate clearly in the social scenario with focus on cultural aspects to avoid any misinterpretation. Learner should be trained to master the cultural context of the language by exposure to literature of the native speakers which aptly reflects the societal culture and learners learn to comprehend the meaning in a better manner with cultural implications.

Another way in which culture can be introduced in the language classroom is by interactive communication activities where multiple stories and instances from the target culture can be narrated and the learners can be asked to comprehend them in their context. They may also be asked to participate in role plays depicting the culture of the language learnt. It is essential that the teachers of ESL adopt innovative techniques for integrating culture in the language classroom. Another technique is adopting news media for developing communicative competence in the culture specific manner which can help the learners to link to the social happenings of the native speakers to their own social experiences which can be discussed orally with the language teachers. Use of news media will enhance the listening, reading and speaking skills of learners in a culture specific aspect and the internet can be used in an effective manner to access the English news.

“As we all know language is not a natural phenomenon but a creation of man’s social needs. Hence each society depends as much on

language as on air and water for its survival. The moment we think of communication in a society, we cannot help thinking instantly about language and media..... The fact that this media mirrors the society is itself adequate to use it invariably in the ELT classrooms.....” [5]

The teacher can also use a comparison method by showing movies or documentaries depicting the target culture and also the culture of native speakers to involve the learners in cross-cultural understanding of the use of language especially in adaptations of movies or novels from the target culture by the natives. Comparative literature study can also be an active devise to promote cultural understanding amongst students as they have a better understanding of the literature of the first language and when they read and interpret the literature of the second language they are able to draw the relation between both literatures. It also helps the learners in evaluating the difference in the target culture and their own culture while understanding the language in the classroom. The teachers can also hold discussions comparing the differences depicted in the cultures through the movie adaptations/ documentaries etc. Students can be introduced to idioms/ proverbs of the native language and their usage by the native speakers and a comparison may be drawn between the first language proverbs/idioms to assimilate culture. The teachers may also point out the ‘Indianism’ in the English Language and the common errors that occur due to the native impact which can help the learners to improve their language skills. Students can be given project work to highlight these literary adaptations which enhance the interest in learning the language in the cultural context.

When the students learn to listen, read, write and speak the language in the cultural context all skills need to be worked upon in the classrooms to enhance the understanding. Writing activity can help to enhance language learning in the classrooms, as rightly said by Linda Harklan –

“ESL writing classrooms serve as arenas for cultural orientation.....Culture is an elusive construct that shifts constantly over time and according to who is perceiving or interpreting it.....The resulting ‘representations’ of culture appear both implicitly and explicitly in the work of ESL writing classrooms.” [6]

Writing activities improve the ability of the learners as they use vocabulary and language articulation skills to convey meaningful information according to their perception of the language, such understanding of the text can be culture specific as they comprehend and write on topics related to the native language. The cultural manifestations in writing assignments indicate the better learning of the students and also help the teacher to judge the ability of the learners.

Reading also helps the readers to develop cultural awareness therefore the learners can be motivated to read and discuss the literature as per their understanding of the culture. Silent reading activities which are followed by critical discussions on varied topics depicting the culture can be conducted in the classrooms. The teacher may introduce the students to the topics from history, geographical perspectives, economical or social issues that reflect culture and discuss with students to know their reactions on the concerned topics to inculcate interest in the culture of the target language. Listening activities can also be conducted in the classrooms where students are motivated to listen to the news, songs etc. of the target culture and interpret them according to their understanding in the cultural context. The students also develop the ability to assimilate culture of the target language with their own cultural experiences as they listen to the way the language is framed and spoken by the native speakers. The teachers also need to be trained to assimilate culture through various techniques to make the language class effective and meaningful for the language learners.

Conclusion

As a consequence, the learning of the cultural patterns of the target language enables the students to gain complete proficiency in English and become global communicators. Students training in the various professional arenas are highly benefitted through this technique as they become ready to face people from diverse cultures round the world through their effective communication skills. Teaching the students from diverse cultures of the Indian subcontinent requires a thorough approach for teaching ESL and incorporation of intercultural communicative

approach is a key to developing complete competency in the language. Teaching is a transformational process and adopting creative techniques and innovative use of technology can bring a big change in the efficiency of the language learner.

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