

EDITORS



Sanjayan T.S
Assistant Professor,
GVM's Dr. Dada Vaidya College
of Education
Goa University, Goa



Anna Kosenko
Associate professor,
Department of Communicative Linguistics
and Translation, Yuriy Fedkovych Chernivtsi
National University, Ukraine



Dr. Prasangani K.S.N.
Senior lecturer in English,
Department of English Language Teaching,
Faculty of Social Sciences & Languages,
Sabaragamuwa University of Sri Lanka,
Sri Lanka



TARAN PUBLICATION

Registered Office : 79, Vashist Nagar, Ambala Cantt, Haryana, India
Delhi Office : 70, Om Vihar, phase - 3, Uttam Nagar West,
New Delhi - 110059

PRAXIS AND PRACTICES IN ELT AND PHONOLOGY

PRAXIS AND PRACTICES IN ELT AND PHILOLOGY

Anna Kosenko | Sanjayan T.S | Dr. Prasangani K.S.N.

PRAXIS AND PRACTICES IN ELT AND PHILOLOGY

(EDITED BOOK)

Edited by

SANJAYAN T.S

Assistant Professor
Post Graduate and Research Department in Education GVM's Dr.Dada
Vaidya College of Education
Goa University, Goa, India

ANNA KOSENKO

Associate professor,
Department of communicative Linguistics and Ttranslation Yuri
Fedkovich Chernoiivstl National University, Ukraine

Dr.PRASANGANI K.S.N

Senior Lecturer in English
Department of English Language Teaching, Faculty of Social Sciences
and Languages Subaragamuwa University of Sri Lanka, SriLanka

Published By
Taran Publication

Printed in India

ISBN: 978-93-92313-14-1

Praxis and Practices in ELT and Philology

2022

Price Rs: 1000

Copy right Reserved by the Authors

Published by
Taran Publication, New Delhi

FOREWORD

I would like to express my deepest gratitude to the Editor, Professor T.S Sanjayan, who conscientiously created this book with love for education. I am confident that this edition will help all of us work more efficiently and fully apply uniquely explicated benefits of digital teaching and learning. A special emphasis is laid on ways of immersing in e-learning and teaching in the most practical dimensions. Most of the chapters focus on e-increasing academic capacities, variously developing methods of English language teaching methods, inclusive teaching approaches ,digital education, and achieving the highest academic standards for the sake of world development, global sustainability, and peace.

Dr. Iuliia Shamaieva

Associate
Professor, Head of the Department of the English Language, School
of Foreign Languages, V.N.Karazin Kharkiv National
University, Kharkiv, Ukraine

ACKNOWLEDGEMENTS

I express my sincere thanks to honorable Chairman, Shri. Bhaskar Khandeparker, GVM's Management committee, Goa for his incessant support in my all endeavors. I am very much indebted to Dr. Jojen Mathew, Principal, Dr. Dada Vaidya College of Education, and Ponda for their immense support. I also express thanks to all management committee members and faculties of Dr. Dada Vaidya College of Education, Ponda showering their blessings for finishing this edited book in time. Profound thanks to Ms. Prayangi Matonkar, Librarian, and Shri. Sunil Madhukar Gauns, Librarian Grade I and Shri. Gurunath Vaman Naik, MTS for their constant help. I very much indebted to Dr. Mandeep Kaur, Taran Publication for finishing this edited volume in time.

It's my privilege to express sincere thanks to **Dr. Iuliia Shamaieva** who wrote foreword to my Edited book.

This book is dedicated to my beloved mother Chandrikha, Sujisha Sanjana and Anjana. I also express bottom of thanks to all chapter contributors from India and foreign countries.

List of Abbreviations

- ACP : Active Classroom Participation**
- AI : Artificial Intelligence**
- EFL : English as a Foreign language**
- ELL : English Language Learner**
- ESL : English as a Second language**
- ESAP : English for Specific Academic purposes**
- ESP : English for specific Purposes**
- ICT : Information and Communication Technology**
- IELTS : International Language Testing System**
- IT : Information and Communication Technology**
- LAD : Language Acquisition Device**
- MELD : Monolingual English Learners' Dictionaries**
- TESL : Teaching English as a Second Language**
- TOEFL : Test of English as a foreign Language**

PREFACE

English Language Teaching Education plays a central role in any country's pursuit of economic growth and national development. There is no better predictor of Nation's future than what is currently happening in its classrooms. In today's global economy, Nations success depends fundamentally on the knowledge, skills and competencies related with ELT and Philology. .It is no surprise that nations with higher education levels tend to enjoy greater economic prosperity. The support and resources that a system provides to colleges and universities play crucial role in how they perform as they enable teachers and principals to focus on their core business of delivering effective teaching learning. An equally important objective for the system is to ensure that student outcomes are equitable. ELT education, Digital education, Inclusive Education, Blended learning, Philology and Phonetics are the different plethora where the book focuses.

The current volume addresses the various aspects of English Language Education which intangible affects teaching learning process. All chapters are systematically penned by various Scholars from different parts of India and Abroad .It deals with how to tackle existing problems in ELT teaching practices by implementing several research strategies and also enunciate galore of insights into Education.

Editors

Sanjayan T.S

Anna Kosenko

Dr.Prasangani K.SN

S. No.	Contents	Page No.
1.	Merging Media and Technology Instructional Design in the COVID Scenario Dr. Ahmad Al Yakin	1
2.	Re-imagining Students Active Classroom Participation [ACP] in the Face of Changing Dynamics of Online Learning; A Framework to Measure ACP Ashani Maxworth	10
3.	Integration Of Social Media In Enhancing English Language Proficiency Mrs. Lubbnaz	19
4.	The Role of English Literature in Enhancing Creative Writing Revathy T.S	26
5.	A Reflection of Implementation of EFL Flipped Classrooms to Learners' Cultural Perspectives in Indonesia Ahmad Heki Sujiatmoko	31
6.	Challenges Intranslation - A Science Or An Art Mrs. S .Lalitha	41
7.	Multilingualism And Cognition R. Vasumathi	48
8.	Inclusive Education : Perspectives and concerns Dr.Radha Krishnan T.T	58
9.	Less use of authentic materials in ESL reading: Reasons? N. A.L.D.R. Silva	71
10.	History Of English Language Teaching In India Ms. Merlyn Nilosha Dias	101

11.	Students' Collaborative Practices in Minecraft in the Teaching of 21st Century Dr. Mohammed Galal & Dr.Muthmainnah	104
12.	Examining the Model of Mobile-Assisted Mind Mapping Technique on Speaking Ability Dr.Muthmainnah	111
13.	Dictionary Usage To Make English Learning Easy Ms. Ruhi Mohammed Shaikh	121
14.	Distance Learning During Covid 19 Pandemic Preview of theoretical concepts in pedagogical paradigm Dr.Riswanto & Ms.Kasmairi	130
15.	Ethics in the Teaching Profession: The Finnish Model Dr. Aly Abdul Salam	136
16.	Digital Tools in Teaching Language Dr. Sandhya Milind Khedekar	156
17.	Technology-based Academic Writing during the Outbreak of Covid-19 Pandemic Prof.Rita Indrawati	167
18.	Role of Art Education in Teaching Languages Jyoti Ashok Nehalani	178
19.	Microteaching: First Teaching Experience Gautam G. Gaude	180
20.	The effectiveness of Teaching English Language through Songs in Fifth and Sixth Forms in Goma Secondary Schools: Case Study of Bakanja and Nyabushongo institutes, D.R Congo Prosper MBULI KINYABUGUMA	184

Merging Media and Technology Instructional Design in the COVID Scenario

Dr. Ahmad Al Yakin

Universitas Al Asyariah Mandar, Indonesia

Introduction

Students and instructors alike were pleased with the courses that followed best practices in course design and instruction during the spring of 2020, according to research that was carried out on the substantial remote teaching (Lederman, 2020a). In other words, it was the courses that were well-designed and well-delivered that stood out. Although both face-to-face and online courses are expected to adhere to the same design and delivery requirements, online courses are more heavily monitored and enforced than face-to-face courses. In order to quickly prepare for remote teaching, some professors who had never taught online turned to their professional associations, colleagues, teaching and learning centers, and instructional designers (Greene, 2020).

This is the most critical rule to follow, regardless of whether or not you've had the opportunity to do so or have taken an online course yourself and see what works from a student's perspective. According to Baldwin & Ching, (2019); Baldwin, Ching, and Hsu, (2018) and Lawrence (2019) stated it's important that you can easily link any activity or evaluation to a specific course outcome, for example an assignment or a test item. Learning can be improved by up to four times if you can accomplish these Squires, (2009). A high degree of tight coherence should govern the design of remote and hybrid courses as well, as we can't stress this enough.

Your students will be more satisfied with you and your course if all of the components of your course are clearly aligned A few additional technological features are required for mobile- friendly

courses, which are important to a large number of students (Baldwin & Ching, 2020; Capranos & Dyers, 2020). In addition to alignment, national and state evaluation instruments for online courses include other major criteria of quality in distance education literature. Many of these standards also correlate with the Seven Principles for Good Practice in Undergraduate Education. Then, Tanis, (2020). In spite of these core principles and major quality aspects, courses produced for online learning by instructors or instructional designers surprisingly fail to integrate them (Lenert & Janes, 2017). To help you with the development of your online course, we've put up a list of criteria that can be used as rubrics or checklists. Each of these standards is supported by evidence, explanations, and examples. Several of them have unique standards, such as asking students for feedback on your course.

Instructional Technology

Instructional technology that combines the usage and knowledge of tools and approaches by teachers and students in order to enhance student learning. The use of computers and other technology does not automatically make teachers more competent in the classroom, despite what some educators believe. They must be knowledgeable about the best ways to incorporate technology into the classroom. Teachers can use the ASSURE model as a framework and a set of simple procedures to help them develop classes that make good use of technology. Adaptable to a wide range of technologies and topic areas, the model can be used in a wide variety of classroom settings.

Teachers can take advantage of a number of new technological developments. Digital storage and retrieval of enormous volumes of information, whether in the form of text, music or graphics; games; movies; VR; AR; MR; and AI in computers and smartphones are all examples. Additionally, modern technology may be easily adapted so that it can accommodate pupils' different demands.

Using these nine instructional events as a guide, Gagné et al. (2005) claim that a framework for creating and delivering instructional materials has been established. Before implementing the nine events, the authors recommend determining the course goals and learning

objectives. In conventional instructional design, learning objectives are allocated instructional events to ensure that students can know or do something they couldn't before teaching. Shorthand for "stimulus" and "response" is "instruction" and "learning."

Behaviorist (or objectivist) perspectives were criticized and contrasted with constructivist perspectives in the 1990s (e.g., Jonassen, 1991). Combining social constructivism with situated cognition, Gagne (2005) described the so-called objectivist constructivist-debate among instructional design researchers as "a war of paradigms." It didn't take long to realize that the "philosophical foundation" dispute between objectivists and constructivists (Cronjé, 2006) was more perplexing than clear. The objectivist-constructivist dispute could now be said to be over, and it may be time to put the past behind us. However, this is only half the story, as the arguments paved a variety of new instructional design methods. An important one of these is the concept of "Learning Design," or, as others contend, "Design for Learning" (Laurillard, 2013; Mor & Craft, 2012).

Instruction's goal is not to "transmit knowledge," but to "shape the learner's engagement with knowledge, developing the high-level cognitive abilities that enable them to make that knowledge their own," according to this perspective. For the purposes of this definition, the term "learning design" refers to the process of describing how students are taught and learn during an educational experience. One of the most important principles in learning design is that it depicts how different people (such as students and teachers) participate in a particular learning unit. Koper, (2006) asserts that when we use the phrase "instructional design" instead of "learning design," we have the accurate meaning of Koper.

Both concepts refer to the same universe of discourse and aim for the same product: a certain arrangement or setting for teaching and learning. Just like instructional design focuses on teaching activities to improve learning, learning design is focused on learning activities that are initiated and supported by instruction. It's a coin with two sides: instructional design and learning design! There are virtually no differences in terms of the design's necessary methods and steps. It is the goal of instructional and learning design, respectively, to create environments that allow students to learn in accordance with the

categories of learning proposed by Gagné (2005). It is reasonable to suppose that a learning environment's idiosyncrasy is influenced

greatly by the type of learning and the corresponding learning goals. A problem-solving learning environment differs from one that focuses on the proceduralization of abilities. Also, a learning environment that is focused on developing declarative information as opposed to developing social attitudes or morality will be different.

Quality Digital Media for Blended Learning Environment.

Since then, a lot has changed in terms of digital tools and how technology is used in early childhood schools. With the advent of mobile devices, multi-touch screens, tablet computers, and interactive media in the digital age, early childhood educators and parents of young children have faced new challenges and opportunities. While something had evolved in terms of how we

use technology with young children, others had remained the same, such as the necessity for teachers, caregivers, and parents to possess digital literacy knowledge, skills, and experience in order to make effective use of new digital tools rapidly changing the way we use technology.

Being an analog adult in today's digital world is a challenge for adults. It can be difficult or even overwhelming for early childhood educators and parents who live in a world full of televisions, computers, tablets, smart phones, handheld digital games and other mobile devices to make effective, appropriate and intentional choices about the use of technology tools and digital media with young children. We need to ask ourselves how best to manage the quality and quantity of technology and media use in children's lives—both how much youngsters watch and what they watch and do when they use screens.

Visit www.naeyc.org/content/technology-and-young-children, Robb, M., (2013) to learn more about the position statement, key messages, successful practice examples, and recommended resources on technology in early childhood education. The Fred Rogers Center's guiding principles, the Framework for Quality, can be found here.

1. Quality digital media should protect young children's health,

wellbeing, and general development.

2. Quality digital media for young children should take the kid, the Content, and use context into account (principle no. 2). Principle 2
3. To help parents, educators, politicians, and others make informed decisions about what digital media products to use and how to use them, and to help media producers meet consumer expectations for quality, the third principle states that quality assessments should be based on solid evidence.

Take a look at the three Cs (content, context and child) —When it comes to selecting and using media with young children, Lisa Guernsey gives a third framework to help educators and parents make informed decisions.

1. Content — How does this assist youngsters in engaging, expressing, imagining, or experimenting?
2. Context : Children's natural play should not be disrupted by the use of technology.
3. The individual Child: A child's unique requirements, abilities, interests, and stage of development must all be taken into consideration while selecting the appropriate technological tools and experiences for them.

Similarly, these frameworks affected the development of other frameworks, just as they can help you. Guidelines for writing a position statement from the Framework for Quality (Fred Rogers Center, 2012) were informed by the Guernsey three Cs approach, which is depicted in the diagram below and included directly into Principle 2.

Principle 2: Digital media quality for young children should take the kid, the material, and the use situation into account.

1. Individual children's cognitive, physical, emotional, and social requirements, abilities, and interests, at various stages of development, should be taken into account.
2. Educate, present new knowledge, improve certain abilities, and/or

entertain should be the stated goals of the content.

3. Therefore, the media product must encourage children and their families to participate together, especially those under the age of five. Interactivity and involvement with the media product, including the involvement of children as content creators, should be a priority for older children.
4. Specific locations of use (e.g., residences, classrooms and outdoor settings for informal learning) should be stated if they are important to specific goals for learning and development as well as the ability to communicate and/or engage in entertainment. The extra value that a product's features and affordances provide should be considered while designing the context of use. A list of keywords formed during the three-year process of hearing, drafting, collecting feedback, listening some more, and editing again that resulted to the final version of the position statement. These words are now essential elements of the appropriate and effective use of technology with children under the age of eight.
5. Using technology and media in conjunction with other tools and materials often found in early childhood contexts has been a goal of ours since the beginning.
6. The ability to be purposeful is a higher level teaching talent that means you know when and how to employ technology, as well as why.
7. Well-established principles of developmentally appropriate practice are used to support the statement.
8. Uses of technology and media that improve your educational goals for each individual student and for the entire classroom are considered effective. It requires thinking about technology throughout the day, not just as an isolated activity.
9. The phrase "balanced" comes to the heart of our idea that technology should be used in conjunction with, rather than in instead of, other important early childhood experiences. When incorporating technology into the classroom, educators need to find the correct balance between the classroom's essential

resources and experiences for young children and the technology itself. When properly employed, these instruments can be extremely beneficial. Children's genuine and authentic interaction with the people around them and the world can be extended and supported by extending and supporting hands-on, creative and authentic engagement with them.

The word "interactive" is a crucial one. New digital devices can provide fantastic interactive experiences for children, but we want to ensure that children enjoy interactions with their peers and caring adults as well as with suitable technology tools.. Non-interactive or "passive" media use, on the other hand, involves putting kids in front of devices with little or no engagement with them or others. The quality of the technology or media experience, as well as interaction with peers and adults, are all part of what it means to be engaging. As a result, the three Cs must be taken into consideration: content, context, and the child. It is a core belief that technology can be used to promote adult-child and child-to-child interactions and to encourage a more sociable and less alienating experience. Early educators have a professional responsibility to ensure that all children have access to technology and media and obtain vital skills for learning and digital media literacy for the 21st century. As teachers, we are often reminded of the need of knowledge, experience, and digital media literacy when it comes to selecting, integrating, and evaluating technology in our classrooms, and these words serve as a continual reminder of this. At long last, professional development understands the necessity of aiding educators in their efforts to become more technologically literate.

Conclusion

Education and psychology have undergone a number of paradigm transformations in the last several decades due to the rise of new social and technological pressures. The effect of this is that the epistemological, psychological, and technological foundations of instructional design are sometimes observed to be highly ambiguous. Educators have, on the other hand, been adapting instructional design to incorporate and advance theories from a variety of fields, including psychology, systems theory, and information and communication technology. Constructivism, situated cognition, e-learning methods to

distant education, and information theory have all had an influence on the most recent additions. In order to be successful tour guides and media mentors, educator need to: (a) teacher educators, professional development providers, and trainers who are proficient in digital literacy; (b) resources and practical knowledge on teaching with technology that you can access, trade ideas, share stories and ask questions about what works with other educators in order to enhance your personal and professional learning network; (c)to be able to access research-based methods and examples of successful implementation.

References

1. Baldwin, S. J., & Ching, Y. H. (2020). Guidelines for designing online courses for mobile devices. *TechTrends*, 64(3), 413-422.
2. Baldwin, S., Ching, Y. H., & Hsu, Y. C. (2018). Online course design in higher education: A review of national and statewide evaluation instruments. *TechTrends*, 62(1), 46-57.
3. Capranos, D., & Dyers, L. (2020). Online student behaviors and attitudes: A survey of prospective students, current learners, and recent graduates of Wiley education services' partners.
4. Cronjé, J. (2006). Paradigms regained: Toward integrating objectivism and constructivism in instructional design and the learning sciences. *Educational technology research and development*, 54(4), 387-416.
5. Gagne, R. M., Wager, W. W., Golas, K. C., Keller, J. M., & Russell, J.D. (2005). Principles of instructional design.
6. Greene, J. (2020, March 17). Keep calm and keep teaching: Shifting unexpectedly to remote instruction requires as many human solutions as technology solutions. Inside Higher Ed. Retrieved from <https://www.insidehighered.com/advice/2020/03/17/shiftingunexpectedly-remote-instruction-requires-many-human-solutions-tech>
7. Jonassen, D. H. (1991). Objectivism versus constructivism: Do we need a new philosophical paradigm?. *Educational technology research and development*, 39(3), 5-14.
8. Koper, R. (2006). Current research in learning design. *Journal of Educational Technology & Society*, 9(1).

9. Laurillard, D. (2013). *Teaching as a design science: Building pedagogical patterns for learning and technology*. Routledge.
10. Lawrence, J. E. (2019). Designing a Unit Assessment Using Constructive Alignment. *International Journal of Teacher Education and Professional Development (IJTEPD)*, 2(1), 30-51.
11. Lenert, K. A., & Janes, D. P. (2017). The incorporation of quality attributes into online course design in higher education.
12. Mor, Y., & Craft, B. (2012). Learning design: reflections on a snapshot of the current landscape. *Research in learning technology*, 20, 85-94.
13. Robb, M., Catalano, R., Smith, T., Polojac, S., Figlar, M., Minzenberg, B., & Schomburg, R. (2013). Checklist for identifying exemplary uses of technology and interactive media for early learning.
14. Squires, D. A. (2009). *Curriculum alignment: Research-based strategies for increasing student achievement*. Corwin Press.

Re-imagining Students Active Classroom Participation [ACP] in the Face of Changing Dynamics of Online Learning; A Framework to Measure ACP

Ashani Maxworth

Department of English Language Teaching, Sabaragamuwa University of Sri Lanka, Belihuloya, Sri Lanka

1. Abstract

Students' active classroom participation [ACP] has been argued to be an intrinsic component of successful learning. Having had to resort to various forms of e-learning due to the existing pandemic situation, ensuring such active participation in virtual classrooms has become a primary challenge for educators. The objective of this paper is to propose a framework to study ACP in synchronous virtual classrooms [SVCs]. A systematic desk review of 20 journal articles on ACP in Synchronous and Asynchronous virtual and physical learning settings was done and a framework was developed focusing on both lower-order and higher-order conception of what ACP in SVCs entails. It was determined that ACP is essentially visible through *interaction*. This interaction may happen in three modes; A) spoken, B) written (messages in the chat etc.) and C) other (such as emoji reactions, answering to polls etc.). Furthermore, interaction may happen with A) the peers, B) the educator or C) the learning experiences/ activities. Further, such interaction may happen A) voluntarily or B) upon request by the educator. To quantitatively measure such forms of interaction, frequency counts may be utilized. However, merely quantifying the *frequency* of interaction will not provide an insight into if such participation is in fact 'active' or not. To determine that, the *quality* of the interaction should also be studied. Accordingly, an interaction may be classified as either A) substantive or B) non-

substantive. Thus, studying a virtual learning setting using the proposed framework will provide a balanced perception of students' ACP, the knowledge of which could be used to improve students' learning experiences. (Maxworth, 2021)

2. Introduction

Active Classroom Participation of students, also known as, Student In-class Participation was written about, in *Speech Teacher*, as early as 1958, where Brown and Pruis offered their reasons for the importance of, and suggestions for encouraging, active participation of students in classroom academic activities.

ACP refers to the conscious efforts made by students to engage with classroom academic activities. These efforts have traditionally been viewed as manifested in visible or tangible manners such as responding to questions, asking of questions, conversing and collaborating with peers etc.

3. Perception of ACP over the years

The beneficial effects of active classroom participation (ACP) of students in traditional as well as online classrooms have been agreed upon by various researchers. A measurement of such participation however was not developed until about fifteen years ago, when Davies and Graff (2005) used an essentially quantitative method of frequency counts to measure the effectiveness of participation of 122 undergraduate students by comparing their frequency of accessing the 'blackboard' environment with their final grades. In their research participation was characterized based on the number of times a learner accessed a virtual platform. (Hratsinki, 2008) Many a researcher has since taken the same route as Davies and Graff and considered frequency counts as a reliable measurement of ACP, student interaction as well as student engagement. Thus, originally, the most common measure of ACP in virtual settings was the quantity of interactions.

However, three years later, Stephen Hratsinki, set the foundation for a more 'balanced' measurement of ACP in his 2008 review of literature, where he identified the need to go beyond the quantitative aspect of

ACP (which he terms “low-level conception of online participation”) (2009, p.81) and suggests corroborating it with qualitative study (“high-level conception of online participation”) where each interaction of each student is qualitatively analyzed to determine if they are either “substantive” or “non-substantive”.

This concept of substantiveness and non-substantiveness was first put forth by Davidson-shivers, Muilenburg and Tanner in (2001) in their qualitative analysis to study how graduate students participated in synchronous and asynchronous online discussions. Davidson-shivers et al. identified nine varieties of substantive and non-substantive comments; meaning if the interaction or comment was “directly related to the topic” or not. (p.351) “The four subcategories for substantive were structuring, soliciting, responding, and reacting; the five subcategories for non-substantive were procedural, technical, chatting, supportive statements, and un-codable” (p.355)

Later, in 2009, in “A Theory of Online Learning as Online Participation”, Hratsinki develops his earlier study and proposes using a mixed-method to study online participation, arguing that online learner participation:

- (1) is a complex process of taking part and maintaining relations with others,
- (2) is supported by physical and psychological tools,
- (3) is not synonymous with talking or writing, and
- (4) may involve collaboration with peers but essentially it may involve all kinds of relations.

This approach is considered the most balanced and most successful way of studying learner participation in synchronous as well as asynchronous classrooms and was later used by many researchers to study the same.

4. Re-imagining ACP in the Face of Changing Dynamics of Online Learning

The issue with Hratsinki's approach (and every other approach used to date) is not with the approach itself but with our drastically changing perception of what synchronous learning is. In pre-Covid research, online teaching and learning was almost synonymous with distance education. Even in research which suggests using synchronous media to support asynchronous learning programmes, the platforms that are suggested as synchronous are chatrooms. Simultaneously, participation is viewed as to which extent students "maintain relationships" (Wenger, 1998, as cited in Hratsinki, 2009, p.81) with peers and teachers, which is a concern in distance education where synchronous meetings are minimal, but not much of a concern presently, as many classes meet synchronously on a weekly/ bi-weekly basis.

Pre-covid research considered situations where students and educator are not present simultaneously as asynchronous (Discussion boards, VLE etc.) and situations where they are present simultaneously as synchronous (Chat rooms). While this demarcation of synchronous and asynchronous stands accurate, the 'synchronousness' or the feeling of being present in the same place at the same time are different from platform to platform. For example, the feeling of 'presence' in a chatroom is significantly low in comparison to the feeling of 'presence' in the increasingly popular video-conferencing platforms. Video-conferencing was not a widely used for learning through-out the world in the pre-covid era, and not used at all in Sri Lankan state education. Therefore, research on synchronous medium conceptualizes synchronousness as in chatrooms and not more 'live' platforms such as video- conferencing platforms.

The implications of such conceptions of online synchronous learning are quite different to what we think of as online synchronous learning today in many ways;

- A. Due to the massive usage of Zoom (and other similar applications), synchronous learning today stands not only for environments like chat rooms, but for more live video-conferencing situations.
- B. The feeling of presence is much more vibrant in video-

conferencing synchronous classrooms in comparison to more traditional synchronous platforms like chat rooms.

- C. Two years ago, most of the online students were voluntary distance learners; when they joined the courses, they were aware of its distance nature and chose this mode voluntarily. Presently however, for students of Sri Lanka, online learning is a must and not an option, not to mention almost alien.
- D. While asynchronous media was the primary mode for earlier online classes, and synchronous media was only used to corroborate learning (if any), today, the primary mode of learning is synchronous media and asynchronous media is mainly only used to distribute course material.
- E. The majority of the students has started the courses in a traditional physical classroom and therefore are familiar with their peers as well as their teachers, unlike in the earlier online courses where the students and teachers met only virtually, thus the feeling of community, which is a popular discussion in terms of online learning, is already present in students and therefore defies the need to pay attention to the “importance of group attachment” in online learning. (Palloff and Pratt, 2005, p.15)
- F. While earlier online learners were more independent learners due to the distance-learning nature of the course, (Harasim, 1989, as cited in Hratsinki, 2009) presently, the students do not have the same sense of independent learning and require constant guidance and motivation.

For these reasons, the way we study active participation of students in synchronous virtual classes also need to be revisited. Taking this concern as well as the findings of previous research into account, the following approach was developed to study active classroom participation of students in online synchronous classes.

5. The Proposed Framework

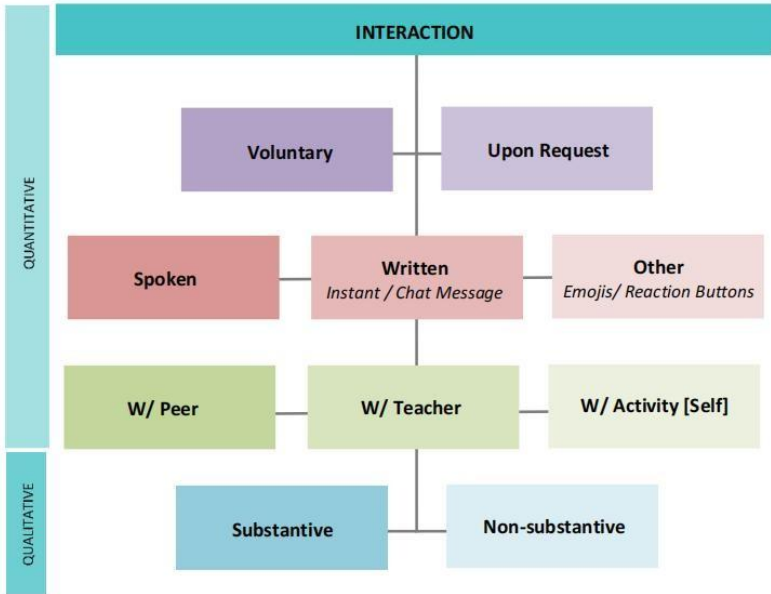


Figure 1 – Proposed Framework to study ACP in synchronous virtual classrooms

Description

According to this proposed framework, students' ACP is measured in terms of observable interactions and are given a weightage. This interaction may happen in many ways and the top three tiers of the above diagram reflect this. Qualitative frequency counts are initially utilized to enumerate the number of times students interact and then these interactions are studied qualitatively in the final tier to determine if they are in fact substantive.

For example, let us assume that two students (A and B) are given a reading comprehension where they have to read and respond to a question using Padlet. Student A may actually engage with the reading passage and formulate a cohesive answer. Student B may copy bits and pieces from the passage and upload a response, without actually engaging with the reading passage. While the frequency count may

Consider both these interactions as valid, it will not be an accurate representation, as Student B's interaction here is but an attempt to 'finish the activity' rather than to actually 'do' it, and Students A's interaction is evidence of a student 'actively' engaging with the lesson. Therefore, to determine this substantiveness, analyzing interactions qualitatively by using a teacher's intuition is important.

In the first tier, we initially consider if the interaction is voluntary, or if the teacher had to request for this interaction. Based on the nature of it, each interaction is given a weight age.

Tier 01 – Voluntary/ Involuntary

Nature of the interaction	Weightage
a. Voluntary [Student volunteers questions/ opinions without solicitation]	3
b. Teacher asks a question from the entire class/ encourages the entire class to respond/ gives an activity, student answers	2
c. Teacher names a student and asks a question, student answers	1
d. Teacher names a student and asks a question, student does not answer	-1

Tiers two and three reflect different modes in which interaction may happen and are used for descriptive purposes. A student may speak out or write/ type (in the Zoom chat box, WhatsApp etc.) a question, a response or an idea. In most research only these two modes of response, i.e. spoken and written are considered as valid responses. However, "participation is not tantamount to [...] talking or writing." (Wegner, 1998, p.59) Having taught teens and young adults, I have decided to include a third mode of response which is mentioned as Other, to include all other ways of interaction in synchronous virtual classrooms such as emoji reactions, responding to polls, sending emojis in the chat, using reaction buttons such as like, thumbs up etc. This also counteracts the assumption that participants who (observably)

interact the least are passive bystanders or “lurkers.” (Romiszowski and Mason, 2004)

Previous research measures participation in terms of “interaction with peers and teachers” (Hratsinki, 2008, p.1755), focusing on the many-to-many nature of online interaction rather than one-to-one or one-to-many forms of interaction. For the purpose of this study, a third category as interaction with the activity is included, as certain requests by the teacher may only require students to engage with the activity and not speak or respond. One may also think of this interaction as interaction with one’s own self, as I believe, thinking also is a form of active participation, albeit intangible and unobservable and therefore immeasurable. However, a student’s engagement with the activity can be a reflection of her ‘thinking’ and therefore engaging with her own self. This type of interaction I believe is equally important (if not more) in studying the way students actively engage with a lesson as participation may happen on “both personal and social levels.” (Wenger, 1998, p.57)

Tier four stands for the qualitative aspect of this measurement, where all forms of previously explained interactions are qualitatively analyzed and weighted (substantive =4/ non-substantive =0). Substantiveness (sometimes referred to as productivity), as previously stated, is defined by Davidson- shivers et al. as a response that is directly related to the topic in question. Using this as the only measurement of substantiveness may not be entirely fair to the current study; as the context of the two researches are different. Therefore, in addition to this, the engagement with the activity also needs to be taken into account when determining the substantiveness of the interaction;

Written/ Spoken - Is the interaction related to the lesson/ topic?
Activity- Has the student enthusiastically engaged with the activity?

Thus, analyzing observable interactions in a mixed-method framework will provide a sound understanding of the nature of students’ active classroom participation in a virtual synchronous setting.

REFERENCES

1. Brown, C. T., & Pruis, J. J. (1958). Encouraging participation in classroom discussion. *Speech Teacher*, 7, 344-346.
2. Davidson-Shivers, G. V., Muilenburg, L. Y., & Tanner, E. J. (2001). How do students participate in synchronous and asynchronous online discussions? *Journal of Educational Computing Research*, 25, 351-366.
3. Davies, J., & Graff, M. (2005). Performance in e-learning: Online participation and student grades. *British Journal of Educational Technology*, 36, 657-663.
5. Hratsinki, S. (2008). What is Online Learner Participation? A Literature Review. *Computers & Education*, 51, 1755-1765.
6. -- (2009). A theory of online learning as online participation. *Computers & Education*, 52(1), 78-82.
7. Maxworth, A. (2021). Proposing a Framework to Study Students Active Participation in Synchronous Virtual Classrooms. *Proceedings of Rajarata University International Symposium on English Language Teaching*, 09.
8. Palloff, R. M., & Pratt, K. (2005). Collaborating online: Learning together in community. San Francisco: Jossey-Bass.
9. Romiszowski, A., & Mason, R. (2004). Computer-mediated communication. In D. H. Jonassen (Ed.), *Handbook of research for educational communications and technology* (397-431). New Jersey: Lawrence Erlbaum
10. Wenger, E. (1998). Communities of practice: Learning, meaning, and identity. Cambridge: Cambridge University Press.

INTEGRATION OF SOCIAL MEDIA IN ENHANCING ENGLISH LANGUAGE PROFICIENCY

Mrs. Lubbnaz Nagarchi

MEd Second year, GVMDr.Dada Vaidya college of Education, Goa,
India

INTRODUCTION:

Over the years with rapid advancements in technology the evolution of social media usage by students in academics has tremendously increased. With this advancement, the manner in which people communicate nowadays has transformed drastically. With the development in competencies in communication technology its much feasible for an individual to converse with each other without constraints of distance and time. Hence, it's possible to communicate with millions of people virtually without seeing them in reality in spite of being in close proximity with them. This potential, by the use of social media as imposed upon the individuals by integrating social media, can be applied to process of learning English especially for the native English speakers who have English as the first language.

Teachers are highly motivated to use social media as a platform to impart various English language skills. As a result, language learners can utilise social media for improving aural, verbal, reading and writing skills. The learner needs to completely get engaged with myriad platforms of social media. With this context, the immersion learning approach will be applied and assessed as need of the hour to equip with different ways of learning literature. Collaboration with their peers and other approaches like open and guided learning techniques can easily be incorporated in addition to utilising social platforms for effective process of teaching and learning. Immersion based language learning can be attained integrating social media platforms in the instructional process.

In the context of academics, social networking sites are considered as the most potent in language learning as their community-centered design scaffolds the dissemination of authentic language, and create meaningful interactions beyond the classrooms. As students have updated themselves with new methods of learning language they are ready for technological transformations in learning (Akhiar, Mydin, & Kasuma, 2017), it is time that higher educational institutions harness their potential to serve the needs of the students' in a creative way. At present the mostly utilised social media platforms are Facebook, Twitter and Instagram which could be employed as mobile learning tools to positively impact language learning.

Why Social Media Helps Improve Your English proficiency

- Facebook, Twitter, Instagram, Pinterest, Snapchat and creating LinkedIn profiles... are the various choices of social media platforms that help us in our everyday lives.
- These platforms provide us with so many social media websites and innumerable people using them on regular basis, social media provides surplus of content that could fascinate you. This makes it feasible for every learner to keep practicing English by reading and watching fun and informative things, even if it is for a few minutes per day or seconds of reels that portray valid information.
- The reason why social media are called “social” is because millions of people with diverse backgrounds and languages across the planet are on social media, and many of which are native English speakers. They are all on social media to connect with other people. This enables others to communicate with speakers and improve their own communicating skills.
- Majority of these social media sites are free to join and access – all you need is just an internet connection. This accessibility makes it very flexible to use platforms without much hesitation. The vast majority of social media are free to join and use.
- WeChat, LINE, YouTube, Telegram, Snapchat and WhatsApp are various other social media apps where one can learn and enhance their vocabulary skills.

