



# **St. Ann's College of Education**

*(Autonomous)*

Accredited by NAAC with 'A' Grade: 3<sup>rd</sup> Cycle  
SD Road, Secunderabad, Telangana

## **A Two Day International Webinar on LANGUAGE, LITERATURE & TRANSLATION STUDIES: ISSUES & CHALLENGES**

ON 13<sup>th</sup> & 14<sup>th</sup> December 2022

ORGANIZED by IQAC  
IN COLLABORATION WITH  
AUSTRALIAN TUTORING ASSOCIATION (ATA)



# Webinar Proceedings

## International Webinar

on

LANGUAGE, LITERATURE & TRANSLATION STUDIES:  
ISSUES AND CHALLENGES

on

13<sup>th</sup> & 14<sup>th</sup> December 2022

Organised

by the

**Department of English**

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In Collaboration With



St. Ann's College Of Education  
(Autonomous)

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'A' Grade (3rd Cycle)

Secunderabad – 500 003, Telangana.



Australian Tutoring Association College  
(ATA)

Sydney, Australia

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# **St. Ann's College of Education**

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**S.D. Road Secunderabad-500 003**

## *Foreword*

The two-day International webinar on “Language, Literature and Translation Studies: Issues and Challenges held on 13-14 December 2022 was an opportunity to bring together academicians and students around the world to discuss and reflect on issues related to language and translation, interpretation of literature from a music perspective and reconstructing knowledge on the elements of translation.

Call for papers was solicited from interested institutions and research scholars. The sub themes included: Multilingualism, Language, Media and Advertising, Assessment in Language Learning, Current Issues in the Pedagogy of Language Teaching, New Directions in English Language Pedagogy, Literary Teaching Challenges in Education.

In my capacity as the Chairperson of the Webinar, I congratulate the team, the resource persons and the paper presenters for a commendable and impressive two days of flowing intellectual exchange. The words of Dr. Nelson Mandela “If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart” rang true. I was captivated by the brilliance of the presentations from the resource persons and paper presenters with every thought, idea, and discourse going right through my heart to my mind wherein the echo still vibrates.

The keynote message was addressed by Prof. Sumita Roy, Retd. Prof. Dept. of English, Osmania University had given a broad spectrum of the various aspects of Language and its ramifications with illustrations cited from life. The importance of translation studies in everyday communications was highlighted upon and spoke on how various texts of ancient India if translated would make Indian citizens more knowledgeable and resourceful.

Mr. Mohan Dhal, the CEO of Australian Tutoring Association College, Sydney, Australia, spoke on Language of Emotions addressing the universality of emotions that transcend culture, caste, and creed, how language and translations have an impact on emotions. Based on his extensive work in this area, he concluded that there was a need for a universal understanding of the language of emotions.

Dr. K. W. Christopher, an Associate Professor from the Department of English, Osmania University, Hyderabad delivered a synopsis on how music and literature can be axiomatically parallel and simultaneously complimentary to each other but vary semantically in meaning. He called for renewed attempt to examine the relationship between literature and music for its aesthetic contribution to Literature.

Dr. Sanghita Sanyal, Assistant Professor, Dept. of English, Loreto College, Kolkata weighed in on the issue of translation in English Language and Literature. Her empirical study explored how translations and translated text in India are not only contributing to linguistic activities but are also evolving into a booming academic industry. Her research highlights the significance of translation in spurring intellectual growth among students while simultaneously illuminating translation studies as a lucrative career pathway.

The concluding remarks from Prof. (Mrs) Bernedette U. Cornelius-Ukpepi from University of Calabar, Nigeria described the two-day webinar succinctly. Applauding the efforts of the faculty of this College in bringing together volumes of knowledge, information, ideas and experiences share without boundaries and inhibitions to collaborate, connect and form lasting friendship.

Language is an art of expression, just as how a land without water is rendered arid, similarly, individuals without language are isolated despite being surrounded by a populous globe. This webinar is only the beginning of an endeavour to bring together language communities to become the catalysts in resolving, motivating and promoting nuances in English Language and Literature.

