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Explorations: Teaching and Learning English in India
Issue 1: Understanding learners –
researching learners' needs

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Contents

Issue 1: Overview	
Understanding learners – researching learners’ needs	4
<hr/>	
Introduction to the series	
<i>Brian Tomlinson</i>	6
<hr/>	
Developing learners’ English skills to support future employability in the secondary schools of Nagaon district of Assam	
<i>Barasha Borah</i>	9
<hr/>	
An assessment of the English language needs of tribal youth in urban Odisha and identifying the barriers experienced in their language learning	
<i>Seemita Mohanty</i>	20
<hr/>	
Application of task-based learning using multiple intelligences in the ESL classroom	
<i>Sutapa Chakravarty</i>	35
<hr/>	

Explorations: Teaching and Learning English in India

Issue 1: Overview

Understanding learners – researching learners’ needs

All three papers in this edition of *Explorations: Teaching and Learning English in India* investigate the professional practice of understanding learners. Through this professional practice, teachers gain an effective awareness of learner characteristics, preferences, motivation and needs and apply this understanding to their approaches in the classroom.

The papers in this issue investigate the needs of students, especially for future employability. **Barasha Borah** finds a lack of focus in current ways of developing students’ speaking skills for students in the secondary schools she has researched and proposes a more communicative, task-based approach. **Seemita Mohanty** provides a comprehensive profile of a group of socially disadvantaged young people including their motivation, self-confidence and aspirations and suggests approaches to help motivate them and increase their sense of self-esteem. **Sutapa Chakravarty** looks at ways that a range of multiple intelligences can be addressed through a task-based approach inside and outside the primary school, and provides practical suggestions for implementation.

About the authors

Barasha Borah is a school teacher in Nagaon Government School, Assam. Trained as a Master Trainer in English by the British Council, she has in turn trained many government primary school teachers of Assam.

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About the English Language Teaching Research Partnerships (ELTReP) Award programme

India has a long tradition of educational research but the results of this have not always reached the wider world. Through a range of programmes, British Council India places considerable emphasis on encouraging and supporting inquiry. A key strand of that work between 2012 and 2016 has been the English Language Teaching Research Partnerships (ELTReP) Award programme. The programme aimed to facilitate high quality, innovative research to benefit the learning and teaching of English in India and to improve the access of ELT policy makers, professionals from India and the United Kingdom and the global ELT community to that research. All writers contributing to the eleven issues of *Explorations: Teaching and Learning English in India* were selected and supported in their research by the ELTReP Award programme.

All three papers in this issue have been written by practitioners in the field, whether teachers, lecturers, educational department personnel or other roles that involve day-to-day contact with the teaching and learning of English. The researchers, many of whom will be seeing their work published for the first time, have designed and implemented their studies and present results which in each case are innovative and thought-provoking. Each paper reflects the creativity, detailed awareness of context and practical suggestions of a wide range of writers, from different backgrounds and working in different situations.

We very much hope you enjoy *Explorations: Teaching and Learning English in India* and that you feel the insights the papers provide into a variety of educational environments are applicable to your own context, wherever you may be working.

Acknowledgements

British Council India would like to acknowledge the support of Dr Richard Smith of Warwick University and Professor Rama Mathew of Delhi University throughout the ELTReP programme and, in particular, the help and encouragement provided to the writers contributing to this volume. The writers would like to acknowledge all professionals, learners and other participants who have helped them to undertake and present their research.

All the papers in this issue were edited by Professor Brian Tomlinson in collaboration with the writers themselves. We would like to extend our sincere thanks to Professor Tomlinson.

The opinions expressed in the papers in this issue are those of the individual authors and do not necessarily represent or reflect the views of the British Council.

Introduction to the series

Brian Tomlinson

Honorary Visiting Professor, University of Liverpool, TESOL Professor Anaheim University

The papers in this first issue of *Explorations: Teaching and Learning English in India* and in the ten issues that follow form an exciting collection in many different ways. For me the papers are exciting because they are written by practitioners who are making their debut as published researchers, they are the products of enthusiastic enquiry rather than of academic research, they seek to discover important and useful information, many of them take the unusual step of finding out what students think and want, they aim to affect positive change and most of them are concerned with finding ways of helping disadvantaged students. As such they provide a model of good practice and act as a stimulant to other practitioners in India and elsewhere to undertake such action focused enquiry themselves.

Practitioner enquiry

Typically, applied linguists in university departments undertake research which is rigorous and rich. Often their research is thorough and longitudinal, it is informed by theory and it is funded by expensive grants. Often it is focused on strictly controlled 'laboratory' experiments and it attempts to prove hypotheses. Such research can be very interesting, very informative and very influential. However it often takes a long time, its results are often inconclusive, it is often reported to fellow applied linguists in a code and in journals inaccessible to many practitioners in the field and its conclusion is often 'more research is needed'. Little impact is therefore made on what teachers and what students do in the classroom. Practitioner enquiry on the other hand is usually classroom based and usually aims to solve problems in ways which are not only principled but practical too. It does not aim to prove anything but to suggest action which

might be useful to educationalists and to students in the field. And usually the suggestions are made in language which is accessible to fellow practitioners and in ways which are easy to follow. This does not mean that the enquiries reported in this collection are not theory driven, principled and rigorous but it does mean that theories and principles are applied rigorously to investigating problems in the English language classrooms of India and practical and feasible solutions are proposed.

This collection of papers consists mainly of contributions from practitioners who have identified problems in the field, have created action plans to affect solutions, have put their plans into practice, have evaluated the effects of their actions and have proposed principled actions which could be taken by their fellow practitioners in India and elsewhere. The practitioners who have contributed to this book include primary, secondary and tertiary teachers, head teachers, teacher trainers and inspectors. They also include university lecturers and ministry officials who qualify to be considered as practitioners because of their concern for what happens in the classroom and their actions to affect improvements. All the contributors are based in India and some of their concerns are very local. However in most cases their conclusions and proposals are generalisable to other regions in India, to other countries and to teachers and students learning languages at many different levels and for many different purposes. For example, a task-based approach trialled in a girls' upper primary school in West Bengal is recommended for transfer to both younger and older students, to boys' schools and to other subjects, and it would certainly be transferable to other areas of India and to other countries. And

suggestions made for the use of storytelling in primary schools in South India are transferable to other regions in India, to other levels and ages of learners and to other countries too. I know this because I have used and seen used similar approaches to the use of storytelling in primary school classrooms in China and Vanuatu, in secondary school classrooms in Indonesia and Turkey, and in university classrooms in Japan, Oman and Turkey.

Proposals for change

Proposals for change usually come from Ministry of Education officials as a result of lengthy deliberation and after consideration of many reports based on a thorough review of the relevant literature. Sometimes they are the results of innovative projects or of research studies. Often the proposals are rejected because they are considered to be too expensive, too risky, not culturally appropriate or not practical. Sometimes the proposals are implemented and in my experience they often fail.

Educational change often fails because:

- it is imposed by officials and/or academics on practitioners without consultation
- it is perceived as culturally inappropriate by the practitioners who have to implement it
- it conflicts with the beliefs and preferences of the practitioners who have to implement it
- it conflicts with other components of the educational system (e.g. a new communicative coursebook becomes unpopular and ineffectively utilised by teachers because it does not match with the curriculum and/or with the official instruments of assessment)
- it is rushed through without providing sufficient training for the practitioners who have to implement it
- it is implemented without the provision of sufficient resources to sustain it (e.g. introducing computer assisted language learning without providing appropriate materials, teacher training, support technicians or the funds and expertise to maintain the computers)

- the officials who were enthusiastic about the change are replaced by other officials with other enthusiasms
- politicians who initiated the change (often to seek popular support) are replaced by politicians with different priorities.

The proposals in this collection of papers are mainly proposals for micro-change which do not need funding, which are culturally appropriate, which complement other components of the system, which do not require substantial re-training of practitioners, which do not need substantial resourcing and maintenance and which can be introduced from the 'bottom' rather than imposed from the 'top'. For example, one of the proposals is for the use of 'word walls' in university classrooms to help science students to understand, remember and use technical terms in English. All that is needed is for teachers (and maybe students too) to make the simple visual aids which are attached to the walls of the classroom. Most of the proposals are also made from the actual experience of trialling the proposed change locally and evaluating its effects (as is the proposal for 'word walls' referred to above) rather than from the study of theories developed from macro-research undertaken elsewhere. None of the proposals involve imposition, nearly all of them are invitations to practitioners to participate in change and most of the changes could be attempted at institutional level with only the approval of the head of the institution being needed.

Accessibility of information

Ultimately any educational change depends for its success on the practitioners who attempt to implement it. In my experience practitioners only implement a change successfully if they understand and believe in its principles, can follow and carry out its procedures and are positive in their efforts to achieve the change. This can only be achieved if information about the proposed change is easily accessible in the sense of being both easy to find and easy to understand. If practitioners have to search for academic journals and then read articles written by academics for fellow academics there is little

chance of successful change. That is why most of the contributors to this collection have shared the findings of their enquiries with colleagues in their institutions and regions, why this collection is being made available online and why all the papers have been written in ways which aim to gain the respect of academics and officials whilst being easily understandable to practitioners in the field.

Providing a stimulus

In my view all practitioners are potentially capable of conducting and reporting enquiries designed to investigate problematic areas in their working environment and to come up with and implement practical solutions. Resources, support and encouragement from local officials and from their institutions would be of great assistance but what they need most is a stimulus. They need the stimulus of knowing that fellow practitioners have gone ahead and undertaken such enquiries and that they have been successful in implementing positive change. They need to read about what such practitioners have done and to be inspired to undertake such enquiries too. This is what this collection is capable of achieving – to inform, to guide and above all to inspire.

Enthusiasm

What really hit me when I first read these papers is that the contributors really care. They exhibit empathy, they give off energy and they exude enthusiasm. Scholarship, academic rigour and hard work are valuable contributors to change but what I have found when working as a teacher, a teacher trainer, a curriculum developer and a university academic in nine countries around the world is that what really helps to change things for the better are informed energy and enthusiasm. They help to energise classrooms, staff rooms and lecture rooms. They drive learners, teachers, trainers, assessors, curriculum developers and planners to be creative, to persevere and to achieve constructive change.

Disadvantaged students

One of the features of papers in all the issues which follow is that most of the enquiries

which it reports were looking into ways of helping disadvantaged students. Many of the students that the enquiries were focused on are disadvantaged in that they come from low (or even no) income home backgrounds in which their parents do not have the educational experience to provide support for their children nor the money to provide books or access to the internet. Many of them are disadvantaged in that they come from home backgrounds and from neighbourhoods where no English is spoken. Many are also disadvantaged in that their L1 is not the language of instruction in the schools they go to and is not spoken in the areas where they live. These students are being taught English as an L3 through the medium of an L2 which they are not fluent or comfortable in using. Students who belong to all the categories above are considerably disadvantaged when trying to learn English in a system which seems geared towards those who are learning it as an L2 through the medium of their L1 and who have access to English outside the classroom. The result is that the advantaged students are often perceived to be much more able than those who are disadvantaged and, ironically, they receive more acknowledgement and support.

The contributors to this collection deserve to be congratulated not only for their desire to help disadvantaged students but for making practical and often successful attempts to do so, and for revealing that the disadvantaged students are equally capable of achieving what those who are advantaged do providing they receive some acknowledgement and support.

Conclusion

I enjoyed editing this collection because I was moved by the dedication of the contributors, I was informed by their enquiries and I was stimulated to think by their conclusions. I hope you will be moved, informed and stimulated too.

Brian Tomlinson

June 2017

Developing learners' English skills to support future employability in the secondary schools of Nagaon district of Assam

Barasha Borah

1. Introduction

This study focuses on the requirements of employability skills in the education system of India. The best reliable source was found from the students studying in secondary schools. The study included teachers, heads of schools and students from a blend of schools in the district of Nagaon, Assam. Responses were collected through a questionnaire and face-to-face interviews. The initial findings indicate that teachers were not given enough time to conduct spoken English or personal building classes so that they could raise the awareness of employment skills. They were constrained by a strict curriculum which they need to finish in time. They need a different class to teach the skills of English. Few students were confident about giving opinions on familiar situations though most of them were confident in introducing themselves in English because those activities were practised in their class. This is because in their daily routine class they got little opportunity to speak about their opinions and attitudes. The study diagnosed a gap between what is taught in the schools and what the students require in today's competitive job market and considered ways of finding out how to bridge this gap.