How does social media increase writing and speaking skills

- ✓ Learn new vocabulary from comments/replies
- ✓ Learn meaning of words using “search google for” feature,
- ✓ Learn correct spelling via “spell check” feature in SM,
- ✓ Learn new gaming terms via SM
- ✓ Use the words learnt via SM when communicating with others
- ✓ Use the words learnt via SM in my written work
- ✓ Use internet slang words in writing
- ✓ Use abbreviation used in SM in writing
- ✓ Feel encouraged when I get to use new words learnt through SM.
- ✓ Prefer learning new words via SM than in class.

Practicing English Online with four most popular social media websites

The most fanciful place to have conversation with millions of people is Twitter. Tweets also known as Twitter (limited to 140 characters include letters, numbers, symbols and spaces). These short messages make conversations so realistic. Twitter that you feel there in-person interaction with other person.

Benefits:

1. This feature of Twitter makes possible it for holding discussions, chats and informal public casual conversations so that anyone can join and practice speaking skills and express opinions confidently.
2. Because of the character limit, many Twitter conversations use abbreviations—shortenings of words. This enables learners to frame phrases and quotes. Some tweets leave out words so that the tweet still makes sense, but isn't really grammatically correct.
3. **The best feature of twitter is inclusion of hashtags in conversations.** Hashtags are words or phrases that come after the

symbol and are used as tags so that people can navigate for appropriate topics.

4. Use hashtags to search for things like #english or #firstdates. You can find a list of tags that are popular right now under the “Trends” heading when you log in to Twitter account.

Top Twitter Pages for English Learners:

@HappyEnglishNY: This Twitter account, run by a private English teacher, which shares common English sayings and how to apply them in everyday conversations. Hence these are friendly informative encouraging more interaction. The tweets are informative and friendly, always asking questions to encourage interaction.

#Twinglish: To join in and write your own English tweets, include #twinglish at the end of your sentence before posting it.

TweetinEng: If you'd like someone to cross verify that your #twinglish and #EngPls tweets are grammatically correct, TweetinEng can help. This account shares daily phrases and common mistakes, but it mostly helps in provide assistance for correction and tips.

Facebook Pages for Learners to learn English

1. **LearnEnglish — British Council:** This Facebook page includes practice questionnaires with useful posts based on history and culture.
2. **VOA Learning English:** This enables learner to Learn English through news, current events and happenings around the world eg. Voice of America's English learning page shares news articles, videos, and useful vocabulary for English learners.
3. **FluentU:** Excellent place to find useful blogs about learning English. It takes authentic videos—like music videos, movie trailers, news and inspiring talks—and transforms them into personalized language learning lessons.

Pinterest

It is a different kind of social media website where teachers love to

share their learning materials for teaching English as a second language (ESL) so that others can easily find active worksheets, interactive websites and handouts. Instead of sharing words and comments. **Pinterest is for sharing interesting links and pictures specially for visual learners.**

Top Pinterest Pages for Learners:

How do you do? Learn English Every Day! : This account is a fantastic visual dictionary with a collection of words and sayings, organized by topic and paired with great pictures and definitions in a colorful and memorable way. This page offers more than 1,600 pins and **Idioms**—sayings that can't be literally translated— which is a great place to start!

Writing Prompts: the prompt make you feel, think, hear or smell, simultaneously facilitates you to practice your English writing skills by stating responses to the many images collected on this board. Each image has a suggestion for what you choose to write.

4. Tumblr

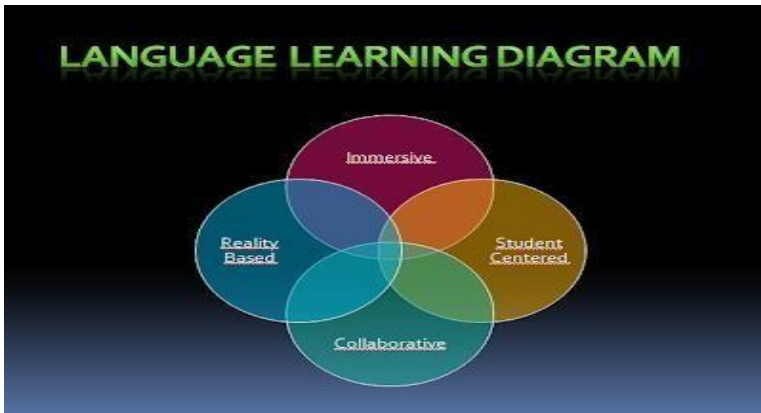
It is a *blog* also known as people or public diary where all can share their perceptions, ideas and expressions. Tumblr can be used for writing *and* disseminating all kinds of online content, so you can find some great articles, videos and photos. Leaving a comment on Tumblr invite readers to respond with their opinions that could turn into a valuable discussion ahead.

❖ Top Tumblr Pages for Learners:

- a) **In The Beginning Was The Word:** This wonderful blog has very informative blogs related usage of small details like when to use “a” or “the” or when it’s not okay to use an apostrophe.
- b) **Idiom Land:** If you want to know English idioms, this Tumblr page is for you. This blog posts cards with pictures and videos of different idioms.
- c) **The Language Boutique:** The most striking feature of this blog is that it post myriad vocabularies with different graphics that have an imprint in minds of synonyms ,anonyms and other

expressions.

LEARNING A LANGUAGE THROUGH IMMERSION



Immersion based learning, means learning a language in the most authentic, easy and realistic way possible. The four most commonly used approaches for adopting immersed based learning are:

1. Technology: It's changed everything

Common pieces of technology tools like the social media tools and apps that you use every day can be repurposed for language learning.

2. Letting the people come to you

With rising globalisation there exists significant pockets of recent immigrants and long-established ethnic communities that continue to prevail and speak a foreign language or hit up your local universities for any cultural clubs or international exchange programs for easy exchange of ideas learning public speaking skills.

3. Your very own immersion mindset

If you have the right mindset, you can live anywhere and learn a language. Well, we should initiate with a “no English” language pledge. If you work or have one of many other legit reasons for being unable to spend hours together every day refraining English, then

choose clear goals that are challenging but not impossible to accomplish, like setting aside four hours each day to speak, listen, read, write, and even think in another language.

4. Letting the immersion come to you

This type of classical immersion experience would undoubtedly be imperative for any language learner. All you need is positive zeal, motivation, a computer, some adventurous friends and a new way of thinking and exploring.

References:

- Abdillah, L. A. Exploring Students Blended Learning Through Social Media. ArXiv preprint arXiv: 1701.07193, 2017.
- Akhlar, A., Mydin, A. A., & Kasuma, S. A. A. (2017). Students' perceptions and attitudes towards the use of Instagram in English language writing. *Education*, 47, 72.
- Nascimento, F. C. (2016). Benefits of Dual Language Immersion on the Academic Achievement of English Language Learners. *The International Journal of Literacies*, 24(1), 1-1, 2016.
- S. Hussin, M. Y. Abdullah, N. Ismail, and S. K. Yoke, "The Effects of CMC Applications on ESL Writing Anxiety among Postgraduate Students," *English Lang. Teach.*, vol. 8, no. 9, p. 167, 2015.
- Moghavvemi, S., Sulaiman, A., Jaafar, N. I., & Kasem, N. Social Media as a Complementary Learning Tool for Teaching and Learning: The Case of YouTube. *The International Journal of Management Education*, 16(1), 37-42, 2018.

The Role of English Literature in Enhancing Creative Writing

Revathy T.S

Assistant Professor

De Paul Institute of Science & Technology, Angamaly Research Scholar,
Lovely Professional University, Punjab

INTRODUCTION

Imagination is everything and ideas are born from dreams. Only who can think and imagine can write meaningfully and innovatively. Thought comes before writing. Creative writing is associated with originality of thought and expression. Creative writing imposes a rigorous discipline on the practitioner. When we start writing our own experiences and feelings a new door is opened which paves a way into the new life. Hence it is the teacher's responsibility to awaken the same feeling in the student's mind and to indulge them in the art of creative writing. The writer has nostalgic towards the blissful past and the same romantic nostalgia becomes immense energy for creativity. Imagination is what drives invention, creation and progress. Writers who are assumed to be tagged under creative come in all ages, shapes, sizes, and from every sphere of life and their writing are termed under a diversified and wide range of interests. We can see their writing more much creative than the others. And this habit of nurturing creativity can be developed in the students from the early age and when they reach high school this can be easily imbibed in the students. There is no doubt that the study of English literature develops the four-fold language skills among the students and hence when the minds of the students urge them to think and write in the English Language this four basic skills are aroused in them. Teaching and reading different literary genres can contribute in enhancing students' creative writing. In this regard literature is considered to be the core of language learning. Here stems the need for further investigation for the role of English literature in enhancing creative writing short stories

and dramatic scenes.

OBJECTIVES OF THE STUDY

- a. to explore the role of teaching literature in developing creative writing among the students.
- b. to suggest methods of studying and reading literary texts which lead to enhancing creative writing development.
- c. to find out different ways of promoting creativity in writing in English through the use of writing poems and short stories.
- d. to describe the connection between creative writing and thinking abilities among the students.

RESEARCH QUESTIONS

To achieve the objectives of the study, the researchers attempt to answer the following research Questions:

1. How can creativity in English be promoted through different activities for college learners at the level of words, sentences, images, etc?
2. How creative writing can be developed using different strategies?
3. To what extent does English literature enhance creative writing and develop students' creative imagination?
4. Which types of activities and approaches should be employed by literature teachers to develop creative writing skills?
5. To what extent, does creative writing contribute to students' language development?

RELEVANCE OF STUDY

The main purpose of the study is to enhance Creativity in Writing in English Literature among the college students. It has been analysed that for every teaching and learning process at the college level the system and the whole education process, is mainly focusing on rote memorization. Now the students have become exam-centric and marks oriented. And as far as literature and language English is

concerned it is being taught in such a way that students will score more marks in the examination and they are made to analyse only certain lines from poetry and certain paragraphs from essays which are highlighted from the examination point of view. Moreover, textbooks incorporate only the things which are the by hearted. Even though it is considered the most important skill among all linguistic skills, creativity in language is not at all incorporated in syllabus and testing. The aim of the research evolved from this problem.

METHODOLOGY

In the present study, representative works of the college students with special emphasis on creative writing is chosen. For more analysis, apart from the representative works more recent works of the students which enhanced their creativity will be studied and included for comparative analysis of trends. For critical analysis of content, style, themes, images different methods will be adopted such as making a creative sentence from the answers to the crossword puzzles, personal diary, use of creative poetic expressions, slogan writing and forming dialogues in a particular situation.

RESEARCH PROBLEM

To embark upon the pursuit and deployment of teaching and learning and for English Language Acquisition various creative techniques are to be employed in the classroom and hence the educators eventually focus on the technological advancement in the digital media, social media and virtual reality. Since it is rapidly growing and showing advancement in the field of education it makes every educator to rely on the so called technology. The educators are trying to implement a technology- centered education system in all the classroom in which he/she is engaging and hence the need for creative thinking is in the air. In this case, their creative ability lags back and they are not showing any progress towards their creative thinking level. This whole system is making students not only exam- centric but causes stress on their physical and cognitive abilities. Schools, teachers, parents, and students hardly bother about creativity. Many of them do not know what creativity is! Once these students complete their higher secondary education, they realize that further education demands better understanding and creative thinking.

LIMITATIONS OF THE STUDY

There are certain limitations for the study and it is limited in its scope

- It is focused only on college students and only to a limited number of colleges as it caused pedagogical inconvenience.
- The creative use of language differs from student to student and also it varies during different time intervals.
- The methods used in the particular research may be limited as there was time constraint.
- The students were not able to show up their actual output as there were only certain techniques.

SUGGESTIONS FOR FURTHER RESEARCH

The present research carried out at high school level. It would be also interesting to experiment using many other techniques to promote creativity at secondary and graduation level. It is said that creativity is transferrable. Any student, who has linguistic creativity in his /her mother tongue, can s/he transfer that skill in English language. Working on this could be very interesting and useful for creativity education.

CONCLUSION

Creativity in general means doing different things and doing things differently. In the context of the present study, creativity refers to creativity of thinking. This type of creativity yields novel ideas and fresh combinations of existing ideas. The present educational system lays emphasis on creativity. Most of the ideas are not translated into a reality. They do not find expression in the form of activities that nurture critical and creative thinking. As a result, students remain convergent and conformist thinkers. The present study makes an urge to English language teachers to devise activities which motivate students' potential to think and express them creatively to use language in a fresh, fluent, flexible and elaborate manner. First class discussion during literature courses can be a good method for developing topics for writing. In addition, writing short stories and simple poems, and writing workshops are useful methods that develop

creative writing. Writing short stories engages students in writing complex syntactic structures and deepens grammatical knowledge. Creative writing also improves critical reading and foster students' artistic expressions. Moreover, the study indicates the need for scaffolding to facilitate creative use of language. So as teachers it is our duty to enrich and foster creativity in students by engaging them in relevant activities for developing creativity through different techniques.

REFERENCES

1. Bowkett, S. (2007). 100 Ideas for Teaching Creativity. London: Continuum.
2. Carter, R. & McCarthy, M. (2004). Talking, Creating: Interactional Language, Creativity, and Context. *Applied Linguistics*, 25(1), 62-88. University of Nottingham.
3. Carter, R. (2004). *Language and creativity: The art of common talk*. London/New York: Routledge.
4. Guilford, J. P. (1973). Characteristics of creativity: Retrieved from <http://files.eric.ed.gov/fulltext/ED080171.pdf>.
5. Domino, G. (1979). Creativity and the home environment. *Gifted Child Q*, 23:818-28.
6. Dutta, N. (1995). A study in creativity, motor abilities and motor creativity of Dutta, N. (1995). A study in creativity, motor abilities and motor creativity of *Psychology*, 52, Year 1996: New Delhi.
7. O' Sullivan, R. (1991). Literature in the language classroom. *The English Teacher*, 20. Retrieved from <http://www.melta.org.my/ET/1991/main6.html>.
8. Richards, J. (1990). *The language teaching matrix*. Cambridge: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511667152>
9. Smith, H. (2006). Emerging from the experiment: a systematic methodology for creative writing teaching. *New writing: the International Journal for the practice and theory of creative writing*, 3(1), 17-34. <http://dx.doi.org/10.2167/new229.0>
10. Stern, S. L. (2001). An integrated Approach to Literature in ESL/EFL. In Marianna Celece-Murcia (Ed.), *Teaching English as a second or Foreign Language*.
11. Tompkins, G. E. (1982). Seven Reasons Why Children Should Write Stories. *Language Arts*, 59(7), 718-721.

A Reflection of Implementation of EFL Flipped Classrooms to Learners' Cultural Perspectives in Indonesia

Ahmad Heki Sujiatmoko

Faculty of Letters, Universitas Negeri Malang, Indonesia

INTRODUCTION

One of the developments of education in the world nowadays is the emergence of the online learning activities. The online learning system promotes an easy way to hold or conduct the teaching and learning activities for both the teachers and learners. In this case, the online learning brings the teachers and learners to have more flexible time to control and manage the teaching and learning processes. The most important thing is concerned with the strategies chosen how the online learning may work well and successfully.

The success of holding the online learning needs to consider two things, they are the learning time division or allocation and the use of technology. The online learning needs the right division or allocation of the learning time by implementing the synchronous and asynchronous time learning. One of the significant strategies used or applied to support the online learning activity is conducting the flipped learning activities. Flipped learning is assumed to be a teaching method which leads the teachers to give instructions to the students to complete understanding the materials and doing the assignments before coming to the class. Hence, what will happen in the class can be used to do more meaningful learning activities or interactions such as discussions, simulations, presentations, projects, and so on (Gasmi, 2016). So that, flipped class can also be categorized into the blended learning system (Abeysekera & Dawson, 2015; Strayer, 2012).

The benefit of implementing the flipped learning method is to make

the students to have a self-paced learning model in which they are given the access to get everything needed to support the classroom activities that will be held. In this case, the students are expected to have a good preparation to join the class. Hence, They have more flexible times to learn the materials (Müller & Mildenerger, 2021), get better comprehension and retention of the materials learned (Roberts & Plakhotnik, 2009), and gain the assistance in compensating the missing class (Bergmann & Sams, 2012). Besides, the flipped learning is also concerned with leading the teachers to promote the student-centered and active learning system (Chen et al., 2017).

Meanwhile, the other thing that must be paid attention to conduct the online learning activity is the use of technology. It is the fact that the EFL teachers are also often found to use various kinds of technological equipments such as radio, TV, cassette, CD, DVD, and computers or laptops. Even, in 4.0 industry Era nowadays, the use of technology develops with some digital applications to be connected with internet. So that, there are various digital applications operated through laptop or HP that can be used to support the EFL teaching and learning activities. Hence, flipped learning context and the use of technology of digital applications can be the best alternative for conducting the EFL online classrooms. In short, the technology which is integrated in the language classrooms may give various positive impacts on the improvement of the students' motivations and attitudes (Ahmadi, 2018; Macaro, Handley, & Walter, 2012). However, what can be the problem is concerned with the cultural aspects. Every country or region has their own culture which can be different from one another. The culture existing in one country or region may influence or touch the aspects of people's lives.

In education, what happens about the implementation of the way how teachers and students conduct the teaching and learning activities is often affected by the existing culture. In Indonesia, for instance, there exists one cultural description about how education or the teaching and learning process works. Specifically, it is commonly seen that Indonesian students tend to apply the surface learning approaches which lead them to promote rote memorization, low critical thinking skills, unreflective learning activities, passiveness, and compliance (Nilan, 2003; Dardjowidjojo, 2006; Elsegood & Rahimi, 2009; Iftanti, 2012). In addition, the Indonesian students

prefer paying attention more to the academic achievement to generic capabilities which lead the students to have and develop their high order thinking levels, communication skills, leadership characters, and problem-solving competences (Hardiyanto, 2010).

Discussions

Online Learning through Flipped Learning Method for EFL Classrooms

Online learning has been a trend nowadays. The development technology has given a great potential for the teachers and learners to get easy ways for conducting the teaching and learning activities. As a result, many teachers and learners try to utilize the existence of technology to support they way how they teach and learn through online system. By doing this, both the teachers and learners may get various facilities to improve and increase their academic achievements.

One of the method which is appropriate to use or employ the technology for conducting the EFL classrooms is flipped learning method. Flipped learning context is a method of the teaching and learning activities in which the teachers give the flexible time to the learners to access the materials taught or learning instructions given and to complete the jobs given before coming or joining the class (Embi, 2014). Hence, the classroom activities will be used to do more meaningful learning or interactive activities such as discussion, presentations, simulations, and any other projects.

Flipped learning activity promotes the student-centered learning system (Chen et al., 2017). In this case, what the teachers can do is to divide the time for learning to the learners into two systems called synchronous and asynchronous. In asynchronous time, the teachers are claimed to prepare and provide the materials or even the jobs that will be done by the learners. The most important thing is that the teachers should be able to give the access for the learners to get the materials or instructions of the jobs given. Hence, the learners will get the access and learn the materials and complete any jobs given before joining the synchronous class. By doing this, the learners are assumed to have self-paced learning activities in which they can be subjects of the learning activities that will be conducted. Hence, the student-centered learning system can be realized. Meanwhile, what will happen in the synchronous time, the teachers may lead the learners to have more

meaningful learning or interactive activities such as discussions, presentations, simulations, and other projects done. So, the direct learning time can be more beneficial to promote various learning experiences undergone by the learners.

Flipped learning contexts also promote the developments of the generic capabilities resulting the developments of the critical thinking levels, communication skills, problem solving competences, and leadership characters. The synchronous learning activities performed by the teachers will lead the learners to be active and reflective learners through talk portions, interactions, high order thinking potential, and maximum performances. The learners are not directed to be busy for getting the sources of information for getting the input through reading the materials, watching video, or listening to the explanations given, but it will be more to try to get better comprehension and retention through sharing ideas and opinions or practicing communicating, interacting, performing, and thinking deeply. This condition may build the potential for the learners to develop their generic capabilities. The academic achievements are still important, but they are not supposed to be the main target to be reached in the EFL classrooms held. The target is more focused on developing the learners' generic capabilities which will be more useful to face various problems in the life.

Those two learning conditions become the main characteristics of the implementation of the flipped learning method that can be used in conducting the EFL classrooms. Flipped learning method can guide the teachers to be more professional with various teaching strategies behind. And also, the flipped learning environments can create the growing and experienced learners in preparing themselves for facing the 4.0 industry era within full of the fast changes and developments as the challenges to be faced.

One more important thing to be considered by the teachers when implementing the flipped learning method is concerned with the online learning system. In this case, the acts of providing the access of getting the learning materials and instructions for the learners need to be connected with the use of technology or online activities. And also, the acts of facilitating the synchronous learning activities can be directed by the online system when the teachers and learners may

conduct the distant learning models.

Technology and Its Problems for Conducting EFL Classrooms

Education and technology cannot be separated from one another nowadays. It means that all teaching and learning activities conducted by the teachers need the use of technology as the teaching media or tool. The most important thing is that both the teachers and learners are expected to be familiar with the technology used or employed. If the teachers and learners are not familiar with the technology used or employed, the EFL teaching and learning activities done may not work well.

Nowadays, society is facing the 4.0 industry era. The world of education needs to be supported and sustained with the use of technology to make the learning activities go better in accordance with the needs (Salehi, Shojae & Sattar, 2014). In the EFL classrooms, the emergence of internet mediated applications may give the significant impacts to the way how the learners improve their skills through the learning activities held or learning situations created (Zhihong, Leijuan, & Xiaohui, 2010).

What can be the problems is that not all teachers and learners are familiar and competent with the technology used or employed. In this case, the barrier of the integration technology may emerge when the teachers and learners lack of competence in using or employing the technology (Albirini, 2006). It is known that many digital applications have specific functions that can be operated well but they need specific competence for the users to operate them successfully. Consequently, the teachers and learners may feel shy, anxious, uncomfortable, unconfident, and even fear using technologies in the classrooms (Lam, 2000; Li & Walsh, 2010). In short, teachers and learners' lacks of competence may result technical difficulties such as things going wrong and technical support.

Another obstacle that is often faced by the teachers and learners is concerned with the access of technology used or employed (Pelgrum, 2001). Teachers and learners have different life conditions including economic conditions and residence location. In this case, some teachers and learners are able to get the access of using or

employing technology, while others are not. That's why, the problem of joining the EFL online classrooms may appear when the teachers and learners get difficult to get the access of technology.

Indonesian Culture in EFL Classrooms

Indonesia is one of the Asian countries. This makes the cultural dimension of Asia gives a big influence to Indonesia. It is because the role of the culture may influence to the way how people do their daily activities (Joy and Kolb, 2009). In education, it can be seen and felt that some cultural dimensions from Asia have developed in Indonesia. First, the culture from China known as Confucian-oriented learning through giving great respects to the teachers' authorities (English et al., 2004). This condition makes most of Indonesian teachers like to promote the teacher-centered learning system. In this case, the teachers are supposed to be the person who has the great power to control and manage the class. Having a big power leads the teachers to dominate the talks in the class. Meanwhile, the learners are expected to keep silent and just watch or listen to the explanation given or performed by the teachers. Giving the questions or even opinions is assumed to be something impolite. In other words, the learners are assumed not to respect the teachers' authorities. That's why, what the learners can do is just to obey and adhere to what the teachers say. As a result, the learners tend to be passive (Cheng, 2000).

Another view performed by most of the Indonesian teachers as the influence given by the Asian cultural dimensions is concerned with the social system resulting the emergence of social status or rank owned by the teachers (Dardjowidjojo, 2006). In this case, teachers are assumed to be the older man who must be respected by all learners. This condition makes the teachers have the function as the only man who has the correct answer to every question and problem faced (Novera, 2004). Hence, the learners have no potentials and opportunities to develop their critical thinking levels for sharing any ideas and opinions which can be different from the teachers. Having such a learning situation, the learners are not expected to be the center of the learning activities. The teachers are also assumed to be the only sources of information that the learners may get to improve their comprehension about the materials or concepts learned.

The last developing teaching and learning context in Indonesia

leads the learners to focus more on the academic achievements rather than the generic capabilities. It means that the learners' parents may feel happy if they know that their children get good grades as the depiction of their academic achievements. They never care about the development of their children's thinking level and potential to have the capacity to solve the problems in the life (Hardiyanto, 2010; Sayuti, 2009).

CONCLUSION

What happens in education in Indonesia still has the problems with the way how to change the teachers' and learners' mindset about the way how they conduct the teaching and learning activities. This must be one of the concerns for developing education. The bad cultural dimensions may endanger the development of the education quality and learners' academic progress. It is because the particular learning situations or environments can be created through the role of the existing culture (Cronjé, 2011; Hofstede, 2011; Signorini, Wiesemes, & Murphy, 2009; Thowfeek & Jaafar, 2012).

In particular, the implementation of the flipped classrooms warrants a good support from the teachers' and learners' cultural perspectives. They are claimed to have a positive thinking and capacity to find solutions to the problems derived from the existing bad cultural dimensions in society. Regarding with the use of technology, all teachers' and learners' mindsets have to be changed to reach the better academic achievements through flipped classroom implementation.

REFERENCES

- Abeysekera, L., & Dawson, P. (2015). Motivation and cognitive load in the flipped classroom: definition, rationale and a call for research. *Higher Education Research & Development*, 34(1), pp. 1-14.
- Ahmadi, M. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education*, 3(2), pp.1-15. <https://doi.org/10.29252/ijree.3.2.115>.
- Albirini, A. (2006). Teachers' attitudes toward information and communication technologies: The case of Syria EFL teachers. *Computers and Education*, 4(7), pp. 373-398.

<https://doi.org/10.1016/j.compedu.2004.10.013>.

- Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach Every student in every class everyday*. Washington: International Society for Technology in Education.
- Chambers, A., & Bax, S. (2006). Making CALL work: Towards normalisation. *System*, 3(4), pp. 465–479. <https://doi.org/10.1016/j.system.2006.08.001>.
- Chen Hsieh, J. S., Wu, W.-C. V., & Marek, M. W. (2017). Using the flipped classroom to enhance EFL learning. *Computer Assisted Language Learning*, 30(1), pp. 1 - 21.
- Cheng, X. (2000). Asian students' reticence revisited. *System*, 28(3), pp. 435-446. doi:[http://dx.doi.org/10.1016/S0346-251X\(00\)00015-4](http://dx.doi.org/10.1016/S0346-251X(00)00015-4).
- Cohen, L., Manion, L., & Morrison, K. (2009). *Research methods in education* (7th ed.). Oxon, OX: Routledge.
- Cottrell, D. M., & Robison, R. A. (2003). Case 4: Blended learning in an accounting course. *Quarterly Review of Distance Education*, 4(3), pp. 261-69.
- Cronjé, J. C. (2011). Using Hofstede's cultural dimensions to interpret crosscultural blended teaching and learning *Computers & Education*, 56, pp. 596–603.
- Creswell, J. W. (2012). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.
- Dardjowidjojo, S. (2006). The implementability of western approaches in the eastern societies. *Indonesian Journal of English Language Teaching*, 2(1), pp. 1-20.
- Elsegood, S., & Rahimi, A. (2009). Using computer supported reasoning mapping to teach EFL learners critical reasoning and academic writing. *AsiaCall Online Journal*, 4(1), pp. 81-102.
- Embi, M. A. (2014). *Blended & Flipped Learning: Case Studies in Malaysian HEIs*. Selangor: Centre for Teaching & Learning Technologies, Universiti Kebangsaan Malaysia.
- English, L., Luckett, P., & Mladenovich, R. (2004). Encouraging a deep approach to learning through curriculum design. *Accounting Education*, 13(4), pp. 461-488. doi: <http://dx.doi.org/10.1080/0963928042000306828>.
- Gasmí, A. A. (2016). An exploratory study of students' lived experiences in a blended-flipped writing class. *Arab World English Journal*, 3(2), pp. 210–226.
- Hardiyanto. (2010). The development of core competencies at higher education: A suggestion model

- for universities in Indonesia. *International Journal for Educational Studies*, 3(1), pp. 11-22.
- Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online Readings in Psychology and Culture*, 2(1), pp.1-26. doi: <http://dx.doi.org/10.9707/2307-0919.1014>.
 - Iftanti, E. (2012). A survey of English reading habits of EFL students in Indonesia. *TEFLIN*, 23(2), pp. 149-164.
 - Joy, S., & Kolb, D. A. (2009). Are there cultural differences in learning style? *International Journal of Intercultural Relations*, 3(3), pp. 69-85.
 - Kern, R. (2006). Perspectives on technology in learning and teaching languages. *TESOL Quarterly*, 40(1), pp. 183– 210. <https://doi.org/10.2307/40264516>.
 - Lam, Y. (2000). Technophilia vs. technophobia. A preliminary look at why second language teachers do or do not use technology in their classrooms. *Canadian Modern Language Review*, 5(6), pp. 389–420.
 - Li, L., & Walsh, S. (2010). Technology uptake in Chinese EFL classes. *Language Teaching Research*, 15(1), pp. 99 - 125.
 - Macaro, E., Handley, Z., & Walter, C. (2012). A systematic review of CALL in English as a second language: Focus on primary and secondary education. *Language Teaching*, 45(1), pp. 1–43.
 - Nilan, P. (2003). Teachers' work and schooling in Bali. *International review of education*, 49(6), pp. 563-584.
 - Novera, I. A. (2004). Indonesian postgraduate students studying in Australia: An examination of their academic, social, and cultural experiences. *International Education Journal*, 5(4), pp. 475-487.
 - Pelgrum, W. J. (2001). Obstacles to the integration of ICT in education: Results from a worldwide educational assessment. *Computers & Education*, 37(2), pp. 163–178. [https://doi.org/10.1016/S0360-1315\(01\)00045-8](https://doi.org/10.1016/S0360-1315(01)00045-8).
 - Roberts, N. A., & Plakhotnik, M. S. (2009). Building social capital in the academy: The nature and function of support systems in graduate adult education. *New directions for adult and continuing education*, 2009(122), pp. 43-52.
 - Salehi, H., Shojaee, M., & Sattar, S. (2014). Using E-Learning and ICT Courses in Educational Environment: A Review. *English Language Teaching*, 8(1), pp. 63-78.
 - Signorini, P., Wiesemes, R., & Murphy, R. (2009).

Developing alternative frameworks for exploring intercultural learning: A critique of Hofstede's cultural difference model. *Teaching in Higher Education*, 14(3), pp. 253-264. doi:10.1080/13562510902898825.

- Strayer, J. F. (2012). How learning in an inverted classroom influences cooperation, innovation and task orientation. *Learning environments research*, 15(2), pp. 171-193.
- Thowfeek, M. H., & Jaafar, A. (2012). Instructor's view about implementation of e-learning system: An analysis based on Hofstede cultural dimensions. *Procedia - Social and Behavioral Sciences*, 6(5), pp. 961-967. doi:10.1016/j.sbspro.2012.11.227.
- Zhihong, L., Leijuan, H., & Xiaohui, H. (2010). A research on a student-centered teaching model in an ICT-based English audio-video speaking class. *International Journal of Education and Development using Information and Communication Technology*, 6(3), pp. 101-123.

CHALLENGES IN TRANSLATION - A SCIENCE OR AN ART

Mrs. S.Lalitha

Assistant Professor of English, Government Polytechnic, Daman. U.T,
India

The word translation in the world is signified as the most powerful means of communication. It is very clear that translation is a very critical and a challenging task. It is neither a science nor an art, but translation today is expanding beyond the horizon to make the ends meet in order to reach out of people crossing the boundaries to bring the world in a nutshell. Translation need not mean literal translation but then it is a powerful means of communication. Today's activities are targeting the global market and are such an environment the expertise of a skillful translator becomes a hallmark to meet the challenges successfully. Translators have always been having an inevitable and fruitful place in the world's communication system despite age, culture, tradition, style; way of thought, presentation, and skill set etc. translation is like an experiment and has to be carried out systematically. Knowing the trends of both the source language and Target language in this colossal bustle of the global system, translation helps in various sectors and highlights the role of translators to a great extent. The present paper is an attempt to explore the key issues and the core objectives that have been the backbone in enriching the scope and elevating English and other languages in translation in its theories and practice.

Languages too like nations and its people struggle for that existence. One or few of these achieve success due to various reasons. But any language travels far wide in human civilization due to necessity, making man discuss it as a truly global factor. Then comes the meeting of two cultures which results not only in the exchange of socio-cultural patterns but also in the language scenario. Having its roots in the Queen's soil and establishing its usage beyond boundaries,

English language has made a variety in changing it's originally. This is the same with any language. Any language is like a sponge. It absorbs the essence and words from other languages and is used from time to time. These have also resulted in the formation of new words, grammatical changes, scientific and mathematical facts and functions, geographical and historic information etc. language is an integral part of culture. When ideas and facts have to be revealed or discussed 'translation' plays vital role in communication.

The main aim of translation is to carry across the meaning of one text to another that is the source language text to the target language text. Translation in the present world is as important as our day to day activities to understand the global relations in terms of art, science, commerce etc. Since learning more languages or writing proficiently in an alien tongue is hardly possible, the work of translation, for the rise promotion and development of literature, art, business technology, medicine etc is inevitable. It highly promotes experiments and discovers, it enables better communication in the native place and abroad, because of which there is an expansion of multi linguistic culture in the world. Translation recreates and intensifies the channel of life and diversifies human activities. It is probably the most complex type of even yet produced in the evolution of cosmos.

Translation involves adjustments in different levels such as grammatical, lexical, semantic and cultural features of both the donor language and the receptor languages. Translation is actually rendering of meaning especially in writing from one language into another. The art of translation lies not in translating the literal sense of one language into another but of translating also the feeling, thought and character of the work, so that the finished translation is equal in quality to the original work. Translation is neither an art nor science. Taking the art of translation, it should be fruitful and idiomatic. Nothing should be added or anything be omitted, but a translator should accord in all parts, even length with its original. A faithful or a good translator is supposed to be fluent in the language he is involved in, that is both the source language and the target language, understanding both the language structure and its linguistic diversity. If necessary, to make the translated text book original, the translator

can spice it.

Firstly, a distinction should be drawn between oral and written translation. The translated text should look like the original of course in a different mettle. In the words of Catford “Translation is the replacement of travel material in one language by an equivalent text material in another language”. Nida claims it as a general term referring to the transfer of thoughts and ideas from one language to another whether the languages are in the written or oral form, whether the languages have established Orthographic style or have no such standardization.

Translation is one of the most fascinating and complicated intellectual tasks a man performs. It is a way of establishing contacts between cultures. It meddles with inspiration. Nevertheless, it may be considered as a skillful manipulation of content from one outfit to another like a scientific experiment. It projects the translators into new dimensions in the field of language. It is an art with spirit. Translation involves word to word translation, Intra – lingual, inter lingual, metrical, Rhymed translation adaptation, amplification, trans-creation, abridgement close or accurate translation etc.

The concept of translation should explain the ideas of the source language. The language structure and style of the source language should not be altered in the target language. A translation work should contain all the simplicities of the source language.

Scientific techniques and strategies help alter in undertaking translation works effectively. In recent days, there have been fairly good number of attempts to engage machines with varying rates of success like human aided, human translation and machine translation, computed aided human translation and machine translation done by the computer itself. The third type is still under research and is not in practice. The second type helps the translator by giving technical terms and device in any complicated process.

Translation can be approached from a number of perspectives. It takes place in three stages namely analysis transfer & restructuring. The word ‘trans’ means carrying across and ‘lation’ means word

hence carrying across the meaning of a word from one language to another is translation. But it does not mean that the process of translation is mechanical exact and an artificial endeavor. There should be compromise between the original author and the translator. Otherwise, the translated work loses its flavor. A faithful translator is supposed to be fluent in the languages. A translator should be familiar with the subject of translation. The understanding of the original should be clear, genuine and complete. The translator should know him author clearly and his work. While translating, conformation to the meaning of every sentence is essential.