Let us take the leap towards our goal by forging an alliance of academicians working together, exchanging research experiences and ideas in pursuit of contextualizing English Language, Literature and Translation. Working towards this goal, the College is in the process of publishing the webinar proceedings as full length papers that will be published in Scopus indexed journals.

**Prof. Dr. Sr. Marry Kutty P J**  
Principal

## Message

Dear Dr. Sr. Marry Kutty and the Faculty

The International Webinar on “Languages, Literature and Translation Studies- Issues and Challenges held on 13 and 14 December 2022, opened a Forum for discussion and reflection in the cognitive dimension of English Language. I would like to take this opportunity to congratulate and appreciate the Chairperson of the webinar, Prof. Dr. Sr. Marry Kutty P J the Coordinator Dr. T Diana Jacob and all other persons involved in its organization.

The webinar brought out the relationship between music and literature highlighting the capacity of music, to disclose the inner functioning of man’s feelings. Feelings transcends all languages; universality of emotions which transcends culture, caste and creed. Translation Studies relates to linguistic activities evolving into a full-fledged academic industry, promising a significant intellectual growth in the students as a paradigm shift. I am sure that the faculty and the students of the participating Colleges and Universities benefited out of this webinar.

Many academic programmes are being carried out by the college for quality improvement in teaching learning, staff development and in many creative areas. It is observed that it has always been the tradition of St. Ann’s College of Education, that the seminars, conferences and other creative activities organized by the college become a part of the pedagogy which is said to be a best practice of the college. This was also been the observation of Prof. Sumita Roy, who gave the keynote address during the webinar.

May this unique call of Teacher Education which we responded to from 1966, become all the more fruitful, enabling the faculty and the student teachers to reflect the breadth and length of teacher pedagogy and acquire a disposition of the Pedagogy of the Heart propounded by our Founder Carlo Tancredi.

**Prof. Dr. Sr. Marlene**  
Former Principal  
St. Ann’s College of Education

## **Significance of the Webinar**

Like two sides of the same coin - language and literature are inseparable. If language is a tool to express one's thoughts and feelings, then literature stimulates the interests in language learning. Studying literature helps its characters to resonate deeply within us which can be gratifying. In addition, it helps us in improving our writing skills that allows us to expand our vocabulary etc.

Let's think of the creative concepts of language and emotions as well as literature and music. If literature is a representative of real life scenarios, then music and emotions are a part of our lives. Both make our lives happy, sad, nostalgic memorable. The word music being derived from the Greek word 'Mousika' means 'art of the muses', all literarians are emotionally artistic 'muses' in nature expressing themselves in various ways.

Although literature is included into this college's B.Ed. curriculum in a miniscule proportion, this department would like to offer many more sub-genres into it. With NEP 2020, highlighting the importance of multilingualism, in all classroom transactions, translations would definitely play a major role for students and teachers alike to make utmost use of it. At this juncture, I would like to express the need and importance of literatures of all nations and countries that ought to be translated, to be read, to be studied thereby bringing a literary confluence into the B.Ed. curriculum. Shakespeare had said "Literature is a comprehensive essence of the intellectual life a nation", said so, the significance of this webinar is to incorporate these various aspects into the B.Ed. curriculum to make or students excel in scholastics and in life.

### **Webinar Co-ordinators**

Dr. T Diana Jacob  
&  
Dr. K Veena Latha

## Keynote Address

### **LANGUAGE, LITERATURE AND TRANSLATION STUDIES: ISSUES AND CHALLENGES**

Prof. SUMITA ROY  
Retd. Professor,  
Dept. of English,  
Osmania University, Hyderabad.

Language, Literature and Translation Studies are the three key words on which the discussions of this Conference are based. All three often converge at certain points but also have their own individual identity when we talk about them separately.