The 21st century has given birth to globalisation and this globalisation has changed the image of

the English language. Today the people of this generation do not consider learning English as only gaining the knowledge of skills. Globalisation has added an extra feather in the hat of the English language. Globalisation and the English language are both said to work as pull factors for one another and both have considerable impact on employment (Debrah and Smith, 2002). Now the English language is studied intensively for specific purposes, which acts as a ladder to employment. India is a developing country and even today there is an employment crisis. Unemployment has made people opt for professional courses. Nowadays the term English is applied to courses designed to help learners to acquire the skills they need. Both in the government sector and private sectors communication and interaction play a vital role in employment. This is only feasible if English is made use of for employment. Nowadays even in schools, many English activities of various genres are introduced which offer abundant opportunities to meet the needs of the learners.

English language teaching (ELT) can help students develop many skills in addition to the four skills (listening, speaking, reading and writing). Communication skills are very important in aiding people in their field of employment, 'Skills' and 'employment' are interdependent. The debate

about ‘employability skills’ in India reflects the gap between expected social behaviour in a modern urban society and perceived norms amongst the uneducated, rural classes (Graddol, 2010). Employability skills are defined as ‘the skills required not only to gain employment, but also to progress within an enterprise so as to achieve one’s potential and contribute successfully to the firm’s strategic directions.’ (Venkateswarlu, Prasad, 2012). Employability skills are those basic skills necessary for getting, keeping, and doing well in a job. Employability skills are teachable skills (Robinson, 2000). Communication and speaking skills can be considered as the two hands of employment.

1.1. Literature review

In earlier times only those who obtained a degree in English would find their way in a profession. English is for some Indians a first language of public (academic, societal, creative....) discourse. For many it is a second language, and for many others a foreign language (Amritavalli, 2013). So most people were not interested in either learning the content or the skills of English but now due to globalisation, people perceive English as the key to finding better job opportunities and employment.

India is one of the largest education systems in the world. There are numerous job opportunities available in India, yet there is a huge deficit of employable talent in India. The need gap is created by the dearth of employability skills among students. Let us take a look at how English is considered in India and how globalisation and changing trends are encouraging English.

English is imagined as:

- a library language
- a link language
- a language of enslavement
- a language of liberation and liberalism
- a language of modernity and development
- a defence against Hindi
- a transactional ‘vehicular’ language

- a language of geographical mobility
- a language of social mobility
- a language which brings money
- the language of the ‘new Brahmins’.

Trends encouraging English:

- the growing middle class
- increasing urbanisation
- the shift to a services economy
- widening access to higher education (from a 12 per cent participation rate to 30 per cent in a decade)
- increased vocational training
- improved communications/mobility
- more children attending private schools
- English taught in government schools from Class 1
- English-medium streams opening in government schools.

2. Methodology

2.1. Research Instruments

This study was carried out in government secondary schools of Nagaon district of Assam. The study included teachers, heads of schools and students from a blend of schools in the district of Nagaon, Assam. The schools included were state schools affiliated to the State Education Board of Assam (SEBA) and State Schools of Urban and Rural Areas. The reason for choosing these schools was to get a rich resource for the research and a comparative study of that resource. These schools will benefit most from this research. Data was collected from 250 students, 20 English teachers and ten Principals of the schools. Data collection from the students was carried out by conducting a one hour class which ended with a questionnaire.

2.2. Research methods used

The methodology used was class observation, interviews and a questionnaire.

2.3. Hypothesis

The study was carried out in a planned direction and intended to test the following hypothesis:

- *Ignorance of employability skills:* Most of the classes of government schools do not teach the aims and objectives of employability skills which are directly proportional to communication and speaking skills. These skills exist in the curriculum but they are never taught in class.
- *Ignorance of teaching activities and inadequacy of teaching aids to inculcate the goals of employability skills:* Most of the teachers are unaware of teaching methodologies used to teach communication and speaking skills. Also many schools do not even have the minimum teaching (audio-video) aids.

2.4. Targets

The chief targets of this study are as follows-

- *Increasing awareness of employability skills:* to teach the aims and objectives of employability skills to the students and to convey their importance by devising and implementing materials for developing employability skills in an English classroom
- *Demonstration of a task-based activity class to teach the spoken English communication skills linked to employability:* classrooms should replicate the features of real work settings to meet the goals and objectives of employability skills. Instruction should be designed to ensure those goals and objectives are reached. This is possible by doing various activities based on real life situations.

2.5. Needs analysis

At first to set the scene, a needs analysis was done by administering a questionnaire to the English teachers of different government schools in Nagaon, Assam.

In this research study, needs analysis deals with the learning needs (i.e. what the learner needs to

do in order to learn) of the learners in order to acquire employability skills. This needs analysis was conducted through a simple questionnaire which was administered orally to the participants (teachers and principals).

The three important kinds of information that the needs analysis was focused on were:

Why are the learners learning skills in English language pedagogy?

- Compulsory or optional
- Apparent need or not
- Are status, money, promotion involved?
- What do learners think they will achieve?
- What is their attitude towards the language skills taught in the school? Do they want to improve their English in order to gain employability skills?

How do the learners learn?

- What is their learning background?
- What is the concept of teaching and learning?
- What methodology will appeal to them?
- What sort of techniques are likely to bore/alienate them?

What resources are available?

- Number and professional competence of teachers
- Attitude of teachers to English skills for employability
- Teachers' knowledge of and attitude to the subject content
- Materials
- Aids
- Opportunities for out-of-class activities.

All the participants expressed a need for enough teaching resources or teaching aids to teach a good English class. They need an extra class to teach oral English. They also wanted to observe a class on spoken English communication skills. Hence, a task-based activity class was conducted

on employability skills and it was demonstrated how the teachers can make their own teaching resource if teaching aids are not available in schools.

Activity-based classes

Before going to teach learners' anything on employment skills, their previous knowledge on skills was tested i.e. listening, speaking, reading and writing. It was tested by conducting different task based activities as described below. It was very important for the research to identify the amount of awareness they have about employability skills. The main target was the speaking skill. Speaking skills have acquired a very important place in the communication skills which are indispensable for employment. The students were taught why English is necessary to achieve employment. At the same time speaking skills cannot be gained without listening skills. This skill contributes to 53 per cent of communication in our daily life. Listening skills may be developed by attending to lectures/speeches, making smooth transitions and restating what the speaker has said in the listener's own words, etc (Venkateswarlu, Prasad, 2012). To help learners to develop this skill, short listening activities were conducted in class. All the activities described below were part of the tests on skills.

Activity 1 – Hands Up

This activity assesses how quickly the students could respond by listening once or twice. There are various sub-skills of listening. The participants were tested on their ability to listen for general understanding. A few sentences were read out to them. They were asked to respond only through gestures. If their answer was 'yes', they put up their right hand. If their answer was 'no', they put up their left hand and if they were not sure, they put up both of their hands.

The participants were asked to listen to the following sentences:

- I can speak English fluently
- I can narrate incidents and events in English
- I can express oral reports in English
- I can take active part in group discussions

- I can elicit the views of others and can present my own ideas
- I can express and respond to personal feelings, opinions and attitudes
- I can express and argue a point of view in English
- I can participate in spoken conversations
- I can speak English to introduce myself
- I can use conventional greetings and modes of address in English.

Reflections

The students found this activity very interesting because it was a new activity for them. This activity made the participants reflect on their own practice as learners. They practised the listening skill as well as reflecting on their own knowledge about English. This proved to be a very helpful activity for the learners.

Activity 2 – Circle Talk

The main purpose of this activity is to encourage the participants to speak because the students of government schools study in their mother tongue and they find it difficult to communicate in English. This activity helped them to talk to their partner using their existing vocabulary.

Three questions were written on the board and the participants were asked to think about these questions for two minutes. Then they were asked to stand up and form two circles, one inside the other, with the inside circle facing out and the outside circle facing in, so each person stood facing the other. It was explained that they would be asked to discuss those three questions with their partner, then, after one minute, the outer circle would move round one space so that everyone would have a new partner and would be given a new question to discuss. After one minute, the process would be repeated.

The participants were asked to discuss the following questions:

1. How did you enjoy your autumn vacations?
2. Which place would you like to visit in future? Why?

- How are you going to spend your winter break?

After the discussion, they were asked to turn to the facilitator standing at the centre of the circle. They were then asked to share their responses to each of the questions. Anyone who had a different answer could speak in turn. Finally the facilitator summed up.

Reflections

This activity set the participants on a self-reflective path. They reflected on their own practices before coming to any conclusion. Surprisingly, all the participants spoke and discussed the questions without any hesitation. It happened because of two reasons: first, they were asked to speak to their own friends whom they met every day and not to the teacher. The teacher was only observing. Second, they were asked to say whatever they could no matter whether it was right or wrong. The teacher was there to guide them whenever required so they spoke without any hindrance.

Activity 3 – individual work [questionnaire]

This questionnaire allows the participants to self-assess a range of skills to identify those that they may need to develop. It focuses on various skills needed for practice (e.g., communication, interpersonal, self-management and career

management skills) and skills that assist in learning. In the end the questionnaire was followed up by three questions. The participants were asked to write their answers in English or their mother tongue in the space provided. The questionnaire is presented in Appendix 1.

3. Analysis of data

The data on the students' perceptions of their abilities was checked against the data obtained from the actual performance and all the four activities were analysed as given below.

Using the responses of activity 1, four categories of learners could be identified as follows:

- those who have the ability to speak English and practise it
- those who have the ability to speak English but don't practise it
- those who don't have the ability to speak English but practise it
- those who don't have the ability to speak English and don't practise it.

Figure 1 comprises an analysis of the percentage of the proportions of the participants who fall under any of these four categories.

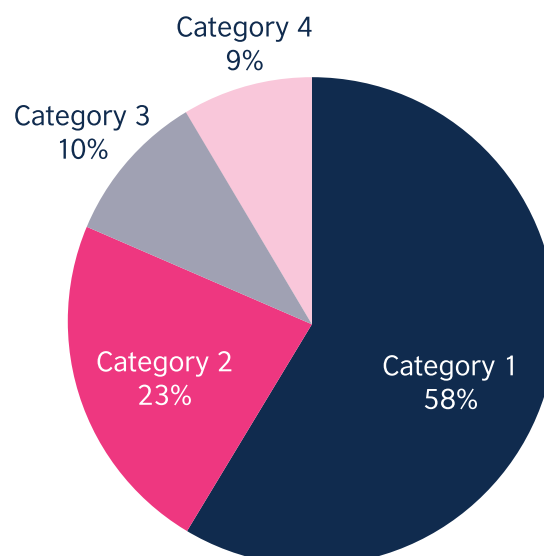


Figure 1: Proportions of participants

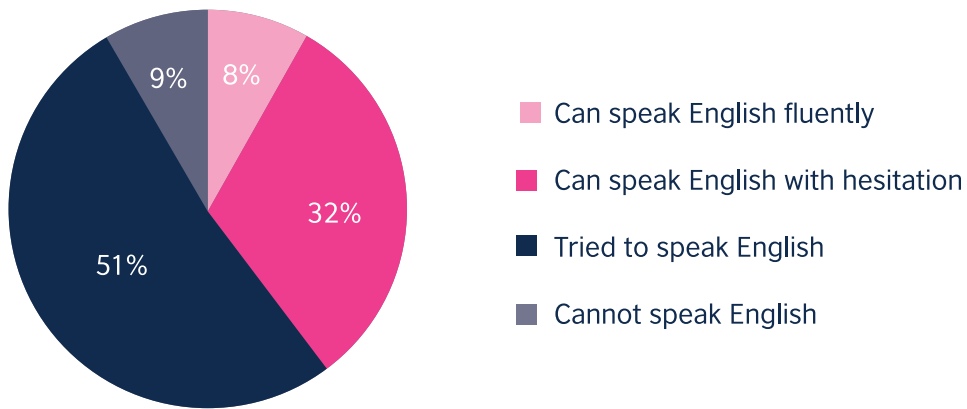


Figure 2: Students' fluency

Figure 2 analyses four types of learners from the circle talk activity. This activity worked out well with the students. It was a new speaking activity for them but all the students participated in the activity. They were asked to speak to each other on three topics they were familiar with. They were asked to speak only in 'English' no matter whether it was right or wrong. The aim of this activity was to let them speak in English so that they could be aware of the importance of speaking English as a means of achieving employment skills. Most of them spoke in English and even those who were

not speaking got involved later. This could happen only because they were speaking to their partners whether they were right or wrong and also without hesitation. The class was observed by the teachers and in a few schools by the principals as well.