Translation can be done in several ways. A distinction is to be drawn between oral and the written. The forms are called interpretation in which one who knows both the languages interprets the speaker's language to the hearer. Oral translation is used mainly during public speeches, orations and discourses. In written translation, however, there will be no flexibility or excuses for errors. Everything should be done quite systematically. The translated text should look like the original of course is a different mettle.

Another classification of translation is machine translation and manual translation. Here machine translation is nothing but computer translation. In this process, the translatable text will be coded and decoded with signs and rendering human sensibility faithfully. More familiar modes of translation are meta-phrasing, free translation or paraphrasing, adaptation and real translation. In literal translation or meta-phrasing or word to word reading, the translator has to follow the original closely. He has little scope in recreating anything in the process. Hence this can be suitable only for technical matters only.

In free translation the original should be retained and it is a resentment of the original passage in other worlds. Adaptation is still another mode, where in the translator alters its accordance with the taste of his readers. This is done when the original text looks cumbersome, obscure, big and difficult for reading it in modern times; filming a novel or dramatizing a story also involves adaptation.

Translation can also be an interchanging process where a prose can be written into poetry or vice versa or translation of a text from old

Language can be desirably done so genre to genre, age to age, medium to medium translation has been done ever since linguistic art of writing began.

To be a translator, knowing the two languages is not enough. A literary and creative bend of mind is essential. Moreover description, narration exposition, argumentation and instruction correlate with forms and ranges of human cognitions which are highly psychological factors for translation. Translators work with words and phrases for translating a text. They also make use of dictionary and reference materials. The appropriateness of a particular item can be judged in the light of its occurrence includes multitude, complex structure and the context of the discourse. The psychological factors help to identify the types of texts and their translation to the language uses in recognizing the text patterns. The innate biological properties which a text can have expose the kinds of text and the linguistic structures respond to the social needs of the human beings. This brings the easiness of understanding, sense of intelligibility, readability, fidelity, information of the original thoughts and ideals in one's mind perception to that of another.

The three main criteria to judge the good translation are general efficiency of the communication process, comprehension of the intent and equivalence of response with minimal effort of decoding with which maximum deception is to be got through each criterion. Translation attributes the text into province and social attitude where scientific, official journalistic types are sub-classified with form the text and as hence modified again as scientific, literal, etc. is marked for culture – unique geographical context on a slang used dimension which is needful for a topicalization of the function. It targets culture in social attitude and ultimate participation. Due to difference in socio – cultural norms, it is difficult to achieve the functional and translation equivalence. The types of texts and the purpose of translation has increased. While identifying the functions of language, symbolization of reference, expression of attitude to listener, to referent, promotion of effects intended, and support of reference are important.

While elevating a translated word, a translator must know to assess the quality of translation. It is said that translation qualify

assessment cannot be completely objectified as in the natural science subjects. Scientific terms are created making use of word formation techniques.

Scientific texts have special constructions which make its variety of language different from other varieties. Nominal constructions, restricted use of pronouns, novel plural formation, telegraphic conversation, style, excessive use passive constructions, use of non defining emphatic inversion, rhetorical questions etc., make the syntax of science language appeal to be a distinct variety. Scientific texts should use special functions like describing directing, explaining and arguing. Technical terms are specific features of science language. Terms are created through translation and coining. The terms creating and variation brings enrichment to the language creation of technical terms in to represent concepts arising in different domains and fields of explaining and arguing. Technical terms are specific features of science language. Terms are created through translation and coining. The terms creation and variation bring enrichment to the language creation of technical terms in to represent concepts arising in difference domains and fields of specialization vary due to root words, affixes, semantic, extension, nativity etc. translation of compound words and negative words with prefixes and suffixes are difficult to translate in the similar way. Transliteration is adopted when terms are not susceptible for concise translation. Acronyms are only transliterated. This is because the target language does not have equivalent sounds.

CONCLUSION

The process of standardization of a language or language variety is governed by factors such as uniformity, efficiency, comparability etc. a standard language is kept is contrast with another. It comes through process which involves popularization and acceptance by the society. In spite of all the problems that threaten the authenticity translation and undermine its position, the desire to translate on the part of scholar and translators has shown upward trend. Translation amidst all the problems continues to be rendered is something one should rejoice. Ironically enough, it is the problems that make the art of translation challenging and finality fascinating. It is neither an art nor science.

3. Catford, J.C. 1965. A Linguistic theory of Translation,
Oxford University Press

REFERENCE

1. Sen, Leena, 2006. Communication Skills, Prentice-Hall of India Pvt Ltd.
2. Newmark, Peter. 1988. A textbook of translation, New York, Prentice-Hall.
3. Catford, J.C. 1965. A Linguistic theory of Translation, Oxford University Press.

MULTILINGUALISM AND COGNITION

R. Vasumathi

S. Research Scholar, Department of Psychology, Garden City University,
Bangalore, Karnataka, India.

Introduction: "*A different language is a different vision of life*" –
Federico Fellini

There are thousands of languages around the world. People usually assume language as a tool of communication rather than a tool of thinking (Morgan, C. et al., 1993). Nevertheless, with the knowledge of the languages known to one, he/she interprets the words and comprehends the meaning of the language spoken. This is called "linguistic competency", which is a universal ability. (Morgan.C. et al., 1993).

The structured systems of rules are called "Linguistics". The study of languages, their origin, and nature of the words and sounds along with the rules and structures systems of rules is called "Linguistics". The way the language influences the behaviour or how people understand and make sense of the language's structure is called "Psycholinguistics".

Many theories have been put forward to relate Language and Thinking. The most popular ones are Noam Chomsky's "Linguistic theory" (1959), "Linguistic Relativity Hypothesis" also known as "Sapir-Whorf hypothesis" and "Cognitive Universalism" founded by Rosch-Heider (1972). The Linguistic theory argued that there is an innate Language Acquisition Device called LAD, which is universally present in all human beings and helps them understand and speak a language. Chomsky also proposed that the grammar of a language is independent of the language. The Linguistic Relativity Hypothesis advocates that thought processes and concepts are controlled by language, whereas Cognitive Universalism mentions that concepts are

Universal and influence language development (Ciccarelli.S. etal., 5th edition, 2019) which is opposite to Linguistic Relativity theory.

Linguistic Relativity theory was not proven scientifically, but in recent years, many researchers pointed out the relationship between language and thought, supporting Linguistic Relativity theory. Languages also influence one's perception, cognitive thinking, problem-solving, reasoning and even memory.

Concepts of Multilingualism:

Multilingualism is a universal concept that is prevalent all over the world. As the name indicates, Bilingualism refers to the proficiency of a person who can communicate in any two languages, whereas the ability to communicate effectively in more than two or more languages is described as Multilingualism. "Polyglot" (Greek word: Poly – Multi, Got – language) is given to a person who can communicate in more than two languages. Multilingualism is broadly divided into two categories: Individual and Societal Multilingualism. Individual Multilingualism refers to individuals who can communicate in multiple languages, whereas Societal Multilingualism refers to multiple languages prevalent in a community or country. Countries like India, Singapore, Belarus, Switzerland and many more countries are officially Multilingual as there are approximately 7000 languages in the world. It is more than the number of countries in the world.

However, societal multilingual does not indicate nor prove that all the people living in those countries or societies may be monolingual. Mother tongue or native tongue is the language one learns or speaks as an infant from his/her home or mother/family.

Generally, multilingual are primarily refugees, speakers who speak minority languages and immigrants (people who travel to other countries searching for social and career opportunities). They are forced to learn a new language/s of their new nation to identify, assimilate, and mingle in their new home. This has created a massive population of bi/multilingual all over the world. Colonialism and capturing of countries and war have also created a considerable shift towards Multilingualism.

Multilingualism in India:

India is a country with different languages and cultures. There are 22

official languages and 270 mother tongues (according to Census 2011) in India. Unity in linguistic diversity is the distinguished characteristic of India. Most of the Indians are bilinguals or multilingual. Due to internal and external migration, multilingual society has grown to a stunning percentage in India. Being a colony of Britain till 1947, English is the most commonly used language in India. The medium of instruction and the texts in most Schools and Universities in India is still English. For a meaningful conversation and communication in a vast democratic society like India, oral and literacy skills in multiple languages are essential due to the diversified culture. The New Educational Policy (NEP) emphasizes the development of mother tongue and other languages (Three Language formula) education. Thus Multilingualism is promoted right from the school level in India. Every child is encouraged to study two or more languages apart from his/her first language. Being able to get better job prospects besides being able to communicate and enjoy different cultural intricacies acts as a motivation to learn multi- language.

Types of Bilingualism:

Speaking of one's language (L1) and the ability to speak another language (L2) is known as Bilingualism. Earlier it was thought that if a person is bilingual, he/she can speak both or more languages fluently with oral and written communication. It was also thought that both languages would have been acquired simultaneously (Bloomfield, 1933). Hence it is essential to understand the different types of bilingualism. Bilingualism is classified based on fluency, age, context, competence, manner of acquisition, developmental and cognitive dimensions of language.

Classification	Types of bilingualism	Features
Age	Early Simultaneous & Sequential	Acquisition of more than one language from infant to pre-adolescent age. Acquiring two or more languages from birth.

	Late	<p>Learning Language (L2) after acquiring L1 completely or partially.</p> <p>Learning Language (L2) in adolescent or adult stage (after the critical period).</p> <p>This is also sequential bilingualism</p> <p>.</p>
Contextual	1. Compound	1. A compound bilingual has
	Coordinate Subordinate	<p>one meaning for two words (single context) used in both languages, L1 and L2.</p> <p>The meaning for the same word will have one meaning in L1 and a different meaning in L2 (different context).</p> <p>The meaning of words for Language L2 is understood and interpreted (filtering) using the words in L1 (mostly native or mother tongue)</p>
Language acquisition	Additive Subtractive	<p>Second language L2 is acquired in addition to The well-developed L1.</p>

		<p>Second Language L2 replaces the first language L1 (usually the native language) where the mastery of L1 decreases.</p>
<p>Social Dimensions</p>	<p>Elite Folk Neighbourhood</p>	<p>Second Language (L2) is acquired through a conventional setting in an organized and methodical instruction from authorized people or authorities. (Education)</p> <p>This type of bilingualism is also called circumstantial</p>
		<p>bilingualism, where the native working minority community language is learned and spoken but doesnot share high status with the dominant primary language. he second language (L2) islearned through interaction with other people in a societal environment.</p>

Competence	Balanced Dominant Passive	<p>When the proficiency in L1 and L2 are the same, it is called Balanced bilingualism.</p> <p>When the mastery of L2 is more than L1 or vice versa, then it is dominant bilingualism.</p> <p>In this type, a person understands L2 without being to talk or communicate in L2.</p>
------------	---------------------------	--

Acquisition of Second Language:

An individual tries to learn a new language due to various circumstances at various stages of his/her life. Mastering a new language is a skill that depends on the interest, necessity and intelligence level of an individual. Many theories indicate that "age" plays a significant role in learning a new language.

Research has shown that early language acquisition is always easier and helps achieve multilingual repertoire with fluency, vocabulary and accent like the natives of the language. Children absorb and learn effortlessly by giving them "passive" exposure during their childhood, which can be rekindled when they grow into adults (Ellis 1995).

Though age is not a criterion always to acquire a second language, the accent of the natives is never achievable after the critical period of growth. Young children learn languages very swiftly, whereas adults have a more challenging time learning more languages apart from their mother tongue.

Learning a second language is always done through a series of steps

involving cognitive skills, which are: a) Preproduction, b) Early Production, c) Speech Emergence, d) Intermediate Fluency, and e) Advanced Fluency (Krashen & Terrell, 1983). Nevertheless, the succession of these steps and acquiring mastery in the second language depends on each person's skill and knowledge. However, acquiring a second language needs the assistance of the "Language Acquisition Device (LAD)" and more competent people of the society with a set of interactive approaches. Nevertheless, no single learning experience can facilitate learning as each person has his/her defined set of cognitive and learning abilities. The usage of the language also embarks an essential significance in the mastery of the language acquired. Moreover, after acquiring a second language, it should be used for the context it was acquired as well.

Multilingualism and Cognition:

Many studies show a wide range of positive cognitive effects and a relationship between multilingualism and cognition. Learning new languages and mastering L2 gives an individual an extensive ability to do many cognitive tasks and increase divergent and creative thinking. Many types of research have also proved that people with multilingual ability can understand and complete nonverbal executive tasks. The perceptual control and providing solutions to the problematic tasks were seen to be done easier by multilingual children than the monolinguals. Studies have proved that multilingualism delays or prevents dementia. Even the decline of cognitive ability in old age seems to be attenuated in bilinguals more than the monolinguals (Baron A.R, 2016). Hence researchers have proven that during the development of growth, many cognitive-based tasks like solving conflicts, multitasking, and knowledge of perspective understanding seem to be more enhanced with bilinguals. It is an advantage for enjoying more excellent mental health.

Theories showing the relationship between Multilingualism and Cognition:

Theory	Properties
Objectification Theory	Acquiring L1 and L2 helps the children objectify the words and functions of both the languages into higher levels of symbolic and abstract thinking.
Code-Switching Theory	Code-switching theory is the mixing of words, phrases, dialects, and the standard and specialized vocabulary of two languages in a single conversation.
Language familiarity Theory	Monolinguals are better at identifying the native speakers than the speakers of other languages than the multilingual.
Verbal Mediation Theory	Multilingual is good in verbal mediation, where they use language to understand and solve cognitive tasks.
Treatment of Lexical Theory	According to this theory, multilingual's lexical and semantic knowledge is relatively better than monolinguals.
Single System Hypothesis	L1, L2, L3 ... and more are represented in just one region of the brain
Dual System Hypothesis	According to this theory, two or more languages are represented in a separated System of the mind.

Benefits of Multilingualism:

Many research and studies have been conducted to find out if there are any benefits of being multilingual and what will be beneficial. However, there are no fixed conclusions as many multilingual people have self-reported that they differ in their way of thinking when speaking different languages.

Multilingualism and thinking:

Multilingual has many advantages over monolinguals in thinking and cognitive abilities. Some researchers have reported changes in the structure and connectivity of the brain in multilingual when compared to monolinguals. This is mainly due to their ability to manage the activities of more than one language (Ciccarelli.S et al., 2018).

According to a research report, six important areas of thought and complex processes of cognition like communication skills, interpersonal skills, creativity, analytical and logical thinking and mental flexibility are found to be in advanced in multilingual (Marsh.D, 2009). This helps to understand that learning more languages leads to increasing the efficiency of brain usage.

Memory plays a crucial role in multilingualism. Short term memory involves learning and helping in making decisions in an individual. This indicates that augmented memory enhances cognitive functions. As it profoundly affects thinking capabilities, scientists argue that early education should include introducing new languages. This will help the children benefit from their cognitive skills at a later stage of life.

Changes in Neural mechanism of Multilingualism:

Multilingualism has been a hot topic to be studied in neurology. Functional magnetic resonance imaging (fMRI) and electrophysiology have been used to find many truths specific to the participation of neural mechanisms in multilingualism. The relationship between the neuronal network and the learning of multiple languages between a multilingual and monolingual has given insight into various knowledge in understanding, which language is integrated first and which one latter, neuroplasticity of the brain, bimodal bilinguals.

Though the left hemisphere of the brain, especially the Broca's area, is responsible for the production of language generally in monolinguals, both hemispheres are active during the production of language in a multilingual. Much research has also been conducted to discover the neural mechanism of bimodal bilingual people who can communicate orally in one language but use signs or symbols for L2. These studies have been practical to analyze and give insight into the

working part of the neural connection in the brain concerning understanding facial expressions, TOT (tip of the tongue) phenomenon, working memory and much more.

Conclusion:

Due to the faster globalization and moving economy, it is now completely normal to currently speak more than one language. Many adults start learning a new language to improve their education, career and financial prospects, go around the world, enjoy the refinements of art and literacy of different languages and cultures, and mainly exercise the brain and improve the quality of health and lifestyle. Recent studies have proven that including multilingualism in education has increased the memory power of the children and helped children be in an advantageous position when they grow up into an adult. Though many countries in the world are becoming multilingual, the native English speaking world remains monolingual. The strengths and weaknesses can be best expressed in a multilingual society. Cultures that encourage multilingualism to intensify the sensitivity to understand the world better and avoid major destructions like war. On the whole, multilingualism improves communication skill and unites people and makes this world a better place to live in.

Citations:

1. Baron, Robert.A and Girishwar Misra, *Psychology*, 5th edition, Pearson India EducationServices Pvt.Ltd., 2016, pp. 238-240
2. Ciccarelli, Saundra.K and J. Noland White, *Psychology*, 5th edition, Pearson India EducationServices Pvt.Ltd., 2018, pp. 304 - 307
3. Morgan,Clifford.T, Richard A. and et.al., *Introduction to Psychology*, 7th edition, Tata McGraw Hill Education Private Limited, 2011, pp. 247 - 249
4. <https://egyankosh.ac.in/bitstream/123456789/20712/1/Unit-3.pdf>
5. <https://behavioralandbrainfunctions.biomedcentral.com/articles/10.1186/s12993-019-0157-z>
6. <https://www.expatica.com/education/language-learning/multilingualism-108148/>
7. <https://news.softpedia.com/news/Multilingualism-Has-Positive-Effects-on-Thinking-124694.shtml>
8. <https://eric.ed.gov/?id=ED321574>

INCLUSIVE EDUCATION: PERSPECTIVES AND CONCERNS

Dr. RADHAKRISHNAN T.T.

Principal, BRV B.Ed College, Bangalore

Introduction

Inclusive education is a relatively new concept, and is now recognized throughout the world. Inclusive education in essence stands for equality, and accepts every child with his or her own unique capabilities. Inclusion therefore entails the educational system making itself open and welcoming to all. As far as the inclusion of disabled children is concerned, there is a shift in outlook and the services from 'care of the disabled child' to 'education and personal development' of the child. Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners. This educational approach provides all students greater opportunities for academic and social achievement. This includes opportunities to participate in the full range of social, recreational, arts, sports, music, day care and afterschool care, extra-curricular, faith based, and all other activities. Inclusive education argues that all children irrespective of the nature and degree of disability should be educated in general schools with non-disabled children. The schools and classrooms operate on the idea that, with right amount of support, students with disabilities can be as competent as students without disabilities. Inclusive education therefore involves changing culture of contemporary schools with emphasis on active learning, applied curriculum, appropriate assessment methods, multi-level instructional approaches, and increased attention to diverse student needs and individualization. Inclusive education is concerned with the education of all children in mainstream general schools and general classrooms. In present times inclusive education is viewed much more than a mere education in the context of disability or 'special educational needs. It is rather viewed as an education which is more in keeping with the

changes in the social and political climate in a world where everyone is bestowed with same rights and privileges.

Conceptual Definition

Inclusive education means education of all students of diverse groups including the differently challenged, physically and mentally disadvantaged learning together in the same classroom and the curriculum and other support services are developed in such a way that the diversity of the children/students can cope with. Inclusive education (IE) is a developmental approach which seeks to address the learning needs of all children, with a specific focus on those who are vulnerable to being marginalized and excluded on account of their different disabilities which may be physical or mental. Inclusive education is meant to make schools as centers of learning and educational system as caring nurturing and supportive educational communities where the needs of all students are met in a true sense. Clough and Corbett (2000) have stated that “Inclusive education is a contestable term that has come to mean different things to politicians, bureaucrats and academics. Inclusion is not a single movement; it is made up of many strong currents of belief, many different local

struggles and myriad forms of practice.” Inclusion would mean bringing all segments of society to the fold of higher education particularly those whom have been deprived of it before. In the words of T. Booth (1996) inclusive education is a “process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education”. According to UNESCO the concept of Inclusive education is that, “it involves the admission of children with special educational needs in ‘ordinary’ or ‘regular’ schools and may be described as ‘pedagogic integration’. This may be mandatory under legislation, or it may take the form of statements of policy which aim to encourage such integration.” “The principles of inclusive education were first adopted at the UNESCO’s Salamanca World Conference on Special Needs Education held in 1994 and they were then restated at the Dakar World Education Forum in 2000. UNESCO states “Inclusive education means that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include

disabled and gifted children, from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups.

Inclusive education is an Approach

The UNESCO has defined inclusion as a developmental approach that “seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion.

Teaching and learning are made more effective, relevant and fun for all. Inclusive education is part of development, and development must always be inclusive, which means it must respond to the needs of real people who are all different. As with all children, disabled children to have a range of basic needs which need to be met in order to benefit from education and grow and blossom as members of the society. Inclusive education considers the disabled children as ‘children with special needs’ who require special attention. Inclusive approach refuses to perceive disabled children as ‘impaired’ or ‘handicapped’. Inclusive is said to be ‘Making the programme for disabled children as an integral part of the general educational system rather than a system

within general education’ Inclusion is thus to do with the fundamental right to education of a student with disabilities to get not merely appropriate education but also to get just and egalitarian education. Inclusion is an attempt to gain full respect for the social, civil, and educational rights of the students with disabilities. Inclusive approach to education rejects the distinguish between “general education” and “special education” programs and works towards restructuring the existing educational system where all students learn together. The main idea behind inclusion is to rethink and restructure policies, curricula, cultures and practices in schools and educational institution so that diverse learning needs can be met of students with diverse abilities and needs. The important considerations of Inclusive education are that:

- All students whatever their abilities can learn and benefit from education.
- Schools can and should adapt to the needs of students, rather than

students adapting to the needs of the school.

- Differences between students are not obstacles but are a source of richness and diversity.
- The different needs and pace of development of students with differing abilities can be met through a wide and flexible range of responses which are to the benefit of all the students including those with disabilities.

Inclusive education is therefore a process of removing barriers to the education of the disabled and enabling all students with all kinds of abilities and needs to get education within general school systems.

Inclusive education as a process

Inclusive education is a process of removing barriers and enabling all students, including previously excluded groups, to learn and participate effectively within general school systems.

Inclusion is thus not a matter of merely providing education. Rather it is the matter of allowing in the daily life the operation of basic rights of the persons with disabilities. Geneva conference, stressed that inclusive education rests on four equally important areas: “Inclusion is a process. That is to say, inclusion has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with difference, and, learning how to learn from difference. In this way differences come to be seen more positively as a stimulus for fostering learning, amongst children and adults.

*Inclusion is concerned with the identification and removal of barriers. Consequently, it involves collecting, collating and evaluating information from a wide variety of sources in order to plan for improvements in policy and practice. It is about using evidence of various kinds to stimulate creativity and problem-solving, * Inclusion is about the presence, participation and achievement of all students.

Here ‘presence’ is concerned with where children are educated, and how reliably and punctually they attend; ‘participation’ relates to the quality of their experiences whilst they are there and, therefore, must incorporate the views of the learners themselves; *and ‘achievement’

is about the outcomes of learning across the curriculum, not merely test or examination results. * Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement. This indicates the moral responsibility to ensure that those groups that are statistically most at risk are carefully monitored, and that, where necessary, steps are taken to ensure their presence, participation and achievement within the education system.”

Principles of Inclusive education

Inclusive education is based on the philosophy of Inclusion which holds that society is one and every individual is an equal member of the society and hence a right not be excluded from general educational setup and not to be excluded from it. The Inclusion is based on the basic premise that all in the society have equal rights and have therefore to be treated without discrimination and with respect and dignity whatever may be the individuals personal or subjective conditions, abilities, views, etc. thus Inclusive education which is based on the certain fundamental principles which are that every student has an inherent right to education on basis of equality of opportunity. • That no student is excluded from, or discriminated within education on grounds of race, colour, sex, language, religion,

political or other opinion, national, ethnic or social origin, disability, birth, poverty or other status. • That all students can learn and benefit from education. • That schools adapt to the needs of students, rather than

students adapting to the needs of the school. • That the student’s views are listened to and taken seriously. • That the individual differences between students are a source of richness and diversity, and not a problem. • That the diversity of needs and pace of development of students are addressed through a wide and flexible range of responses.

Practice of Inclusive education

According to the supporters of Inclusion “The practice of developing inclusive education and inclusive educational institutions involves the following:

- Understanding inclusion as a continuing process and not a one-

time event or happening.

- Strengthening and sustaining the participation of all students, teachers, parents and community members in the work of the inclusive education institution.
- Restructuring the societal values, cultures, policies and practices both within inclusive education institution as well as outside to respond to the diversity of students in a given locality.
- Inclusive approach focuses on identifying and reducing the barriers to learning and participation, and avoids focussing on the "special" about the individual student or group of students, and targeting services to address their needs or problem. Providing an appropriate and accessible curriculum, appropriate training programs for teachers, and also for all students, the provision of fully accessible information, environments and support.
- Identifying and providing support for staff as well as students with the view to make inclusion in education a success.

Factors determine the success of inclusive education

- Family-school partnerships
- Collaboration between general and special educators
- Well-constructed Individualized Education Program plans
- Team planning and communication
- Integrated service delivery
- Ongoing training and staff development This isand can be achieved through various techniques like:
- Games designed to build relationships and team work
- Involving students in solving problems and helping each other
- Songs, storiesand books that encourage a feeling of togetherness
- Openly and directly dealing with individual differences
- Assigning various jobs in the classroom to encourage community

spirit

- Utilizing various infrastructures of the school including the physical therapy equipment such as standing frames, so that the students who use wheelchairs can stand and actively participate in activities with other students.

Many of the scholars who have investigated about the positive impact of inclusion on the disabled students have suggested that when regular teachers and special education teachers work cooperatively together in an inclusive setting it leads to raising of student's expectations among the disabled students and this in turn helps to raise their self-esteem and give them a

sense of belonging. Another argument which is put forth for inclusion of the disabled students into the mainstream or regular/general classes is that, the general students develop positive attitudes towards their disabled peers due to regular interaction. The supporters of inclusion also suggest that such close proximity and interaction among the disabled and non-disabled students helps to develop tolerance and understanding of the disabled students among the general students and even friendships.

Needs and Importance of Inclusive education

1. **Differentiated Instruction:** All students learn differently and their individual needs should be taken care of. This is more so important for students with disabilities. Teachers meet everyone's needs by presenting lessons in different ways and using **Universal Design for Learning (UDL)**. One key teaching strategy is to break students into small groups. By using small groups, teaching can be tailored to the way each student learns best. This is known as differentiated instruction.
2. **Reduced Stigma:** Stigma is a strong feeling of disapproval that most people in a society have about something. In developing nations, there is a stigma towards people with disabilities. Inclusive classrooms are filled with diverse learners. This lets students talk about how everyone learns in their own way, thus developing understanding about each other's strengths and weaknesses. They may find that they have more in common with other kids than they thought.

This can go a long way in reducing stigma for students with learning and attention issues. It can also help them build and maintain friendships. Inclusion in schools goes a long way in helping remove the negative stigma in society towards disabled people.

- 3. Effective Use of Resources:** In more traditional special education settings, many students are provided related services, like speech therapy or for other specialized instruction. An inclusion class often brings speech therapists, reading specialists and other service providers into the classroom. These professionals can provide information and suggestions to help not just disabled students, but also to abled students. A non-inclusive classroom usually has the usual subject teacher that don't provide anything special to the students.
- 4. Basis for Inclusive Society:** A society that embraces and integrates an inclusive education will naturally introduce the same culture of inclusion in its concepts of civic participation, employability and community relationships. The seeds of inclusion need to be planted in the young students so that they will learn the values, skills and knowledge to include others who are different from them. Those with disabilities can become pioneers of public projects and programs.
- 5. Human Resource Capitalization:** If one of the motivations for uplifting women's education was to make the best use of a nation's work force, the same logic can be applied to students with disabilities. Like any minority group, disabled people can also reach their maximum potential with additional help. Through Inclusion policies in the education system, a country can expand its workforce by creating individuals who may be disabled through unfortunate circumstances but fully abled and functional in productivity.
- 6. Better Academic performance:** Research has shown that a student learning together in the classroom improves academic excellence. Students set higher expectations for themselves due to the presence of others with diverse abilities. Students with disabilities challenge themselves to perform optimally like their classmates, while other students also spontaneously set a high standard for themselves.

- 7. Development of leadership skills:** Students in an inclusive education environment naturally learn to take up the responsibility of caring for one another. There are situations where students stand up and speak up to protect their friends who are bullied. This naturally can lead to a leadership skill. The school environment also encourages self-discovery as students with diverse abilities find themselves performing roles and functions they usually would not be exposed to if they had been separated.
- 8. Parental Involvement:** Parents participation in the education of the child in an inclusive system can ultimately define its success. Inclusive education involves coming up with Innovative and strategic methods of getting parents involved and noticed by children in the learning process. The process of creating educational contents and other learning activities in an inclusive system ensures a significant contribution of parents through the planning stage. Parents can be actively involved in their child's education and other school activities. Parents love to witness the performance of their children during events such as debate, quiz competition, sports and other programs. It also drives a higher commitment to the school by the parents as they become more involved in the school program.
- 9. Building Self Esteem and Self Worth:** Attending classroom settings that depict the true nature of the similarities and differences that exist in the world helps children appreciate diversity. It is essential that a child's education introduces him/her to the reality of the world out there beyond the walls of just an academic environment. Playing and learning alongside with other children of different cultures and abilities assist children to grow in understanding people that are unique in skills due to physical, social or other challenges. The culture of respect for one another also grows when children are allowed to play with one another without segregation.
- 10. Economical:** Most developing nations like India have problem of funding in education. There is a lack of schools as well as teachers. By converting schools into inclusive schools, we not only save the expense of constructing a new establishment, but

also get to retain the experienced staff. However, the existing staff will require additional training, which despite its additional cost, is still more economical in the long term.

Aims and Objectives of Inclusive education

1. To develop and utilize Individualized Education Programmes (IEP) as a means to impart personalized and need based educational experiences to all students, abled or disabled.
2. To develop democratic thinking in young students and make democratization of education (a vital goal of NPE 1992) possible.
3. Provide educational opportunities to all students, irrespective of their backgrounds and capabilities
4. To provide appropriate vocational services to students with disabilities and direct them to careers suited for them
5. To provide Transition Services and develop a post-secondary school plan for each student with a disability, so that they can acquire help and adjust at the higher levels of education.
6. To provide a coordinated and comprehensive instructional program from kindergarten through high school.
7. Help teachers in identifying the strengths and weaknesses of students and provide appropriate assistance wherever and whenever required.
8. To make use of the latest ICT based and non-ICT based teaching learning tools in classroom to enhance the learning capabilities of not just disabled students but also fully abled students as well.
9. Making use of specialized instructors, medical experts, therapists, support agents and various experts in the process of education.
10. To encourage students with disabilities to take up leadership roles and responsibilities, making them more independent and less reliant on other's help.
11. Getting parents to be actively involved in their child's education by constantly communicating and coordinating the child's learning activities.

12. Develop the value of tolerance and acceptance towards persons who are different in looks, color, race, gender, abilities etc.
13. Sensitize the abled students about the problems and hardships faced by their disabled classmates, and helping them appreciate what they have, which develops mature sensibility and outlook towards the world around them.
14. Teachers in inclusive settings tend to develop new skills and well as understanding about the different needs of students, thus leading to professional development.
15. Create social acceptance and awareness regarding inclusive education through various awareness programs, which not only encourages people to send their disabled children to school but also remove the social stigma around disabilities

Scope of Inclusive education

The concept of Inclusion is often discussed as though it applies only to students with disabilities. In reality, Inclusive education has much wider scope.

According to Booth and Ainscow, Inclusion in education involves:

1. Valuing all students and staff equally.
2. Reducing student 's exclusion from schools and focusing their increase participation in the cultures, curricula and communities of local schools.
3. To respond to the diversity of students in the locality, there is a need for restructuring the culture, policies and practices in schools.
4. Reducing barriers to learning and participation for all students in the schools. Especially those who are categorized as having special educational needs.
5. Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.
6. Viewing the difference between students as resources to support learning, rather than as problems to be overcome. Acknowledging

the right of students to an education in their locality.

7. Improving schools for staff as well as for students.
8. Emphasizing the role of schools in building community and developing values, as well as in increasing achievement.
9. Fostering mutually sustaining relationships between schools and communities.
10. Recognizing that inclusion in education is one aspect of inclusion in society.

The UNESCO Policy Guidelines on Inclusion in Education

- i. Educational justification: Inclusive schools need to develop ways of teaching to respond to individual differences and therefore benefit all children.
- ii. Social justification: Inclusive schools are able to change attitudes towards diversity and therefore form the basis for a society that is just and non-discriminatory.
- iii. Economic justification: It is less costly to educate all children together rather than have a complex system with different types of schools.”

Conclusion

Inclusive education is considered as a new perspective or approach which characterizes a new and correct way of thinking about disabilities and the education of the disabled persons wherein the students with disabilities are not to be discriminated against by closeting them in segregated settings but must be brought into the mainstream of education and societal life. Increasingly there is a belief that the society must nurture, develop and use the skills, talents and strengths of all its members including those who are disabled and ensure their full participation in the educational and social fields of life if ultimately a society is to be one of peace, equality and justice. Inclusive education was propagated as the child’s right to participate in a general school and the duty of all schools permit participation of all the students irrespective of their abilities or disabilities. The 21st century is characterized by a rapidly changing, technology-based

economy and an increasingly diverse and complex world. In this landscape, education has to be structured to meet current needs while anticipating emerging trends and challenges for students. Inclusive education with equal access to those who desired and deserve is based on the understanding that the state should develop a policy in a manner such that it provides equal opportunity to all to realise their capabilities and potentialities individually and collectively, so that they can participate in economic development and also benefit out of it.

References

1. Jain Seema (2012) "Inclusion of ICTs in higher education: technology, literacy for today and tomorrow", *Univerity News*, Vol.50, No.24, pages 16-22.
2. Mohanty Prasamita (2012) "Centre for the study of social exclusion and inclusive policy: Strategic plan for the inclusive development," *Univerity News*, Vol.50, No.38, pages1-7.
3. Rout Gyanendra Kumar (2014) "Attitude of teachers towards inclusive education in India", *Edutracks*, Vol.50, No.24, pages 16-22.
4. Singal, N (2006), "Inclusive education in India: International concept: National interpretation", *International Journal of Disability, development and Education*, Vol.53, No.3, pages351-369.
5. UNESCO (1994), *The Salamanca statement and frame work for action on special needs of education*, Paris, UNESCO.
6. Alur, M, (2001), *Inclusion in the Indian Context*, *Humanscape*, 8(6), 1
7. [.http://www.dsqsds.org/article/view/524/701](http://www.dsqsds.org/article/view/524/701)
8. <http://www.education.nic.in/INCLUSIVE.asp>

Less use of authentic materials in ESL reading: Reasons?

N.A.L.D.R. Silva

Department of English Language Teaching, Sabaragamuwa University of Sri Lanka, Sri Lanka

Introduction

English has become more significant in producing good human capital in this global era not only in Sri Lanka but also all over the world. Acquiring the reading skills can be seen as an important element for this issue. In line with the government policies to uphold the using of ESL in the classrooms, the students must be encouraged to have greater motivation and interest in order to facilitate the learning process.

During the past few decades, Teaching English as a Second Language (TESL) has gained the attention of the scholars all over the world. That results in prioritizing the seeking for the appropriate materials which are some of the greatest concerns of the instructors. One of the major concerns of the language teachers in such a scenario is enhancing the exposure to the real life situations and making the students well aware of the culture of the target language since language learning can be interpreted as exposing to another culture. Such a process cannot be conveyed through classroom formal language contexts as those materials are more artificially designed.

Reading can be considered one of the most important receptive skills. Students should develop their reading skills not only as a mean for academic success but also as a life skill in order to complete certain tasks. Therefore, acquiring reading skills is vital. Enhancement of reading skills enables the students' ability of comprehension. In ESL classrooms students may confront difficulties in learning the language, if they are not provided with the appropriate learning materials. The

types of supportive materials given to them should suit to the students in every aspect.

In the ESL pedagogy, it has been clearly manifested that there is a lack in paying attention to the use of authentic materials by the teachers in Sri Lankan ESL classrooms. Other than using the texts provided in the school textbooks, there are a variety of ways the teachers can make use of in order to develop the reading skills of the L2 learners to enhance the objective levels of the students in reading comprehension. Most of the time teachers may encounter different kinds of difficulties when finding out, selecting, adapting and using learner facilitative and appropriate authentic teaching materials.