For instance, Literature needs Language as its medium of expression and translations afford literature a wider dissemination. Similarly, Language can be taught by using literary texts and translated works. Apart from this, language for specific purposes has its own methodology and pedagogy when it comes to the teaching-learning arena. Literature on its own has a multiplicity of interpretations and theories, much of these being considered as “closed readings” in the 21st century because there is an openness which has proliferated due to digital media, social media and worldwide connectivity. Not only literature, but the basic language format also is changing due to these. And this has a significant impact on translation—for instance, a movie in any one language is fast becoming a rarity; often the same film is released at once in five or six languages! In addition, literature is no longer restricted to the genres of old; blogging is just an example of how creative writing has expanded. We have micro-fiction, six word novels, graphic novels etc.

Very crucial areas have been identified by the organizers of the conference: Advertising and media, ELT methodology, Pedagogy, Literacy teaching in education, Language and gender, Language through literature, Marginality, Multilingualism, etc. To these can be added some aspects of translation studies such as: Use of technology in translation, Challenges of authenticity in academic translations, Significance of source and target language competence in translators, etc. All these need to be discussed in detail and supplemented with other current trends during the two days of the Conference.

The technology-driven attitudinal and behavioral changes that we see today seem to have made people tired of correctness in language, impatient with long discourses, unable to be attentive for any length of time. These challenges need to be addressed in forums such as these.

This international conference has taken up a wide area for discussion and it is hoped that meaningful deliberations will highlight some interesting insights into the themes of the Conference.

## ***Excerpts***

Mr. Mohan Dhal,  
CEO,  
Australian Tutoring Association College,  
Sydney, Australia.

In my talk I will address: The universality of emotions that transcend culture, caste and creed. How language and translation are premised on emotional understanding as shared experiences. The emotional underpinnings arising from cultural misunderstanding. The need for a universal understanding of the language of emotions.



# Literature and Music: An Exploration

K W Christopher  
Associate Professor,  
Dept. of English,  
Osmania University,  
Hyderabad.

Music and literature are axiomatically treated as parallel arts, sometimes even as being complementary, but they are semantically different; meaning, music is quite different from meaning in literature and other arts (Bernstein 113; Said 16). However, there has always been an exchange between music and literature (Brown 11; Correa 2020) and one could characterize it in a number of ways. Writers have either used music by way of songs in their works, like the Elizabethan playwrights or Brecht in the twentieth century, or structured their work after musical forms such as symphony, fugue or quartet, while some like Thomas Mann or Vikram Seth have made music a theme/subject of their writing. Certain composers influence is acknowledged by and perceived in some writers like that of Mozart on Bernard Shaw. Sometimes critics find parallels between literary and musical works as Eliot's *The Waste Land* and Stravinsky's *The Rite of Spring* (Boaz 218). One could also include theorists who have used musical terms to articulate critical concepts --Edward Said's idea of "contrapuntal" or Bakhtin's "polyphony" are perhaps the most well-known. However, this interface seems to be the least explored area in literary/cultural studies. This talk attempts to explore the relationship between music and literature.

## Translations in English Classrooms in India: How are they Evolving?

Dr. Sanghita Sanyal  
Assistant Professor,  
Departments of English and B.Ed.  
Loreto College, Kolkata.

Traditionally considered a challenging one, translation activities are re-entering the post-colonial classrooms in India across all levels of curriculum designs. From classes VI to XII and beyond, that is Undergraduate and post-graduate classes, translated texts and excerpts are steadily incorporated in the syllabus thereby bringing about a kind of paradigm shift in the curriculum of English Literature and Language. This paper would explore how translations/ translated texts in India are currently creating not just a classroom based linguistic activity but is evolving into a full-fledged academic industry and what is the future of this progress. In a multilingual country like India, what are the challenges one has to face in a classroom and beyond, while executing translation as an activity. Are we moving towards a kind of decolonization/demarginalization/centralization of vernacular literature in the English curriculum? This talk would put forward that translation studies in English classrooms are a way forward and promises of a significant intellectual growth in the students and would also try to prescribe a few activities as instances to reaffirm the argument.