Figure 3 deals with an analysis of the different types of skills required for employment. It shows how far these skills are important and how much these skills have been developed by the participants.

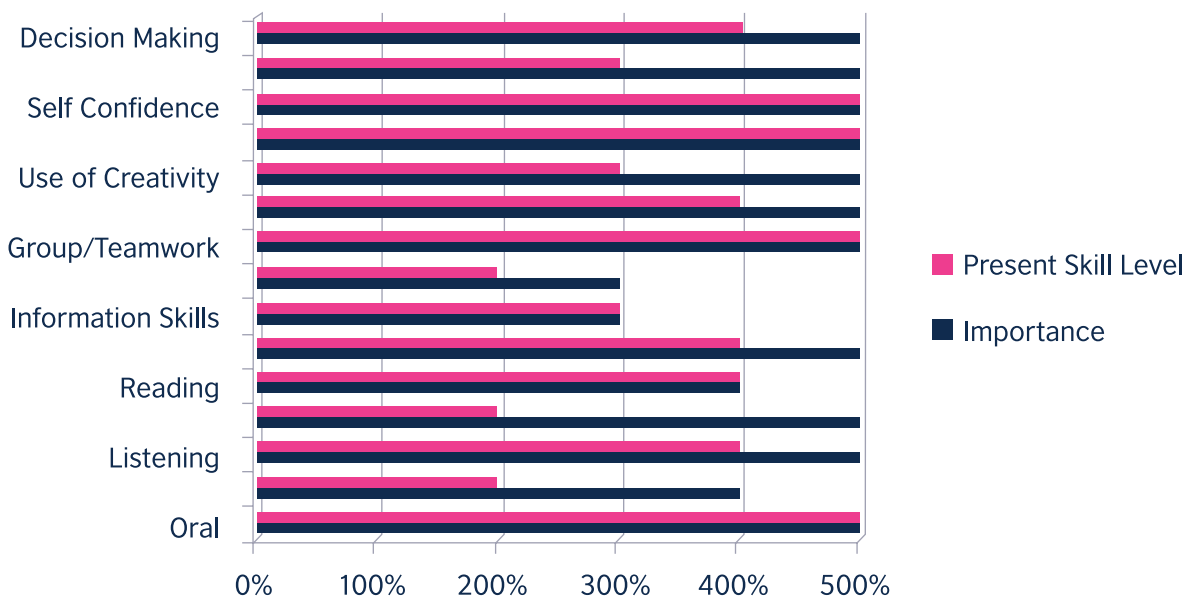


Figure 3: Employability skills

In response to the three questions asked after the questionnaire, all the participants agreed with the view that English language skills would help them to achieve employability. In their opinion English communication skills are important in their curriculum. Most of them wrote:

'English is an international language. If we learn and practise these communication skills in our school, these will help us a lot to build up our careers and in future our professional lives.'

Another student wrote, *'Communication skills are important.'*

'If we can learn the skills then we will be able to speak English confidently.'

The principals and teachers were asked to report on how far schools are giving importance to devising and implementing spoken English communication skills with relevance to employability. Most of the principals said that they have limited facilities and time for focusing on these issues. Seventy per cent of the teachers said that they were deprived of enough teaching resources or teaching aids to conduct a good English class though sometimes a good English class could be conducted without teaching aids. Ninety per cent of the teachers said that they did not have enough time to focus on Spoken English or personal building classes so that they could raise awareness of employment skills. They were constrained by a strict curriculum which they needed to finish in time. They need a different class to teach the skills of English.

4. Findings - Admitting the maxim

The study leads to the following findings:

- the findings asserted the first hypothesis as already discussed. The first hypothesis is completely supported by the participants. In the school curriculum, every chapter of the English textbook consists of an activity based on communication skills but these activities are often neglected by the teachers and never displayed in the classroom.

- the results moderately amended the second hypothesis. The second hypothesis is partially accepted by the participants. Most of the schools have teaching aids but they are randomly used. The teachers are not well trained to use those teaching aids effectively. Moreover, they do not spend much time on preparing their own teaching aids for activities which can be used to teach employability skills.

Implications – Bridging the gap between implementation and learners

Tell me
and I will forget
Show me
and I will remember
Involve me
and I will understand
Network me
and I will grow

(Training Manual produced by British Council and Aim Higher Assam (AHA) project, Assam)

These lines triggered the idea of looking into the link between the 'food' provided in the class and the 'food' needed by the learners. Teachers and trainers tend to be most effective when they assume the role of coach or facilitator. Teachers should set good examples of the desired behaviour. Students should have the opportunity to observe the type of workplace behaviour that is being required of them.

The government of Assam has already set up many programs to provide quality education in secondary schools. Rashtriya Madhyamik Siksha Abhijan (RMSA), Assam is a comprehensive and integrated flagship program of the government of India (GOI) implemented in the state of Assam. It has a vision to make secondary education available, accessible and affordable to all young persons. Recently the government has also launched a project for secondary education to provide quality education called the National Skill Qualification Framework (NSQF). The NSQF will concentrate on the following roles:

- industrial engagement: they will co-ordinate the visit of students to Guwahati and adjoining areas for visits to industries, trade and commerce sites etc. – a minimum of once a year for three days
 - they will monitor the students' learning activities and guide the teacher for improvement of the course and curriculum of the project
 - they will monitor performance of students and teachers and will submit a report quarterly every year
 - they will try to locate employment opportunities for all students with IT/ITeS and the retail trade as elective subjects
 - they will promote and supervise the project and groom the students in such a way so that they can continue their vocational studies at the HS Level/ITI etc.
- b) *English as a subject*: with the focus on written texts, vocabulary and grammar. Teaching methods often include students reading aloud from the book in turn, or in chorus, writing on the blackboard, students copying from the board or textbook, questions and answers.
 - c) *Teaching through English*: this is only effective in helping students to learn English if special language support is also provided. If a subject is simply taught through English, little learning will take place.
 - d) *Teaching communicative language skills*: this seems most popular at present at the two ends of education: for young learners and in 'finishing' classes in institutes and universities. Practice of skills forms a key component of teaching.

The irony of all these programs and projects lies in their implementation. The trained teacher must always try to implement the methodologies they learnt during their training sessions. A few points that a teacher should try to develop are:

- to evaluate different attitudes towards teaching speaking
- to explain the differences between accuracy and fluency activities
- to develop and practise the speaking skills of their learners
- to explain why it is important to create interactive speaking opportunities in the classroom
- to set up a variety of activities effectively
- to solve potential problems that may arise when teaching speaking.

Here, the 'Models of English Teaching' presented by David Graddol (2010) are highly applicable.

Four main models of English teaching in India:

- a) *Language awareness work*: to bring English into lower primary schools even where the teacher's English is poor.

5. Conclusion: the end of the quest

The visit of Barack Obama to India has changed the scenario of the nation. People are bound to think that India is moving from a developing to a developed country. Prime Minister Modi's vision of 'Make in India' is an example. But a nation can be developed only when its education system is developed. In this paper, an attempt has been made to change the education system of the government schools of India so that it can burn the light among the students to consummate the skills required for employability, with the result that they can validate India's vision of 'Make in India'. A few task-based activities on communication skills have been already mentioned above. An English teacher can make use of the following activities recommended for use in the classroom:

Role play

Role plays are very interesting activities for the students. Here the teacher gives information to the learners such as who they are and what they think or feel. When monitoring students during a role play, the teacher should focus on how they perform the task.

Information gap

In this activity, students work in pairs. One student has the information that the other partner does not have and partners share their information. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Brainstorming

Students produce ideas on a given topic in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly.

Interviews

Students can conduct interviews on selected topics with various people or they can interview each other and introduce their partner to the class.

Picture narrating

This activity is based on several sequential pictures.

Discussions and sharing ideas

Discussions are typical of any student-centred classroom. They work best in pairs or small groups because then more people can give their views. If students want to improve their communication skills, there's no substitute for pair and group work. Working together can be exciting and sometimes fun.

The study demonstrates that if each and every individual linked with the education system tries to bring a positive change in their teaching and learning habits, certainly, there will be an excellent change in the education system. But, still there is a necessity to nourish some quality experiments in the area of teaching methodologies in the government schools in the district of Nagaon. To put it in a nutshell, there is no end to this quest. Teaching and applying ELT methodologies is a never-ending process. So, the quest must go on.

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Appendix 1: Questionnaire

Activity 3 – Individual work [questionnaire]

Instructions: Complete this questionnaire by circling the appropriate numbers:

A. How important you think it is that you should possess/acquire the following skills? :

6 very important 5 important 4 slightly important
3 slightly unimportant 2 unimportant 1 very unimportant

B. The extent to which you think you already possess the following skills (i.e., your self-assessment of your present skill level):

6 very good at this 5 good at this 4 slightly good at this
3 slightly poor at this 2 poor at this 1 very poor at this

Number the boxes (1-6) in the two columns A and B. Column A indicates the extent to which you think the skills are important. Column B indicates the extent to which you think you already possess the skill.

	Skill	A Important	B Present skill level
1	Oral: ability to communicate effectively and appropriately on a one-to-one basis		
2	Oral presentations: ability to present ideas orally to an audience		
3	Listening: willing and able to hear and actively comprehend verbal messages without undue blocking		
4	Written: well-constructed and grammatically accurate reports - the right style for the right occasion		
5	Reading: ability to absorb written material sufficiently rapidly and at a level of accuracy and completeness appropriate to the need		
6	Visual: represent in drawn or diagrammatic form, use of visual aids		
7	Information skills: ability to seek, store, use and present information in a manner appropriate to the objectives you are pursuing		
8	Computer literacy: ability to use computer applications (e.g. word processing, databases, spreadsheets) appropriate to the vocational direction you are pursuing		
9	Group/teamwork: ability to co-operate with others and make a variety of contributions (e.g. ideas, organisation) in a joint venture		

10	Leadership: ability to manage, guide, facilitate a group or activity so as to maximise its success		
11	Use of creativity: ability to use your imagination and creativity fully in order to innovate, develop ideas to carry out plans		
12	Critical/analytical thinking: ability to consider issues from a range		
13	Self-confidence: trust in your own worth and ability sufficient to enable you to make a full contribution		
14	Career/employment awareness: ability to identify a range of options open to you in work and in community life and have a realistic sense of what qualities they might require		
15	Decision making: ability to weigh alternative approaches and make a commitment to and carry out a selected option		
Do you think English language skills will help you to achieve employability?			
In your opinion, are English communication skills important in your curriculum? If yes, how important?			
Did you like the circle talk activity? What skills did you learn in the activity?			

2

An assessment of the English language needs of tribal youth in urban Odisha and identifying the barriers experienced in their language learning

Seemita Mohanty

1. Introduction

1.1. Background of the study

Language undoubtedly is an integral part of our social identity but sometimes the way we perceive the importance of a language within a larger social order dictates its status within a given community. Today in India, English is the language of higher education, administration, science, technology, business, commerce, or in fact any field that one can think of. This has happened not only because the native languages are not properly equipped for these roles and English provides a suitable alternative, but also because English is considered important and powerful due to its current position as the leading world language. English thus has gradually become a major tool for acquiring knowledge in every field, and is perceived as integral to better social and economic mobility by every community in India. The Position Paper on English Language Teaching by the National Focus Group of the National Council for Educational Research and Training, 2005, states that today the aspirations of the people of our country for quality in education and meaningful participation in national and international discourses are symbolised by use of the English language.

Gardener and Lambert's (1972) study speaks

of motivation as a construct framing people's varied attitudes to language. The most important of these is 'group-specific'; the attitude learners have towards the members of the cultural group whose language they are learning. In such cases the language learner is said to have 'integrative motivation.' Other learners may be interested in learning a language because they wish to accomplish certain purposes through it. This is regarded as 'instrumental motivation'. It is this kind of motivation that is increasingly being seen in the Indian context where people want to learn English because of its worldwide domination in education, business and commerce. This type of 'instrumental motivation' is also observed among the educated tribal people of the country wishing to learn the English language. Their primary purpose in wanting to be proficient in English is for better achievement in education and employment. Since in India tribal languages are not used for any official purpose, it is increasingly being observed that the tribals consider their own languages to be deficient in solving their problems in the official domains. This has resulted in a preference towards English and the dominant state languages.