Background to the study

A sample of ten (10) classrooms of grade 9, in Kalutara Education Zone was observed during 30 days to collect information for the study. The research manifested that the teachers of English do not pay much attention on the use of authentic materials as a mode of facilitating in the classroom English language teaching and learning process. There are a number of reasons for such lesser use of authentic materials and the teachers have to struggle with different kinds of difficulties when they attempt to use authentic reading materials in the Sri Lankan state school context.

Considering the studies done at international level, they have majorly implied the significance of bringing in authenticity into the L2 classrooms in order to develop the language skills of the ESL students. As cited by Santos (2009) and Mentos (2000), textbooks play a significant role in language classes. In fact, in the recent years, textbook writers have tried to incorporate more authentic materials in their textbooks in a variety of forms, one of which is simplified authentic materials. Gilmore (2003)

showed that the most recent textbooks have begun to incorporate more natural discourse features in their texts. This study investigated the discourse features of seven dialogues published in textbooks and contrasted them with comparable authentic interaction. He posits that: conversations in the authentic dialogues were as twice long as the ones in the textbooks; authentic conversations had a more complicated

structure; answers to questions tend to be longer in authentic interactions; and false starts and repetitions, which occur frequently in authentic interactions, are rarely found in textbook dialogues.” Therefore implementing this kind of a context of material development in the pedagogical situation in Sri Lanka would have a greater impact on the students’ L2 development.

In this study, it is hypothesized that, ESL teachers have made attempts to use authentic reading materials in the ESL classroom context though they have failed, in order to answer the following research question;

What are the difficulties ESL teachers encounter with when they attempt to use authentic reading materials in the classroom pedagogical process?

Thus, the major objective of the study is to investigate the reasons for less use of authentic materials in ESL classrooms which will direct us to negotiate measures to effectively incorporate authentic materials in the teaching- learning process.

Methodology

This study was conducted with 20 grade 9 English teachers in the government schools of Kalutara Education Zone. Having observed the ESL classrooms on qualitative basis as the baseline of the study, a survey was carried out through a questionnaire to ascertain data for the study. A limited sample was used due to time and resource constraints. The respondents chosen should possess rich information of the subject matter being studied and be ready to open up to share their experiences during the process of data collection. The population consists of 20 government schools in Kalutara Education Zone and out of which 10 schools were selected. From those schools, 20 grade 9 teachers of English were selected using convenience sampling methods.

In the context of Sri Lankan government schools, it is observable that the teachers, most of the time, are limited to the textbook teaching. Although there are a variety of ways a teacher can adapt and apply to the reading sessions conducted in the ESL classrooms, what is done is

simply teaching the textbook. There are a number of limitations teachers have to encounter with. For instance, in the study, the teachers revealed that the process of covering up the syllabus within the given time frame is one of the foremost difficulties they confront. Thus they claim that they do not have sufficient time to use the materials other than the textbook in the classroom.

Literaturereview Reading materials

Alderson (2000) defines reading as “...an enjoyable, intense, private activity from which much pleasure can be derived and in which one can become totally absorbed (p 28).As Graves (1991) states “teaching materials are tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities, and interests of the students in the course” (p.27).

According to the argument of Nuttall (1996), it is appropriate to provide the students the texts those are easier to find out and arouse the interest of the students in order to encourage them for further reading even outside the classroom. He highlights that the more students read, the better they will become. If the students are given interesting texts to read, they will become more confident and secure when reading and that implies that reading enhances the level of self-confidence of the students.

As cited by Apsari (2014), Brown (2001) states that, affective factors are of great significance as they play a huge role in assessing the way reading helps to learn a language. As he perceives, motivation is important in developing the reading skills of a foreign language. Those who like what they read keep reading. Consequently, they usually improve their reading as what Silver (1997)claims that, there is a high correlation between those who read more and those who develop in their comprehension and vocabulary acquisition when they read. Thus, the teacher should provide the students the texts that can encourage them to engaged in reading.”

Authentic materials

According to the Oxford Dictionaries, the word ‘authentic’ derives from the Greek word ‘*authentikos*’, can be defined as genuine and not

a copy of something.

As Santos (2009) cites some of the brief scholarly definitions of authentic materials:

- ◆ Materials produced for purposes other than teaching. (Nunan, 1989)
- ◆ Materials designed for native speakers (Harmer, 1991)
- ◆ Texts that are not written for language teaching purposes (Jordan, 1997)
- ◆ Language samples- both oral and written that reflects naturalness of form and an appropriateness of cultural and situational context that would be found in the language as used by the native speakers (Villegas Rogers & Medley 1988)

Nuttall (1996) argues that "authentic texts can be motivating as it is evident that the language is used for authentic purpose by real people. Widdowson (1990) and Harmer (2001) use the terms —authentic and —non-authentic to distinguish between the two, but the point is not in the language materials themselves but rather on their outcomes and their effectiveness. These can be measured only by the learners' observable and measurable performances. Nunan (1997) mentioned in Widdowson (1990) that, exposing learners to authentic materials is indispensable, because of the rich language input they provide.

As Nunan (2001) indicates, the authentic materials help to bring the content of life and ultimately make learning and using language more meaningful, but authenticity is a relative issue.

Authentic texts have been defined as "...real-life texts, not written for pedagogic purposes" (Wallace 1992: pg. 145). They are therefore written for native speakers and contain "real" language. They are "...materials that have been produced to fulfill some social purpose in the language community." (Peacock 1997) In contrast to non-authentic texts those are especially designed for language learning purposes. The language in non-authentic texts is artificial and unvaried, concentrating on something that has to be taught and often containing a series of "false-text indicators" that include:

- Perfectly formed sentences (all the time)

- A question using a grammatical structure gets a full answer
- Repetition of structures
- Very often does not “read” well

Authentic materials are salient in the classroom contexts in order to improve all language skills of the students as they are helpful in bringing in the real life situations into the classroom but the teacher should be more careful when selecting the materials.

According to Little and Singleton (1988), the authentic text was defined as a text that was created to fulfill some social purpose in the language community in which it was produced.

As quoted by Ciornei and Dina (2014), the term authentic has been used as a reaction against the prefabricated patterns of the textbooks while authentic texts were the non-pedagogical texts used to help learners improve not only their communicative but also their cultural competences. Authentic materials - also known as realia - can be described as anything created for native speakers of a language, we can use for our teaching purposes. With the changing linguistic boundaries, it is now widely known as materials that include ideas, words, phrases and expressions that are heard and read in real-life situations. In accordance with the tendency to develop not only the communicative but also the cultural competences in language teaching, there was a need to clarify the notion of authentic text and communicative authenticity. It has been debated in Europe (Coste, 1980, Widdowson, 1970, Breen 1985) and The United States (Kramersch 1988, Nostrand 1989). According to Widdowson, authenticity does not lie in the text but in the way speakers and readers make use of it, namely in their response. Taking also into account that the link between a certain language and its social community can be very changeable, we believe that cultural and communicative competence means understanding the social conventions of the target language speech community while preserving one’s own. Learners can mimic the behavioural patterns of that community derived from the authentic text to a certain extent since the first goal is to communicate and not to behave like someone else which means somehow losing one’s social and linguistic identity. The learner can

behave both as an insider and an outsider of the target culture if he understands the cultural situation. Consequently, teachers should be concerned more about authentic language learning which require communication and metacommunication in the language education.

In the article, “Authentic texts in teaching English” Ciornei and Dina (2014) remarks that Nostrand (1989) raised the issue of cultural competence which include to a certain extent the obligation to behave in accordance with the social conventions of a given speech community. Students should mimicking linguistic and behavioral patterns observed in the authentic texts as a good way of understanding the culture of the target language. Additionally, Nostrand(1989) and Valdman(1992) recommend separate knowledge about the culture and experience of the culture, through what they called cultural competence and cultural performance. Breen (1985), speaking about the ability of the learner to behave both as an insider and an outsider to the speech community whose language he/she is learning suggests that “the learner will re-define any text against his own priorities, precisely because he is a learner”. Such critical understanding becomes an educational issue of pedagogic effectiveness while he concludes that “perhaps all other questions of authenticity in language teaching may be resolved if the potential of the classroom is fully exploited” (Kramersch, 2010.p. 183)

Authentic texts help for the understanding of the operational patterns of vocabulary. Depth of knowledge about the pragmatic application of vocabulary has a strong and definite link with reading comprehension. Depth and size of vocabulary help to build the ability to deduce lexical inferences of the learners. It also helps the learners to make assertions about lexical items and relation between them. According to McCarthy and Carter (1995), understanding the operation of vocabulary: “...lies in an examination of ...relations between lexical items (a) above sentence level; (b) across conversational turn boundaries; (c) within the broad framework of discourse organization.” RubinaRahman in her article on “A Case for Authentic Materials in Language Teaching” further analyzes this concept stating that, learners get greater opportunity to discover, internalize, and apply these relations through authentic texts. By being exposed to a variety of context-embedded lexicon and lexical relations, they are getting a chance to study these in a more meaningful manner.

Prescriptive teachers and learners may advance an argument that vocabulary can be best taught and learned by simply referring to a good dictionary and matching the meaning with lexical item. In this case, they have to be made aware of the authentic use of the lexicon. The teaching of grammar traditionally is done through concocted texts. These texts often sound unreal and stilted if not outright ridiculous in some cases. This happens because the texts are supposed to revolve round various instances of use of the grammar point being taught. Most often isolated sentences are used. This is certainly not the manner in which language in real life situations. Teaching of grammar in this style leads to an understanding of grammar formulas only. What they seriously lack is the forming their own hypotheses and applying them. This is exactly the point where authentic texts can be of immense help. They reduce the learners' reliance on pedagogical rules that are a simplification of language which do not always fit into the operational patterns of language.

The author further explains the concept as use of authentic materials leads the learners to discover rules, their usual and routine application and most importantly their deviant, though accepted, use as well. A range of authentic texts will enable the learners to internalize all these areas of language and to test their hypotheses in real authentic texts. This will also give them a certain amount of control over their own learning processes. Moreover, the variety in these texts is a sure and positive approach to cater to differing areas of interest among the learners.

Learning grammar of a language through consciousness raising has been advocated by Ellis (1993). This view of language learning springs from second language acquisition theories: "...input would appear to be most valuable when it is in the form of authentic texts which contain a rich variety of unmediated elements from which the language learner can source his/her language acquisition." Consciousness- raising can be best achieved by exposing learners to variety of authentic texts. They encounter language as it works in real life situations rather than language through simulated discourse. Exposure to real life texts help the learners to focus on language details and get a working knowledge of the linguistic features that lend cohesion to a text. In this method of teaching, the teacher: "...no longer simply presents the language to the learner for the purpose of

illustrating language forms. Instead, they encourage learners to examine their own experience of the language and make generalizations from it.” This statement depicts the importance of making generalizations and their application by the learners themselves. These generalizations spring from their prior knowledge or schema and enable the learners to become efficient users of language. At this point, the argument ties up with schema theory.

As Freda Mishan (2005) mentions in his article *Designing Authenticity into Language Learning Materials*, “Schema theory ...gives a psycholinguistic interpretation to the role of cultural knowledge in the learning and understanding of the target language”. Along these lines schema is a mental abstraction for an object, event, or situation located in our memory. In this light, a text only serves as a guide for the reader to retrieve and construct meaning based upon his/her previously acquired knowledge. This cumulative background knowledge is termed as schemata. Comprehension is supposed to result from interaction between the learners’ overall schemata and the text. Both the basic modes of text processing; bottom-up and top-down are closely linked to this theory. According to Richard in top-down processes, the learner sees a text or hears a conversation or encounters a situation and then uses his/her schemata to decode the meaning. In bottom-up processing, the learner hears or sees a word and then recognizes its meaning and decodes the formation of a sentence. Three functions of schemata have been identified. Firstly, it acts as ‘filling in the blanks’ in the texts for the learners. No matter how explicitly a writer or a speaker expounds his message; there is always a gap, which the schemata of the reader try to interpret through inferential elaboration. Secondly, schemata help in the interpretation of an ambiguous text. Finally, schemata have meta-comprehension function i.e. it establishes a correspondence between things represented by the schemata and the given information in the text.

Schema theory then supports the use of authentic, materials in a language classroom. Barlow (1996) mentions that some of the schemata may have different degree of abstraction but they are “...ultimately based on and anchored by the actual instances of usage”. Rahman analyzes this view further stating that, learners’ schemata serve as the jumping board for a language teacher; she can use

authentic materials to provide a direction to the learners' schemata so that they may construct meaning based on their own cognitive structures. Selection of Authentic Materials

Having established the value of authentic materials in language teaching, the most important question facing the teacher then, is how and what type of materials to collect. Dumitrescu (2000) mentions three types of challenges that a teacher has to meet in this respect. The first of these 'effective research skills' is to be able to find the exact material relevant to the needs of his/her learner group. Various rich sources are available for this purpose: newspapers, journals and magazines, material from the internet, pamphlets and advertisements, songs, literature, fiction. The availability is overwhelming. This abundance of material leads to the second challenge. This stage requires careful selection keeping in mind various factors. The teacher needs to keep the learners' present linguistic competence and the desired linguistic competence in mind. Linguistic background of the learners' has a direct bearing on text selection. Conceptual difficulty will determine the specificity or generality of the information within the text. It directly influences comprehension and is necessary to keep students from a vague feeling of the alienation to the text. Besides, the selection would also depend on the topic, the target language area, skills, the needs, and the interests of the learners.

The teacher, in making selections would also have to keep in mind the applicability of the chosen material. For instance, learners studying science subjects would react favorably to the texts related to the sciences because of cognitive ease of comprehension. Such texts also have a relevance to the academic schema of the learners. Moreover, the selected texts need to be adaptable i.e. they should lend themselves easily to designing tasks and activities that would elicit authentic responses from the learners. The authenticity of the response would depend on how authentic are the tasks that are designed. According to Mishan, it should produce real world behavior from the learners. Such tasks need to be designed that are linked with actual communicative needs outside the classroom to ensure authenticity both of the tasks and the responses. It would be ideal if integrated tasks can be designed on them so that one text can be used for multiple teaching purposes.

Moreover in our context, the teacher also needs to make sure that the

materials selected should be such that lend themselves to such exercises, tasks and activities as will help in achieving the goals of the academic program that the learners are attending. If this factor is ignored then there may arise a feeling of dissatisfaction with classroom activities and routine lessons. While using authentic materials, it must be remembered that they are cognitively essentially complex. Occasionally even when the language itself is very clear and comprehensible, the learners cannot actually get the gist of the text. One reason for this breakdown can be “the density of cultural and situational references”. Another cause could be topicality of the information. It may have only a passing interest even for those learners who actually belong to the same cultural background. Cook rightly points out “The point, then, is that much authentic writing is essentially ephemeral”. The author highlight this remarking as, attention has to be paid to the quality of information of the chosen texts, the content needs to offer information of comparatively durable value. Finally the material selected should not be too disconnected. They need to be organized in some kind of continuity. Disjointed pieces of the text will perplex the learners’ sense of direction and they might end up feeling disoriented and adrift. It would be beneficial if the chosen texts are linked through a related theme or an idea linked with their prescribed syllabus that the learners can approach and examine from various angles.

Findings and discussion

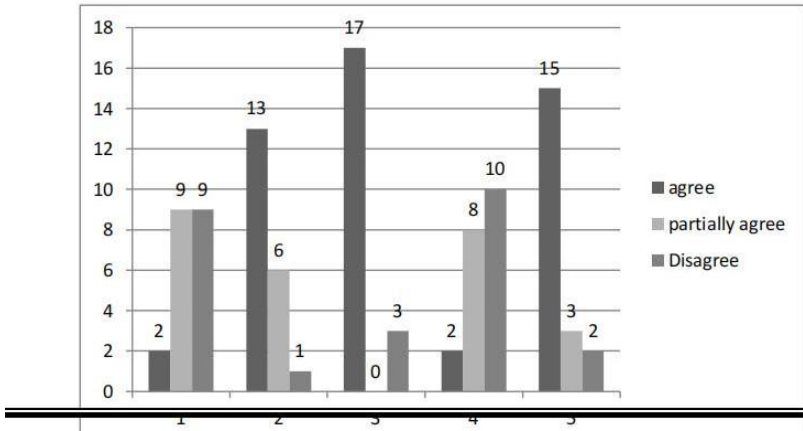
Views of ESL teachers on espousing authentic material

The questionnaire used in observing data concerned a context investigation at the beginning. Ascertaining the views of ESL teachers on espousing authentic material remains the objective of this episode of the questionnaire.

Table 1- Views of ESL teachers on espousing authentic material

Item	I agree		I partially agree		I disagree	
	Count	Percentage	Count	Percentage	Count	Percentage
It is difficult to use authentic materials in ESL reading	2	10%	9	45%	9	45%
The use of authentic materials in ESL reading demands students' exposure to the real language that is taken from the real contexts	3	15%	6	30%	1	5%
Texts that are used in authentic materials should be appropriate to the students' need and develop their competence as well	7	35%	10	50%	3	15%
Authentic materials often contain difficult language, unnecessary vocabulary items and complex structures which create problems to the teacher	2	10%	8	40%	10	50%
The use of authentic materials help the teacher to deviate the students from the unrealistic language of the classroom	5	75%	3	15%	2	10%

Figure 1- Views of ESL teachers on espousing authentic material



Based on the data obtained from 20 grade 9 teachers, 45% of teachers partially agree to the fact that, it is difficult to use authentic materials in ESL reading. An equal number of teachers (45%) disagree with it. Therefore the study depicts that majority (55%) of the ESL teachers have either partially or totally agreed to the statement.

The second statement which is about the use of authentic materials in ESL reading demands students' exposure to the real language that is taken from the real contexts yield the following observations. A vast majority of 65% of teachers agree to the statement that, 30% partially agrees while only 1 of them disagrees which obtains the percentage of 5. The ground observation is that, irrespective of its functionality in the context, 95% of the teachers either completely or partially agree with the condition.

The data relevant to the third statement show that 85% of ESL teachers in the state schools of Kalutara Education Zone agree to the statement that, the texts that are used in authentic materials should be appropriate to the students' need and develop their competence while 15% disagrees.

The fourth question mentioned in the questionnaire was authentic materials often contain difficult language, unnecessary vocabulary items and complex structures which create problems to the teacher. Out of 20 ESL teachers, 50% disagrees with the statement and 40% partially agrees while 10% agrees which leads to the conclusion that the agreement and disagreement of the teachers is 50- 50 when accumulation is considered.

The last statement of the first section was the use of authentic materials helps the teacher to deviate the students from the unrealistic language of the classroom. Considering the sample, 75% of teachers agree to the statement while 15% partially agrees and 10% disagrees. It portrays that 90% of the teachers have partially or totally agreed to the statement that the authentic materials are helpful in creating natural language environment within the classroom.

To sum up, although the majority of the teachers suppose that using authentic materials in ESL reading is difficult, they have agreed to the perspective that those materials are supportive in creating a natural language rich environment inside the classroom. At the same time, a vast majority of the teachers assume that it demands students' exposure to the natural language. Though a less number of teachers have disagreed, most of the teachers reach agreement that though the authentic materials contain complex structures and unnecessary

vocabulary items, teachers should be able to select thematerials that are level appropriate.

The difficulties encountered by teachers in espousing authentic material

In order to analyze the difficulties encountered by teachers in espousing authentic material,the second section of the questionnaire was designed.

The primary focus of the first question is on the difficulties the teachers face when using authentic reading materials with intermediate level students. In order to facilitate data analyzing process, answersgiven by the teachers were categorized under 8 main criteria. The difficulties noted by the teachers were categorized as: complex vocabulary, constraints of resources and time, difficulty level, learner differences, lack of exposure, content relatedness, and difficulties of finding the materials.

The criterion of time constraints has been discussed in terms of allocated duration for teaching English language at government schools and the length of the syllabus to be completed. Resource constraints are been also discussed in terms of the difficulties faced by ESL teachers in instances such as duplicating materials and the number of students in a classroom which is difficult to manage.

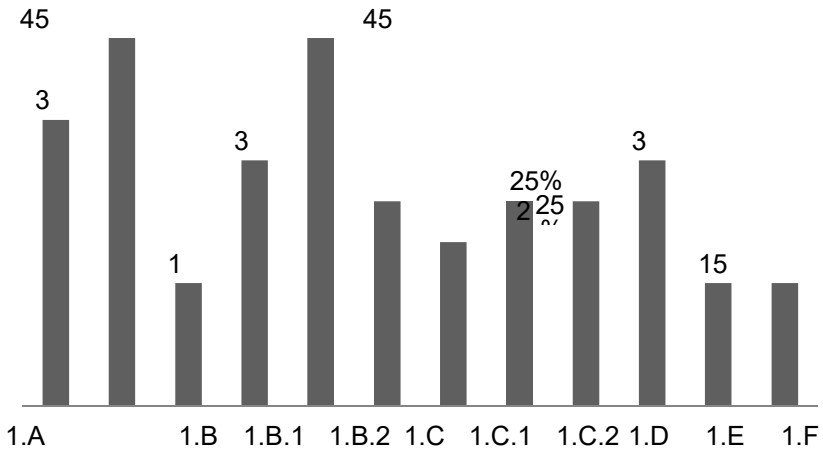
Apart from these common criteria, two out of 20 teachers have mentioned the following two difficultiesfaced by ESL teachers when using authentic materials namely: the psychological suitability (teachers should be keen enough in selecting authentic materials) and the influence of stakeholders (parents pay much attention on writing and administration emphasize on covering up the syllabus).

Learner differences provide an account of the heterogeneity among the students in a classroom.

Table 2- Difficulties encountered by teachers in espousing authentic material

	Criterion	Count	Percentage
1.A	Complex vocabulary	7	35%
1.B	Time constraints	9	45%
1.B.1	Syllabus	3	15%
1.B.2	Duration	6	30%
1.C	Resource constraints	9	45%
1.C.1	Duplicating material	5	25%
1.C.2	Classroom population	4	20%
1.D	Difficulty level	5	25%
1.E	Learner differences	5	25%
1.F	Lack of exposure	6	30%
1.G	Content relatedness	3	15%
1.H	Difficulty to find	3	15%

Figure2- Difficulties encountered by teachers in espousing authentic material



The data show that an equal number (45%) of the teachers identify inadequacy of time allocated (1.B) and insufficiency of resources provided (1.C) as two major difficulties faced when using authentic

materials.

The responses show that the opinion of 35% of teachers regarding the difficulties encountered in using authentic materials in ESL reading is complex vocabulary contained in the authentic texts.

The third common difficulty encountered is the lack of exposure of the ESL students which creates obstacles in using authentic materials and the data depict that the opinion of 30% of the teachers is the same.

Learner differences and difficulty level of the students have been the difficulty for 25% of the teachers while a less number of teachers (15%) consider finding content related articles as a difficulty.

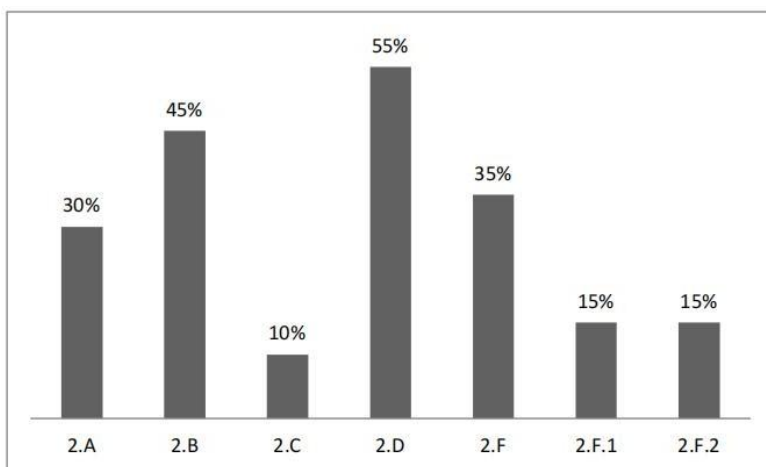
Difficulties encountered by teachers in discovering authentic material

The second question of the second part concerns the difficulties that the teachers encounter when finding the authentic materials. Therefore, data were categorized under different criteria according to the responses obtained as age appropriateness, level appropriateness, interest of the students, teacher's preparation and lack of facilities. Lack of facilities is defined in terms of lack of resources and lack of monitory facilities.

Table 3- Analysis of the difficulties when discovering the authentic materials

	Criterion	Count	Percentage
2.A	Age appropriateness	6	30%
2.B	Level appropriateness	9	45%
2.C	Interest of the students	2	10%
2.D	Teacher's preparation	11	55%
2.F	Lack of facilities	7	35%
2.F.1	Lack of resources	3	15%
2.F.2	Lack of monitory facilities	3	15%

Figure3- Analysis of the difficulties when discovering the authentic materials



The preparation of the teacher (2.D) remains the most common difficulty the ESL teachers face when finding authentic materials. More than a half of the respondents (55%) have mentioned it as a difficulty.

The data obtained show that 45% of the teachers suppose that finding level appropriate authentic text is a difficulty. And it appears as the second common difficulty the teachers encounter at ESL classrooms.

Lack of facilities (2.F), which is coded in terms of lack of resources (2.F.1) and lack of monetary facilities (2.F.2), appears as another difficulty faced by the teachers at ESL reading contexts. The responses show a percentage of 30 for this criterion.

Only two respondents (10%) think that finding authentic texts which are interesting for the students is a difficulty faced by the teachers.

How authentic materials cause burden with respect to structures, function, content and length

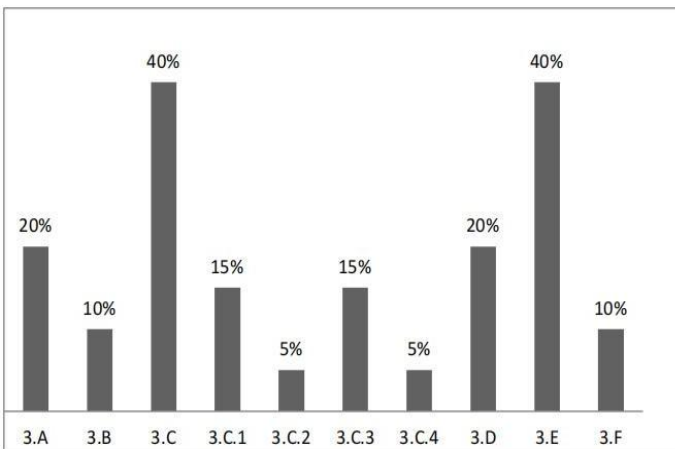
The third question which addresses, *in respect to structures, function, content and length, how do the authentic materials cause burden for*

the ESL teachers. In order to expedite the process of data analysis, the responses were categorized under different criteria as complex structures, unfamiliar functions, content, length and time management. The issues regarding content (3.C) are defined in terms of unfamiliarity (3.C.1), insufficiency (3.C.2), irrelevancy (3.C.3) and inaccessibility (3.C.4).

Table4- How authentic materials cause burden with respect to structures, function, content and length

	Criteria	Count	Percentage
3.A	Complex structures	4	20%
3.B	Unfamiliar functions	2	10%
3.C	Content	8	40%
3.C.1	Unfamiliar	3	15%
3.C.2	Insufficient	1	5%
3.C.3	Irrelevant	3	15%
3.C.4	Inaccessible	1	5%
3.D	Length	4	20%
3.E	Time management	8	40%
3.F	Classroom management	2	10%

Figure 4- How authentic materials cause burden with respect to structures, function, content and length



As the responses depict, 40% of the teachers think that use of

authentic materials makes an effect on time management at the classroom.

The content (3.C) of authentic materials is identified as a burden by the ESL teachers as 40% of the respondents have remarked it. Out of the 20 respondents 15% supposes that authentic reading texts contain unfamiliar texts (3.C.1). Only one teacher (5%) has highlighted that the content of authentic texts is insufficient (3.C.2) for them to use at the classroom. The opinion of 15% of the respondents is that the authentic texts contain irrelevant (3.C.3) texts while 5% of the teachers think that authentic materials which are good to be used at classrooms, are inaccessible (3.C.4).

Apart from those responses, 20% of the respondents suppose that authentic reading texts contain complex structures while 10% of them contain unfamiliar language functions.

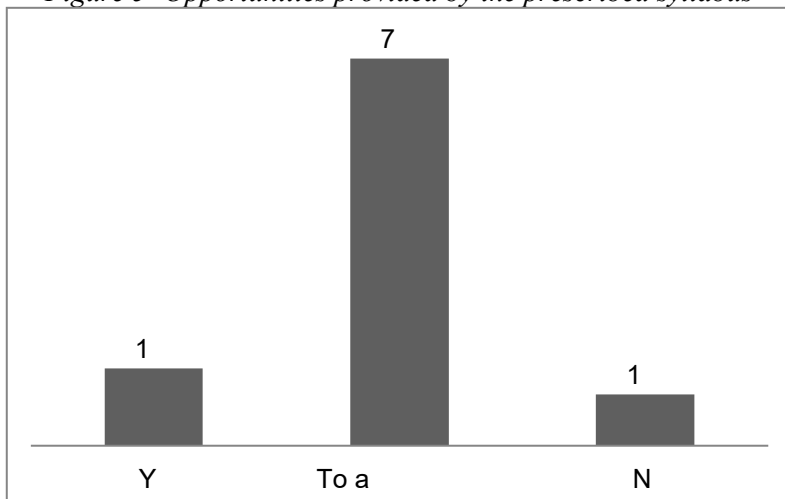
Opportunities provided by the prescribed syllabus

The fourth question of the second section, does the prescribed local syllabus provide opportunities for the teachers to use authentic materials? expected yes/ no answers.

Table 5- Opportunities provided by the prescribed syllabus

	Criteria	Count	Percentage
4.A	Yes	3	15%
4.B	To a certain extent	15	75%
4.C	No	2	10%

Figure 5- Opportunities provided by the prescribed syllabus



Out of 20 respondents, 15 teachers (75%) suppose that the prescribed syllabus provides opportunities to use authentic texts to a certain extent while two of them (10%) reject the idea and 15% of the respondents agree.

The perspective of teachers on use of authentic materials

The last question of the questionnaire was designed in order to gain the teachers' opinion regarding the privation of using authentic materials in ESL reading. It was an open ended question which allowed the teachers to express their idea freely.

All 20 teachers have given different answers based on their teaching background. In this section, the 20 responses will be presented and these answers are further discussed.

Teacher 01:

"It bridges the gap between learners' knowledge and authentic use of language."

Teacher 02:

"It is one of the resources that an ESL teacher must use in the

language classroom to improve reading of the students, not only inside the classroom but also outside the classroom in their day to day lives. Thus, finding any authentic reading material would be beneficial for making our students learn L2 in real life situations.”

Teacher 03:

“It familiarizes students to the real learning situations and also makes students closer to the day today use of language. Students learn language naturally and it makes students use language in communication.”

Teacher 04:

“It is a great opportunity for students to recognize words and meaning in use.”

“Most of the teachers are reluctant to use them and some don’t like to use new methods though they are introduced.”

Teacher 05:

“It will be effective still those non authentic materials should be used hand in hand.”

“Teachers can use their own materials in the classrooms and those materials can be prepared according to the students’ knowledge.”

Teacher 06:

“Opportunities should be given to the teachers to decide the teaching material as the local syllabus lacks creativity and it always reduces the opportunities of using other relevant materials other than syllabus in the classroom.”

Teacher 07:

“Most of the lessons carry out monotonous themes such as nature, environmental pollution etc. If the students are provided with interesting content such as adventures, social problems etc. they won’t feel boring. If teachers ask them to buy newspapers etc. and use them

their language can be improved. Also it depends on the teacher.”

Teacher 08:

“It is better if authentic materials are used. Then students can improve their vocabulary, use of phrases and sentence patterns.”

Teacher 09:

“It is one of the best strategies a teacher can use in order to enhance the language performance of the learner as it allows the students to deal with the real life situations.”

Teacher 10:

“Materials are not enough for all the students in a classroom.”

Teacher 11:

“There should be much more opportunities for the students to use authentic materials.”

Teacher 12:

“Teachers should adapt Sri Lankan Standard English for it to be more authentic.”

Teacher 13:

“Teachers cannot provide authentic materials for all the students.”

Teacher 14:

“Sometimes it is a total failure because students cannot find the relevancy in them.”

Teacher 15:

“There can be a mismatch between the authentic materials and the syllabus.”

Teacher 16:

“Reading texts should pave the way to use authentic materials in the classroom.”

Teacher 17:

“Authentic materials make the acquisition process much easier.”

Teacher 18:

“Use of authentic materials is a beneficial method of teacher.”

Teacher 19:

“Learning through real experience is initializing in the learner mind for a longer time.”

Teacher 20:

“There is no such privation if the teachers are a little literate in searching internet may be through the smart phone of their own.”

According to the responses obtained by the survey, most of the ESL teachers assume that it is difficult to use authentic reading materials in the classroom. Majority of the respondents agree with the statement that the use of authentic materials in ESL reading demands students' exposure to the real language that is taken from the real contexts. ESL teachers presume that the texts that are used in authentic materials should be appropriate to the students' need and develop their competence with special reference to grade 9 ESL students. Majority of the teachers partially agree with the statement that authentic materials often contain difficult language, unnecessary vocabulary items and complex structures which create problems in the classroom. Majority of the teachers are of the idea that the use of authentic materials helps to deviate the students from the unrealistic language of the classroom.

Considering the difficulties encountered when employing authentic

reading materials in ESL classrooms, the data depicted that there are some major and similar difficulties encountered by ESL teachers such as, learner related difficulties, teacher related difficulties, technical difficulties (such as the duration of the periods allocated, the syllabus prescribed to be completed), lack of resources (such as lack of computers, duplicating machines, internet facilities in non-privileged schools), input (material) related difficulties (such as the difficult lexical items and complex syntactic structures in the selected texts), interest and the influence of the stakeholders (for instance, things are not designed in terms of the interest of the students, but according to the decision of the stakeholders such as parents, administration of the school etc.).

When designing the second question that specifies the difficulties the teachers encounter when finding the authentic materials, it was hypothesized that the ESL teachers make use of the libraries and newspaper corner at the schools in order to find out authentic materials. At the same time, it was hypothesized that the teachers have access to the internet and other modern technological devices. The third hypothesis made was that there are funds at schools allocated for buying authentic materials for teachers in order to familiarize the students with the authentic use of language. As well, it was assumed that there are duplicating machines or fund system for duplicating materials at the schools whether they are privileged or non-privileged. But when considering the responses obtained, those hypotheses failed as the teachers have not mentioned those resources in their answers.

With regard to the structures, function, content and length of the authentic materials, majority of the teachers think that using authentic materials cause a burden in the classroom as it affects time management. According to the answers of the teachers, time management can be defined in terms of the time teacher has to spend on preparation and the time, which is allocated for English at the classroom. As well, a similar number of teachers think that the content of the authentic texts used in ESL reading should be edited according to the level of the students as most of them are insufficient, irrelevant and unfamiliar to the students. At the same time, the complex structures and the unfamiliar functions also cause burden to the teachers at the classroom.

According to the opinion of the ESL teachers, the prescribed syllabus provides opportunities for the teachers to use authentic materials at the classroom to a certain extent. Therefore though there are a number of reasons for the teachers not to use authentic materials, there are some opportunities also to make use of them in ESL reading.

As the last question provides respondents an opportunity to express their real opinion regarding the less use of authentic materials at the classroom, the teachers have come up with a variety of reasons and methods which can be adopted in the Sri Lankan ESL pedagogy.

Suggestions and conclusion

Disparity of resources could be seen as a major issue faced by the ESL teachers when finding and employing authentic materials. In Sri Lankan pedagogical context, the difference between privileged and non-privileged schools can clearly be seen. If Kalutara Education Zone is considered, there are a number of schools with less learning facilities while some of the schools are full of resources and modern technology. In some schools, duplication machines are available which can be identified as a primary resource vital in using authentic reading materials. At the same time, there are some other schools where the teachers are provided with funds which can be made use in order to find and distribute authentic reading materials. But there are many other schools, where teachers are not motivated to use extra supplementary materials at the classroom by issuing funds or giving access to use duplicating machines and computers.