# **A VALEDICTORY SPEECH ON A TWO DAY INTERNATIONAL WEBINAR ON LANGUAGE, LITERATURE AND TRANSLATION STUDIES, ISSUES AND CHALLENGES HELD ON THE 13th & 14th DECEMBER 2022**

Prof. (Mrs) Bernedette U. Cornelius Ukpepi  
Department of Curriculum and Teaching,  
Faculty of Education  
University Of Calabar, Calabar, Nigeria.

The Principal, St. Ann's College, the Patron, Sr. Olivia Joseph, the Chairperson, Prof. Dr. Sr. Marry Kutty P. J., Webinar coordinators headed by Dr. T Diana Jacob and all other dignitaries present. I am delighted to be here and be the one to give the valedictory speech at this webinar.

We all know that Conference or webinar attendance is the life wire of all academics. They connect many academics together to share their views about a particular theme like the just concluded webinar you have just had on LANGUAGE, LITERATURE AND TRANSLATION STUDIES: ISSUES AND CHALLENGES. It gives opportunity to the conferees to share their views in a particular theme. It builds confidence in the academics and students and helps them to learn from one another's views and innovations which in turn help the academics and students to apply such innovations in the classroom.

It is worthy to note that it is from World Council for Curriculum and Instruction (WCCI) conference in 2014 in California that I met Dr. Thankachan who has connected me to Dr.T. Diana to be here today. I cannot forget the experiences we had and shared then which has brought about the relationship we have built in the academic cycle.

We have reached the end of the two days international webinar on Language, Literature and Translation studies with various issues raised and discussed along the part of the sub themes. According to Henry Wadsworth Longfellow "Great is the art of beginning, but greater is the art of ending".

These two days have brought together intelligent minds with torrents of information, ideas and have shared wealth of experiences and knowledge. A platform such as this encourages collaboration, inter- connectivity and lasting friendship.

I wish to extend my sincere thanks to the organizers of this webinar for the efforts they have put in to making it a success, for the kind of theme and sub-themes they have addressed, for the amazing guest speakers and participants they have drawn for this webinar without which this webinar would not have been possible.

Although we have gained some knowledge and new ideas, for me, it is sad, to know that we shall be closing the door on this lively and stimulating debate as well as bidding farewell to

friends and associates. However, it is a privilege and honor to be entrusted with such an important task at a gathering of such eminent people from different parts of the world in the fields of academia and the media.

With this, I can see St. Ann's College of Education increasing in influence and gaining greater recognition in future. It has been an honor to be among such a highly talented and scholastic audience.

Thank you.

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# PANCHATANTRA AS RETELLING AND TRANSLATION: A LOST TEXT IN CONTINUUM

**Abhijit Kr Darbey**  
Research Scholar  
EFLU, Hyderabad.

## **Abstract**

The interdisciplinary approaches have indeed widened the scope of research in the field of Translation Studies. The intersection between Translation Studies, Folklore Studies and Cultural Studies has provided new thrusts for this research. Taking into account the new thrusts for research, this paper attempts to investigate into the role of retellings and translations to provide immortal character to the text 'Panchatantra'. The paper traces the history of Panchatantra to understand the genesis and journey of the text over the ages.

Further, the article tries to provide an insight into the difference between the retelling and translation in the field of Translation Studies. Also, an attempt has been made in this paper to trace the intertextuality of retellings of Panchatantra for the current study. The paper attempts to answer how retellings and translations are helping the (lost) source text of Panchatantra to exist in continuum. A diachronic study of retellings of Panchatantra has been taken. For the diachronic study, six retellings written between 1920 to 2020 namely The Panchatantra (1925) by Arthur W. Ryder, Panchatantra and Hitopdesha Stories (1960) by ASP Ayyar, The Great Classics of India (1985) by Ephiphanus Wilson, Visnu Sarma: The Panchatantra (1995) by Chandra Rajan, Pancatantra: The Book of India's Folk Wisdom (1997) by Patrick Olivelle & Rohini Chowdhury's Panchatantra (2017) have been selected for this research work. A comparative study of the chosen retellings has been undertaken to find the similarities as well as differences in the textual structure and content of retellings. Context-based analysis has been adopted to analyse the retellings of Panchatantra. This study has been undertaken within the broader theoretical framework of Descriptive Translation Studies. The findings and observations have been put forth based on the analysis of case studies selected for the current research.