Tribes have historically been referred to by anthropologists as groups or communities, who are primitive, pre-modern and non-literate.

Today the term is widely used for several social groups or communities who are culturally and linguistically homogenous. In the context of this study the term ‘tribals’ refers to the indigenous groups of people who share a common name, speak a common language, occupy or claim to occupy a common territory, and usually practice endogamy in their marital relationships (Patnaik, 2002). For example, the members of the Oraon tribe of Sundargarh district of Odisha share the family name of Oraon, speak the Oraon language, dominate certain areas, and marry only within their tribe.

1.2. Rationale

In the backdrop of such a social and cultural context, it becomes imperative to study the English language aspiration level of the tribal youth of the country, a majority of whom languish at the bottom of the socio-economic strata. Just like their counterparts from upper caste societies, the tribal youth of the country also aspire for better job opportunities, where the English language has a perceived monopoly. Since the English language skills of these students differ considerably, it has become essential to assess their capability to manage the English language syllabuses of various prescribed English courses at the school and college levels. In the absence of adequate competency in English, a majority of the tribal learners find it difficult to communicate effectively at a higher level. An assessment of their difficulty level in English language, and the barriers faced by them during the learning process can assist in improving their language skills, and also to advance their overall knowledge level. It can also facilitate the devising of appropriate syllabuses and teaching methods taking into account their difficulty levels and overall subject knowledge.

The Sundargarh district of the Indian state of Odisha, with a tribal population exceeding 50 per cent of the total population of the district, is an appropriate location for undertaking such a study.

Taking into account the context and relevance of the research at hand, the following are the key research questions that have been addressed in the study:

1.3. Research questions

1. What are the English language needs in the lives of the urban tribal youth of the country?
2. What are the language-learning barriers existing among the tribal youth?
3. What are the problems and challenges being faced by these youths in their quest for acquiring English language skills?

1.4. Significance of the study

The significance of the study originates from the following factors:

1. it will aid towards understanding the English language needs, and the problem areas in English learning among the tribal youth so that appropriate policy-making can be effected
2. it will add to the research already done in the field of learning in general among tribal youth by identifying the social and cultural barriers existing in our classrooms that pose obstacles to the overall learning process.

2. Theoretical basis

Relevant literature related to needs analysis is specified to contextualise the current study.

2.1. Needs analysis

The term ‘needs analysis’ in education generally refers to the process of collecting information to serve as the foundation for ‘developing a curriculum that would meet the needs of a particular group of students’ (Iwai et al., 1999). Thornbury (2006) observes that before designing a course, particularly an ESP course, a needs analysis process can specify the learner’s language needs in advance. It is a process which not only defines why a particular group of learners require a language but also positions their needs according to priorities (Richards, Platt and Platt, 1992). The needs of learning a language may thus vary but the learner is always the focus of the analysis. A distinction between ‘target needs’ and ‘learning needs’ was made

by Hutchinson and Waters (1987). They defined 'target needs' as what the learner needs to do in the target situation and 'learning needs' as what the learner needs to do in order to learn. They explained learning needs as the pedagogic objectives or things such as how learners learn the language, why they learn it and what resources are available to help them learn. Nunan (1988) categorised needs analysis under two headings: 'objective needs' and 'subjective needs.' While objective needs referred to factual details like the learner's age and background, and also to language use in different real-life situations and existing level of proficiency and difficulties of learners, subjective needs referred to 'affective and cognitive factors' such as motivation, confidence, attitude, expectations and preferred learning styles of learners.

A 2010 study by Coleman has established the link between English language learning and development. According to Coleman, some of the areas where English has a key role to play are, improving the employability level of the users, providing access to advanced research and information and facilitating the international mobility of students, tourists and workers. As observed by Long (2005), needs analysis of any language teaching programme is similar to a 'thorough diagnosis of the ailments of a patient before providing medical intervention.'

3. Methods and materials

This section presents the methods and procedures that were followed to conduct the study.

3.1. Research approach

A mixed-methods approach involving both qualitative and quantitative data collection methods was undertaken to assess the reality of the situation in a more informed way. As suggested by Thornbury (2006), data for a needs analysis process is usually collected through questionnaires, interviews, and group discussions. Thus the methodological triangulation process involving different data collection methods such as questionnaires, structured interviews and group discussions was used to establish

the validity of the study, and to capture the varied aspects of the situation. Triangulation typically involves using different data sources to understand a single phenomenon, and 'to validate one's conclusion by presenting converging results obtained through different methods' (Dörnyei, 2007). The study made use of a questionnaire (see Appendix I) having thirty 5-point Likert-type scale close-ended questions and four open-ended questions, besides the background information section. Follow-up interviews (see Appendix 2) and group discussions were also conducted for data triangulation.

The background information section shows that most of the students have completed their secondary education at Odia medium schools of the Board of Secondary Education (BSE), Odisha, the state school board. Only a handful of students have completed their secondary education through central English medium boards such as the Central Board of Secondary Education (CBSE) and the Indian Council of Secondary Education (ICSE). The students all belong to the four major tribes found in this part of Odisha – Oraon, Kisan, Khadia and Munda. Some students also belong to the Santhal tribe, who were originally migrants to this place but have now made Sundargarh their home district.

3.2. Research population and sample

A random sampling technique was adopted among higher secondary and undergraduate tribal students from different disciplines such as science, arts, commerce and engineering. Data was accessed from 165 male and 220 female students aged 18 to 22 belonging to different colleges located in urban areas of the district. It has been easier to access girl students as they reside in hostels where all students are tribals, whereas the boys reside in general students' hostels where their strength is relatively low. Data was collected from the students while they were present in their hostels; hence the setting was quite standard for them, and they felt free and relaxed to answer the questions with honesty and openness.

A pilot of the survey with 30 other students who were not a part of the final survey was done to

check for problems in understanding of items in the questionnaire. Results thus elicited from the pilot survey were checked and some items were modified accordingly, and a few others were dropped from the final questionnaire. For example, initially statements 9 and 10 were combined together as one statement, but because of the double-barrelled nature of the statement, it was separated in the final questionnaire and made into two different items necessitating two different answers. Similarly statements relating to the students' knowledge level of other languages were removed from the final draft as it was felt that the statements were not adding anything significant to the information being sought.

The important parameters included in the final questionnaire through content analysis were; current overall level of English (item 1); motivation of students towards English language learning (items 3, 11, 12, 13); students' perception of the importance of English language (items 2, 4, 5, 9, 10); level of difficulty in English language learning (item 6); present English language classroom environment (item 8); language environment during school days (items 14, 15); students' perception of English medium instruction at school level (items 7, 16); students' current confidence level regarding English language usage (items 21, 22); challenges faced in English language classes (items 17, 18, 20); opportunity

for English practice outside the classroom (item 19), and general problem areas in English learning (items 23, 24, 25, 26, 27, 28, 29, 30).

3.3. Administration of the research instrument

The survey was conducted during a ten-month period starting from December 2013 till September 2014. Clear instructions were given to the respondents to fill in the items correctly. The researcher was always at hand to facilitate the students in completing the questionnaires properly, and to make things clear. The questionnaire was administered to 410 students and 385 valid responses were received to progress the study further.

4. Data presentation and analysis

Data collected from the close-ended section of the questionnaire has been computed and analysed by drawing frequencies and means for each parameter in the survey questionnaire. Some of the key findings from the quantitative data collected relating to the various parameters are discussed below (n= 385).

From Figure 1, it is obvious that most students feel that their current level of English is below average. Quite a few students perceive that even though they do not label themselves in the 'poor' category, their level of English is not sound

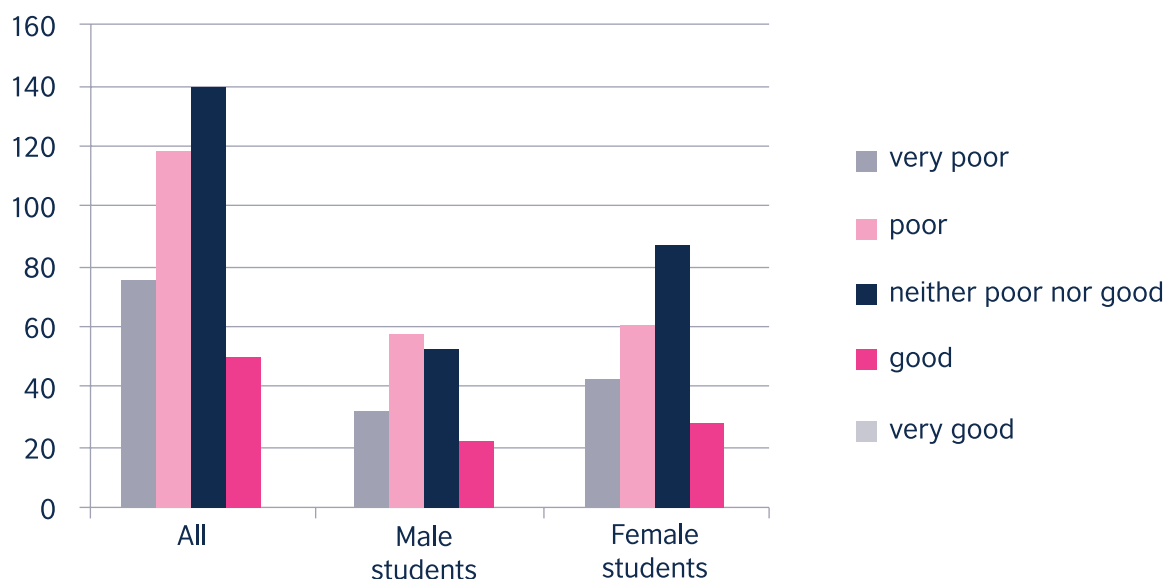


Figure 1: Students' views on their current overall level of English

enough for the ‘good’ category also. Among the girls not a single student exists in the ‘very good’ category, while only one male student feels that his current English level is very good. Male students are observed to be more dissatisfied with their level of English as compared to the female students. Overall, the figure reveals that there is a great deal of discontent among the students regarding their level of English skills at present.

The results reflected in Figure 3 are clearly linked to the previous graph of students’ motivation levels, as this gives us the reasons why students feel motivated to learn English. They understand the importance of the language for their professional growth in today’s globalised world. Even at a personal level, they realise that mastery over the language will give them a certain status in the society, which can be debated upon, but is certainly a reality in today’s context.

Figure 2 clearly shows that the majority of the tribal students are motivated to learn English. General awareness among the students regarding the primacy of English language in the Indian context is apparent from the results.

The results from Figure 4 show some interesting features. As shown in previous graphs, even though the students feel that their English level is not very high, they still do not think that English is a difficult language to learn and understand.