Although these kinds of problematic situations can be seen with regard to the resources, as hypothesized earlier, the teachers can use the library, newspaper corner and other available resources in order to find out authentic reading texts. Further, in the school context, though the workshops and other teacher training programs are implemented, the extent teachers gain the benefit of them is questionable since teachers should update their knowledge and share it with the colleagues. It can be identified as a good practice within teachers. If such kind of a discourse occurs, much greater progress can be seen in the teaching- learning process.

The textbooks of the bilingual education program which is currently

employed in the government schools are full of authentic English texts and if the English teachers are interested, they can easily find various authentic materials appropriate to the students from those books, under different themes.

Concerning the upgrading and continuous professional development initiatives for the teachers, it is vital that the teachers be trained in the disciplines such as English for Specific Academic Purposes (ESAP) and English for Specific Purposes (ESP). Then the teachers can overcome lexical and syntactic difficulties and the teacher will be able to adopt the methodology

It is a responsibility of the syllabus makers and textbook writers to provide clues on available authentic materials at least in the teachers' handbook which has been overlooked. The simplest way to modernize the system is not providing the infrastructures to the students. Both the teachers and the students should be given access and directions to the right repository of knowledge.

Discussing the responses of the fourth question, there should be a gap for the ESL teachers to fulfill in the syllabus which leads to the theory of $i+1$. Materials should be shorter. Then the teacher can manage the time to use supplementary materials also. Moreover, the mismatch between syllabus and the learning outcomes should be filled by the authentic materials.

Furthermore, the learning objectives should be given in the lessons wherein the teacher can direct the students in their own phase using authentic materials. In a country like Sri Lanka where English is taught as a second language, the natural language bath is not confronted with the learners. The students are given lesser opportunities to listen to authentic English. Therefore, if the teachers are encouraged to familiarize them with the authentic materials, they can be used as a substitution for the language bath to a certain extent.

Authentic materials may also work as a motivating feature and as a link between students' general knowledge of language and their professional language needs. Among a number of reasons which encourage the use of authentic materials in the ESL classrooms, the exposure provided to the real world language should be prioritized.

Bibliography

1. AL-SURMI, M. (2012). Authenticity and TV Shows: A Multidimensional Analysis Perspective. *TESOL Quarterly*, 46(4), 671-694.
2. Apsari, Y. (2014) *The Use of Authentic Materials in Teaching Reading Comprehension*.
3. Arias, I. J. (2007). Selecting Reading Materials Wisely. *LETRAS*.
4. Backman, lesli O. and Klinghammer, Sara, J.(2006). *Shaping the way we teaching English Instructor's manual*. Wahington: University of Oregon.
5. Bacon, S. (1992). Authentic Listening in Spanish: How Learners Adjust Their Strategies to the Difficulty of the Input. *Hispania*, 75(2), 398-412. doi:10.2307/344077
6. Barlow, M. (1996) "Corpora for theory and practice", International Journal of Corpus Linguistics. Berardo, S. A. (september). THE USE OF AUTHENTIC MATERIALS IN THE TEACHING OF
7. READING. *The Reading Matrix*, 6.
8. Breen, Michael. "Authenticity in the Language Classroom." Applied Linguistics 6 Ciornei, S. I., & Dina, T. A. (2014). Authentic texts in teaching English. *ScienceDirect*.
9. Crawford, J. (1995), the Role of Materials in the Language Classroom: Finding the balance, in the Erica Garvey's reading text for Language Teaching Methodologies, NCELTR, p: 28-31
10. Davies, A. (1984) Simple, simplified and simplification: what is authentic? in Alderson, J.C. & Urquhart, A.H. (1984) Reading in a Foreign Language London, Longman pp181-198
11. Devitt, S. (1997). Interacting with Authentic Texts: Multilayered Processes. *The Modern Language Journal*, 81(4), 457-469. doi:10.2307/328889
12. Ellis, R. (1994). The study of second language acquisition. Oxford: Oxford University Press.
13. Fraenkel, J. R. & N. E. Wallen. (2006). *How to Design and Evaluate Research in Education*. Boston: McGraw-Hill Higher.
14. Firdausabdmunir85 Follow. (2014, June 16). Reading Material:

Authentic Materials in Reading Lessons.

15. Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40(02), 97.
doi:10.1017/s0261444807004144
16. Graves, K. (1991). *Teachers as Course Developers*. Cambridge: Cambridge University Press. Guariento, W. & Morley, J. (2001) Text and Task Authenticity in the EFL Classroom in *ELT Journal* 55(4), pp 347-353
17. Guo, S. (2012). Using Authentic Materials for Extensive Reading to Promote English Proficiency. *English Language Teaching*, 5(8).
doi:10.5539/elt.v5n8p196
18. Hanson-Smith, E. (2001), Computer Assisted Language Learning in the text of: *The Cambridge Guide to Teaching English to Speakers of Other Languages*, by Carter, R and Nunan D
19. Harmer, J. (2007). *How to Teach English*. Essex, UK: Pearson-Longman.
20. Huessien, A.A. (2012). Difficulties Faced by Iraqi Teachers of English in Using Authentic Materials in the Foreign Language Classrooms. *Al-Faith*
21. Kramsch, Claire. (2010). *Context and Culture in Language Teaching*, OUP.
22. Ansari, T. (2015, October 01). Krashen monitor model. Retrieved from <https://www.slideshare.net/Tehreem12/krashen-monitor-model>
23. Li, G., & Zhou, W. (2018). Authentic Materials. *The TESOL Encyclopedia of English Language Teaching*, 1-13.
doi:10.1002/9781118784235.eelt0662
24. Little, D., Devitt, S. and Singleton, D. (1989) *Learning Foreign Languages from Authentic Texts: Theory and Practice*. Dublin: Authentik.
25. Maftoon, P., & Tasnimi, M. (2014). Using Self-regulation to Enhance EFL Learners' Reading Comprehension. *Journal of Language Teaching and Research*, 5(4). doi:10.4304/jltr.5.4.844-855
26. McCarthy, M., & Carter, R. (1994). *Language as discourse: Perspectives for language teaching*. New York, NY: Lo
27. Mishan, F. (2005). *Designing Authenticity into Language Learning*

- Materials.intellect, Bristol, UK. Nunan, D. (2001). *Second Language teaching and learning*. Boston: Heinle and Heinle publishers. Nuttal, C. (1996). *Teaching Reading Skills in foreign Language*. (new edition), Oxford: Heinemann
28. O'Donnell, M. (2009). Finding Middle Ground in Second Language Reading: Pedagogic Modifications That Increase Comprehensibility and Vocabulary Acquisition while Preserving Authentic Text Features. *The Modern Language Journal*, 93(4), 512-533. Retrieved from <http://www.jstor.org/stable/25612229>
 29. Onur, Ş. (2011). The use of authentic materials in the second language classrooms: Advantages and disadvantages. *Dil Dergisi*, 0(154), 37-43. doi:10.1501/dilder_0000000160
 30. Peacock, M. (1997) *The Effect of Authentic Materials on the Motivation of EFL Learners in English Language Teaching Journal* 51, pp 2
 31. Ph.d, S. M., & Ke, C. (1992). Using Authentic Cultural Materials to Teach Reading in Chinese. *Foreign Language Annals*, 25(3), 233-238. doi:10.1111/j.1944-9720.1992.tb00533.x
 32. Pinner, R. (2013). Authenticity and CLIL: Examining Authenticity from an International CLIL Perspective. *International CLIL Research Journal* .
 33. Pinner, R. (2013). *Using and Adapting Authentic Materials to Motivate Students*. Retrieved from <http://www.slideshare.net/engnet/stt-01-authenticmaterials/slidesv3>.
 34. Rahman, R. (n.d.). A Case for Authentic Materials in Language. *The Dialogue*.
 35. ROBERTS, C., & COOKE, M. (2009). Authenticity in the Adult ESOL Classroom and Beyond. *TESOL Quarterly*, 43(4), 620-642. Retrieved from <http://www.jstor.org/stable/27785047>
 36. Santos, D., & Silva, G. (2008). Authenticating Materials through Critical Thinking: The Case of Teaching and Learning Suggestions in Portuguese. *Hispania*, 91(1), 110-123. Retrieved from <http://www.jstor.org/stable/20063627>
 37. Scott A. Crossley, Louwse, M., Philip M. McCarthy, & McNamara, D. (2007). A Linguistic Analysis of Simplified and Authentic Texts. *The*

Modern Language Journal, 91(1), 15-30. Retrieved from <http://www.jstor.org/stable/4127085>

38. Swaffar, J. (1985). Reading Authentic Texts in a Foreign Language: A Cognitive Model. *The Modern Language Journal*, 69(1), 15-34. doi:10.2307/327875
39. Wallace, C. (1992) *Reading* Oxford, O.U.P.
40. Widdowson, H, G. (1990). *Aspects of language Teaching*. Oxford: Oxford University Press. Young, D. (1999). Linguistic Simplification of SL Reading Material: Effective Instructional
41. Practice? *The Modern Language Journal*, 83(3), 350-366. Retrieved from <http://www.jstor.org/stable/330258>

HISTORY OF ENGLISH LANGUAGE TEACHING IN INDIA

Ms. Merlyn Nilosha Dias

First Year M.Ed.

Dr. Dada Vaidya College of Education, Ponda-Goa

Introduction:

India is a land of multiple languages, with various dialects and varieties. If one takes a trip across the length and breadth of the country, you are sure to be mesmerized with the vast data base of languages in India.

When the British came to India, it was not just trade but also to colonize, to build their empire, to discover new opportunities for growth, for progress, for development of the mother country, England. With this arose the need for employment. Initially people from England were brought in as employees, but slowly this turned out to be a very expensive and an impractical affair. It was decided that, English education be imparted to the people of India. This would solve their problem, and make the country 'progressive'.

Colonial Era

In 1835 T.B. Macaulay, for the first time, formally introduced the teaching of English language in the South Asian subcontinent. He stated the importance of the language and how the education through this medium would help the natives. It was meant to serve in the administrative services and to also create people who would have the 'English' way of life, which would help the British to further their agenda. Prominent universities were set up in Mumbai (Bombay), Kolkata (Calcutta), and Chennai (Madras).

English was the language of the ruling class and the elites. It was very formal. Any Indian who learnt this language was given the 'Godly'

status in his community. The study was mainly based on grammar and literature. It was demanded that the sentence be grammatically correct and worded properly. Thus, the seed of the English language was sown in India.

The language was used as a weapon by our Indian freedom fighters and revolutionaries to echo their vision of an independent India.

Post-Colonial Era

English is a way of life in India. The approach towards the language has changed drastically. Over the years the language has managed to adopt so many words from Indian languages like, *bazaar*, *coolie*, *chutney karma*, *curry* and so many more words have made their way to the English language. The language has found its home but in a very unique manner. Indian English is the new English of India. It is not uncommon to hear someone speak in English with a taste of their mother tongue. The manner in which a person speaks English it is more or less possible to identify their origin.

English is the official language of India, and has been accepted for the purpose of administration and official communication, and is one of the most commonly used languages in India.

It is taught as a subject in schools across India, alongside the mother tongue. From a young age, it has been introduced right from the nursery section. The alphabets, words, sentences are very crucial to form a firm base. This is important as the higher education is available in the English language. There are so many career opportunities available with the knowledge of the English language. One can become a teacher, a government official or choose any professional career. There are so many opportunities available in foreign countries, who want nationals from other countries to teach in their country and help the students learn. Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS) and tests of similar nature are available which can help one to settle abroad and make a life for oneself, and also provides a very good opportunity to travel the world.

With the advancement of technology, the learning of English language has taken a new boost. In the comfort of one's home, it is possible to

learn so much about the language. There is no age bar to learning. So many tutorials, games and interactive platforms are available for the purpose of learning.

A language needs speakers to carry it forward, and English surely is one advancing language.

Conclusion

English is a major foreign language in India, which is one of the most important one. Though it came from the British, today it holds a very important place in our lives. It is widely used in schools, colleges, higher education, for communication and for the purpose of administration. Each day more and more speakers are added to the language, this only signifies, growth and progress of the language.

Bibliography

1. *A Historical Sketch Of ELT In India English Language Essay*. (2015, January 1). Retrieved from <https://www.ukessays.com/:https://www.ukessays.com/essays/english-language/a-historical- sketch-of-elt-in-india-english-language-essay.php>
2. Murthy, D. N. (2018). *The History of English Education in India: A Brief Study*. Retrieved from <https://www.jrspelt.com/:https://www.jrspelt.com/wp-content/uploads/2018/11/Murthy-Education-in-India.pdf>
3. Vijayalakshmi, M., & Babu, D. S. (2014, May). *A Brief History of English Language Teaching in India*. Retrieved from <http://www.ijsrp.org/:http://www.ijsrp.org/research-paper-0514/ijsrp-p29121.pdf>

Students' Collaborative Practices in Minecraft in the Teaching of 21st Century

Mohammed Galal

Qatar Ministry of Education and Higher Education
&

Muthmainnah

Universitas Al Asyariah Mandar, Indonesia. &

Andi Asrifan

Universitas Muhammadiyah Sidenreng , Rappang, Indonesia.

Since its release in 2009, Minecraft has sold more than 100 million copies worldwide (Huddleston, 2016). Students and educators are taking notice and looking for ways to incorporate Minecraft into their classrooms (Timoner, 2014. Craft, 2016; Hill, 2015 and Short, 2012 stated, Minecraft is being utilized in the classroom to teach subjects and skills like physics, arithmetic, computational thinking, creativity, art, history, digital citizenship, and teamwork There is even a Minecraft: Education Edition for teachers who want to use the game with kids. Minecraft camps and workshops are becoming increasingly popular in non-school settings, such as libraries Cilauro, (2015). Minecraft's popularity among teachers is part of a growing trend in which students study through interactive video games. Learners actively generate knowledge through open-ended tasks such as problem solving, decision-making and following one's own interests in these endeavors by Plass, Homer, & Kinzer, (2015).

Teaching and learning can benefit from the use of information and communication technology (ICT). As a result, integration might be difficult and time-consuming. Repurposing a virtual world platform to produce simulation-based training is a

unique strategy we offer for improving teaching and learning in a simple, pleasant, and effective manner. Research on Minecraft Education by Bourdeau, S., Coulon, T., & Petit, M. C. (2021) the findings has tended and teach agile project management, a virtual world platform, Minecraft Education, was employed. The Scrum framework has been used by 153 university students so far to implement a simulated project in Minecraft Education. Students reported that their educational experience was stimulating and difficult, according to the results of the study. As a guide for instructors and practitioners who want to use "readymade" virtual world platforms in their classrooms, these recommendations have been put together.

Games, as a generic phrase, are so wide that they are of little use when they are addressed without further clarification. This complicates a discussion of games and learning and an assessment of their influence. There are a wide variety of game genres to choose from, including everything from casual games to first-person shooters to massively multiplayer online games (MMOs) to role-playing games and everything in between. As you can see, each of the previous genres connects to and influences the others. One consequence of this is that one can't presume that research results gleaned from the study of a particular genre can be easily applicable to another. Badges in an MMO may be valuable in guiding learners toward specific learning-related tasks, but when they are integrated into a casual game, they may detract from learning.

Play has long been recognized as an important part of cognitive growth and learning by psychologists. When it comes to the development of children's cognitive abilities, Piaget (1962) emphasized the importance of play. A child's play gets increasingly abstract, symbolic and social as they grow older, according to Piaget. As part of their cognitive development, young children's schemas are activated in ways that allow them to transcend their immediate surroundings. According to DeLoache, (1987), When a child pretends that an eraser is a car, he or she knows that the eraser isn't actually a car. In order for children to acquire symbolic thinking one of the most important developments of early childhood, they must be able to keep in their minds several representations of the same thing. Having the ability to hold in memory several, even contradicting, representations

of reality is a foundation for further advancements. Play has long been recognized as an important part of cognitive growth and learning by psychologists. For example, Piaget (1962) stated that play is a fundamental part of children's cognitive development.

Piaget believes that children's play gets increasingly abstract, symbolic, and social as they progress through different developmental stages. Activating children's schemas is one way that play is considered as helping to their cognitive development in a way that allows them to transcend their immediate reality. When a child pretends that an eraser is a car, he or she knows that the eraser isn't a car. One of the most significant processes in early childhood is the formation of symbolic thinking, which requires the ability to retain in mind several representations of the same thing (DeLoache, 1987). Key later advancements are underpinned by the ability to maintain in mind numerous, perhaps contradictory, representations of reality.

There are a variety of reasons why games can be beneficial in the classroom. Some of these claims lack empirical evidence, while others are based on extensive research and theory. The most frequently recognized attribute of games is their ability to motivate players. Games for entertainment have been shown to drive learners to stay engaged for long periods of time through a series of elements that are of a motivational character, according to this viewpoint. A variety of game mechanics and activities that learners enjoy or find interesting (Rotgans & Schmidt, 2011) are included in these features. These include incentive structures, such as star points, points on the leaderboard, badges, and trophies. However, there is no empirical evidence to support the theory that game elements can "improve" mechanics that are otherwise dull; rather, it's preferable if mechanics themselves are made fascinating.

There are a variety of ways to engage learners in digital games, which is one of the most commonly mentioned reasons for using them in education. The sort of engagement that is used relies on the individual learning goal, learner characteristics, and the situation in which it is being used. The INTERACT model of Domagk, Schwartz, & Plass, (2010) distinguishes between cognitive and affective engagement (i.e. mental processing and metacognition) as well as behavioral engagement (i.e. gestures, embodied actions, and

movement) in light of the lack of clarity surrounding the term "engagement".

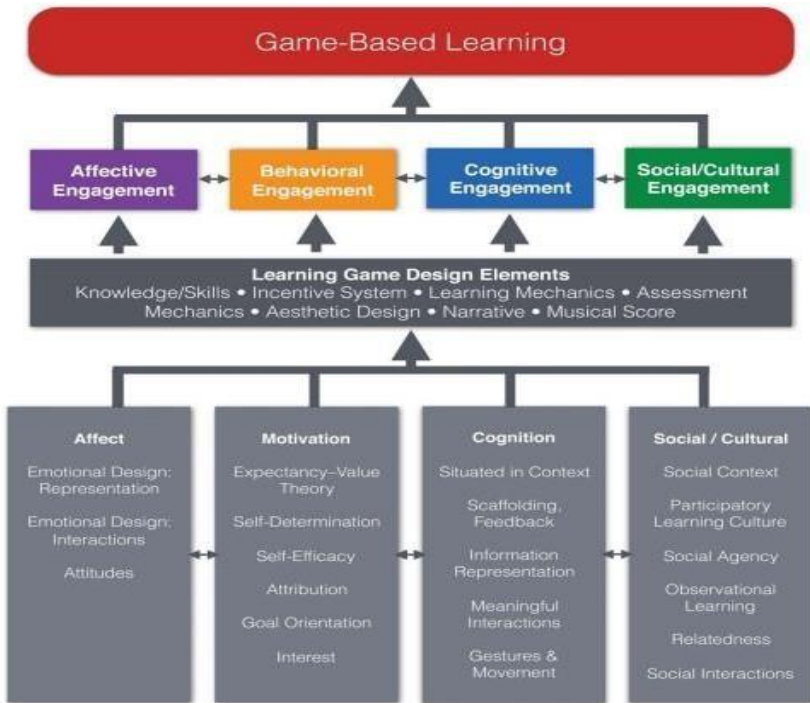


Figure 1. The framework of Game- Based and Playful Learning

Studies of informal collaborative processes in games have found success (Gee, 2008) in the setting of games. Playing games with others can be a great way to build community and achieve a common objective (Plass et al. 2015). It is not uncommon for video game players to engage in conflict resolution, explanation and persuasion, as well as collaborating with other players. Experts and beginners help each other in a community of practice where everyone gathers around a similar. When it comes to encouraging teamwork among players, multiplayer video games excel Plass et al., (2015). Many of these games have gameplay mechanisms (such as quests) that require players to work together to accomplish certain goals within the game.

In addition, the user-generated information, such as cheatsheets, online discussion boards, and footage of participants' gaming, further facilitates collaborative activities among players (Plass et al., 2015). According to Steinkuehler (2012), a cognitive ethnography of the MMOG *Lineage* describes how new players learn the discourses of the game by participating in a community of practice. During this apprenticeship, students were paired with more experienced players to practice their skills. Through the use of social practice and coordinated action, Steinkuehler demonstrated how learning occurs in the game.

According to Wernholm&Vigmo, (2015) *Minecraft* is a multiplayer game that has the ability to encourage pupils to work together. Lego-like blocks make up the virtual terrain in *Minecraft*. Blocks can be moved about and used to construct structures, fight creatures, and gather resources in order to stay alive in the environment. The game can be played alone or as part of a larger social activity. Public or private servers are the most common means of connecting with others. Player-created content outside of *Minecraft*, including as modifications (mods), custom maps, tutorials, and videos of people playing the game, is also available to players. There are numerous ways for players to work together in *Minecraft*.

A wide range of areas, from physics and math to literature and art and history and foreign languages, are being explored as methods to introduce *Minecraft* into the classroom. Craft, (2016). The findings from the current study provide needed insight into the nature of more and less effective collaborations in gaming environments as multiplayer video games continue to gain popularity among young people and educators seeking to engage their students and promote twenty-first century skills. Extends the body of research that has explored collaborative processes in face-to-face and organized learning situations (e.g. Barron, 2003), as well as multiplayer games Rogat&Linnenbrink-Garcia,(2011). Ballagas et al., (2013). According to this research, the ability to create and retain joint attention emerged as a key aspect of successful collaboration in *Minecraft*. This approach to learning is a game-based one that is both fun and educational. Through the use of online multiplayer games, the usage of *Minecraft* as a means of encouraging students to work together in the teaching of 21st century skills is linked.

References

1. Bourdeau, S., Coulon, T., & Petit, M. C. (2021). Simulation-Based Training via a “Readymade” Virtual World Platform: Teaching and Learning With Minecraft Education. *IT Professional*, 23(2), 33-39.
2. Davis, K., Boss, J. A., & Meas, P. (2018). Playing in the virtual sandbox: Students' collaborative practices in Minecraft. *International Journal of Game-Based Learning (IJGBL)*, 8(3), 56-76.
3. Huddleston, T. (2016, June 2). Minecraft has now sold more than 100 million copies. *Fortune*. <http://fortune.com/2016/06/02/minecraft-sold-100-million/>
4. Timoner, O. (2014). Minecraft the game that captured a generation through the eyes of serial entrepreneur Jay Adleson. *The Huffington Post*.
5. Hill, V. (2015). Digital citizenship through game design in Minecraft.
6. *New Library World*.
7. Short, D. (2012). Teaching scientific concepts using a virtual world: Minecraft. *Teaching science*, 58(3), 55-58.
8. Cilauro, R. (2015). Community building through a public library Minecraft Gaming Day. *The Australian Library Journal*, 64(2), 87-93.
9. Plass, J. L., Homer, B. D., & Kinzer, C. K. (2015). Foundations of game-based learning. *Educational Psychologist*, 50(4), 258-283.
10. Piaget, J. (2013). *Play, dreams and imitation in childhood*. Routledge.
11. DeLoache, J. S. (1987). Rapid change in the symbolic functioning of very young children. *Science*, 238(4833), 1556-1557.
12. Rotgans, J. I., & Schmidt, H. G. (2011). Situational interest and academic achievement in the active- learning classroom. *Learning and Instruction*, 21(1), 58-67.
13. Domagk, S., Schwartz, R. N., & Plass, J. L. (2010). Interactivity in multimedia learning: An integrated model. *Computers in Human Behavior*, 26(5), 1024-1033.

15. Gee, J. P. (2007). *Good video games+ good learning: Collected essays on video games, learning, and literacy*. Peter Lang.
16. Plass, J. L., & Kaplan, U. (2016). Emotional design in digital media for learning. In *Emotions, technology, design, and learning* (pp. 131-161). Academic Press.
17. Steinkuehler, C., Squire, K., & Barab, S. (Eds.). (2012). *Games, learning, and society: Learning and meaning in the digital age*. Cambridge University Press.
18. Wernholm, M., & Vigmo, S. (2015). Capturing children's knowledge-making dialogues in Minecraft. *International journal of research & method in education*, 38(3), 230-246.
19. Craft, J. (2016). Rebuilding an empire with Minecraft: Bringing the classics into the digital space. *The Classical Journal*, 111(3), 347-364.
20. Barron, B. (2000). Achieving coordination in collaborative problem-solving groups. *The journal of the learning sciences*, 9(4), 403-436.
21. Rogat, T. K., & Linnenbrink-Garcia, L. (2011). Socially shared regulation in collaborative groups: An analysis of the interplay between quality of social regulation and group processes. *Cognition and Instruction*, 29(4), 375-415.
22. Ballagas, R., Dugan, T. E., Reville, G., Mori, K., Sandberg, M., Go, J., ... & Spasojevic, M. (2013, February). Electric agents: fostering sibling joint media engagement through interactive television and augmented reality. In *Proceedings of the 2013 conference on Computer supported cooperative work* (pp. 225-236).

Examining the Model of Mobile-Assisted Mind Mapping Technique on Speaking Ability

Muthmainnah

Universitas Al Asyriah Mandar, Indonesia

Mind Mapping in Learning Model

Farrand, P. (2002) stated that mind mapping, a technique for visualizing links between concepts, is a reflecting tool that allows students to experiment with colors and draw drawings on mapping material. According to Davies, M. (2011), Leopold, C., & Leutner, D. (2012), mind mapping is structured drawings and diagrams that are simpler to grasp than words and may convey difficult concepts, allowing students to focus on selecting the important ideas required to successfully summarize the course. Masnaini, Copriady, J., & Osman, K. (2018) define mind mapping as organizing a large amount of information into colorful, regular, and easy-to-remember diagrams. Colors and pictures in mind maps make learning more enjoyable, make it simpler to organize thoughts, comprehend concepts, inspire brainstorming, increase memory, and facilitate understanding, resulting in more meaningful learning. Dhindsa, H.S., Kasim, M., and Anderson, O.R. (2010).

Hariyadi, S., Corebima, A.D., Zubaidah, S., & Ibrohim (2018) said reading from numerous sources is the first step in creating a mental map. Then, students identify the core concepts and sub-concepts, which are referred to as branches of the main concepts. Mind mapping is more successful when paired with other approaches such as graphics employing color and line play, because the combination helps create mental processes and can boost cognitive memory by up to 32%. Holliday,

W.G. (2000). An excellent mind map might take the shape of drawings on paper and pencil, created by student engagement in the

processing of material information in depth, thus adding to the learning experience, understanding of the subject, and as an attempt to enhance the student's knowledge itself. Ainsworth, S., Prain, V., & Tytler, R. 2011. In addition, Edwards, S., & Cooper, N. (2010) stated that mind mapping may be used by instructors to map instructional resources in order to plan and monitor lectures [41]. According to the findings, mind mapping is a creative approach to guiding and directing students in learning to retain important concepts and construct a learning environment to aid in information processing. Mason, L., Lowe, R., & Tornatora, M. C. (2013).

Mobile-assisted Mind Mapping Relationship on Students' Speaking Abilities

Improvements in teaching and learning programs are being spurred on by the Industry 4.0 era, which is now number one in ICT-related specialist training. ICT advancements have had a significant influence on teaching and learning, and people have been more interested in the use of learning programs. These intriguing events will have a significant impact on them.

Education has a significant impact on these students, and they should be encouraged to participate in the 4.0 program. Be prepared to take on new tasks and possibilities that may arise from these new occurrences. It's essential to have expertise in education 4.0 to cultivate students who are more future-focused and with better mental faculties and a rationale for doing so. The students, when they've finished their official schooling, must be self-motivated and flexible in their approach to a real way of disrupting. Some of them would be willing to collaborate with each other while working both with people and machines. It would be much more straightforward. Better collaboration is more important now than ever before.

Efforts must be coordinated. At a time of tremendous change, students and recent graduates who want to avoid interruptions should work on developing the skills and knowledge necessary to make improvements that are self-directed. as well as students who need to become proficient in a variety of non-cognitive abilities. Critical thinking, for example, is one of the talents that context problem solving and cognitive flexibility are essential for creative thinking to

succeed in Industry 4.0. Furthermore, mobile technologies have emerged as one of the brighter talents riding the wave of this influx of new talent. As the modern age has progressed, numerous technologies, software, and apps have been widely available, making it easier for people to access educational activities planned by teachers (A. H. M. Adnan, 2020).

A good teaching and learning strategy, on the other hand, is essential to helping students do well in their classes. Today, as technology progresses, a variety of instructional methods are available when it comes to learning about and implementing new ways of education. A growing number of people are attending mobile conference teaching approaches, particularly in higher education and other learning environments. This report summarizes the results of an investigation into mobile devices. Mind mapping applications for teaching and learning improve the quality of one's writing. To put it another way, it's essential to figure out what's going on.

Mobile-assisted Mind Mapping Relationship on Students' Speaking Abilities as Measured by the MAMMLT technique. A MAMMLT is defined in this study as a method that uses mind mapping and mobile-assisted language learning apps to encourage students to participate in their own education and learn more about self-motivation and speaking ability. For this project, a conceptual model framework known as the "Mobile-assisted Mind Mapping Technique Model (MMMTM)" was developed and recommended for the speaking abilities of students. The conceptual framework of this paper analyzes the students' backgrounds in speaking abilities, mobile technology application backdrops, and mind mapping app backgrounds. It demonstrates the learners' backgrounds in this environment. Their speaking performance is influenced by their knowledge and attitudes when using mobile technology applications and mind-mapping applications.

Learners' attitudes are comprised of the following elements under this framework: students' perspectives about the employment of mobile-assisted mind mapping approach that might impact their speaking performance, while learners' baseline information consists of the understanding of writing skills, knowledge of mobile learning use and understanding of mind mapping software (mind mister

application). According to Venkatesh (2003), four essential and primary paradigms are presented:

Expectancy of performance, enabling conditions, and effort, in addition to the social impact. These are the direct manifestations of the factors that influence behavioral intentions and, ultimately, behavior. Furthermore, learners' prior knowledge, which includes the knowledge of writing, mobile learning, and mind mapping, can also have a good impact on the writing abilities of students in the long term. The lecturer's knowledge is stored in the term "memory." The subject, composition method, and target are all rotated in the information group, as are broad goals and strategies for carrying out the task that needs to be completed to supplement students. These students must have access to resources that will help them improve their speaking performance. The implementation of the recommended framework Hopefully, this foundation will be able to help improve their speaking abilities.

Moving towards Industry 4.0 necessitates changing curricular policies and solutions in accordance with current developments in order to match the increase in expertise in the field. According to this report, the usage of mobile devices is best suited in conjunction with the use of Because mobile usage is so simple and adaptable, mind maps are becoming increasingly popular. Students can study successfully since they are available anywhere. R. A. Karim (2018) and R. A. Karim, A. G. Abu (2018). On the basis of empirical evidence, innovative mobile apps to supplement positive reinforcement might help to improve speaking abilities by replying based on the students' English speaking skills. The program's background information on mobile technology, apps, and mind mapping Furthermore, the use of devices may foster their abilities and improve their speaking performance. Speaking achievement will improve as the structure created is optimized to act as a guideline for education 4.0.

Education system administrators and stakeholders, together with on-the-ground educators, should support and offer platforms and facilities to aid in its implementation frameworks, such as advanced information and communication technology (ICT) and smart technology in higher education institutes. This structure has the

possibility to go a long way toward assisting students in becoming graduates who are knowledgeable about the Industry 4.0 era and to improve the utilization of 21st century learning abilities through analysts and instructors who must strive for adaptable innovation.

Use mobile learning technology to help children study more effectively. R. A. Karim, et al. (2019). Use of mobile devices as part of advanced education 4.0 innovations should be fostered. It opens up new avenues for the growth of our education. Adnan, A. H. M., (2019). Delivery systems Last but not least, more research should be carried out in order to generate additional understanding about the spread of the existing inquiry in order to accelerate it swiftly. Industrial learning behaviors of university students' preparedness for revolution 4.0

How Does Mind Mapping Help Students Speak?

According to H. M. Adnan, et.al (2020) Mind maps can be useful in a variety of situations. They are as follows:

1. a. planning b. communication
2. More inventive
3. Time for efficiency
4. Solving problems
5. Concentrate on the attention.
6. Arrange and describe the mind.
7. So, think about it.
8. A quick and efficient study
9. Examine "the entire picture"

According to Tee and his colleagues (2014), there are certain benefits and drawbacks to mind mapping, which are as follows:

The Advantages of Mind Mapping

- 1) Organizing textbook notes
- 2) The Buzan mind map ideas are easy to implement and enjoyable

to use.

- 3) It is one of the most basic and well-known thinkingtools.
- 4) Students can memorize more effectively.
- 5) Students can organize their daily routine using a mind map.
- 6) The revision process is bothquick and efficient.
- 7) Students will place a high value on their own work (mind map).
- 8) Parents and instructors can keep track of their students' progress.

Mind map disadvantages:

- 1) It can only be saved digitally as a scanned document.
- 2) The map's size is restricted.
- 3) User preference for the advantages of mind-mapping software

They will be able to collaborate with their friends and colleagues if they openly propose their ideas. Notes are more focused on the material subject, and they assist the mind in organizing. Remember, comparing and forming associations in order to obtain the new information, as well as mind mapping, which allows users the freedom to look for and learn resources, and they are not reliant on the teacher, resulting in more active students and innovative in the learning process While the benefits of mind mapping are numerous, only engaged students are involved. Several types of mind mapping make it harder for teachers to provide adjustments.

The capacity to use language, words, and sounds to convey ideas in the form of views, wants, emotions, or feelings to a speaking partner is known as a speaking skill. "Speaking" is a mechanism that employs a variety of muscles in the human body to transfer thoughts to suit the necessities of human life. Learning strategies are specific steps or procedures that students have taken to facilitate the acquisition and use of information to make learning easier, faster, more enjoyable, and more effective and to take students to a new atmosphere as they involve mental and communication procedures for learning the language and using it in the context of promoting language acquisition and mastery.

Many students thought it was difficult to learn a foreign language. A stimulus is needed to make it simpler for students to grasp this information. Things are much simpler to learn and comprehend when broken down into smaller, more manageable chunks for a child's age. Students will struggle to comprehend anything that is overly detailed. In addition, students need to strengthen their focus in order to retain the information they are given with during the learning process. As a result, students will benefit from adopting the mind mapping approach because they will search for concepts that may be combined to form a new concept. Prosody awareness, phonological awareness, and auditory processing all play diverse roles in L1 and L2 readings, reflecting the various prosodic and segmental patterns of the two languages (Chung, Jarmulowicz, & Bidelman, 2017).

There are a number of things to keep in mind when it comes to the attention process, including the ability to direct one's thoughts and focus. As we grow older, our ability to pay attention (and have perseverance) increases. For example, a simple object is more interesting to a child than a complicated one; c) students' hobbies also play a role (adaptability). It is necessary to screen for relevant information, even though irrelevant material frequently creates a scenario of "incidental learning"; c) planning (plan-fullness). Filtering out extraneous information can be improved by using a systematic and planned planning technique; d) adapting attention with age. As they get older, youngsters become more adept at using increasingly sophisticated information processing systems and are better able to round out their attention spans by drawing on previously learned material. The ability of students to change their attention methods improves as they mature. A lack of systematic thinking and full focus while studying is common among Islamic junior school students with mental health issues. Children are encouraged to begin receiving words and then taught to think methodically through the action of creating sentences and organizing them into a paragraph as part of the mind mapping work process. Students learn to talk to each other more effectively when they go through this procedure.

Mind mapping can help students improve their memory, reasoning, and organizational abilities, as well as their capacity to control the information that is being sent to them from within their

own heads. Students' interest in learning is piqued by the use of mind mapping. It is also possible to employ mind mapping as a way of gauging how well students are grasping concepts during the course of instruction. Additionally, mind mapping has the unique ability to help students arrange their thoughts. It has been shown that students, educators, and researchers may all benefit from a mind-mapping approach that can be successfully applied in the language learning classroom. Buran and Filyukov (2015) cite this study. Using mind mapping in the classroom shifts the focus from the instructor to the student, allowing the teacher to just serve as a facilitator.

Some research suggests that students may struggle in class if their notes don't reflect their preferred learning method. Students can use words, arrows, and abbreviations to connect new ideas via mind mapping. Mind maps with images, borders, and colors may be used as study aids for a variety of classes (Fun & Maskat, 2010). When given a prompt by the teacher, students in this study independently formulate a statement that is then presented verbally.