**Keywords:** Panchatantra, Retelling, Descriptive Translation studies, Context-based analysis, Interdisciplinary approach.

# **THE PROMINENCE OF ENGLISH IN MULTILINGUAL SCENARIO: A SOCIOLINGUISTIC APPROACH**

**Aby John**

Ph.D. Scholar,  
Department of English,  
RKM Vivekananda College,  
Mylapore, Chennai,  
Affiliated to the University of Madras.

## **Abstract**

In this era of information technology and globalization, English has a predominant and special role in the communicative sphere of the world. It is taught almost everywhere in the world. It also has a prestigious reputation in the world. In the realm of education, it has a special identity. English has got a global acceptance and has become one of the significant languages of the world. It can be considered as a rich store house of knowledge. There is not much data or information in the world that is not translated into English. Educational policies and international treaties are cited in English that approves and validates the importance of this language. This article explicates the prominence of English in multilingual scenario and delineates its role from a sociolinguistic perspective.

# DOES TASK SEQUENCING AFFECT VOCABULARY RETENTION OF THE ESL LEARNERS WITH VARYING LEVELS OF LINGUISTIC PROFICIENCY?

Fr. Joseph Kumar  
Vice Principal,  
Loyola Academy.

## Abstract

Recently a few studies have examined the effects of cognitively manipulated and sequentially presented vocabulary tasks on vocabulary retention (Wu, 2012). There are, however, few studies that have investigated how task sequencing affects vocabulary development of the ESL learners with varying levels of linguistic proficiency. Therefore, this study sets out to ascertain how cognitively manipulated and sequentially presented tasks impact the vocabulary retention of the sample with varying levels of language proficiency. Robinson (2001) proposes that increasing task cognitive demands along certain dimensions of the Triadic Componential Framework (TCF) will improve L2 production quality. The stabilize and simplify, automatize, restructure and complexify (SSARC) model of task sequencing (Robinson, 2010) postulates that tasks should be sequenced for learners from cognitively simple to complex. Based on a vocabulary levels test, 210 first-year undergraduate students were divided into basic, intermediate, and advanced levels of proficiency. Cognitive complexity was manipulated in terms of +/- few elements and +/- single task variables of TCF to generate simple, complex, and + complex vocabulary tasks. These tasks were then presented in a simple to complex and randomized order using the SSARC model. The sample completed these tasks and then took part in a delayed recall test a week later. Results of the study revealed that task sequencing influenced the performance and retention of lexical items across the levels of proficiency. All participants irrespective of their levels of proficiency performed better and retained higher scores from the simple to complex sequence than the randomized sequences. Although their performance was noticeably lower on tasks ranging from complex to +complex to simple, they were better at recalling target words from the +complex to simple to complex sequence. In terms of sequencing tasks that would facilitate vocabulary development, these findings have several implications for ESL learners of various proficiency levels.

**Keywords:** Vocabulary retention, task complexity, task sequencing, learner proficiency.



# **PROMOTING MULTILINGUALISM IN CLASSROOMS USING THE LANGUAGE ACROSS CURRICULUM APPROACH: AN INSTITUTIONAL EXPERIENCE**

**Ms. I. Pereira**

Assistant Professor,  
St. Ann's College of Education,  
Secunderabad.

## **Abstract**

The current National Education Policy 2020 has thrust multilingualism in the limelight. The concern is legitimate if our youth are to remain competitive in global markets pursuing professions fit for the millennium. There can be no bifurcation of language and non-language learning. Language is a means of communication, and communication is at the crux of human interaction. Which language is not important? All languages are equally commendable. What matters is the language used for transacting with the populous. Given this backdrop and to make the Indian Education System comparable to that of the global education system, the three-language policy seems to have been given a fresh lease in the form of a subject "Language Across the Curriculum (LAC)" that was introduced into the B. Ed Course to break the barriers between language and non-language subjects, providing student teachers the much-needed grounding on how to use LAC approach to promote multilingualism integrating language learning with content learning. The underlying principle is that language development is the responsibility of all teachers not just the language teacher. Students must have at least three language exposures to the same concept to develop fluency. This article documents the institutional experiences of teaching LAC.