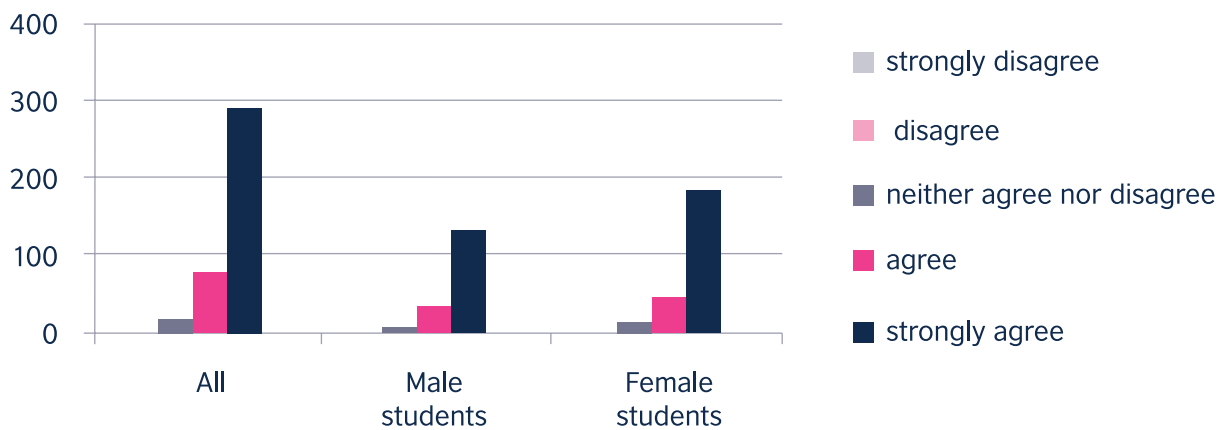


Figure 2: Students’ views on being motivated towards English language learning

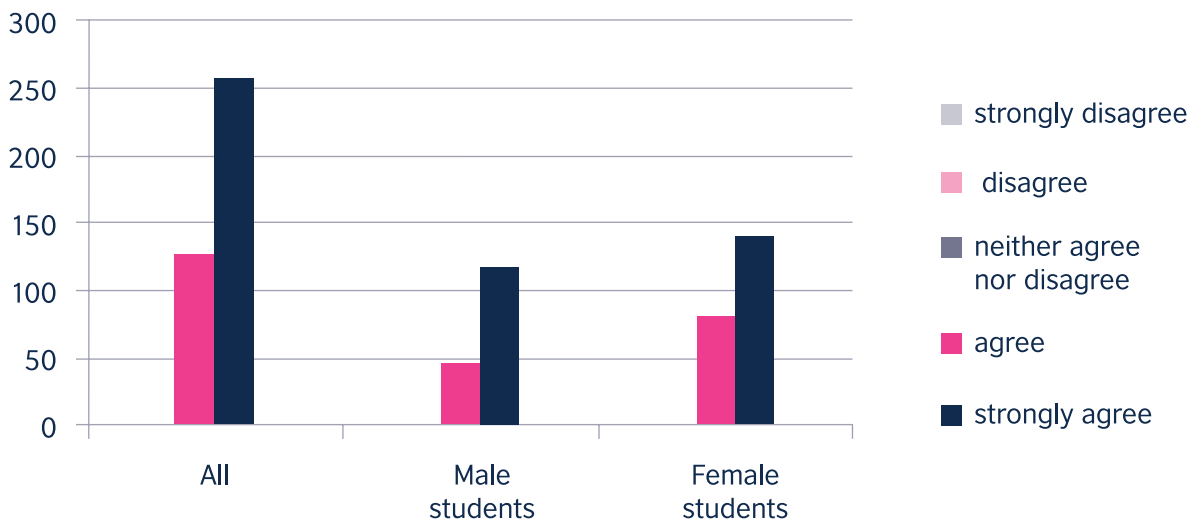


Figure 3: Students’ views on the importance of English language

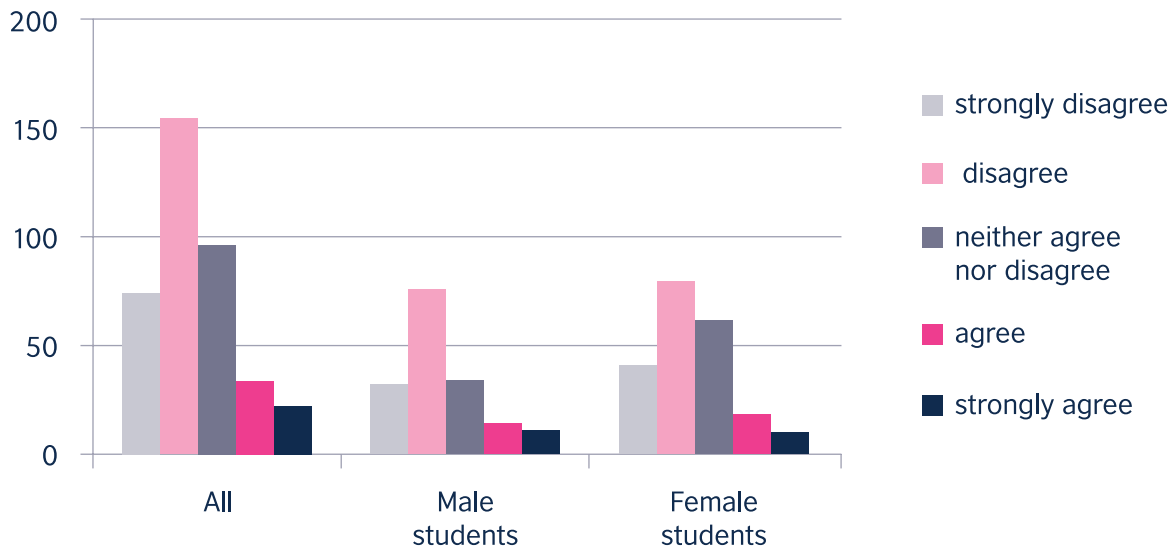


Figure 4: Students' views on English being a difficult language to learn



Figure 5: Students' views on the suitability of the present English language classroom environment

From this it can be interpreted that the students probably understand that it is the English teaching process which is at fault and not the language per se which is to be designated as difficult. If we interpret this concurrently with the open-ended section data, it becomes very clear that the students put the entire blame on the current teaching process. For example, the statement, 'I wish the teachers taught us in a good way' was stated by many students in the open-ended section of the questionnaire.

Figures 5 and 6 need to be interpreted together in view of the fact that both speak about the suitability of the language teaching environment of our educational system. From the results it is

clear that there exists a high level of discontent among students regarding the English teaching and learning process in our schools and colleges. When we interpret this concurrently with the responses from the open-ended section, we find that students have a relatively better opinion about their English teaching during school days as compared to the current college level English teachings.

Figure 7 evidently shows that there is an overwhelming preference among students for English medium instruction during school days, as it is generally perceived that English medium instruction during school days builds up the English language skill level of a student far better

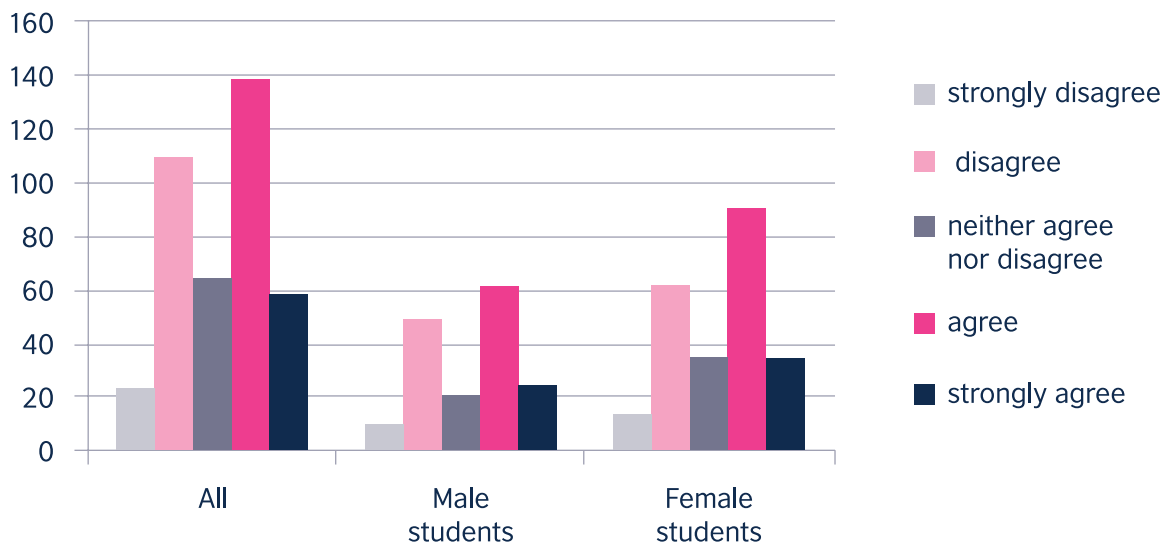


Figure 6: Students' views on the suitability of the language environment during school days

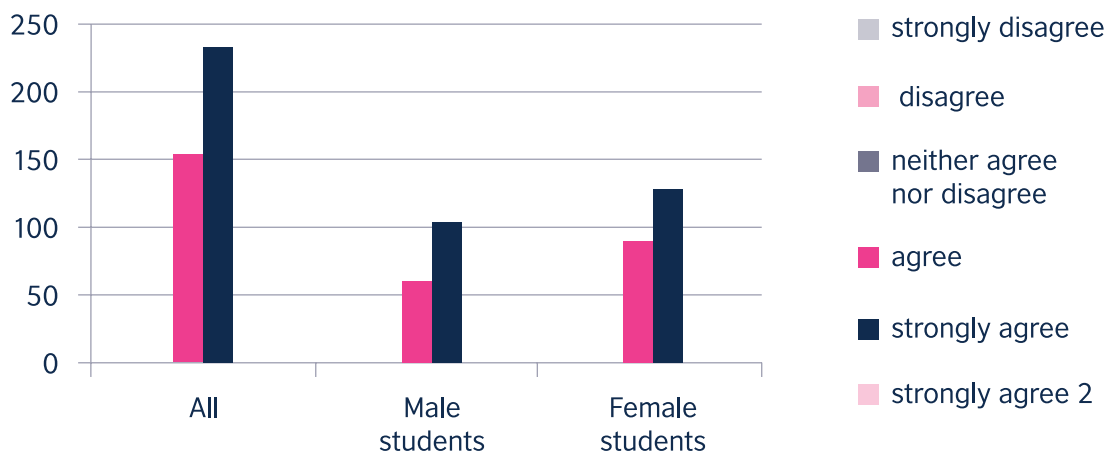


Figure 7: Students' views on preference for English medium instruction at school level

than a student studying in a non-English medium school. With the general perception everywhere on the relative superiority of the English language, the results reveal nothing notable.

Figure 8 shows some interesting results relating to students' views on having adequate opportunities for English practice outside the classroom. Even though a majority of the students feel that they are not getting adequate opportunities to practise their English language skills, there is still a fair number who are generating some opportunity to practise their English skills. This can be interpreted that maybe to some extent it depends upon the students also as to what extent they are determined to practise their English language

skills. The students mostly live in a similar social environment; therefore if some students are getting an opportunity to practise their English skills, the same opportunity should also be available to others but this is not happening, and students largely complain of lack of opportunity to practise their English skills outside the classrooms.

Data collected from the open-ended section of the questionnaire tell us that some students engage in conversing in English with their friends, in addition to watching English films, listening to English music, listening to YouTube videos and podcasts, reading English newspapers and novels, and watching English news channels etc. which

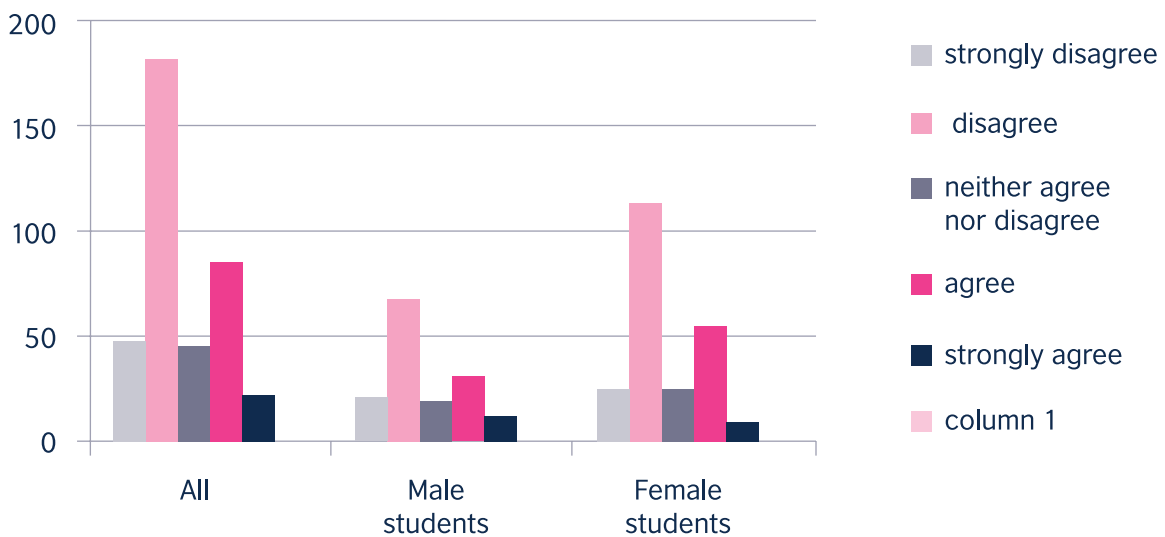


Figure 8: Students' views on having adequate opportunities for English practice outside the classroom

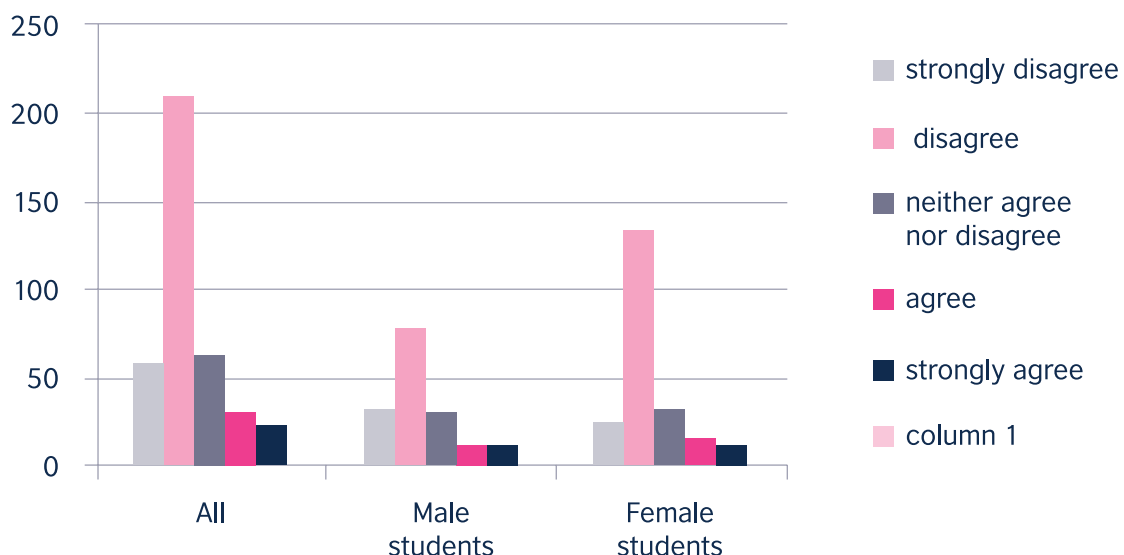


Figure 9: Students' views on having adequate confidence level regarding English language usage

aid towards practising their English skills outside the classrooms.