A strong graphic style, according to Buzan (2009), is the key to unlocking the human brain's full potential so that it may employ all the talents present in both hemispheres, such as words and images, numbers, logic, rhythm, and color in a unique way. He makes this claim in his book. As one of the most efficient ways to insert and remove information from the brain, mind mapping is a great option.

It is argued that mind mapping can assist students in learning how to organize their information organically by making it simple to find what they are looking for. Because of their many advantages, mind maps are expected to make it simpler for students to compose essays in a methodical manner. The teacher's role is to act as a catalyst for students to put their newly acquired knowledge into action. Both these things work together to provide a learning outcome that is in line with the goal. so that students are able to express themselves through their speaking skills in a way that is ordered and produces quality sentences. As a bonus, this idea map should be used in conjunction with a group game.

References

1. A. H. M. Adnan, R. A. Karim, M. H. M. Tahir, N. N. Mustafa Kamal, A. M. Yusof, "Education 4.0 Technologies, Industry 4.0 Skills and the Teaching of English in Malaysian Tertiary Education." *Arab World English Journal*, 10 (4), 330-343, 2019. DOI: <https://dx.doi.org/10.24093/awej/vol10no4.24>.
2. Ainsworth, S., Prain, V., & Tytler, R. 2011. Drawing to Learn in Science. *Science*, 333(6046):10961097. <https://doi.org/10.1126/science.1204153>
3. Edwards, S., & Cooper, N. (2010). Mind Mapping as a Teaching Resource. *The Clinical Teacher*, 7(4): 236-239. <https://doi.org/10.1111/j.1743-498x.2010.00395.x>
4. Buran, A., & Filyukov, A. (2015). Mind mapping technique in language learning. *Procedia-Social and Behavioral Sciences*, 206, 215–218. DOI: <https://doi.org/10.1016/j.sbspro.2015.10.010>
5. Chung, W.-L., Jarmulowicz, L., & Bidelman, G. M. (2017). Auditory processing, linguistic prosody awareness, and word reading in Mandarin-speaking children learning English. *Reading and Writing*, 30(7), 1407–1429. DOI: <https://doi.org/10.1007/s11145-017-9730-8>
6. Davies, M. (2011). Concept Mapping, Mind Mapping and Argument Mapping: What Are The Differences and Do They Matter? *Higher Education*. 62(3): 279-301. <https://doi.org/10.1007/s10734-010-9387-6>
7. Dhindsa, H.S., Kasim, M. & Anderson, O.R. (2010). Constructivist-Visual Mind Map Teaching Approach and the Quality of Students Cognitive Structures. *Jurnal Science Education Technology*, 2 (3), 1-15. DOI: 10.1007/s10956-010-9245-4
8. Farrand, P., Hussain, F., & Hennessy, E. (2002). The Efficacy of the 'Mind Map' Study Technique.
9. *Medical Education*, 36(5): 426–431. <https://doi.org/10.1046/j.1365-2923.2002.01205>
10. Fun, C. S., & Maskat, N. (2010). Teacher-centered mind mapping vs studentcentered mind mapping in the teaching of accounting at pre-U Level–An action research. *Procedia-Social and Behavioral Sciences*, 7, 240–246. DOI: <https://doi.org/10.1016/j.sbspro.2010.10.034>
11. H. M. Adnan, M. S. Ya Shak, R. A. Karim, M. H. M. Tahir, D. S. M. Shah, "360-Degree Videos, VR Experience and the Application of Education 4.0 Technologies in Malaysia for Exposure and Immersion." *Advances in Science Technology and Engineering Systems Journal*, 5 (1), 373-381, 2020. DOI: <http://dx.doi.org/10.25046/aj050148>.
12. Hariyadi, S., Corebima, A.D., Zubaidah, S., & Ibrohim. (2018).

- Contribution of Mind Mapping, Summarizing, and Questioning in the RQA Learning Model to Genetic Learning Outcomes. *Journal of Turkish Science Education*. 15(1), 80-88. doi: <http://doi.org/10.12973/tused.10222a>
13. Holliday, W.G. (2000). Text Book Illustration: Fact or Filler? *Journal Science Teacher*, 57 (9): 27-29. Leopold, C., & Leutner, D. (2012). Science Text Comprehension: Drawing, Main Idea Selection, and
 14. Summarizing as Learning Strategies. *Learning and Instruction*, 22(1): 16- 26. <https://doi.org/10.1016/j.learninstruc.2011.05.005>
 15. Masnaini, Copriady, J., & Osman, K. (2018). Cooperative Integrated Reading and Composition (CIRC)With Mind Mapping Strategy and its Effects on Chemistry Achievement and Motivation. *Asia- Pacific Forum on Science Learning and Teaching*, 19(1):1-18
 16. Mason, L., Lowe, R., & Tornatora, M. C. (2013). Self-Generated Drawings for Supporting Comprehension of a Complex Animation. *Contemporary Educational Psychology*, 38(3), 211- 224. <https://doi.org/10.1016/j.cedpsych.2013.04.001>.
 17. R. A. Karim, "Technology-Assisted Mind Mapping Technique in Writing Classrooms: An Innovative Approach." *International Journal of Academic Research in Business and Social Sciences*, 8 (4), 1092-1103, 2018. DOI: <http://dx.doi.org/10.6007/IJARBS/v8-i4/4146>
 18. R. A. Karim, A. G. Abu, "Using Mobile-Assisted Mind Mapping Technique to Improve Writing Skills of ESL Students". *Journal of Social Science and Humanities*, 1 (2), 01-06, 2018.
 19. R. A. Karim, A. G. Abu, A. H. M. Adnan, A. D. J. Suhandoko, "The Use of Mobile Technology in Promoting Education 4.0 for Higher Education." *Advanced Journal of Technical and Vocational Education*, 2 (3), 34-39, 2018. DOI:<https://dx.doi.org/10.26666/rmp.ajtve.2018.3.6>
 20. R. A. Karim, A. H. M. Adnan, M. H. M. Adam, A. Zaidi, "Mobile Technology use in writing classrooms for higher education." In MNNF Network (Ed.), *Proceedings of the Int'l Invention, Innovative & Creative Conference, Series 1/2019* (pp. 197-202). Senawang, MNNF Network, 2019.
 21. Tee, T. K., et al.(2014).Buzan Mind Mapping: An Efficient Technique for NoteTaking. *World Academy of Science, Engineering and Technology International Journal of Social, Human Science and Engineering*, vol. 8(1)
 22. Venkatesh, M. G. Morris, G. B. Davis, F. D. Davis, "User acceptance of information technology: Towards a unified view." *MIS Quarterly*, 27 (3), 425-478, 2003

DICTIONARY USAGE TO MAKE ENGLISH LEARNING EASY

Ms.Ruhi Mohammed Shaikh

MEd first year, GVMDr.Dada Vaidya college of Education, Goa, India

INTRODUCTION

English being the second language learnt in our country many learners find it difficult to cope up with . For the students in school it is difficult to understand this language due to which learning other text books printed in English also becomes tedious for them. India's majority of the parents aren't literate and don't know the proper usage of this language due to which they are not in a position to help their wards. This ultimately leaves the child to lose interest in study and with no other option than to drop out of school. To counter this we as English language teachers should help our learners in learning in the right way, for this to be done we have to introduce them to usage of dictionaries.

Dictionary is a reference source in print or electronic form containing words usually alphabetically arranged along with information about their forms, pronunciation, functions, etymologies, meanings and syntactic and idiomatic uses. For learners belonging to the age group of 5 to 13 years dictionaries showing English words meanings or translation and pronunciation in mother tongue or in Hindi language should be used, such dictionaries are referred to as Bilingual dictionaries. The advent of information and communication technology, has led to the use of many online dictionaries helping English language learners (E.L.L) at the click of the button but most of the elementary learners are not in a position to use it due to their less technological know how . The usage of free online dictionaries and printed dictionaries by students helps them if they comprehend its use .

Many research papers have been conducted on the usage of different

types of dictionary , comparing surveys show that when selecting their dictionaries, learners tend to rely on the recommendations of their teachers, who more often recommend monolingual English learners dictionaries (MELDs) (for example Béjoint 1981; Ryu 2006). As practicing lexicographers Robert Lew and Arleta Adamska- Sałaciak , state that on the whole, teachers of English tend to promote MELDs, believing them to be the best reference tool for their students. The persistence of this belief may be due, at least in part, to a simple lack of awareness that good bilingual alternatives exist, alternatives which are more helpful in both reception and production to learners at all proficiency levels except the highly advanced (and occasionally to the latter as well) , but, as they try to show, there are important respects in which even the best monolingual dictionary cannot assist a foreign language learner. They also explain why

Bilingualism dictionaries (adaptations of MELDs) are not a viable alternative to custom designed bilingual learners' dictionaries when it comes to helping students speak or write in English. In the book written by Robert Lew (2004), copies of different works concluded that the study investigated receptive dictionary use; no direct claim can be made regarding production in the foreign language with the use of a dictionary. Also the study did not address any long term learning or retention effects that may follow receptive dictionary use , and which are theoretically and practically distinct (Scholfield 1999:30) from the more immediate goals of getting lexical support from dictionary consultation while engaged in lexical problem solving. According to early surveys, the use of bilingual dictionaries has shown only an effect in learning a second language that is English.

Here we shall focus on the usage of a bilingual dictionary in printed form and in on-line form for a period of two years for specific students of sixth standard and try to observe the same learners progress not only in English but also in other subjects having English medium as instruction as they reach the next class .

MATERIALS AND METHODS

This study investigates a specific group of 50 mix level learners of class six, by teaching them how to refer a printed bi- lingual dictionary “Bhargava’s Dictionary English - Hindi” , this was suggested by the instructor keeping in mind the mother tongue , the language easily

comprehended by the student's and the dictionary available in the local market . So that all students shall refer to the same dictionary to refer to words and find out their meaning in an English class and then to observe them use the same dictionary in other subjects too. They were also taught to use Information communication technology during the language laboratory period of English to refer to online dictionaries which are also available offline. Even in the Computer period, their Computer instructor taught them how to refer to Google for online dictionaries.

The student's progress in academic subjects is observed continuously from class six to class seven. Permission was obtained from the school head. Research and observation was carried out by the same English language teacher for two years teaching the same class in sixth and seventh standard.

Activities are conducted to check the progress so that it contributes to overall development. Questionnaire is set with few English words used in daily classes, their answer is to be searched within a certain time limit and a sentence framed according to its meaning understood. Other subject teachers were also asked to set a minimum of ten important words related to their learning outcome which could be found easily in the dictionary, so that students answer it in a similar manner as they answer for English.

RESULTS AND DISCUSSION

First, students are made to understand the preface of the dictionary and the abbreviations used in the dictionary. Later they are taught how to search for a word alphabetically, read its pronunciation written in Hindi, understand the words meaning in English and Hindi and then frame a sentence in English using that word. After each lesson taught in English , students using the bilingual dictionary were first asked to answer the meaning of ten words framed keeping in mind the lessons goals or objective and interconnectivity with other subjects if any. A rubric is prepared with the help of other teachers for each assessment level depending on the needs of learners and the initial learning outcome. At the end of the month data is collected to check the performance level. All subject teachers teaching in one class have to co-operate in this process.

Table No.1

Total No. of Students	Students able to retrieve information	Students able to apply knowledge obtained	Students unable to retrieve and apply knowledge
50	20	15	30

Students in the beginning were slow in their performance for the first three months. Only 20 students were able to find or retrieve the meaning of words asked, whereas from these 20 students only 15 students were able to apply the meaning they found and frame a sentence or put that word in use or explain it in their own words . Majority of them found it difficult to search the word so couldn't comprehend the word. Depending on this observation, the rubric is now formulated by individual teachers keeping in mind which area needs more stress and improvement. The teaching process was further brought to ground level so as to increase the English language learners' progress by inculcating innovative strategies such as how to search words alphabetically, read its pronunciation written in Hindi, understand the words meaning in English and Hindi and then frame a sentence using that word. Activities were conducted such as quiz, group activities, spellathon, appraisals etc. As days went on the learners were able to answer the questions set not only in English but also in other subjects. The teachers observed the student's understanding, pronunciation, applicability skills improved not only in English but in other subjects too.

For example: In Mathematics they were able to interpret word problems similarly in Science they were able to understand scientific terminologies, etc. Different subject teachers for the next six months maintained a journal to track record of student behaviour, their achievement, and their drawback.

Accordingly, the English teacher was informed about the learners who faced challenges in learning which they came across during the teaching process of different subjects by the subject teacher

respectively. Those challenges were rectified by the English teacher, that is by re-teaching those students how to use a dictionary and they were assigned peer help during that particular subject in which they faced issues. As at times practicality and peer learning helps in comprehending better.

Table No. 2

Total No. of Students	Students able to retrieve information	Students able to apply knowledge obtained	Students unable to retrieve and apply knowledge
50	45	30	05

In the next six months the result was that the number of students who could retrieve information increased from 20 to 45, but only 30 students were able to apply knowledge .Whereas 15 students could not relate the word in real life or apply knowledge obtained to explain. Only 5 students were still struggling in the retrieval and application of knowledge. So extra care and attention was given to the students who were still lagging behind, through remedial classes.

TableNo.3

Total No. of Students	Students able to retrieve information	Students able to apply knowledge obtained	Students unable to retrieve and apply knowledge
50	20	18	30

Using the online mode of dictionaries was difficult for students and teachers due to erratic power supply, network connectivity and shortage of Information communication technology devices.

Although the students tried learning but found it difficult to put it into practice. As they reached seventh standard, a minority of them were able to use the online mode dictionaries to a limited extent. We can see that after observing for a year, as students reached seventh standard, the number of students who could retrieve information using Online mode of dictionaries was only 20 , among them only 18 students were able to apply knowledge and to use the Online mode dictionaries to a limited extent . About 30 students could not type the words because they found it difficult while typing the word as they couldn't spell it right or got confused in differentiating words applicabilty.

Table No. 4

Total No. of Students	Students able to retrieve information	Students able to apply knowledge obtained	Students unable to retrieve and apply knowledge
50	50	49	Nil

After one and half year, the maximum number of students in the seventh standard in the final term was found to be able to retrieve information and apply it in their course of study. Only one student could not apply the knowledge, as the student was autistic. Due care was taken by the teacher, resource room teacher and parent to help the autistic child in using the dictionary and resolving challenges faced by him or her , it required one more year of time for building up this skill. At the end of eight standards the autistic child was able to retrieve and apply knowledge.

The data collected from classroom observation in elementary school, different levels of learners from class sixth to class seventh. At each level the teacher needs to keep a check on the rubrics formed by him or her according to the needs and interests of the learner and bring variations in his or her teaching and learning methodology. While carrying out this research, it is found that students enjoy the learning

method, they learn a mode of self study and cooperate with one another. They showed improvement not only in academics but also in co-curricular activities. Students found Bi-lingual dictionaries with Hindi to English more helpful than Oxford or any other dictionary written in English to English. This helps in building a lifelong learning process in students and teachers. As teachers to learn new concepts or methodologies from their colleagues and from students too.

CONCLUSION

Learners who find difficulty in learning the foreign language that is the second language English and feel isolated from the school environment. By this approach I have started to comprehend the words to get the meaning of the sentence. Bilingual dictionaries from one's own mother tongue to English and vice versa have turned beneficial. This is done by the appropriate usage of a dictionary which is vital, unless the usage of the dictionary is learnt it is difficult to create progress in making teaching and learning an easy and fun process. In learning and teaching usage of dictionaries, not only in printed but also in online mode, that is using Information communication technology has also been taught, still it creates confusion for the English language learners. Based on continuously monitoring the results of classroom observation of different levels of learners from elementary school, for a period of two years, they have shown slow and steady development while using the printed form of a Bilingual dictionary. Its merits are seen in learning not only English but also other subjects easily, as students are able to comprehend and put the words into use or apply their knowledge in further solving any problem given or they come across. The demerits are found in the use of Information communication technology devices, that due to erratic power supply, network connectivity, shortage of such devices, also the students could not type the words as they found it difficult to spell it correctly or got confused in differentiating words. Less number of computers and computer periods in timetable can cause hindrance for some, as merging computer and English period, both the teachers should be able to do .

Learners feel enthusiastic and fun in upgrading their knowledge, being able to express their thoughts, easily cooperating with one another as they all use a similar type of dictionary and are able to do self

study. This shall help in instilling in students or learners not only learning a second language but also the cognitive factor of learning and understanding other subjects with the help of a Bi lingual dictionary. Understanding how to use a Dictionary, it shall help in retaining knowledge and putting that knowledge in practicality too.

There are certain limitations in this research as the success of this is valid depending upon the teachers or instructors capabilities, potentials, patience, continuous self learning, adaptive and using variant teaching methodology depending upon the learner need as the teacher to student ratio is 1:50. Even teacher's coordination and cooperation with their peer teachers, colleagues, learner's parents and learners should be amicable. Less number of computers and computer periods in timetable can cause hindrance for some.

Bilingual dictionaries were found useful for students as it removes fear of the second language English thereby increasing attendance, increasing school retention and learning of other subjects which have English as medium. This shall help in instilling in students or learners not only learning a second language but also the cognitive factor of learning and understanding other subjects with the help of a Bilingual dictionary. As students reach higher studies they will be able to answer open book examinations, conduct self study, refer books etc. This creates in students the autonomous lifelong learning process, leading to an overall holistic development in students. Further work can be carried out to check how online mode dictionaries can be used in students in elementary school with ease.

REFERENCES

1. (1828) . *Merriam webster. An Encyclopaedia britannica company* . webster.com/dictionary/dictionaryhttps://www.merriam- Lew, R. & Adamska-Sa aciak, A. (2014). A case for bilingual learners' dictionaries. *ELT Journal*,69(1), 47–57. <https://doi.org/10.1093/ELT/CCU038>
2. Lew ,R . (2004) . *Which dictionary for whom?: Receptive use of bilingual, monolingual and semibilingual dictionaries by Polish learners of English* . Motivex . https://www.google.co.in/books/edition/Which_dictionary_for_whom/F5FsKhL44eEC?hl=en
3. Meganathan,R . (2020) . *Research in English Language Education in India*. Research Gate.

https://www.researchgate.net/publication/340581037_Research_in_English_Language_Education_in_India

4. Gonzales, C.M. (2011). *The effect of dictionary training in the teaching of English as a foreign language*
5. . Research Gate.
https://www.researchgate.net/publication/279424893_The_effect_of_dictionary_training_in_the_teaching_of_English_as_a_foreign_language

DISTANCE LEARNING DURING COVID 19 PANDEMIC:

Preview of theoretical concepts in pedagogical paradigm

Riswanto, PhD.

UIN Fatmawati Sukarno, Bengkulu Indonesia
Kasmairi, M.Pd.
Universitas Bengkulu

The Indonesian government's policy regarding the implementation of distance Learning or also known as online learning is considered quite effective, efficient and safe to be applied today at various educational strata ranging from elementary, middle and higher education. Although there are still pros and cons to the success of this method. Apart from that there is still an important debate; it is also underlined that there are safety and health factors for various diseases that are currently being pandemic, namely Covid 19 (Corona Virus Disease) 19, which has no signs of ending. With Distance Learning, it is possible for students not to meet each other and gather in large numbers so that health protocols can be applied to anticipate the spread of the virus.

Distance learning becomes very important and appropriate to be applied when face-to-face (classical) learning has not been or cannot be implemented. Because the teaching and learning process must continue, sustainable and continuous and should not stop. Adaptation and innovation in learning must be developed in accordance with current conditions and situations. Obstacles in the field of course arise from various sides so that this requires real efforts from students, lecturers and parents. Distance Learning requires independence and extra hard effort from students who are directly involved in the teaching and learning process because lecturers cannot directly supervise students' teaching and learning activities as usual. This independence will be the capital for students to stay motivated and survive the various problems that arise in the teaching and learning process. The role of lecturers and parents is only as a

motivator while students are at the forefront to achieve the expected learning goals. Changes in mental attitude, behavior and mindset are a necessity (Hadi and Sovitriana, 2019).

The independence of students in receiving and digesting the material provided by the teacher using distance learning media with various application features is a challenge in itself. Students are required to be independent which means not depending on others and able to do learning tasks with high responsibility. However, the field portrait depicts a fairly complex problem ranging from the difficulty of buying internet quota because not all students have adequate income, internet network that is not smooth due to the geographical location of the area which is far and hilly, the inability to buy a cellular phone / cell Independence is a word that is easy to say but very difficult to apply.

Independence requires support in the form of readiness, both soft skills and hard skills in the form of using Information Technology (IT), internet networks (Wifi, Quotas and Hotspots) and HP/Laptops that support the applications used. Besides that, what is also important is the mindset of students and parents towards the education of their children. Apart from the importance of this distance learning system, the question that arises then is how ready are students in Bengkulu Province to respond to the use of information technology to facilitate the teaching and learning process? Is the technology used by students and lecturers able to accommodate the substantial interests of the learning objectives and what about the level of student satisfaction with the system used? From the initial search, the research shows that the implementation of distance Learning at IAIN in Bengkulu Province using an online system faces various obstacles, both in terms of software and hardware. phone especially Laptops and low skills of students because they are not used to learning how to operate the technological apparatus.

Other problems also arise in the form of technical obstacles such as the lack of literacy of the teaching staff on information technology because some of the teachers who teach are senior senior lecturers who have difficulty adapting to technology and other problems related to attitudes/behaviors, mindsets and attitudes. student learning motivation.

Previous research This study of self-reliance in relation to distance Learning has been discussed by previous researchers, including by Dedyerianto (2019) which was published in the journal *AL-TA'DIB* with the title "the influence of the internet and social media on independent learning and student learning outcomes". This study involved 332 students of science class XI in four high schools in Kendari city with a quantitative method with saturated sampling. The results of the study stated that the internet had a significant effect on students' independence and learning outcomes. While social media has no significant effect on independence but has a significant effect on student learning outcomes. The results of a survey conducted by Public Relations and Research and Development of MAN 21 Jakarta on March 22, 2020 using an online survey (google form) of 307 students. The results of the questionnaire showed that 67.10% wanted face-to-face learning (classical) for various reasons. In essence, students are not ready to adapt to new patterns of using information technology. Besides, the survey results also show that it is difficult for teachers to adapt to various online learning applications. Research conducted by Hadi and Sovitriana (2020) on 136 students of class XI Madrasah Aliyah Negeri 9 Jakarta about the model of student independence in MAN 9 Jakarta using the bivariate correlation technique analysis shows that there is a significant correlation between student independence and parental social support. In line with the research above, Sari (2019) conducted a study on the analysis of the level of student learning independence in Physical subjects for class XII MIA MAN 1 Batang Hari. The results of the study illustrate that the average level of student independence is in the good category. Some students are still in the poor category. The data in this study were collected using a questionnaire (likert scale). Departing from the search for previous studies, it is illustrated that in general online learning makes a positive contribution to student independence. However, in some cases students tend to be unprepared for online learning.

The concept of independence Independence comes from the word independent which means to stand on one's own feet and not depend on others. Independence itself comes from the basic word self plus the prefix to and the suffix kan is a condition where a person is able to act freely, correctly, usefully and is responsible for the decisions taken. Independence is a state of self-determination

expressed in the form of a person's actions and behavior that can be assessed (Setiyawan, 2007). This is in line with the opinion of Tahar and Enceng (2006) that independence is a person's ability to carry out his own desires without depending on others.

Parker (2006) states that independent people tend to be active, creative and adapt quickly in solving their own problems. Independence is a mental attitude, the behavior of someone who is responsible, correct and useful and does not depend on others. The level of independence is an individual's internal strength obtained through the individuation process, namely the process of self-realization and the process towards perfection (Ali and Asrori, 2011). From the above opinion it can be concluded that independence is the attitude (behavior) of a person who is able to stand on his own feet, creative, innovative, responsible for all actions taken. The actions taken are of course beneficial because they are based on noble behavior. According to Ali and Asrori (2011) in a book entitled *Adolescent Psychology and Student Development*. Independence is divided into 6 levels: the first is impulsive and self-protective or zero sum game, the second is conformistic/sterotype, the third is self-aware/logical thinking, the fourth is conscientious, the fifth is individualistic and the sixth is independent/objective and realistic thinking. These levels of independence are influenced by various factors, both internal and external, such as social, economic, parental education and the environment in which they live and the school environment as well as internal factors such as student interests, talents and motivations.

b. Independent Learning Independent learning is needed when teachers cannot directly accompany students in class as usual. So that students who are not used to being independent will face various obstacles in learning let alone learning online. Loose supervision at home will have an impact on student discipline in learning, especially when parents cannot provide sufficient assistance to their children. Responsibility accompanied by a willingness to learn is a very essential factor in this distance learning.

According to Tahar and Enceng (2006) that independence is a person's ability to do what he wants without depending on others. Parker (2006) states that independent people tend to be active, creative and adapt quickly in solving their own problems. Independence is a mental attitude, the behavior of someone who is responsible, correct

and useful and does not depend on others. The level of independence is an individual's internal strength obtained through the individuation process, namely the process of self-realization and the process towards perfection (Ali and Asrori, 2011). From the above opinion it can be concluded that independence is the attitude (behavior) of a person who is able to stand on his own feet, creative, innovative, responsible for all actions taken. The actions taken are of course beneficial because they are based on noble behavior.

According to Ali and Asrori (2011) in a book entitled *Adolescent Psychology and Student Development*. Independence is divided into 6 levels: the first is impulsive and self-protective or zero sum game, the second is conformistic/sterotype, the third is self-aware/logical thinking, the fourth is conscientious, the fifth is individualistic and the sixth is independent/objective and realistic thinking. These levels of independence are influenced by various factors, both internal and external, such as social, economic, parental education and the environment in which they live and the school environment as well as internal factors such as student interests, talents and motivations.

b. Independent Learning Independent learning is needed when teachers cannot directly accompany students in class as usual. So that students who are not used to being independent will face various obstacles in learning let alone learning online. Supervision at home will have an impact on student discipline in learning, especially when parents cannot provide sufficient assistance to their children. Responsibility accompanied by a willingness to learn is a very essential factor in this distance learning. According to Tahar and Enceng (2006) that independent learning is defined as an activity that takes place more driven by their own will, their own choices and their own responsibility from the learner.

This is in line with the opinion of Fatimah (2010) and that the results in the form of competence in learning depend on the learner's personality.

There are several factors that influence student learning independence according to Ali and Asrori (2011)

1. Gene or heredity. Usually, independent parents will pass it down to their children.
2. Parenting parents. Democratic parents help the psychological development of children.
3. The education system in schools. Schools

provide space for children to discuss argumentatively and logically. 4. The system of life in society. A comfortable living environment, mutual respect for one another contributes positively to the child's character. In essence, the independence of students in learning depends from various factors both from outside and from within students so that it creates active, creative, honest and responsible behavior in carrying out learning tasks.

Adaptation of new normal due to pandemic is highly required to every individual, student, educator and parents. The COVID 19 pandemic teaches us many valuable lessons especially in terms of academic technology.

Ethics in the Teaching Profession: The Finnish Model

Dr. Aly Abdul Samea Qoura

Professor of ELT, Faculty of Education, Mansoura University, Egypt

Introduction

Advancement and any kind of fundamental changes in a society necessitate a modification of educational system in that society, and the main component of advances in any educational system relies on the quality of teachers' performance. Being the most prominent element of education in developing students' educational, theological, emotional, ethical, political, and social dimensions, teachers may directly exert influence by playing a crucial role in educating the human resources needed for the society (Mirheydari, 2008).

This paper presents the Finnish model of Ethics in the profession of education. The reason I focused on Finland's vision is that the Finnish educational system tops the list of the best educational achievement in the world. In this paper, Professional Ethics is defined, followed by the Oath for teachers, and a brief description of the Teacher education in Finland and what makes it different from American and European systems. The Ethics that underline the Finnish teaching profession is highlighted and the status of values and religion is presented. Finally, reasons for Finland's top place in Civics are explained. The

➤ ***What Professional Ethics Mean***

Professional ethics encompass the personal, and corporate standards of behavior expected by professionals. Professionals and those working in acknowledged professions exercise specialist knowledge and skill. How the use of this knowledge should be governed when

providing a service to the public can be considered a moral issue and is termed professional ethics.

To be a professional involves the acceptance of responsibility to the public. The Institutes Rules of Conduct as set forth in Section 1, are minimum levels of acceptable conduct and are mandatory and enforceable. It is in our best interests, however, to strive for conduct beyond that merely indicated by prohibitions. Ethical conduct is more than merely abiding by the letter of explicit prohibition. Rather, it requires unswerving commitment to honorable behavior, even at the sacrifice of personal advantage. The conduct toward which educators should strive is embodied in six broad concepts: Integrity, Objectivity, Competence, Privacy and Confidentiality, Fairness and Justice.

Professional ethics helps us to define our roles and responsibilities — both to ourselves and to our various constituencies. In our work, professional ethics means:

- upholding both the letter and the spirit of the principles, rules and guidelines applicable to all profession members;
- fostering accountability;
- eliminating unfair and disrespectful treatment of others;
- asking questions when we are confronted with ethical issues;
- encouraging open dialogue and discussion;
- candidly acknowledging, and learning from, our mistakes;
- feeling proud of what we have achieved and how we have achieved it; and
- being humble in considering what we can improve and how we can do it.

➤ ***Why a Code of Professional Ethics?***

The Code is intended to serve as a user-friendly guide for educators to use in day-to-day interactions and decision-making, consistent with

our Mission, Guiding Principles, and Core Values. It does not purport to contain all the answers and does not address every ethical issue that staff may face. Rather, it serves as a bridge between our aspirations and operational realities and speaks to the spirit of our commitment to our Mission.

Among the main aims of ethics and value education are the following: to stimulate ethical reflection, awareness, responsibility, and compassion in children, provide children with insight into important ethical principles and values, equip them with intellectual capacities (critical thinking and evaluation, reflection, discovery, understanding, decision-making, non-cognitive abilities like compassion) for responsible moral judgment, to develop approaches to build a classroom or school environment as an ethical community, and to reflectively situate individuals into other local and global communities with a mission to contribute to the common good.(Curko,2015)

An all-encompassing nature of ethical reflection and awareness calls for an integrative approach, in which ethical topics would be addressed in most if not all the subjects in school and in school life as a whole.

➤ *Moral education*

Morality is defined as conformance to a recognized code, doctrine, or religion, or system of rules of what is right or wrong and to behave accordingly. No system of morality is accepted as universal. What is moral and what is not moral differs sharply from place to place, group to group, and time to time.

Morals or moral values are generally associated with personal view of values. Which reflect beliefs relating to sex, drinking, gambling, etc. They can reflect the influence of religion, culture, family and friends. Ethics is concerned with how a moral person should behave. Ethical values are beliefs concerning what is morally right and proper as opposed to what is simply correct or effective.

The term moral education is most often used quite narrowly to refer to those parts of educational process, which are structured within

one or more school subjects, dedicated specifically to ethics. It is also often connected with religious education and comprises a single school subject, which enables children to learn about world religions and supports the development of beliefs and values. Moral education is often focused on learning about belief systems, value systems and practices of other traditions and viewpoints, to explore them and develop understanding and respect of them, particularly from the perspective of how they affect action and how they can peacefully coexist. Nord and Haynes (2015) stated that moral education encompasses two major aspects. The first is “moral socialization”, which means training and nurturing in children key norms, values and virtues, which are dominantly recognized in the society as enabling flourishing and good life. The second aspect concerns developing intellectual resources, skills and competencies, which enable for well informed and responsible moral judgments, decisions and actions.

➤ *Teaching ethics*

Ethics are typically defined as the rules or standards governing the conduct of a person or the members of a profession. The basic concepts and fundamental principles of right human conduct. It includes study of universal values such as the essential equality of all men and women, human or natural rights, obedience to the law of land, concern for health and safety and, increasingly, also for the natural environment. Ethical Standards are principles that when followed, promote values such as trust, good behavior, fairness, and/or kindness. Ethical standards are not always easily enforceable, as they are frequently vaguely defined and somewhat open to interpretation (i.e., treat the client with respect and kindness). Others can be more specific (i.e., do not share confidential information).

Teaching ethics refers primarily to a set of principles, rules, values and ideals of teachers and educators’ profession. It is therefore a type of professional ethics, which is developed for specific professional community of teachers and other educators. There are various views and approaches to teaching ethics (its teaching and implementation), encompassing both a narrower field of professional codes of ethics of teachers and educators as well as more broadly, application of ethical theories to teaching practice and discussion and analysis of specific

ethical challenges that teachers encounter in their domain of work (cf. Warnick & Silverman 2011). In teaching ethics teachers and educators strive to achieve the highest ideals of their professional service. It refers to teacher's and educator's basic professional responsibilities (individual, collective, institutional) towards their profession, their academic discipline, their educational institution and to society as a whole.

➤ *Moral Versus Ethics*

Chowdhury (2016) differentiated between morality and ethics. He believes that morality and ethics are part of a way of life and cannot be separated from all other aspects of life experiences. Moral education aims at promoting students' moral development and character formation. The theoretical framework of moral education is supported by moral philosophy, moral psychology and moral educational practices (Han, 2014). Beyond the scope of promoting rational pro- social skills or virtues, moral education of real human value should cultivate the meaningful and personally formative knowledge that significantly transcend or avoid natural and/or social scientific understanding and explanation (Carr, 2014).

Moral education is about an inner change, which is a spiritual matter and comes through the internalization of universal religious values (Islamic or Christian for example) (Halstead, 2007). Ethics is the branch of philosophy which tries to probe the reasoning behind our moral life. The critical examination and analysis through the concepts and principles of ethics help to justify our moral choices and actions (Reiss, 1999). In real-life situation 'ethics' is frequently used as a more consensual word than 'morals' which is less favored. Many students and professionals cannot find the sharp distinction between these two terms (McGavin, 2013). Recently moral thinking and moral action were explored using a Deweyan framework, and it was concluded that moral thinking or reasoning exists as social capital, and it is not a guide to moral action (Kang & Glassman, 2010). The key philosophical question for the study and promotion of moral education relies on the epistemic status of moral reflection or understanding and moral agency (Carr, 2014).

Ethics sometimes override personal morals. That is the case when

you believe that according to your morals you should do something but ethically you cannot. For example, consider a criminal defense lawyer. Though the lawyer's personal moral code likely finds murder immoral and reprehensible, ethics demand the accused client be defended as vigorously as possible, even when the lawyer knows the party is guilty and that a freed defendant would potentially lead to more crime. Legal ethics must override personal morals for the greater good of upholding a justice system in which the accused are given a fair trial and the prosecution must prove guilt beyond a reasonable doubt.

Finland: new oath for teachers introduced by union

❖ *The Comenius' Oath*

All Finnish teachers present at the annual OAJ Educa Fair, held in Helsinki, from January 27-28, took this teachers' oath:

"As a teacher, I am committed to educating the next generation, which is one of the most important human tasks. My aim in this will be to renew and pass on existing human knowledge, culture and skills.

"I shall act with justice and fairness in everything that I do, and promote my students' development, so that each individual may grow up as a whole human being according to his or her own aptitudes and talents. I shall also strive to assist parents, guardians and other responsible people working with children and young people in their educational functions.

"I shall not reveal information that is communicated to me confidentially and shall respect the privacy of children and young people. I shall also protect their physical and psychological integrity.

"I shall endeavor to shield the children and young people under my care from political and economic exploitation and defend the rights of every individual to develop his or her own religious and political beliefs.

“I shall make continuous efforts to maintain and develop my professional skills, committing myself to my profession’s common goals and support my colleagues in their work. I shall act in the best interests of the community at large and strive to strengthen the respect in which the teaching profession is held.”

❖ ***The Finnish Teacher Education***

Finland is winning in global education because of the principles and components of its teacher education program.

Teachers Trained to Model Character

Paksuniemi (2013) stated that the purpose of teacher training was to educate model citizens who would teach and civilize the Finnish people and strengthen the young country's national identity. In practice, this meant that teaching should encourage interest in various activities that would develop citizens' diligence and excite students to adopt hobbies and develop strong character. Another common goal was to arouse regionalism that would invoke a love of country among pupils. Religion, literature and history were mainstays of the classroom. Together, these subjects formed the cultural-historical foundation on which teaching was progressively built. The aim of instruction was to improve citizens' morality and Christianity. A teacher was clearly the head of the classroom, and his or her role as a model citizen was important. Teachers were also expected to act as model citizens during their free time. The teacher's participation in the local spiritual occasions, temperance and juvenile work, and economic hobbies offers, in many ways, the best chance to create connection of appreciation and sympathy between the home and school.