As shown in Figure 9, students consider their confidence level regarding English language usage to be seriously inadequate. They realise that they do not have sufficient competency to feel confident while using the English language. Maybe the answer to the result in Figure 4.8 lies here. Because of a low confidence level, students do not like practising their language skills outside the classroom, which in itself becomes a vicious circle, where lack of adequate practice leads to a low confidence level and vice versa. Yet, in spite

of all these issues it is to the credit of the students that they still feel motivated to learn the language, realising its importance in today's world.

The results for this particular item (Figure 10) in the questionnaire show interesting figures related to students' views on their ability to handle challenges faced in English classes. Irrespective of their not so good English skills, the students feel that they have the ability to handle the challenges posed in the English classes. This indicates a positive attitude among the young students despite the various learning issues that they face in classrooms. Studies suggest that a purpose in

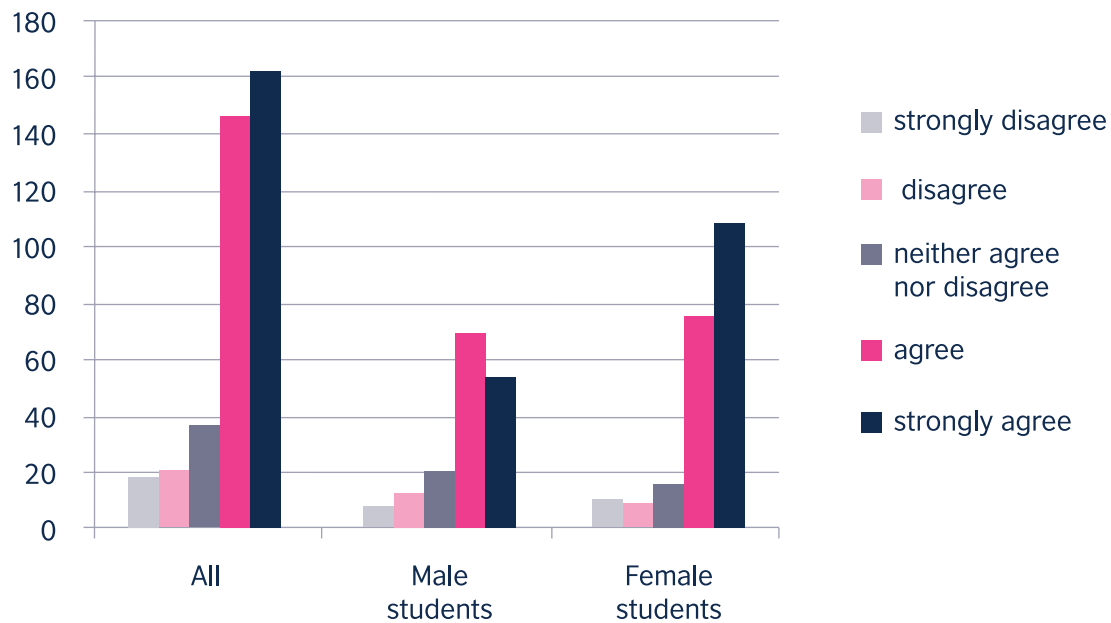


Figure 10: Students' views on their ability to handle challenges faced in English classes

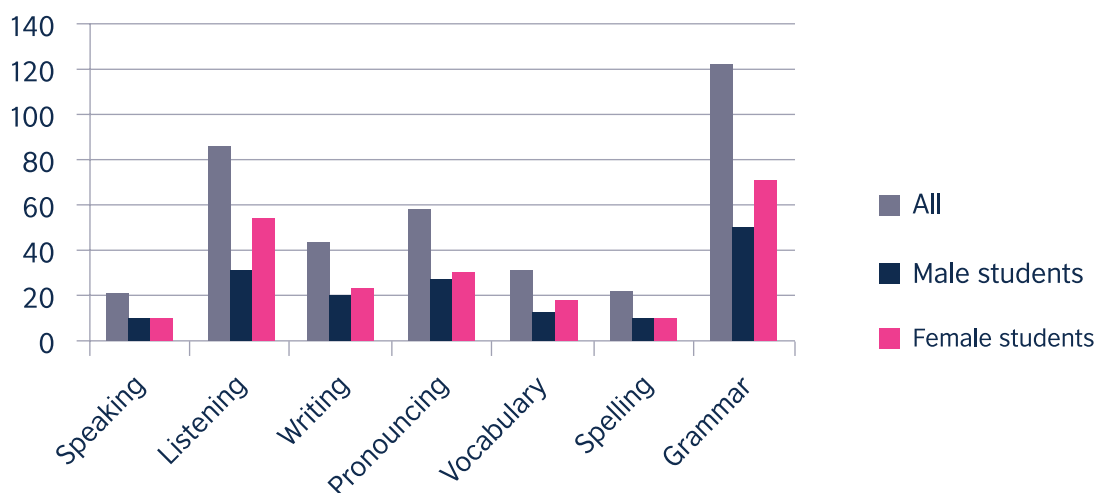


Figure 11: Students' views on the general problem areas in English learning

life has a positive impact on the growth of young people (Damon, Menon and Bronk 2003; Bronk and Finch 2010). Here the purpose of learning English for a better future perhaps provides a positive approach to their thinking process.

The graph above (Figure 11) shows the general problem areas for the tribal students indicated by data collected. Grammar is their biggest problem area, followed by their lack of satisfactory speaking skills. The other problem areas in order of their importance are pronunciation, vocabulary, and writing, spelling and listening. Reading did not figure in their problem list.

Key findings from the qualitative data collected (open-ended section of the questionnaire, face-to-face interviews and group discussions)

- Students are very much aware that English is important for their professional growth.
- They also feel that competency in the language will hold them in good stead and provide a better position and status in society.
- Grammar is a big problem area for most students, followed by speaking. Students pursuing the science stream face another problem because of their lack of good

English skills as they are unable to understand some of the technical terms of sciences. Up to class 10, they studied the different subjects in regional mediums, and suddenly in their +2 classes when they are exposed to the English words, most of them are unable to understand technical terms.

- Large class size in colleges is the biggest hurdle in their English learning. Usually 200 students attend General English classes without any audiovisual aids. Neither the teachers nor the students feel motivated to come to such classes. Even when the teacher comes to the class only the front-benchers are able to hear what she says. A reasonable amount of time is also lost in taking attendance, and teaching happens for only 30 minutes.
- A fair number of students take tuition with the intention of scoring better marks in examinations, which they are able to achieve to some extent.
- Students who do study by themselves depend entirely on key books to pass and score better marks in the exams.
- Their general lack of English knowledge is reflected in other subjects as well, where they find difficulties in writing answers in examinations correctly and appropriately.
- There was a unanimous opinion among all students that rather than making them learn academic English, what is more important at this stage of their career is to help them become proficient in spoken English. They can then become more self-assured and also participate confidently in various extra-curricular activities. They feel that their lack of English speaking skills is actually leading them to become diffident and reticent and to subsequently suffer from low self-esteem.
- Group discussions also revealed certain social issues existing in our classrooms which are not widely known. Tribal students, in general feel scared to sit in the front benches of large classes, or interact on a one-to-one basis with the teacher, primarily because of low self-esteem, stemming from their apparently less privileged status in

the society, apprehension about their lack of proper subject knowledge, and a feeling of inferiority as compared to general caste students. They feel that general caste students are not interested in being very friendly with them. Each group has its own circle of friends and they do not bother about becoming friendly with other groups. Girls were seen to be more forthcoming on these particular issues, compared to boys.

- Girl students also spoke about the perceived bias of some teachers towards general caste students. They alleged that if general caste students miss out on a lab class then the experiments are repeated for them, but this privilege is never given to them. Even information about extra classes or rescheduled classes is not passed on to them in a proper manner.
- Interaction with the wardens of the hostels revealed that a majority of the students come from Below Poverty Line (BPL) families where parental support for their studies is non-existent. In addition, almost all of them are first generation learners. They study by themselves, and whatever problems and difficulties they face relating to their studies they have to resolve themselves with the help of their friends or teachers, which is not always very forthcoming.

5. Conclusions

The results discussed above thus suggest that the tribal youth of the country need English in their lives for better job prospects, for better opportunities in higher education, to improve their self-confidence, to be noticed by the teachers and the peer group, and to participate in various extracurricular activities like drama, debate and essay competitions. Lack of adequate number of teachers in colleges, crowded general English classrooms, lack of individual attention, perceived indifference and prejudiced behaviour from teachers, and forcible self-study methods are some of the learning barriers that are revealed from the analysis of the data. Taking into account the problem areas in English, the curriculum needs to be designed in such a way that these deficiencies in the students are addressed

immediately. Remedial or tutorial classes could be a solution to this problem, but there has to be proper implementation in the classrooms, otherwise the solutions would remain only on paper without effecting any real change in actual classroom conditions. The results also indicate that in addition to the general problem areas in English that need to be addressed, certain serious social issues also need to be addressed on a priority basis for these groups of students. A majority of them come from highly disadvantaged sections of the society and it becomes the responsibility of all of us, the teachers, the

administrators, and the policy-makers, who have been given a more privileged place in society, to bring in constructive changes in the teaching learning process. The study had been initially conceived to unravel the potential problem areas in English language learning among a historically marginalised group, but what is also glaringly revealed are these social prejudices existing in our apparently equitable classroom environments. Further studies need to be conducted to understand how to address these prejudices existing in our educational system.

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Appendix 1

English Language Needs Analysis Questionnaire

Background Information

Academic level: _____

Branch of study: _____

Gender: _____

Age: _____

Mother tongue: _____

Languages known: _____

Languages spoken most often: _____

Scheduled Tribe to which you belong to: _____

Title of English courses currently studied: _____

Medium of education during school days: _____

What job/position do you expect to fill after completing your studies?

I do not know Do not plan to take up any job

Section – A (Please circle the appropriate answer.)