Rigorous Entrance Requirements and Codes of Conduct

Individuals seeking to study at the teacher training colleges in Finland participated in an entrance test that lasted several days. Only the finest candidates were selected as prospective teachers. The test included medical examinations, interviews and exams on teaching. Teacher colleges' selection methods were under constant review in order to find the best among excellent applicants.

After acceptance into the teaching college, students were allowed to carry on with their studies only if they maintained successful study habits and acted irreproachably. Students' behavior was carefully monitored, not only at the college but also during free time. For example, going to a dance club or smoking was strongly forbidden for these prospective model citizens. Likewise, students were expected to adopt discreet clothing styles and follow strict dating rules. Anyone not meeting those requirements was expelled.

While the code of conduct is not as strict today, only one in ten of all applicants are selected for teacher training. Their demanding training is practical as well as research-based, and requires that talent, engagement and multiple skills must be demonstrated by both teacher educators and student teachers. Student teachers graduate as Masters of Education.

Partly because of these rigorous expectations, the teaching profession is still universally respected in Finland, and a teaching position is a desirable career, because classroom professionals are acknowledged as a force of enlightenment for the whole nation.

Through our review of the evidence base, and through speaking with a wide range of stakeholders in Finland, we conclude that teacher status in Finland is underpinned by three pillars:

- ✓ The respect afforded to teachers due to their historic standing within Finnish culture but also the rigorous selection process and training undertaken, as well as the way in which teachers conduct them in and out of the classroom.
- ✓ The autonomy that teachers have to teach in ways that fit with the core curriculum but that play to their strengths, the strengths of their students and the needs of their local context. This autonomy results from the trust placed in educators, itself influenced by the quality and standing of teachers.
- ✓ A national core curriculum which is grounded in principles of equality, citizenship and patriotism, and which fosters a degree of

self-reliance, creativity and moral conduct – all key qualities of a teacher.

❖ ***Finland is famous for its education system. What makes it different?***

Faridi (2014) reports a visit to schools in Finland “Our group had the chance to visit several innovative schools. While I can’t say that I uncovered some mysterious holy grail of education, I did discover something that I had never considered before: the importance of happy teaching and happy learning.”

The teachers and students that I observed were happy, and students seemed to actually be enjoying their learning experience. Teachers appeared satisfied and valued. It made me wonder: “What makes school in Finland such an enjoyable experience for students and teachers?”

For as small and homogeneous as Finland may be, its repeated success in national education rankings means there are at least a few lessons all nations can learn. For one, the tiny Nordic country places considerable weight on early education. Before Finnish kids learn their times tables, they learn simply how to be kids — how to play with one another, how to mend emotional wounds.

Here are some of the biggest ways Finland is winning in global education according to Weller (2017):

1. *Competition isn't as important as cooperation.*

Finland has figured out that competition between schools doesn't get kids as far as cooperation between those schools. One reason for that is Finland has no private schools. Every academic institution in the country is funded through public dollars.

2. *Teaching is one of the most-respected professions.*

Teachers aren't underpaid in Finland like they are in the US. In fact, they're valued a lot since Finland puts a lot of stock in childhood as

the foundation for lifelong development. To become a teacher in Finland, candidates must have first received at least their master's degree. Student teachers often teach at affiliate elementary schools that adjoin a university.

The result: Teachers can be counted on to know the best pedagogical research on education that's out there.

3. Finland listens to the research.

In Finland, the government makes its education policy decisions based almost solely on effectiveness — if the data show improvements, the federal Ministry of Education and Culture will give it a shot.

4. Finland isn't afraid to experiment.

One big benefit of listening to the research is you're not beholden to outside forces, like money and political clout. Finland's teachers are encouraged to create their own mini-laboratories for teaching styles, keeping what works and scrapping what doesn't. An experimental mindset at the top can lead teachers to think outside the box.

5. Playtime is sacred.

Finnish law requires teachers to give students 15 minutes of play for every 45 minutes of instruction. The policy stems from Finland's deep, almost storybook belief that kids ought to stay kids for as long as possible. It's not their job to grow up quickly and become memorizers and test-takers.

The results speak for themselves: Study after study has found that students given at least one daily recess for 15 minutes or more behave better in school and do better on assignments. Finnish law mandates that for every 45 minutes of instruction, students must get 15 minutes to play. Finns place a lot of value on free time and play.

6. Kids have very little homework.

For all the things Finnish schools offer kids, what they seem to lack is homework. Many kids receive only a small amount of it each night.

The philosophy stems from a mutual level of trust shared by the schools, teachers, and parents. Finnish students spend 2.8 hours a week on homework. This contrasts noticeably from the 6.1 hours American students spend per week. Parents assume teachers have covered most of what they need in the confines of the school day, and schools assume the same. Extra work is often deemed unnecessary by everyone involved. Time spent at home is reserved for family, where the only lessons kids learn are about life.

7. Preschool is high-quality and universal.

In Finland, parents are guaranteed everything. Preschool and daycare are both universal until age 7, and more than 97% of 3- to 6-year-olds take advantage of at least one. More than that, though, the preschools are good. They align their curricula with one another and prepare kids along similar tracks. By the time kids start getting actual work, parents can rest assured the same lessons are getting elsewhere taught across town.

8. Better standardized tests

Finnish students only take one standardized test during their entire primary and secondary schooling. By contrast, the US, driven by No Child Left Behind and Common Core mandates, requires students in third through eighth grade to take annual standardized tests to track their performance. Critics claim constant testing doesn't make students any smarter but instead creates a "teaching to the test" environment in schools.

9. College is free

In Finland, not only are bachelor degree programs completely free of tuition fees, so are master and doctoral programs. Students pursue higher education goals without the mountains of student loan debt that

many American students face. And the same goes for foreign students. Tuition is free for any student accepted into a college or graduate program in Finland.

10. Elevated teaching profession

In Finland, teaching is one of the most revered professions with a relatively high barrier to entry. Only one in 10 students who apply to teacher education programs are admitted, according to the Center on International Education Benchmarking (CIEB). Teachers in Finland are treated like professors at universities, and they teach fewer hours during the day than US teachers, with more time devoted to lesson planning.

11. Trust

This was perhaps the greatest difference I observed. The Finnish government trusts their municipalities, the municipalities trust school administrators, administrators trust teachers, teachers trust students, and in return, parents and families trust teachers. There is no formal teacher evaluation system. Teachers, similar to doctors in the U.S., are trusted professionals.

12. Less is more

Students do not start school until the age of seven. School days are also shorter. Most elementary students only attend school for four to five hours per day. High school students, similar to college students, only attend the classes that are required of them. So, while one student might have an 8:00 a.m. Swedish class, another might not start school until 10:00 a.m.

13. National standards are valued

Finland uses a national set of standards that are similar to the Common Core State Standards. Teachers have complete autonomy over curriculum and how the standards are implemented.

14. Grades are not given until fourth grade

Evaluation of early learners focuses on metacognition and learning how to learn.

15. Ethics is taught in the primary grades

While many students learn their ethics curriculum through religion class, even non-denominational or non-religious students are required to take ethics courses.

In Finland, teachers are trusted, appreciated and educated in advanced degree programs. Becoming and being a teacher starts with earning a placement at one of the country's highly selective teacher education programs. For decades, Finnish teachers have been required to obtain a master's degree. Our teacher education is research-based, meaning the programs involve an integration of educational theories, research methodologies and practice – building an understanding of how teaching and learning are related to each other.

“It was harder to gain entry to the University of Helsinki’s teacher education program (6.8 percent acceptance rate) than the law program (8.3% acceptance rate) or the medical program (7.3 percent acceptance rate) in 2016.”

Studies to achieve a master's degree in education included lectures, demonstrations, reading, school visits and practical skills. Studies also included inspiring practice periods.

With such selective admissions and rigorous preparation, one might expect Finland to suffer teacher shortages not unlike those seen in the many countries. But this is not the case. A major reason for this is that teaching profession is seen as desirable. Teachers are trusted and appreciated. They have the freedom to choose among a wide range of high-quality learning materials, their salaries are competitive and the work calendar is attractive. Teachers are not subject to accountability systems based on student test scores but instead they are encouraged to develop their work and collaborate with others.

Teaching is viewed as a demanding job that requires expertise, professional ethics and a strong set of values. Our national core curriculum emphasizes democratic participation and only sets foundational goals; teachers are trusted to exercise their professional knowledge to choose their methods, materials and practices. Teachers enjoy great autonomy and agency in their work which encourages the creation of new and innovative teaching practice and student engagement.

Finally, and perhaps most importantly, ensuring that teachers are viewed as professionals who are valued and listened to by policy makers and society as a whole is absolutely essential to the health of the profession and the schools and children it supports.

➤ *Religious Education in schools*

Religious Education is a compulsory subject both in comprehensive schools (7 – 16 years) and in senior / upper secondary schools (16 – 18 / 19 years). Pupils who do not belong to any religious group can choose between Religious Education or secular Ethics.

- Religious Education in schools is non-confessional, informative education offered by the society, the objectives and contents of which differ clearly from the religious education offered by religious communities.
- The objective of Religious Education in schools is to obtain a broad and diverse general education regarding religions and world views.
- The objective is accomplished through getting familiar with one's own cultural heritage and other world views and by developing an ethically responsible attitude in life.
- Religious Education helps understand the meaning of religion to an individual, and to understand effects of religion in local, national and global communities.
- Living and working in a multicultural society requires knowledge of ones own context and of the diverse cultures and religions that coexist in the society. Religious Education provides the information and skills necessary for interreligious dialogue and understanding.

- According to studies, Finnish people appreciate unbiased Religious Education.

➤ *Religious Education in accordance with one's own religion*

Religious Education (RE) in Finland is non-confessional. Pupils and students receive RE according to their own religion, if the denomination is registered in Finland. (A 15-year-old child can decide his or her own religion / denomination with the permission of parents.) It means that the contents of RE in each religion are based on that particular religion, but other religions and world views are studied as well. Teachers do not have to belong to any denomination and teacher education takes place in universities. In Finland 74% of the population are members of the Evangelical Lutheran Church (www.evl.fi). Education in other religions is organized when there is a minimum of three pupils who belong to that specific denomination.

- ✓ A child's right to religious education is stated in many international declarations.
- ✓ The objectives and contents of teaching RE are described at national level in the National Core Curriculum for Basic Education and the National Core Curriculum for Upper Secondary Schools.

➤ *New vision of Ethics and Morals*

Chair of the parliamentary committee on constitutional law MP Johannes Koskinen says Finland should consider changing religious instruction in schools to more closely resemble ethics courses in future, so representatives of various religions can all participate in the same instruction. The proposal also finds support in Helsinki's Muslim community, as some Muslims already conduct their own religious tuition in mosques.

“In the future, we should open up the instruction of religion to encompass a more general understanding of ethics and religion, so all members of different faiths can participate in the same class,” says Koskinen.

➤ *Finland also tops in Civics*

It's no accident that Finland, a habitual overachiever in international educational achievement evaluations, is also tops in the area of civic education.

The results of the International Association for the Evaluation of Educational Achievement's (IEA) "2009 International Civic and Citizenship Education Study" (ICCS), measuring the civic and citizenship knowledge of eighth grade students, were released last year, and once again Finland and Denmark scored tops in the world.

The strange thing is, in the elementary, junior high or high school curriculum syllabi published by the Finnish National Education Commission, the words "civics classes" are nowhere to be found.

So how does Finland, with no formal civics classes, score top honors in international civic and citizenship education evaluations? How do teachers turn out such highly achieving Finnish citizens?

Rather than teaching civic education *per se*, Finland in fact offers a variety of classes that comprise a system of holistic education.

Taiwanese author Yolanda Chen, a resident of Finland for six years, says Finnish civic education begins in the first year of primary school and continues for 12 years, with students required to choose each year between either ethics or religion classes. Students only start taking social studies courses upon entering junior high school. Beginning their freshman year of high school (10th grade), they are required to take additional courses in psychology and philosophy to mold Finnish citizens through the principle of a well-rounded education.

➤ *Values First, Citizenship Second*

Finland's approach of civic education centered on ethics and religion classes differs from the approach emphasizing patriotism favored in the United States and many Asian nations.

"Finns believe education should begin with teaching universal values, like human rights and respect, rather than absolutist doctrine, because doctrine can change over time

What do Finnish elementary school students learn in their ethics classes? According to the curriculum syllabus, Finnish students in grades one through five focusses on four core content areas, the first being "human relations and ethical growth." Teachers lead students in discussing what empathy means, how to differentiate right from wrong, what friendship means, how to realize justice in daily life, whether wealth or poverty influences one's judgment of what is just, what the meaning of freedom of thought is, what religious freedom means, how to practice tolerance and how to refrain from discrimination.

The second core content area is "self-identity and cultural identity." Here, teachers prompt students to ask themselves who they are, what they are capable of, who close to them comes from a different cultural or life background, what the characteristics of Finnish culture are, what the characteristics of the world's remaining ancient civilizations are, and what different beliefs and life philosophies are extant in various countries throughout the world.

Finnish ethics classes also seek to imbue elementary school students with "concepts of human rights and a sense of community."

Elementary school students must be capable of comprehending the true meaning of living together. Living together requires abiding by certain rules, an awareness of how to reach agreements with others and the golden rules of fairness, trustworthiness and keeping promises made in dealings with others. How does one reconcile rights and privileges with obligations? What are children's rights? What indeed are human rights? What will the future impact of peace, equality and democracy be on the world?

The final core area of content involves an exploration of the relationship between "the individual and the world." This includes the natural environment, human evolution, the earth and the cosmos, sustainable development and other topics.

"What Finland teaches is not a narrowly defined religious dogma but is rather an attempt to seek out and ponder the questions for which all religions seek answers,".

References

- Carr, D. (2014). Metaphysics and methods in moral enquiry and education: Some old philosophical wine for new theoretical bottles. *Journal of Moral Education*, 43(4), 500-515. doi: 10.1080/03057240.2014.943167
- Chowdhury, M (2016) Emphasizing Morals, Values, Ethics, And Character Education .In *Science Education And Science Teaching*, (Volume4 - Issue 2) www.moj-es.net
- Curko, B et al (2015) Ethics and Values Education: A Manual for Teachers and Educators. *Ethics and Values Education in Schools and Kindergarten*.
- Halstead, J. M. (2007). Islamic values: A distinctive framework for moral education? *Journal of Moral Education*, 36 (3), 283-296. doi: 10.1080/03057240701643056
- Han, H. (2014). Analyzing theoretical frameworks of moral education through Lakatos's philosophy of science. *Journal of Moral Education*, 43(1), 32-53. doi: 10.1080/03057240.2014.893422 .
- Heidari, M , Heshi, K, Mottagi, Z and Amini, M and Shiri, S (2015) Teachers' professional ethics from Avicenna's perspective *Educational Research and Reviews*. Vol. 10(17), pp. 2460- 2468.
- Kang, M. J., & Glassman, M. (2010). Moral action as social capital, moral thought as cultural capital. *Journal of Moral Education*, 39(1), 21-36. doi: 10.1080/03057240903528592 .
- Lipman, Matthew. 2003. Interview. <http://www.buf.no/en/read/txt/?page=sn-lip> (accessed: March 20, 2015).
- McGavin, P. A. (2013). Conversing on ethics, morality and education. *Journal of Moral Education*, 42(4), 494- 511. doi: 10.1080/03057240.2013.817330
- National Research Council. (1996). *National science education standards*. Washington, DC: National Academies Press.
- MacIntyre, Alasdair. 1999. *Dependent Rational Animals: Why Human Beings Need the Virtues*. Chicago: Open Court.
- McLeod, Saul (2011, updated 2013): Kohlberg. *Simply Psychology*. <http://www.simplypsychology.org/kohlberg.html> (accessed April 9,

- 2015).
- Mirheydari A (2008) Teacher Stance in Educational Systems; Isfahan: Research center in Education Organization.
 - Monagan, Erin (2003): Carol Gilligan's Theory of Moral Development. <http://study.com/academy/lesson/carol-gilligans-theory-of-moral-development.html> (accessed March 24, 2015).
 - Müller, Alois (2001): Werteverlust – Wertewandel – Werterziehung. Kontakt, Autonomie und Kompetenz – Grundsätze einer gestaltorientierten Werteeziehung. In: IIGS- Info N°24 (Nov. 2001), p. 4-15.
 - Nord, Warren A. and Charles C. Haynes, Charles C. 2015. Moral Education (Chapter 9. of Taking Religion Seriously Across the Curriculum). <http://www.ascd.org/publications/books/198190/chapters/Moral-Education.aspx> (accessed: March 20, 2015).
 - Oswalt, Angela (2010): Moral Development: Piaget's Theory. MentalHelp.net. <https://www.mentalhelp.net/articles/moral-development-piaget-s-theory/>
 - (accessed April 9, 2015).
 - Ryan, Kevin. (2015). Moral Education - A Brief History of Moral Education, The Return of Character Education, Current Approaches to Moral Education. <http://education.stateuniversity.com/pages/2246/Moral-Education.html> (accessed: March 20, 2015).
 - Siipi, H (2006) CULTURAL DEPENDENCY IN THE TEACHING OF ETHICS: THE CASE OF FINLAND TRAMES, 10(60/55), 3, 278–291.
 - Strike, Kenneth A. 1988. The Ethics of Teaching. The Phi Delta Kappan, 70(2): 156-158. Warnick, Bryan R. & Silverman, Sarah K. 2011. A Framework for Professional Ethics Courses in Teacher Education. Journal of Teacher Education 62: 273- 285.
 - University of Eastern Finland (2015) Ethical Guidelines for Teaching and Studying. Committee on Research Ethics 1 (5)

BIBLIOGRAPHY

- Ali, M & Asrori, M. (2011). Adolescent Psychology and Student Development. Jakarta: PT. Earth Literature. Arikunto, S. (2016). Research Procedure A Practical Approach. Jakarta: Rineka Cipta.
- Creswell. J.W. (2008). Educational Research. Planning, Conducting and Evaluating Quantitative & Qualitative Research. Upper Saddle River:

Pearson Education, Inc.

- Dedyerianto. (2019). The Influence of the Internet and Social Media on Independent Learning and Student Learning Outcomes. E-journal. Al-Ta'dib. Journal of Educational Studies. Vol 12 No.2, 2019.
- file:///C:/Users/Asus/Downloads/Pengaruh_Internet_dan_Media_Sosial_terhadap_Ke_mand%20(2).pdf. Retrieved 23 November 2020.
- Febriana, Dina. 2013. Survey Research. https://www.slideshare.net/dina_febriaanaa/penelitian-survey-16054185. Retrieved 23 November 2020.
- Fatima, Enung. (2010). Developmental Psychology of Students. Bandung:CV. Faithful Library
- Hadi, M &Sovitrian.R (2019). Learning Model of Madrasah Aliyah Negeri 9 Jakarta. E-Journal. IKRA-ITH Humanities Vol.3, No. November 3, 2019. <https://journals.upi-yai.ac.id/index.php/ikraith-humaniora/article/view/648/492>. Retrieved November 22, 2020.
- J, Lexy, Moleong. 2016. Qualitative Research Methodology. Bandung: PT. Rosdakarya Youth.
- Jogyianto. 2014. Guidelines: Questionnaire Survey. Yogyakarta. BPFE Yogyakarta.
- Kerlinger, Fred. N. (2006). Principles of Behavioral Research. Landung Translation.
- R Simatupang: Gajamada University Press. Meivawati, Eli, et al. 2016. Survey ResearchPapers. <https://www.slideshare.net/EliMeivawati1/makalah-penelitian-survei-67824281>
- .Accessed November 23, 2020. Muhammad. I. (2020). The effect of online lectures on the learning independence of students of mathematics education study program. Malikussaleh University. Al-Qalasi Scientific Journal of Mathematics Education. Vol 4, No.1, June 2020, pp.24-30. file:///C:/Users/Asus/Downloads/1567-Article%20Text-5149-1-10-20200630.pdf. Retrieved November 22, 2020
- Sari, R.I.. (2019). Analysis of the level of independence of student learning in the Physical subject of class XII MIA MAN 1 Batang Hari. E-journal. Vol 5 No.2, December 2019. [file:///C:/Users/Asus/Downloads/Analisis_Tingkat_Kemandirian_Belajar_Siswa_Pad_a_Ma%20\(1\).pdf](file:///C:/Users/Asus/Downloads/Analisis_Tingkat_Kemandirian_Belajar_Siswa_Pad_a_Ma%20(1).pdf). Retrieved November 24, 2020.
- Setiawan, Y. (2007). The Development of a Child's Independence. article index, Siaksoft.
- Salamaidan, 2017. 10 Sampling Techniques and Complete Explanation (SAMPLING).<https://salamadian.com/teknik-pengambil-sampel-sampling/>. Retrieved 23 November 2020.
- Sugiyono.2016. Research Methods Quantitative, Qualitative and R & D. Bandung: IKAPI.
- Tahar, Irzan and Enceng. (2006). The relationship between learning independence and distance learning outcomes. Journal of Open and Distance Education, September 2006. Vol7 No.2.

Digital Tools in Teaching Language

Dr.Sandhya Milind Khedekar

Principal,

Gokhale Education Society's College of Education,Sangamner,
Maharashtra, India ksandhya2008@gmail.com

The world is changing, and so are the ways in which education is delivered. Taking everything into account, education has become significantly more accessible, with a diverse range of learning styles and degree opportunities. It is essential to understand the importance of innovation in instruction, whether you are a teacher or a student. The chapter is an endeavor to introduce a portion of the educational digital tools in teaching language and their applications, which when utilized in the classes be it online or offline, can improve the teaching-learning rehearses and show that the tech-savvy generation is familiar with the synchronization of technology in education.

QuillBot:

QuillBot's paraphrasing tool helps millions of people rewrite and enhance any sentence, paragraph, or article using state-of-the-art AI. For example, you might want to write a better version of the content, using more synonyms to switch your content up a bit and make it more unique. Instead of using the same common words throughout your article, QuillBot will automatically switch some of those words and rephrase some sentences. It will also give you additional paraphrasing suggestions that aren't automatically included, but which you can include with the click of a button.

You may also want to rephrase content if it doesn't pass a plagiarism checker such as Copyscape. It may even be similar to the content you yourself wrote in the past, but QuillBot will switch up the content so that it looks unique. Since QuillBot uses AI, the end result will look very natural, and it won't look like a bot spun it.

QuillBot actually has three tools

The Rephraser: This tool rephrases your sentences and gives you synonym and rephrasing suggestions. **The Summarizer:** This tool summarizes your content with some rephrasing. Essentially, it helps you takeout fluff content that isn't essential to the meaning you want to convey.

The Grammar Checker: This tool checks your content for grammar mistakes.URL: <https://quillbot.com/>

Flipsnack

Create, share and embed online page flip catalogs, transforming your PDFs into online flipping books. Make a flipbook online using our advanced flip book maker. It's free to try! You will get a professional interactive page flip catalog. Get that real feel of the 3D flipbook animation effect. Flipsnack provides the best flipbook PDF.

1. Create flipbook content

The tool is very easy to use. Make the design for the flip book pages in Flipsnack, or go for the fast PDF upload. Turn your PDF to a booklet online at the fastest speed.

2. Customize

Add videos, links or adjust the settings of the flip book player, including colors and other branding elements.

3. Publish & Share

Choose the desired visibility option, then publish and share the flipbook on social media, email, your website or anywhere else you wish! You can also download the animated flipbook or export your design asPDF.

4. Analyze

You'll know how popular your publications become. We track every click, share and download in real time, as well as places and sources where your flipbook was accessed. View a detailed report for every page of your flipbook, or view all your Flipsnack statistics directly in

Analytics.

URL :<https://www.flipsnack.com/>

Reverso

Use the interactive spell checker to write in perfect English.

Do you have any doubts about writing an email, a blog post, or an essay? With Reverso Online Speller, you can double-check your writing. Depending on the confidence score and the context, your mistakes will be automatically fixed or simply marked. Click on any correction to learn about other options, complete explanations of the error, and word definitions. Learn from your mistakes so you don't make the same mistakes again.

Reverso detects and corrects a wide range of grammar and spelling errors, including incorrect verb tenses, lack of agreement between subject and verb, incorrect prepositions, word confusion, typos, and minor punctuation errors.

URL: <https://www.reverso.net/spell-checker/english-spelling-grammar/>

Grammarly for Chrome

Grammarly can help you minimize writing errors and find the perfect words to express yourself in a variety of ways, from grammar and spelling to style and tone. Grammarly will provide real-time comments on Gmail, Google Docs, Twitter, Linked In, WhatsApp Web, and practically everywhere else you write. Grammarly is a writing aid that provides specific recommendations to help you improve your writing — and it goes far beyond grammar. You can rest assured that your writing is not only accurate but also clear and succinct. Register your account to receive a weekly customized writing report to track your work and highlight areas for development.

URL:<https://chrome.google.com/webstore/detail/grammarly-for-chrome/kbfnbcaepfbcioakkpcpgfkobkghlhen?hl=en>

Google Doc

Google Docs can fix misspellings and give spelling and grammar

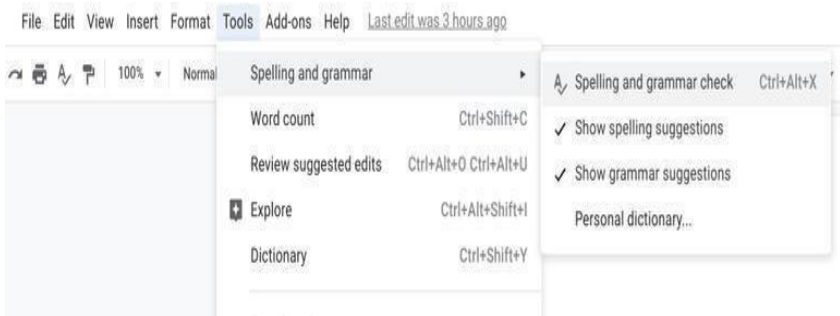
suggestions automatically

Spell-check your document Using App

1. Open the Google Docs app.
2. Open a document.
3. Tap Edit.
4. In the top right, tap More. Spellcheck.
5. Spelling suggestions will show at the bottom: To use a suggested spelling, tap Change. To ignore a suggestion, tap Ignore. ...
6. To hide "Spellcheck", tap Close.

Google Doc in Browser

In a browser, go to Tools | Spelling, And Grammar and check the boxes next to Show Spelling Suggestions and/or Show Grammar Suggestions to enable the options for Google Docs. Use the Resources | Spelling and Grammar | Spelling and Grammar | Spelling and Grammar Select this option to study each of the system's recommendations.



Grammarly for Google Doc

Grammarly will offer recommendations for increased clarity as well as correctness when you write in Google Docs. Grammarly Premium subscribers get access to additional engagement and delivery

suggestions.

If you haven't utilized Grammarly in Google Docs before, now is a great moment to do so. First, make sure Grammarly for Chrome is installed. Then open any Google Doc and follow the on-screen instructions to enable Grammarly.

URL: <https://www.grammarly.com/>

Ref-N-Write

Imitative learning, in which one seeks up statements of comparable style, form, and tone from earlier writings and incorporates certain features into their work, has been proven to be one of the most successful strategies for improving writing skills. REF-N-WRITE is an excellent way to practice imitative learning. Simply drag and drop high-quality papers into place while writing, and check up subject-specific terminology and linguistic concepts.

URL: <https://www.ref-n-write.com/trial/>

Ryte.me

Rytr is an artificial intelligence (AI) writing assistant that can help you generate high-quality material in a matter of seconds and for a fraction of the cost!

Features

In a single click, you may generate blog, article, or essay ideas and outlines. Using an AI writing assistant, you can easily come up with interesting blog, essay, and article themes and content structures.

For blogs and articles, the best AI writer. For your blog, write an appealing opening and section paragraphs. Create an excellent sales pitch. For your business ideas, create a clear and appealing startup pitch.

AIDA copies powered by AI for marketing and advertising

For your product, service, organization, or brand, use Rytr's AI copywriting software to write innovative & catchy copies in AIDA format. PAS copies with AI for marketing and advertising, Create

engaging and innovative copy using Rytr's AI writing tool, which is based on the Problem, Agitate, and Solution copywriting methodology. Email writer with artificial intelligence In seconds, create eye-catching emails for marketing, sales, engagement, and more. AI can be used to create ad copies. Create unique and creative ad copy for Facebook, Google, LinkedIn, and other social media platforms.

Our Precise conclusion "Ryte.me" is a fantastic software program for all working professionals, academic professionals, researchers, and students.

URL:<https://rytr.me/>

Storyjumper

StoryJumper is a website that lets students create and publish their own illustrated stories. Whether students are beginning writers or brushing up on their skills, StoryJumper provides an outlet for them to use their imaginations as well as learn some real writing strategy if they're ready for it. The simple interface auto-saves students' progress as they drag and drop images to illustrate their stories and add text. The Classroom Edition for teachers includes a separate dashboard and a handful of helpful features.

Like many digital content programs, StoryJumper's interface begins with two blank pages. To add illustrations, students choose images from a panel (for example, a brown bear) and drag them over to the page, placing them against a background that they can also choose. They can resize the bear to fit into a mouse hole, or resize it Godzilla-size. This image manipulation might even change a kid's story, which is why it's such a fun feature. Students can also insert text, which can be written in a handful of different fonts and colors and overlaid in a variety of stylized banners. There are lots of customization options that students could spend a lot of time exploring. Authors can purchase digital or hard copies of their books, and read digitally published books on any type of device.

Teachers could find many ways to use StoryJumper with students. The teacher dashboard allows teachers to create a secure virtual classroom where all student work can be reviewed as well as sent home to parents. And, even if teachers aren't able to use the Story

Creator interface in the classroom, the site offers a workbook with lesson plans that could fill up a week's worth of classroom language arts or writing time. Have students work individually, or create a group project for students to develop a story in small groups or as a class. There are several options for professional collaboration. Teachers can read about how other teachers have used StoryJumper in their classroom and contact them for advice. They can also designate a "lead" teacher in their school to oversee work in multiple classrooms. The site also offers a "write-a-thon" school fundraiser program, where family and friends can sponsor students for publishing a book. Sponsors get a copy of the book, too.

StoryJumper works for a wide age range, although the kid-oriented design may put off students at the upper end of the grade spectrum, and the design, while recently refreshed and easy-to-use and functional, still lags behind some competitors. Little students will enjoy playing around with the preset props, and older students can construct a more advanced story using the advice provided in the StoryStarter section of the site. Putting together the illustrations can be as fun as the writing; the options for props and scenes are extensive and very fun to explore. StoryJumper also includes some nice little touches; for example, when you turn pages, it makes a papery "whoosh" sound to approximate a real book, and kids can comment on published works. When creating a new book, students can start with a template, each of which offers a nice option for beginners to enter their own information and customize a book while learning how to use the interface. However, more templates would be useful to learners. While it's easy for students to jump in and create, younger students will have hands-on support to help some through the creation process. Students can also share their books and explore a searchable public library.

URL : <https://www.storyjumper.com/>

Vidroscribe

VideoScribe is simple, rapid, and low-cost. You don't need any editing abilities to make beautiful animated videos in no time.

URL: <https://www.videoscribe.co/>

Powtoon

Powtoon allows you to make excellent, easy-to-customize videos that your viewers will love and enjoy.

URL: <https://www.powtoon.com/>

Explee

Explee is a programme that allows you to make animated videos that are both strong and efficient. Engage your audience by getting right to the point.

URL: <https://explee.com/>

Renderforest

Renderforest provides the best online branding tools for quickly creating high-quality films, logos, images, mockups, and websites.

URL: <https://www.renderforest.com/>

Idea Rocket

In terms of movement and graphics, 2D animation can relate to a wide range of genres. It's an effective technique to tell stories that convey your brand's message.

URL: <https://idearocketanimation.com/>

Voice Booking

Voice over text testing is simple and free.

Copied and pasted. Listen. There is no faster way to check the timing and effect of a voice over text. Use the audio in your video, dummy project, or storyboard by downloading it. Right now, put it to the test. It's completely free.

This software provides 16 different vernacular languages with 10 different voice characters.

URL: <https://www.voicebooking.com/en/free-voice-over-generator>

Thinglink

ThingLink makes education engaging with the use of rich media that can turn any image, video or VR experience into learning. ThingLink is a powerful way to use technology to make education more engaging. It does this by allowing teachers to turn any image, video, or 360-degree VR shot into a learning experience.

How? The website and app-based program allows for the addition of icons, or 'tags,' which can pull in or link off to rich media. For example, that could mean using a painting by Picasso, then placing tags at certain points that can be selected to offer text explaining a technique or historical points about that area of the painting - or perhaps a link to a video or story providing even more detail.

So is ThingLink a tool that could be used in your classroom to help engage students even more? Read on to

Thing Link is a clever tool that makes annotating digital items super simple. You can use images, your own pictures, videos, or 360-degree interactive images for tagging. By adding tags, you can allow students to interact with the media, drawing more detail from it.

The power of ThingLink is in its ability to pull in so many forms of rich media. Link to a useful website, add in your own vocal prompts, place images within videos, and more.

ThingLink is not only for teachers though. It can also be a useful tool for creating and submitting work, encouraging students to incorporate varying sources of information and overlay it all into one coherent project.

ThingLink is available online and also via iOS and Android apps. Since the data is stored in the cloud it makes for low-impact use on devices and is easy to share with a simple link.

How does ThingLink work?

ThingLink allows you to begin with either an image from the device you're using, or from the internet. This also applies to videos and to 360-degree VR shots. Once you've selected your base image, you're then able to begin tagging.

What are the best ThingLink features?

Aside from the tagging system that works well to enhance media with a level of depth that makes typical slideshow presentations feel very outdated, ThingLink also has a powerful language tool.

From tagging maps and charts to creating stories within images, this has huge teaching potential and is only limited by the creativity of the person using the tool. This makes for a great formative assessment tool, collating learnings from a period of time, ideal for use before a quiz, say.

Since the content can be very graphical, it allows ThingLink projects to transcend language, making projects accessible across communication barriers. That said, there is also an Immersive Reader, as it's called, which allows text to be displayed in more than 60 languages. This even offers useful color-coded guidance that shows nouns, verbs, adjectives, and so on – which can be activated as needed.

URL : <https://www.thinglink.com/>

EDraw Soft

EDraw offers a variety of innovative and productive diagramming tools to help you get more done.

URL: <https://www.edrawsoft.com/>

Conclusion

The digital era is definitely here to stay. The fact of the matter is, we may not want to, especially when it apps, and devices. What matters is that students learn, and by communicating with them through a medium that they are familiar with, we have better chances of engaging and getting through to them. Let's lead them into the future.

References:

1. Abdullah, H (2019). Research Methods and Report Writing. Kuala Lumpur, Malaysia: UPNM Press
2. Abraham, O., & Reginald, A. (2016). E-Education: Changing the Mindsets Of Resistant
3. Saboteur Teachers. Journal of Education And Practice. Vol.7, No.16,

ISSN 2222-1735.