1. I feel my current overall level of English is
a) very poor b) poor c) neither good nor poor d) good e) very good
2. I think it is important to learn English
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
3. I want to learn English to become more educated
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
4. I believe learning English is important for getting a good job after completing my studies
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
5. I believe knowing English today has become a kind of status symbol
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
6. I think English is a difficult language to learn
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
7. I think an English medium school background is essential for learning better English
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree

8. I feel that our present classroom environment is good for English learning
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
9. I think by learning English I am able to get an advantage in most walks of life
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
10. I am learning English because I think it is important for my future
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
11. I am learning English because my parents/teachers/seniors are forcing me to study it
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
12. I want to learn better English in spite of the difficulties and the challenges
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
13. I think I can succeed in learning better English if I keep on practising
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
14. I am satisfied with the kind of English that was taught to me during my school days
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
15. I feel that my current English standard is not good because I was not taught properly during my school days
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
16. Given a chance I would have preferred to have studied in an English medium school
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
17. I do not like to interact in the English class as I am afraid of making mistakes
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
18. I like to interact in the English class as I enjoy the challenges
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
19. I get enough opportunities to practise my English skills outside the classroom
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
20. I think I can handle the problems faced in the English class
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree

21. I feel very shy when I am with people who speak English well
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
22. I feel I can communicate confidently in English
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
23. Listening (understanding) English is a big problem area for me.
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
24. Speaking English is a big problem area for me
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
25. Reading English is a big problem area for me
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
26. Writing English is a big problem area for me
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
27. Pronouncing English words properly is a big problem area for me
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
28. Learning new words (vocabulary) in English is a big problem area for me
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
29. Spelling English words correctly is a big problem area for me
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree
30. English grammar is a big problem area for me
a) strongly disagree b) disagree c) neither agree nor disagree d) agree e) strongly agree

Section – B (Please write your response in the space provided below).

1. Please give some additional information on the issues and problems that you are facing now, or have faced during your school days in your English learning.
2. Please write about some of the major learning barriers that you have faced, or are facing at present.
3. Please think back to a useful and enjoyable course that you attended, or are attending now. What made that course so interesting for you? What was so special about it?
4. Please give your opinion on how you think English should be taught to young students of your communities during their school days so that learning becomes easier and interesting for them.

Appendix 2: Interview guide

What English courses are you studying now?

Do you find the classes interesting and informative?

Do you think it is important to learn English? Give reasons.

Do you think you would need the language in your future? Please mention the specific fields where you feel you would need the language?

Are you studying English because you require it in the job field, or are there any other reasons?

Have you faced any problems in your English classes during your school days? What were they?

Are you facing any problems right now? What are they?

In your opinion how can English learning in schools/colleges be improved for the tribal students?

Would you like to talk about any other social issues and problems that you face/or faced in your school/college life?

What can be done so that students from tribal communities become motivated towards learning in general?

Would you like to add anything else?

3

Application of task-based learning using multiple intelligences in the ESL classroom

Sutapa Chakravarty

1. Introduction

In the upper primary classes of government sponsored schools in West Bengal, English is a second language. The daily class transactions of this subject should have been ideally aimed at training of the skills of a student in achieving communicability in the target language. I have been a teacher of English in these classes (classes 5 to 8) for a long eighteen years. What I have seen mostly in these classes is the attempt of the teacher to somehow make students read the materials, take down some meanings and complete the exercises. Then in exams the students did some ticking, some writing in broken English. They also managed to read a small paragraph and learn a stanza of a poem by heart, in the name of an oral exam. The students rarely knew what they were doing in class and they benefited little from such an instruction and examination system. The result – they are forced to take spoken English classes in order to hunt for a job.

I wanted to test the usability of Gardner's Theory of Multiple Intelligences (1983) in my classroom. The basic plan was to design lessons with tasks and activities, which would engage all kinds of intelligences. This was something new. Students had previously only been trained using their verbal-linguistic and logical-mathematical

intelligences in the class. The rest of their intelligences lay unused in class transactions. Students are complex individuals and at a critical developmental stage where all their potentials need to be nurtured. As an educator, I wanted to test whether Gardner's theory, later applied to the language classroom by Armstrong (1994) and by Mary Ann Christison (2005), could actually make some positive impact on the learning of English as a second language in our upper primary classes.

In the traditional system of teaching and learning, as exists in the mainstream education system in our state, only students with strong linguistic, mathematical and spatial abilities are recognised and accepted, whereas students with different intelligences that cannot be measured by standardised tests are treated as unable to learn. This is a serious handicap of the system, wherein individuals are not treated as capable of possessing various other intelligences. Students possess different kinds of intelligences, as is evident from the different talents they possess, but not all intelligences are recognised or utilised in the class. A student who can sing or dance well finds recognition only when there is a school concert. A physically strong student gets recognition only on the sports field. In their future life these students capitalise on their abilities, but do not get any kind of recognition or support

from the education system. Hence students not possessing strong linguistic or mathematical intelligences are considered to be failures.

My story of teaching English to vernacular medium students has been one of regular experimentation. From the direct method to translation method, from the functional-communicative approach to the activity-based approach, all have been tried in class to the best of my ability. Not that these methods have not yielded any results but none of these approaches have satisfied me as a teacher. The reason is that I have never found my students totally involved in the class. My quest for a student-friendly approach brought me to the English and Foreign Languages Institute, Hyderabad and also to the British Council, where I learned about the theory of Multiple Intelligences. With the ELTRP Award I could start experimenting with Gardner's Theory of Multiple Intelligences with students of class 8.

I wished to experiment with Gardner's Theory of Multiple Intelligences (MI), and find out if I could stimulate my students to acquire the second language (English) and to help them use the language for purposes which they would need in future. I also felt that the existing textbooks catered only to students with high linguistic intelligence. I wanted to help all my students, even those who were weak in linguistic intelligence, so that all of them were engaged in the learning process, and to help them improve upon whatever intelligences they had, so that in the end they could identify what intelligences they needed to work upon. In the process their engagement in these activities would also help them to learn their target language. I wanted this because there has been a paradigm shift in our society and culture, which has ceased to pay attention only to linguistic and logical-mathematical intelligences. Equal attention is now given to individuals who are gifted in other intelligences, for example, artists, musicians, naturalists, dancers, designers, and therapists.

As Gardner (1983) and Armstrong (2000) have observed, many learners end up being labelled as slow learners and end up failing in the system, where the system itself is a failure, as it is both

unjust and short-sighted, when the unique ways of thinking and learning of such students are not nurtured in a heavily linguistic and logical-mathematical classroom.

2. Literature review

Findings from disparate fields like artificial intelligence, developmental psychology, and neurology have confirmed the belief that the mind consists of several independent modules or 'intelligences'. Gardner's Theory of Multiple Intelligences ushered in a perspective on pluralisation of intelligences. His findings had wide implications in pedagogical psychology. His work on children and brain-damaged adults led to the following conclusions:

- people can have a wide range of capabilities
- strength in one area of performance could not predict any comparable strengths in other areas
- weakness in one area of performance could not predict either success or failure in most other cognitive tasks
- while some children were found to be good at many things, others were good at very few
- but in most cases, strengths were found to be distributed in a skewed fashion.

(adapted from Gardner, 1999b)

Gardner typified eight intelligences, each of them 'an ability to solve problems and to fashion products' (Gardner, 1993a):

1. **Verbal-linguistic** – ability to work with the intricacies of anything dealing with vocabulary, grammar, literature and other aspects of language
2. **Logical-mathematical** – ability to solve logical and mathematical puzzles and in manipulating numbers
3. **Visual-spatial** – having a strong sense of space direction, space and colour
4. **Musical-rhythmic** – having a keen awareness of pitch, tone, rhythm and

balance, as singers, poets and musicians possess

5. **Physical-kinaesthetic** – ability to use the body skilfully, showing stamina, precision, balance
6. **Interpersonal** – ability to adjust in different social nuances, with different kinds of people and make friends
7. **Intrapersonal** – having self-knowledge, self-discipline, and ability to introspect or take decisions alone
8. **Naturalistic** – having a strong awareness of nature, its flora and fauna, ecological and conservation issues.

Gardner's MI Theory influenced task-based approaches in the learner-centric movement, with tasks providing the stimulus for one or more intelligences in the learner. By 1996, task-based learning with MI applications developed into the Multiple Intelligences Teaching Approach (MITA). MITA had far-reaching implications for language teaching. Its cooperative, task-based, multimodal MI approach supported independent thinking, understanding, and self-expression, which formed the bases of language learning. MI principles also stressed instructional feedback and empowering learners by fostering deep metacognitive understanding. It also intrinsically motivated students as their natural talents were tapped. Increasing incidence of MITA in language learning programmes combined with multimedia applications, offered learners realistic ways of language use that linked visual, verbal, logical and other dimensions.

Whatever research in the language classroom has been conducted so far, has been mostly done in the United States. In India, not much organised work has been done in this field of testing the applicability of MITA in the second language classroom. Few research projects have been carried out by researchers at EFLU, in India. In West Bengal, no such project has been undertaken and the application of MITA stands yet to be tested in the second language instruction in our state.

3. Research question

The problem that I faced as a second language teacher in the classroom was basically one of lack of motivation. The students did not want to use the language and this resistance came from their lack of confidence. My colleagues too faced the same problems. I personally never felt an intrinsic motivation on the part of my students: they could not understand how the language would help them in future other than getting them a good score in the examination. The methods used varied from grammar translation to activity-based learning, but still no results were noticed. The aim of this project was to examine how task-based learning with inputs from Multiple Intelligences could be applied in the English second-language classes in the upper primary level of a Bengali medium School in West Bengal. This involved arranging one-hour long, extra classes for a section of Class 8 students, about 40 on the roll, two at least per week, designing lessons with applications from the MI teaching approach stressing task-based instruction, collecting of regular, individual feedback from students as well as from colleagues, reflecting on the feedback as well as on my own performance in class and on learning outcomes, and finally proposing a new model of teaching of English as a second language in West Bengal.

The role of the researcher was multi-dimensional. On the one hand, administrative measures had to be taken care of for arrangement of special classes in a special room, and again lesson designing was another challenging task. Then classes were taken by the researcher herself, with colleagues often observing lessons. Feedback had to be collected regularly, from students as well as teacher-observers, and daily reports of classes were maintained. From feedback and daily reports the next lessons and tasks had to be thought of and sometimes remodelled.

Research questions are presented below.

- Can an MI based teaching approach apply in the English second language classrooms of vernacular medium schools of West Bengal?
- Will students be motivated intrinsically if taught in this approach?

- Can their intelligences be made use of in the language classroom?
- Can a new model of teaching English be evolved for second language learners of upper primary level in West Bengal?

The study sample consisted of forty students of a section of students of Class 8, comprising students of mixed abilities, of Chinsurah Deshbandhu Memorial Girls' High School, in the town of Chinsurah, Dist: Hooghly, West Bengal. The school is a government sponsored school, following the curriculum designed by the West Bengal Board of Secondary Education. The medium of instruction is Bengali. English is taught as a second language. The colleagues who observed the lessons were also teachers of English in the same school where the researcher is the headmistress and where the study was carried on. The students were not chosen purposefully, but were randomly selected as a whole section of students of a class were taken as a sample.

4. The experiment

The experiment aimed to test whether lessons designed on MI inputs could stimulate student intrinsic motivation to use the second language in the classroom. The focus was on motivating students by catering to their different intelligences through tasks, inputs and materials based on students' interests. At first a meeting was held with the school authority where the members of the Managing Committee were informed of the British Council funded project. After their permission was obtained, a staff meeting was held where co-operation from staff and teachers was sought for. The language teachers and a teacher of education were involved. The teacher of computer education also contributed a great deal in setting up devices in the class, without which the designed lessons could not be carried out. Then parents of the section of students taken as a sample were called to a meeting where they were informed of the experiment and they supported the project whole-heartedly, believing their wards could learn something new. In fact, soon parents of the other section of students requested that their wards too

be engaged in the study. As that was impossible, I had to explain the limitations of the study. This was the first hurdle I faced.

With all these physical arrangements going on, I had to undertake a time-frame within which I could fit my study. As the experiment began in September, 2013, the arrangements and meetings took some time, and the real action-research began in November, 2013. The experiment had a plan of ten lessons initially, but time constraints forced me to reduce it to eight.

The mode of the experiment would be an action-research mode where the hypothesis would be tried out in the classroom on students on a random sample. Thereafter the feedback from students, parents, other teachers and the researcher's own daily report would form the basis of research findings. Reflective practice was given utmost importance after each day's lesson, both by students and by the researcher.

After the project was over, the experiment could help to evolve a new model of second language instruction to be tried out in various schools of the state, based on MI inputs, stimulating students to use all the intelligences to solve the tasks given to them. The model could also apply to schools with English as the medium of instruction. In fact, MI teaching models can apply to teaching of other subjects as well, especially subjects such as mathematics, which is very frightening for some students.

The study had limitations of time and space. It needed more time to prove its applicability in other schools, with sets of students from other linguistic, cultural backgrounds, and also with students of the other gender, as the sample had only girl students. With a small sample, the results cannot be accepted as applicable to students all over the state.