4. Ahmadi, MR. (2018). The Use Of Technology in English language learning: A Literature Review. International Journal of Research in English Education (2018) 3:2
5. Boyles, B. (2017). Virtual Reality And Augmented Reality In Education. Centre For Teaching Excellence, United States Military Academy, West Point, NY.
6. Burroughs, A. (2017). Q&A: Education Technology Expert On Teaching the Next Generation of Teachers. Milwaukee Avenue, Vernon Hills, IL 60061.
https://edtechmagazine.com/higher/article/2017/02/qa_educationtechnology-expert-teaching-next-generation-teachers
6. Diwan,P. (2017). Is Education 4.0 An Imperative for the Success Of 4th Industrial Revolution?
7. <https://www.qs.com/everything-you-need-to-know-education-40/>
8. <https://www.creatrixcampus.com/blog/Education-4.0>
9. <https://edu.gcfglobal.org/en/google-classroom/getting-started-with-google-classroom/1/>
10. <https://ecampusontario.pressbooks.pub/techttoolsforteaching/chapter/07-using-google-classroom-as-a-learning-management-system/>
11. <https://new.edmodo.com/>
12. <https://apps.apple.com/us/app/edmodo-your-online-classroom/id378352300>
13. <https://support.edmodo.com/hc/en-us/articles/205007974-20-Ways-to-Use-Edmodo-Teacher->
14. <https://blog.capterra.com/free-lms-software-online-teaching/>
15. <https://blogs.umass.edu/onlinetools/assessment-centered-tools/edpuzzle/>
16. <https://zoom.us/education>
17. <https://www.google.com/search?q=zoom+as+a+learning+tool&ei=9qIfYdKeNt-E4-EP->
18. <https://tipsmake.com/how-to-edit-a-video-using-the-vivavideo-application-on-your-phone>
19. <https://scarfedigitalsandbox.teach.educ.ubc.ca/vivavideo-free-video-editing-software-for-mobile/>
20. <https://www.goodfirms.co/blog/best-free-and-open-source-mind-mapping-software>
21. https://www.google.com/search?q=rubistar+for+teachers&ei=uagfYdT4Oa7G4-EPoNiHoAQ&og=Rubistar&gs_lcp

Technology-based Academic Writing during the Outbreak of Covid-19 Pandemic

Rita Inderawati

(Universitas Sriwijaya, Indonesia)

Introduction

Technology has spread worldwide and been used by world society in the 21st century. The use of technology is integrated into almost all aspects of human life, including education. In the educational field, technology has been a new notion of teaching and learning activity since it is the trend of the digital era of globalization (Mikheev, Serkina, & Vasyaev, 2020; Jaldemark, 2020). The use of technology effectively in education can change the face of education and it can create more educational opportunities. Both educators and students have benefit from various educational technologies. The use of technology in education can remove educational boundaries, so that both educators and students are able to collaborate in real time using advanced educational technologies (Blau, Shamir-Inbal, & Avdiel, 2020; Kidd & Murray, 2020).

The seeking of ways to innovate and to create English language teaching is not current issue nowadays. Internet has become a part of daily lives that addresses for abundant websites. This technological era challenges all elements to create and innovate for all matters. Nevertheless, most teachers do not make the most of it. They actually know its function, but it is difficult for them to begin. They also assume that using internet as a media for learning will spend much time and using technology does not make different in achievement. They find that students can get good score without using the technology. These assumptions are challenging that learning

English must be fun. Since English becomes a foreign language in

some areas in Asia, the use of internet can be an alternative media to learn to motivate the students to learn English.

To most higher education teachers in Indonesia, using tools or devices in delivering materials is usually implemented by taking in-focus and laptop as the way to involve technology during the learning process to facilitate the students to catch the materials faster. It seems that the teacher is simply eased to finish the subject not in the monotonous way because from the device such as connecting the computer to the in-focus there are many things can be shown: PowerPoint slide of a subject, giving pictures or showing video. Nevertheless, in-focus and laptop are not the only technology devices suitable for this era. Using both tools one semester only for delivering material is also the monotonous way of teaching in this digital

Inderawati (2017) assumes that since the Information and Communications Technology is widespread as the core of learning process nowadays, students are familiar with the media to browse learning materials and to chat with others in all over the world. In responding and appreciating literary works, the role of technology has a big part on meeting students' learning style. According to Dudeney and Hockly (2007, p. 7) the use of technology in the classroom is becoming increasingly important, the students are using technology more and more. Social media like Facebook, as media of students doing a chat and creating an interaction among their real-life friends or others, is being used as media of learning today. Similarly, Inderawati (2011) explains that the existing phenomenon of students using Facebook in Indonesia is they actively share comment, make a friend and chat with friends or families.

Many universities have established e-learning for the students and lecturers to do online learning. More lecturers like to make use of the e-learning; however, the sustainability of the learning mode is no longer. More language education students find that it was boring to interact in the e-learning. They like discussing their learning material in Facebook group. Facebook is famous and well-established platform which is potential to be online classroom. Lamy and Zourou (2013: p.5) announce that as a new environment for students to learn language in the 21st century, Facebook is prominently selected by teachers and students above other social media. As a nice spot for

learning language, Facebook can be both static and dynamic. Statically, Facebook is utilized by many educators for two things: assignment collection and grammar error check. Vice versa, Facebook is dynamically employed if rich connections happen there with either online or offline learning mode (Inderawati, 2017). This happened many years before the outbreak of Covid-19 pandemic paralyzed all aspects of life.

This article highlights the utilization of rich connections in academic writing during the spreading of coronavirus pandemic.

Technology-based Learning

Pedagogy is needed to run the curriculum set as the guideline. Pedagogy can simply be defined as the methods of teaching. Generally in written curriculum, instructional approaches for classroom use such as model lessons and instructional strategies are included (McNulty, 2013). In applying the strategies, teachers are required to have pedagogical knowledge in addition to content knowledge. Pedagogical knowledge (PK) refers to knowledge about applying various methods, practices, and strategies in teaching owned by teachers (Koehler & Mishra, 2009). Pedagogical Knowledge (PK) is necessary because understanding contents is not enough unless they can be transferred to the students fully and easily. Therefore, to run the teaching-learning process well, both curriculum and teachers to be synchronous.

One of the strategies most used recently in education is technology-based learning in which up with technology development in any sectors of life, including education. The use of technology in education, leading to digital learning, touched some aspects in education in digital era: skills needed now and later; progress in systems of formal education for school education and lifelong learning; and the bigger individual role in society, alongside government, businesses and education promoters (Clement, 2017). Using technology in learning results to needs of having technological skill which means that either teachers or students need to be digital literate. Teachers need to own Technological Knowledge (TK) in order to be a good role model for students. Technological Knowledge refers to teachers' knowledge about old and modern technologies that can be integrated into curriculum (Koehler & Mishra, 2009). By having TK,

teachers can apply the technology in teaching in order to achieve the goals in curriculum. Therefore, a good curriculum integrated with technology use in the digital era cannot run well in the application unless teachers have skills and knowledge to apply the curriculum well to achieve the goals of the curriculum.

It is a common sense that the idea that curriculum, pedagogy and assessment are inter-related and enacted in harmony. Internationally, educational systems traditionally innovate as if these three major message systems (Bernstein, 1975) were independent of one another. Curriculum innovation pays little or no attention to assessment and vice versa whilst pedagogical innovation seems often planned in a curriculum and assessment-free environment. Yet, in schools and classrooms, teachers and pupils have to find a way to make sense of curriculum (what it is agreed should be learned), pedagogy (how best learning and teaching might take place for the very different learners within any classroom environment) and assessment (how learning might be discerned and future learning informed). In addition, in this 21st century, the method/technique/strategy in teaching should be different with the conventional one. It is a part of pedagogical innovations. In order to keep up the development era, digital learning can be a good solution to promote a better teaching learning process. In this case, curriculum is from central government indeed, but the implementation is purely right of educators based on each school condition. The educators can integrate digital learning and their pedagogical competence, so that they can create an active learning in the classroom. The same thing can be done in assessment by conducting an online test or asking the students to do exercise/activity that is related with technology.

In Indonesia, the implementation of higher education is based on *KKNI (Kerangka Kualifikasi Nasional Indonesia)* and *SN Dikti (Standar Nasional Pendidikan Tinggi)*. Based on *KKNI*, there are nine ranges of qualifications in which 1 is the lowest while 9 is the highest. These nine ranges are the level of objectives achievement which has been nationally agreed and organized based on the measurement of educational result through formal, non-formal, informal education or work experience. On the other hand, *SN Dikti* regulates eight standards for national higher education – content, process, and graduate competence, lecturers and educational personnel, facilities

and infrastructure, management, funding, and assessment standards. Specifically, assessment, pedagogic, and digital learning are the three aspects regulated in the KKNI and SN Dikti-based curriculum.

The assessment based on KKNI and SN Dikti curriculum should cover the principles of educative, authentic, objective, accountable, and transparent which are implemented integratively. Furthermore, in terms of technique, observation, participation, work method, written test, oral test, and questionnaire can be used either separately or integratively. Rubrics, portfolio or designs are the forms of the instruments used in assessing the students. The assessment procedures include the stages of planning, assignment administration, work observation, observation result return, and final score input. The assessment implementation, moreover, is implemented based on the teaching and learning plan. For the assessment result, it will be announced to the students after the teaching and learning plan and are stated into *Indeks Prestasi Semester (IPS)* and *Indeks Prestasi Kumulatif (IPK)*.

On the other hand, pedagogic and digital learning are regulated in the nine ranges of KKNI, specifically in level six. Based on the specification, level six is suited to the graduates of Diploma 4 or S1 degree. In this level, it is stated that the learning outcomes are, 1) being able to make use of IPTEK – knowledge and technology in the students' expertise (pedagogic), and being able to adapt toward the situation in which the problem appears, 2) mastering theoretical concept of the field of knowledge in general and theoretical concept of specific part of it in depth as well as being able to formulate procedural problem solving, 3) being able to make a strategic decision based on information and data and giving directions in choosing any alternative solutions, 4) being responsible to own duties and being able to be given a responsibility upon the organizational work result. From the explanation, it can be inferred that both pedagogic and digital learning are indirectly regulated in those four outcomes, particularly in the first and second outcomes. Mastering IPTEK includes digital learning since it is known that digital learning make uses the sophistication of technology. While, it is stated that one of the outcomes is that the students are expected to be able to master the knowledge of their expertise which is related to the pedagogical Competence.

Shortly, KKNi and SN Dikti-based curriculum which regulates the implementation of higher education has covered the aspects of education, specifically in terms of assessment, pedagogic, and digital learning.

Rich Connections Facilitate to Write

Rich connections or multiple formats refer to the variety use of media and devices that must be well-prepared by teachers who teach at higher education as experienced and investigated by Inderawati(2017) that the rich connections are Facebook, WhatsApp, Google, Yahoo as media, meanwhile laptop, in- focus, and hand phones as devices. These media and devices must be equipped with attractive activities

which stimulate the students' cognition, affection, and psychomotor aspects, cited in the syllabus prepared by the teacher. These all interact one another. Having observed campus environment, selected one object to be the topic for writing task, and taken a picture of the object, all students returned to class to initiate writing. Once they have accomplished the first draft (the second meeting), they were allowed to upload the picture and the paragraph writing in their Facebook group.

Here are some applications are given by the lecturer and always be used by the students to finish their writing.

- Grammarly Checker

In ancient times, people had difficulty making written texts where there was a lack of knowledge about spelling, grammar, and so on. This is what makes them unable to write. Grammarly Checker is a program that is able to identify errors in writing and grammar in written text. The use of grammar checkers can also make it easier for people to make the correct written text. Haverback (2009) states that it is arrested in the study that English learners can increase the student's competency in reading skill if they get the chance to “discussing the assignments, asking and answering the questions, posting the information, and supporting to one another” in Facebook. Before we submitted the task, we would check the grammar, punctuation, and other things. Those always mentioned by her.

- Plagiarism Checker

In the past, people usually went to the library to find sources that were able to support their statements in written texts. They usually do plagiarism on books or sources from other people without anyone knowing about it. But the changing times that lead to globalization and technological progress, more and more new discoveries are very beneficial, namely plagiarism checker. It is a tool available on Google to help writers check whether there is an activity copying someone else's work. Fortunately, there are several free plagiarism checker applications so students only search for links and upload to available forums. After that, there will be a display in front of the monitor screen, which shows how many percents copy the work of others. This feature is equipped with a sensor "source", if students do plagiarism, the copied sources will automatically appear.

Rich Connections in Academic Writing Course

Encouragement and intention to attend the class. So, the teacher has to find a suitable way to decrease their problem and makes the writing class becomes fun.

There are some steps the students used to make it easier to write. It is in essay class. Firstly, the topic should be determined. In this case, the topic that the students want to explore is Google Classroom. However, it is still too general to discuss the whole thing of Google Classroom. It must be simplified to be more specific in order that they could elaborate it deeply. Therefore, they can decide to highlight several things that teachers and students may do with Google Classroom.

Secondly, after getting the topic to discuss, the next thing is writing the introduction. In writing introduction, it should begin with the general thing to specific thing. The students elaborate Google Classroom, so they start with the explanation about technology because Google Classroom is part of technology. To get the data or sources about technology, the students can find it through Google Scholar by typing the key word and adding the word "pdf". Then, in the last paragraph of the introduction, it should have general statement of the article. The introduction at least has three paragraphs or more than it.

Thirdly, after the introduction part has finished, it is time to elaborate the body. The body of article should cover the topic and the general statement that has been made in introduction part. The first thing the students should do is to write the body is determining the subtopic or theme. The theme can be one, two, or more unless it must be related to the main topic. In the article, the students can provide three themes which are Increasing Students' Motivation to Write Through Google Classroom, Using Google Classroom for Collecting Writing's Assignments, and Enhancing Collaborative Learning by Google Classroom. Those are all related to what to discuss about the things that Google Classroom do in Writing Class. After deciding the theme, each theme should discuss only the thing that have been chosen. Most importantly, it should have supporting statement from other resources or article to support the discussion that is talked. To get the supporting statements is the same as the introduction part by googling it through Google Scholar.

Fourthly, it is time to write the conclusion. The conclusion of the article should represent the things that have been explained in introduction and body. The first thing the students should do is restating the main topic of the article. Then, the students elaborate three general statements from the body of the article. After that, it is important to provide such kind of warning or suggestion in the article.

Lastly, in references part, it is easier to use the application named Mendeley System so the students do not need to write manually. In the application, the students use APA Style for the references and also citation.

Other activity the students have to do is peer editing. Oshima & Hogue (1999) state, "Peer editing is an interactive process of reading and commenting on classmate's writing." Learners are not expected

only to write academically without knowing their limitations and problems of their writing. It has a positive impact where the function of why the teacher must do peer editing is to make both reader and writer aware of the bad or good paragraph of writing. The lecturer provides a guideline for the students to do peer editing.

In addition, the lecturer creates another Facebook group for this

course as a platform to submit the writing. This virtual group is very beneficial for students so they do not need to write manually in papers or print the files. They just need to type the piece of writing and post it in the group. The lecturer provides the status as a "home" for each different task.

However, the platform is no more Facebook since the outbreak of Covid-19 pandemic. The university has provided a Learning Management System (LMS) to implement the teaching and learning activity both synchronously and asynchronously. The rich connections are still utilized in the current application or system with similar procedures of essay writing before pandemic.

Conclusion

Technology has been integrated into almost all aspects of human life, including education. The use of technology in teaching-learning activities has been advantageous for teachers and students. Technology is used as a tool for teaching and learning where teachers and students can share their work to each other and get feedback from teachers as well as their peers. The role of technology in teaching and learning activities is absolutely as medium or facilitation. Through the use of technology-based rich connections, some researchers have found that students' motivation increase and teachers get some ease in teaching. Indeed, the lecturer and the students get the benefits of rich connections in academic writing course especially during the Covid-19 pandemic outbreak.

REFERENCES

- Blau, I., Shamir-Inbal, T. & Avdiel, O. (2020). How does the pedagogical design of a technology- enhanced collaborative academic course promote digital literacies, self-regulation, and perceived learning of students? *The Internet and Higher Education*, 45.
- Clement G, S. (2017). Digital Learning: Education and skills in the digital age. Santa Monica, St. George's House, Corsham Institute & RAND Europe.
- Dudeney, G. & Hockly, N. (2007). *How to Teach English with Technology*. Pdfs.semanticscholar.org.
- Gençlter, B. (2015). How does technology affect language learning

process at an early age? *Procedia -Social and Behavioral Sciences*, 199(2015)4,4311 – 316. doi: 10.1016/j.sbspro.2015.07.552

- Hedge, T. (2005). *Writing*. Oxford: Oxford University Press.
- Inderawati, R. (2011). From classroom to peer comment in Facebook: Bridging to establish learners' literacy. The International Conference of ICT for Language Learning, Florence, Italy. Retrieved from http://www.pixelonline.net/ICT4LL2011/common/download/Paper_pdf/IBL41-282-FP-Rudy-ICT4LL2011.Pdf
- Inderawati, R. (2017). The dynamics of EFL teaching in Indonesia: Be innovative teachers through social media. *English Language Teaching and Research*, 1(1), 29-37.
- Jaldemark, J. (2020). Formal and informal paths of lifelong learning: Hybrid distance educational setting for the digital era. Routledge: *An Introduction to Distance Education*,
- Kementerian Pendidikan Nasional. (2007a). *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru*. Jakarta.
- Kementerian Pendidikan Nasional. (2007b). *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 41 Tahun 2007 tentang Standard Proses Untuk Satuan Pendidikan Dasar dan Menengah*. Jakarta.
- Kementerian Pendidikan Nasional. (2009). *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 78 Tahun 2009 tentang Penyelenggaraan Sekolah Bertaraf Internasional Pada Jenjang Pendidikan Dasar dan Menengah*. Jakarta
- Kidd, W. & Murray, J. (2020). The Covid-19 pandemic and its effects on teacher education in England: how teacher educators moved practicum learning online. *European Journal of Teacher Education*, 43 (4), 542-558
- Lamy, M-N. & Zourou, K. (2013). *New Language Learning & Teaching Environment: Social Networking for language Education*.
- Mikheev, A., Serkina, Y., & Vasyaev, A. (2021). Current trends in the digital transformation of higher education institutions in Russia. *Education and Information Technologies*.
- McNulty, Brian. (2013). *Curriculum and Assessment: Guidelines and Procedures*. A presentation at the Missouri Department of Elementary and Secondary Education's Powerful Learning Conference, Tan-Tar-A Resort, Osage Beach, Missouri, January 28, 29, 2013.

-
- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: *A framework for teacher knowledge*. *Teachers College Record*, 108(6), 1017–1054.
 - Muharni. (2017). The influence of grammar and vocabulary mastery on students' reading comprehension at language development center of UIN Suska Riau. *J-SHMIC: Journal of English for Academic*. Vol. 4 (1): pp. 64—73.
 - Nunan, D. (1999). *Second Language Teaching & Learning*. Boston: Heinle & Heinle. Oshima, A. & Hogue. (1998). *Writing Academic English*. (3rd. Ed.). NY: Wesley Longman.

Role of Art Education in Teaching Languages

Jyoti Ashok Nehalani

Sangameshwar public School , Solapur, Maharashtra

The National Curriculum Framework 2005 has commended art as a subject in all areas i.e dance, music, arts and theatre. Since times immemorial it's only arts that have survived. The articulations can be verbal, written or enactment or visual or any other form to convey with each other.

In today's educational era, many schools are promoting arts along with Scholastic subjects. The word of Gurudev Rabindranath Tagore stands supportive "When I see the universe through my songs, I recognise it, them only I know it....."

Art when integrated with education helps a learner to apply arts and explore his thinking of Exploring the core subjects. To make teaching a joyful process, art education is a must. Art Education curriculum can provide means to correlate different subjects such as mathematics, science, social sciences and languages effectively with arts as the central subject.

Learning by the way of art education method is experimental and joyful. Poporich (2006) has stressed the importance of students interest in the curriculum that is integrative. Project portfolios such as sketches, online resources, observations and reflective journals are part of integrative arts learning. Art education uses knowledge and basics of several arts in combination to explore a central idea. Art education is a way of organising scholastic subjects with real-life issues significant to everyone. Gardner, the original list of intelligence including linguistic, logical-mathematical, musical, spatial, bodily- kinesthetic, interpersonal and interpersonal provide teachers with a straightforward tool for the purposes.

Documentation in end through arts integration can be seen in the Reggio Emilia Schools in which young children investigate and document their world explorations, this “making learning visible”. evaluations, sought to identify the changes that benefited the students as a result of Art Education Project

Bibilogrpahy :

1. McNeil P H., Hughes CS, Toohey SM &Dowton SB (2006). An innovative outcomes-based medicaleducation, program built onadult learning principles. *Medical Teacher*, Vol. 28, No. 6., 527–534.
2. Connor, H. & Shaw, S., *Graduate Training and Development: Current trends and Issues. Education& Training*, Vol.50.No. 5, 2008, pp. 357-365.
3. Harris, Jr. Charles E., Pritchard Michael S. and Rabins Michael J., *Engineering Ethics Concepts &Cases*, 3rd Edition, Thomson Wadsworth, United State of America, 2005

MICROTEACHING: FIRST TEACHING EXPERIENCE

Gautam G. Gaude

Assistant Professor in Education

GVM'S Dr. Dada Vaidya College of Education, Ponda-Goa

Introduction: Teaching reflects harmonious relationship between teacher, student and subject. Teachers are not born; they are trained in a classroom setting through various teacher training processes like microteaching skills, integration skill, peer teaching and internship. The most important is the microteaching skill which is the basic necessity to become an effective teacher. Micro-teaching is a scaled down teaching technique where a teacher trainee learns a single concept of content, using a specified teaching skill for a short duration (5-10 minutes) , to a small group of pupils (5- 12 teacher trainees) in a classroom situation. In this way the teacher trainee practices the teaching skill in terms of definable, observable, measurable and controllable form with repeated cycles till he attains mastery in the use of particular microteaching skill. There are many microteaching skills like skill of set induction, skill of questioning, skill of stimulus variation, skill of reinforcement, skill of explanation etc. If a teacher trainee masters all the microteaching skills with components of each skill than surely we will receive great teachers for our country.

Methods and material:The Sample size of the study consist of fourty six teacher trainees of BABEd programme from the state of Goa. The orientation and demonstration of the microteaching skill that is skill of Set Induction was delivered to the teacher trainees and they were instructed to select any one small sub- topic from any of the school subject that is Geography, History, English, Marathi, Hindi and Konkani. The teacher trainees prepared a lesson plan and given to concern in-charge teacher for correction. After feedback and correction of lesson plan teacher trainees were instructed to deliver an

lesson in a classroom. The teacher trainees delivered the lesson as per the components of the skill of set induction. After observing individual lesson, supervisor given the feedback for each teacher trainees for their improvement. This cycle of replan, reteach, re-feedback continued till teacher trainees have mastered the particular skill. Once all teacher trainees finished delivering the lesson they were given four questions to answer. The teacher trainees answered the question and submitted the answers to teacher in-charge.

Sr. No.	Question	49	% Yes	% No
1	I was nervous		75	25
2	My Chalkboard skill was good		36	64
3	I did as per my planning		79	21
4	I am satisfied with my lesson		36	94

Table No.: 1.1

Analysis and interpretation: The collected data were analysed and interpreted by using percentage analysis. From table no 1.1, question no. 01 it was found that around 75 % of teacher trainees were nervous for their first micro teaching lesson and 25% were not nervous. Among 75% few informed that they were nervous at the beginning as they were facing the class for the first time, than at later stage they gained their confident. Few trainees were excited to deliver first lesson of their life. Among 25%, few gave their best and finished it. They also added that looking at the class from the front was a amazing feeling

From table no 1.1, question no. 02, it was found that around 64 % of teacher trainees' chalkboard skill was legible and 36 % chalkboard was not legible. Since teacher trainees are not used to chalkboard writing so they could not improve their chalkboard skill. They informed that writing on notebook and chalkboard is different. To write on chalkboard it needs more practice and preparation. Teacher trainees realized that they need to practice in a classroom to improve their chalkboard handwriting.

From table no 1.1, question no. 03, it was found that around 79 % of teacher trainees did as per planning and 21 % could not do. Few trainees who could not do as per planning were due to lack of practice,

confidence and phobia to face their own peers. They were advised by the supervisor to practice lesson in front of mirror to master the skill.

From table no 1.1, question no. 04, it was interpreted that around 94 % of teacher trainees were not satisfied with their lesson and 36 % were satisfied. During and after lesson many teacher trainees felt that they could have perform much better. Also while interacting with students teacher trainees felt that there was scope to make lesson more interesting. Few thought that they could have made use of teaching aid to make their lesson more attractive. Few suggested that they need to improve their command over their language. Very few trainees could not manage time effectively so they went fast during delivery of lesson. Majority of the trainees were happy with the feedback from supervisor.

Conclusions:

Teacher trainees thought that they have delivered their lesson properly, but when supervisor gave them lot of feedback for improvement that time they realize that many more things needs to be improved to become an effective teacher. Few trainees informed that after delivering their first lesson they felt proud and lucky to become a future teacher. After an wonderful experience of teaching their respect towards the profession and towards their own teachers has increased a lot and they assured to become an effective teacher.

Educational Implications:

- The study could be useful to teacher trainees who are pursuing their teacher training degree.
- The study will be useful for teacher educator to understand the students opinion about first

Recommendation to make microteaching more effective:

- Few passed out students can be invited to deliver a demonstration lesson so that teacher trainees can have clear ideas about the concept of microteaching.
- During microteaching video recording of each student must be

done so that students can observe their recorded lesson.

Suggestions for further Study:

- Similar study can be conducted to understand teacher trainees viewpoints after completing other microteaching skill
- Similar study can be conducted to understand teacher trainees school internship experience.

References:

1. Gaude, G. (2018). INNOVATIVE PRACTICES IN BABED PROGRAM FOR HOLISTIC
2. DEVELOPMENT OF TEACHER TRAINEES . *Aarhat Multidisciplinary International Education Research Journal (AMIERJ)*, 205-207.
3. Sethi, B. R. (2017). *Microteaching - Features, Procedures and Benefits*. Kanishka Publishers, Distributors, New Delhi 110002.

The effectiveness of Teaching English Language through Songs in Fifth and Sixth Forms in Goma Secondary Schools: Case Study of Bakanja and Nyabushongo institutes, D.R Congo

Prosper MBULI KINYABUGUMA

ISP , Congo Republic

Introduction

Learning a target language is not an easy task. It requires some constant effort to understand, produce and manipulate the target language. Teaching English as a foreign language in 5th and 6th forms of secondary schools in the DRC is sometimes a difficult business to perform because of the number of impediments the teacher may encounter. The challenges that teachers face are most of the time the lack of motivation for the pupils to learn English since they are not exposed to hearing and practicing English on compulsory and regular basis.

To take up this challenge, teachers must permanently have recourse to songs to enhance the progress. This happens when the atmosphere in the classroom facilitates it. There is a variety of activities that creates this kind of atmosphere, and songs are one of them. Singing a song is a great opportunity to repeat the material in a way which is encouraging and not frustrating. If the teacher adds the element of challenge and competition into it and attends to the needs of a large range of students and leaning techniques which suit them; the outcomes will be great achievements.

One has to notice that many experience text books and methodology manuals prove that songs are not just fruitiness and time-filling activities; they are rather activities supported with great educational values. This is why a great number of writers are today inclined to believe that songs should be treated as central not peripheral to the foreign language teaching.

In the Congolese context, many teachers often use songs and as short warm-up activities or when there is some time left at the end of the lesson. This misuse of songs will not be beneficial to the learners for they are not performed in the right way.

As we see, songs should not be regarded as activities filling odd moments when the teacher and the pupils have nothing better to do. We can acknowledge that no one today can deny the efficiency and the effectiveness of songs in teaching English as a foreign language. We have to add that songs lend themselves well to revision exercises helping pupils to remember materials in a pleasant way. There are today so many writers and authors who assert that even though songs resulted only in noisy disturbances and entertained learners, they are worth paying attention to, and complimenting in the 5th and 6th form classrooms since they significantly motivate students, promote greatly communicative competences and skills and generate adequate fluence.

In an effort to supplement a lesson plan in the English language teaching classroom in the 5th and 6th forms, teachers often turn to songs. This notification for using songs in the classroom has been well demonstrated as benefiting pupils in a variety of ways.

In this research paper, we will closely study the effectiveness of using songs in the teaching of English as a foreign language.

.Choice and interest of the topic

The reason for dealing with this topic is that I discovered that songs may facilitate students to learn English language as fast as possible although some teachers in Goma consider it as a noisy activity. Songs are one of the most charming and attractively prosperous resources that teachers can easily use in verbal communication classrooms.

Songs propose a change from habitual classroom actions. They are valuable resources to expand students' abilities in listening, speaking, reading and writing. They can also be exercises to teach a variety of language matters such as sentence patterns, vocabulary pronunciation, rhythm, adjectives and adverbs...

Learning English in the course of songs also affords a non-threatening ambiance for students, who usually are tensed when speaking English in an official classroom location. Songs also give new insights into the objective traditions. They are the means in the course of which educational topics are presented successfully. While they supply genuine texts, they are inspiring.

Prosodic features of the language such as stress, rhythm, intonation are presented through songs, thus from side to side using them in the language which is cut up into sequences of structural points becomes an entire once more. There are many advantages of using songs in the classroom.

Through using modern trendy songs, which youngsters well know, the teacher can meet the challenges of the teenage needs in the classroom because songs are extremely unforgettable and motivating; in many forms they may comprise an influential sub culture with their own ritual. Furthermore, through using customary folk songs the support of the learners' knowledge of the target culture can be broadened. Appropriately, chosen traditional folk songs have the two fold encouraging assault of beautiful tunes and appealing stories, in addition for many students the added component of originality.

They may support widespread and concentrated listening and inspire resourcefulness and use of imagination in an undisturbed classroom ambiance. Whereas selecting a song the teacher should take the age into consideration, interests of the learners and the language being used in the songs into deliberation.

Songs and problem-solving activities, which are task-based and have a purpose beyond the production of accurate speech, are the examples of the most preferable communicative activities. Such activities highlight not only the competence but also the performance of the learner.

Nonetheless, they are the indispensable parts of grammar lesson since they reinforce a form-discourse match. In such activities, the attention is on the discourse context.

In the English language classroom, this is more appropriate to create songs because the explanations are given in another language that requires even more effort by the students to comprehend that in their own mother language. Then using songs in a well-planned lesson is essential. The teacher must be creative and flexible.

The aim of this paper is also to help teachers of English in foreign language milieu to pay attention to the predicted difficulties and teaching problems. Native speakers of other languages might confront difficulties when learning and using songs in English language, i.e. they might also have tendency to transfer in English the realities of songs when acting and practicing them daily.

Background study

My research paper is entitled “The effectiveness of Teaching English Language through Songs in Fifth and Sixth Forms in Goma Secondary Schools: Case Study of Bakanja and Nyabushongo institutes; 2018 – 2019.”

Language is useful for people. Whatever else people express or share when they are together; where they fight, make love, play, or make automobiles, they talk to each other/one another. People live on earth where the languages have got much power. They talk to friends, teachers, wives, parsons, priests, pastors, husbands, lovers, parents, rivals, and even enemies.

Therefore, the possession of language perhaps more than any other attributes, distinguishes humans from animals, to understand the environment of the language to express their mind, wishes and ideas. Language is a means of communication that people use to share ideas/thoughts with others. It predicts attitude and wishes of the users.

As far as educational languages are concerned in our country, French and English in different schools are regarded as the first foreign languages to be taught. French is taught to students from the

basic school until university whereas English is taught from secondary schools. From the programme, it is expected that the student have better Education in French than in English.

For the of good of foreign language is to learn in order to write and read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study, studying and teaching songs are the ways foreign students may get the effectiveness of communicating as quickly as possible in English language.

Songs contain the power of Music as well as the power of lyrics. While music touches our hearts, the lyrics and their words flow into our minds and so they draw us into their own world. It “grasps our imagination, emotions, and intellect with equal force regardless of our language backgrounds” (Holmes, V.L. and Margaret, R.Moulton P.2).

Let us highlight a few examples of songs that became an inseparable part of specific events in the past, and sometimes they can entirely characterise a given period or some particular event.

In the sixties it was, for example, the protest song “where have all the flowers gone?”, in the late sixties it was “San Francisco” which “Became the anthem of the “hippie” “era”, or in 1985 Lionel Richie and Michael Jackson’s “We are the world”, which was intended to raise funds to help famine relief efforts in Ethiopia.

Moreover there is one more advantage why to introduce songs in the classroom according to Mario Papa and Giuliano Lantorno claiming that “Singing is certainly one of the activities which generate the greatest enthusiasm and is a pleasant and stimulating approach to the culture of foreign people” (Papa M., Lantorno G., P.8)

From the discussion above, I got the inspiration to write my dissertation on the effectiveness of teaching English language through songs in fifth and sixth forms in Goma secondary schools: case study of Bakanja and Nyiragongo Institutes; 2018 – 2019.

Problem statement

The problem of a foreign student while learning the English

language through songs seems to have reached its climax. As there is no research that can be studied without problems to solve; we would like to depict the effectiveness of using songs in order to address the problems detailed here below.

The problems which occur while a French speaker is learning English are due to the first language. Learning a second language is always a complex issue.

After carrying out sufficient investigations, we have realised the following:

Some teachers of English do not teach songs simply because they do not know the methodology to be used, the importance of songs in the students' daily life saying that songs are useless, teachers waste time to teach them; whereas in today's education, learners need freedom (joys, games, dance, songs,...)

As a researcher, I discovered this problem of not teaching songs by teachers of English in our milieu, reason why I selected this topic in order to wake up those teachers who do not schedule songs as one of the yearly materials to be taught by proposing them strategies and methodologies to be used when teaching songs.

Therefore, the following research questions arose in our mind.

Research questions

Based on the problem of the study, here down are three major questions to be discussed through this final research paper:

1. Are there any difficulties that a French/foreign learner can encounter while learning English through songs?
2. Is it effective to teach the English language through songs?
3. Can songs have some impact on the success of teaching English language to foreign students? Thus, we could not have gone forward without proposing some assumptions.

Hypotheses

I assume that foreign learners of English language do face difficulties while learning songs through this target language.

This assumption might be due to the fact that the learning of a second language is always influenced by the first language.

I have therefore formulated my hypothesis which implies that teachers may use songs in their EFL classrooms but they may not use them as a resource to teach and learn English but as time fillers or as a reward for good behaviour.

However, my hypothesis also implies that teachers may find some negative aspects about using songs in the classrooms such as losing the control of the class or wasting time.

The research questionnaire will hopefully help me to discover the use as well as the opinions and beliefs of some Goma secondary school teachers of English towards the use of songs.

Objectives

This thesis aims at the effectiveness of using songs in the teaching of English as a foreign language. Its main objective is to find out what some Goma secondary school teachers of English believe about the use of songs as a resource to teach English to the 5th and 6th form learners in the classroom.

This investigation aims to discover whether Goma secondary school teachers of English appreciate the pedagogical value as well as the advantages that songs can offer as well as the difficulties and negative aspects of using songs in the secondary school classrooms.

Bearing in mind, the main goal of the study, a questionnaire was sent to some Goma secondary school teachers and pupils in order to find out their attitudes and opinions about the use of songs as well as 1.8. Scope of the work

This work it is going to limit itself on analytical and ethnographical study of the effectiveness of teaching English language through songs.

This dissertation has got five chapters: The first is on the general introduction. It gives a general view of the whole work content. The second chapter stands for the description of the context. This chapter will facilitate us firstly to develop the teaching of English language in Congolese context; secondly to discover problems raised

when teaching English language in the Congolese context. Finally, it will help us solve some English language teaching problems through songs. The third chapter presents an overview of available literature on language, songs and communication. It tries to turn back to the history of the language, songs and communication by discussing what the former/preceding researchers wrote about songs.

The fifth chapter develops the nucleus part of this essay: Interpretation of the research findings. The sixth and last chapter gives a general conclusion and recommendations: to teachers, pupils, education authorities and parents. Thereafter, there is a bibliography and an appendix: The Research questionnaire will wind up this work.

Challenges faced

There have been a number of challenges faced during our data collection.

The main one was the student's reluctance in providing answers to our questionnaire and singing publically as their ages are over. A lot of sensitisation was necessary to persuade them, however our investigations such as:

- * The lack of books dealing with the teaching of songs in local libraries to consult. Therefore, I have to move from time to time in order to get balanced diet of books.
- * We had to avail money in order to meet any person who could provide us either data or books.

References:

- * Hirst, Paul & R S Peters Knowledge and curriculum
- * Hollis, Martin. (2000). The Philosophy of Social Science: An Introduction. Cambridge University Press.
- * Hudson, D. (1987). Science Curriculum Change in Victorian England: A case study of the science of common things. In I. Goodson (Ed.,) International Perspectives in curriculum history. Croom Helm
- * Illich Ivan (2012). De-schooling Society. Morion Boyars, London
- * Kumar Krishna. (2004). What is worth Teaching? (3rd edition). Orient Blackswan
- * NCERT. (2005) National Curriculum Framework, NCERT. New Delhi