5. Methodology

In order to begin with the project, at first, permission was sought from the school authority, the secretary of the School Managing Committee, who gave his consent in writing. Then in the

beginning of September parents of students of class 8 section A, were called to a meeting, where they were briefed about the project, and their permission was also taken, so that their wards could participate in those classes, join field trips outside school, participate in activities such as drama, debate, etc. My colleagues were also informed on the same day, where the class-teacher and the teachers of English as well as some office staff gave their consent to participate in the project.

After this I took a few general classes with the students, talking to them about what interested them in the class and showing them some videos on sea-life, etc, to find out what held their attention. They also filled in a form which recorded their areas of strength and weakness. The result was very satisfactory, as I could well conclude that most of my students were strong in visual, bodily/kinaesthetic, interpersonal, naturalistic and musical intelligences. Though a few had the other intelligences which were strong, I felt I had to capitalise on those five kinds of intelligences in which the majority of my students were strong. After conducting the baseline survey, I started designing lessons and made plans.

The first lesson was 'Introducing Oneself', which consisted of a visual input, a sort of performed rhyme, sung by a popular artist, and the characters were cartoons ('Karadi Rhymes' by Usha Unhip). The object was to teach students how to introduce themselves. The tune and the visual soon caught the students' attention, and in a matter of three days, they could introduce themselves in English, in tunes, making a very noisy and attractive class. I also, asked them to represent various states of India, and say what language they spoke there, as part of their introduction. Intelligences such as visual, musical, interpersonal, were made use of in the process. The students were so excited, because they could speak whole sentences, in English, on their own. Their feedback forms reflected that the majority wanted more such lessons in English classes.

With such a rewarding beginning, I started the second lesson in October, which was on how a tigress hunts for its food and how the animals in

the forest react to it. It was introduced with an 8 minute video strip (BBC film on 'Tigress Hunting Samba in Ranthambore' on Youtube). The video strip had a voice narrating the events happening in the forest which made it more interesting. Various activities and tasks were designed such as making masks of the animals, writing a short play based on the film, and acting it out, with animal characters, a debate etc. All kinds of intelligences were made use of in this lesson. A field trip was also arranged to the zoo, in Kolkata, where the students actually saw the animals and their behaviour, and learnt more about them. The lessons came to an end in December, before the annual exams.

When the third lesson began, the students were promoted to the next class (i.e. 9), and I continued my class with them. After two lessons, they were very eager for the classes, which meant that their attention and motivation level had increased. They made it a point not to be absent on the days that I took my classes.

The third lesson began in late January. It was on 'Life of Plants', a video clip taken from a BBC film by the same name. The students responded well. Another field trip was undertaken, to a nature park, a biodiversity camp, in a village in a remote place in the district of Burdwan, where they could learn more about nature and plants. This lesson, too, made use of all the intelligences, and the students made charts with pictures, made experiments with plants, and described them, as well. Debates were also held about biodiversity.

The fourth lesson was a map-reading lesson, where the students learnt how to find places on the map of India. There were questions to stimulate them to find out cities, rivers and mountains. They also played a game of asking their friend to find out places on the map. Later a quiz was held in the class where each group had questions for the other group to find out places on the map. Intelligences such as visual, spatial, logical, interpersonal were made use of. Bodily-kinaesthetic intelligence was also used when they played the game of finding places on the map. This was in mid-February.

The fifth lesson was an exercise in drawing after listening to instructions. The students were at first asked to draw their houses showing the rooms and garden in a symmetrical pattern. After this initial exercise, they were given instructions for making a detailed plan of a house, showing rooms, doors, windows, etc. Then, in groups, they made a drawing of a model house. In this lesson, visual, spatial, logical, interpersonal and verbal intelligences were made use of. Following instructions was an important part in the exercise as was care for symmetry.

The sixth lesson was on self-reflection, where students think independently about themselves. They jot down a few of the good traits in their personality and a few of those traits which they feel are not good. Then they plan how to improve upon those traits that are not so good. This is a lesson on intrapersonal intelligence and verbal intelligence. A great deal of language support was needed to execute this lesson. This ended in March, 2015.

The seventh lesson was on making a survey. The students had to make a survey of their classroom and make a list of furniture and other things they found there, in groups. Then the lists were discussed. It was a very important exercise in vocabulary. Then they were asked to make a fresh list in their groups with things not there in their class, and which they thought were necessary. They had also to give one reason why they wanted that article. This made use of visual, spatial, verbal, logical and interpersonal intelligences.

The final lesson was a lesson on giving thanks. Students listened to an English song ('Thank You for the Music' by ABBA). Then the lyrics were given to them and some tried to sing the song. After that they were required to write a letter to their parents thanking them for all that they get from them. This was done after a brainstorming session in groups where they listed the things their parents gave them. It was a very fruitful exercise linking musical, verbal, interpersonal and intrapersonal intelligences. This lesson was videographed.

My own reflection, after every class, was also recorded with student's feedback and I used it to remodel my future plans and tasks. Photographs and short videos were also taken, to record progress in class. Some of my colleagues observed a few lessons and their feedback was also recorded for reference. Feedback and reflective diaries formed the basis of recording the progress of the study. The findings are also a sum of those reflective practices.

As the study is a classroom-based action research project, the students, their needs, the affective domain of the students, classroom dynamics, effective class-management, handling devices while teaching, time-management, all these had to be kept in mind. Students' interest was also very important and lessons had to be designed keeping that in mind. The researcher also had to talk with the students before the study began, asking them about what they wanted in a class. Their suggestions provided a valuable input to lesson design. Arranging field-trips was also a special concern as guardians' permission was needed and safety concerns were of paramount importance.

On the whole the students were eager participants in the study. At no point of time was any student unwilling or afraid to participate. The atmosphere of the class was different and the pressure to perform was not so challenging, and so they were very eager for these classes. The attendance of students improved and they were showing signs of motivation. Even drop-outs turned up. Their feedback forms were full of excitement and they wanted more such classes every time.

6. Findings

The findings so far have their basis primarily in three things: firstly, students' feedback forms after every class, secondly, my class observations and reports after every class, as well as reports from other teachers observing or participating in the class, and thirdly, students' monthly reports.

After analysing all these data, the findings are presented below.

a) Almost all students possess some degree of all the eight kinds of Intelligences, as proposed by Gardner.

b) Students have varying levels of the different kinds of Intelligences. For example, while one student has a high level of Musical Intelligence, her Logical/Mathematical Intelligence level may be low.

c) The higher the level of any particular type of Intelligence, the higher is the motivation for doing tasks linked to such kind of Intelligence, and being able to solve tasks brings a sense of achievement, which acts as a reward.

d) The various kinds of Intelligences are like tools for students to solve problems or tasks, and the more they practise with those intelligences, the sharper their tools become.

e) The Intelligences are like instincts which all normal human beings possess naturally, for example, almost all children enjoy listening to music, which means they all are naturally born with a Musical Intelligence, only the level differs, as some may be able to play instruments easily while others can barely hum a tune.

f) Instinctive learning with the use of all the Intelligences in possession of the child is far better than formal learning in the classroom, with only a textbook. This directs the child towards self-instruction, which is, probably, the best learning experience possible. Moreover, intrinsic motivation to learn the target language is enhanced as they feel they are not 'low-achievers' as they were thought to be.

g) In the process of learning through the Intelligences, students come across various modern teaching aids, such as the mobile phone for recording their performance, the projector with laptop and audio devices, coloured papers, pictures, colourful maps, field trips etc. This is very attractive for children who are very eager to handle modern devices, and for whom colour, sound, and the world outside the classroom hold a special charm. This, itself, is motivation enough for them to join the class and be eager to learn.

h) As for the acquisition of language, it is too early to claim that there has been any marked change in their language learning skills, but definitely their ears have been trained to listen to English, and they have been able to negotiate meaning of texts with audio-visual support. Moreover, negotiating with various language inputs had made them comfortable with the language and after some time their ears have been trained to the British accent, especially from the songs which appeal to them most.

i) From the students' feedback, it can be concluded that they themselves are very eager to join these classes as they feel that something different is happening and they can easily understand whatever is being done in the class. They have even said that previously they shied away from English, but now they are eager to use the language and enjoy films in English.

j) My colleagues were very excited about the idea of Multiple Intelligences and their feedback confirmed that the idea was very effective in motivating students but they had doubts about maintaining class discipline and the volume of language the students actually learned in the process.

These research findings have answered Research Questions 1 to 3. The fourth question is answered in section 8.

The study has the following limitations:

- the sample was not widely spread and was restricted to girl students at one particular school
- the classes had to be arranged outside class time. The school texts could not be made use of
- the whole class could not be involved in the study and only a section got the benefit of it
- the testing of language skills as per MITA model could not be carried out and it was not part of the study. But for any teaching model to succeed, evaluation is an important component. This could not be included in the study due to constraints of time

- time was a serious factor and the classes almost never finished on time. The arrangements of devices, the feedback forms, always took much time
- not all language skills could be dealt with in the study
- there was no separate class for grammar.

7. Usability of the project

From the reflective diaries of students, colleagues' reports and the researcher's own reflective diary, it can be concluded that MI based instruction in the language classroom has been very popular in my school. Students, the main stakeholders, were very happy to be in such a class with no books, with tasks designed based on their abilities, and where every student feels connected and important as there is a task for every kind of student. The formerly inattentive students connected the most in these classes. Language was used in inputs, in tasks and in feedback. Students heard the language, saw it, read it, sang it, played with it, wrote reports, acted and painted, all as part of their instruction.

The parents, the next most important stakeholders, were very enthusiastic and often came back to the researcher with positive comments. The teachers of language felt that these classes could definitely bring a change and would help students learn the second language better. They were eager to try it out in their classes. 'The classes could help students feel the language, play with it, and do tasks using the language. Students attention in the class was also ensured', said a teacher of English in my school. The school authority was also happy and participated in field-trips to ensure students' safety and security.

In all, the project was innovative and everybody felt this method of instruction could involve all learners in an ESL class, where using the target language in the class was a major challenge for most students. The teachers also had a wide range of aids to help them so even a teacher who was not easy with speaking in English could manage the class.

8. A new model of teaching ESL

- From the above discussions, findings and reports, a new model of teaching English as a second language in the upper primary classes in West Bengal, can be evolved, based on MITA.
- The curriculum can be so designed that it is linked with students' needs and provides them with valuable learning experiences keeping in mind their real-life needs, especially in their future career.
- A printed textbook limits the scope of such instruction. Language inputs and worksheets can be supplied to students during class.
- A wide range of audio-visual aids, modern devices such as mobile phones and activity boxes can be provided as support for teachers.
- The lessons could be designed keeping in mind the full use of intellectual capacities of the children, to ensure equal participation.
- Tasks have to be realistic, and linked to their world experience. Tasks have to take them outside the classroom to real-life experiences.
- Music and reflection have to be an important component of the lessons, as it helps students concentrate.
- Students must be intrinsically motivated.

Finally evaluation could be according to MITA, so that learning experiences and evaluation match each other.

9. Further scope for development

- The study can be continued looking into details of MITA as applicable in the language class, with specific reference to the skills of language learning.
- Evaluation with MITA models can also be experimented with.
- The study can also further apply to the instruction of other subjects such as mathematics.

- The study can be carried out in tribal belts (areas inhabited mostly by tribal people having a different mother tongue than the state language) within a multilingual sample.
- The study can be carried out with male students.
- The study could also be carried out in primary sections or with adult learners, to find out its efficacy.

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Appendix: feedback forms

DAILY FEEDBACK FORM

LESSON NAME: _____

DATE : _____

1) What was today's lesson about?

2) What did I do today in the class?

3) What was new about today's class?

4) Did I like the class? What did I like specifically?

5) What did I not like about the class?

6) Suggest at least one thing that you would like to have/do in the class:

FEEDBACK FROM TEACHERS OBSERVING LESSON:

Teaching objectives: _____

Skills taught: _____

Sub-skills addressed: _____

Intelligences addressed: _____

Comments on:

Students' participation: _____

Teacher talk: _____

Teacher's body language: _____

Whether students could follow the teacher: _____

What were the learning outcomes? _____

What Intelligences students could practise? _____

What was new about the class? _____

What aspect of the class was not effective? _____

How could the lesson have been more effective? _____

Any remarks:

Teacher's Name: _____

Teacher's Subject: _____

Signature: _____

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