**Keywords:** National Education Policy 2020, Multilingualism, Language Across Curriculum

# **INNOVATIVE TEACHING STRATEGIES TO SUSTAIN STUDENTS' ATTENTION IN TEACHING ENGLISH LANGUAGE**

Dr. GHALI MADHAVI  
Asst. Professor,  
St. Ann's College of Education,  
Secunderabad.

## **Abstract**

Teachers having concern about students not paying attention during teaching is not an unknown fact. Sustained Attention is the process of continuously focusing on the topic being discussed in the classroom during the teaching-learning process. The purpose of the paper is to investigate the outcome of following innovative teaching strategies in English Language Pedagogy and compare students' sustained attention using conventional methods and innovative practices during teaching. In order to study the sustained attention, the author conducted pre-tests and post-tests to measure their retention and recall ability in three phases on a sample of 30 girls and boys of grade VII belonging to the age group 11-12 years of Government High School, Telangana. It is found that students lacked attention during the instructions given prior to the pre-test as it followed conventional methods whereas after intervention students comparatively showed high retention and recall ability in the post-test scores where the teacher used innovative instructional strategies which helped in the sustained attention of the students. Percentages and t-test is used to analyses of the study. The current study suggests that making use of variety of teaching strategies and bringing innovative practices in the teaching-learning process not only help students sustain attention but also enhance their academic achievement. Results of the study will be discussed further in the paper.

**Keywords:** Sustained Attention, Innovative teaching strategies, Teaching-Learning process  
Academic achievement

# **DISABILITY NARRATIVE: AN ANALYSIS OF JOHN PAUL GEORGE'S 'AMBILI'**

Ms. Emil George  
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NIMIT, Pongam.

## **Abstract**

History of disability studies can be traced back to the disability rights movements in the West in the late twentieth century. The works of Erving Goffman and Michel Foucault, along with other interdisciplinary identity-based approaches, explored the novel aspects of humanities, especially human bodies and its rights. Constituting nearly 15 percent of the world population, disabled people are often dehumanized, disempowered and marginalized by the mainstream culture. Being different from the 'normal' make them look down upon by the dominant culture, being not normal justifies the subjugation they face. Unacceptance of their uniqueness questions their identity and existence. This paper attempts to analyse the 2019 Malayalam film 'Ambili' using the social model of disability to find out how far the Director has shown justice to the real life experiences of the marginalized category of the society.

**Keywords:** Disability, Impairment, Social Model, Medical Model, Isolation, Exploitation

# CHALLENGES OF ENGLISH LANGUAGE TEACHER-TRAINEES' PERFORMANCE

Mrs. K Ruth Blessina  
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## Abstract

English language teachers face many challenges in a competitive market of English education and also to the demanding nature of a teaching career. This study is intended to help identify the challenges encountered by 10 teacher-trainees of English medium and 5 teacher-trainees of Telugu medium background. The narrative inquiry approach was used to identify the challenges of their teaching performance. Using convenience sampling in choosing the samples, reflection papers and semi-structured interviews were used as the instruments to collect data. The findings indicated that, English communication barriers, lesson planning were among the challenges the trainees encountered. For a good language English teacher, to reflect, self-critique, assess is part of their teaching.

**Keywords:** English teacher trainees, challenges, reflective teaching, narrative approach

# TRACING THE SPATIAL AND TEMPORAL DISJUNCTIONS IN NORTH-EAST NARRATIVES

Ms. Soumya Susan John  
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Kalavakkam, Tamil Nadu.

Dr. Martha Karunakar  
Associate Professor  
Department of English  
Sri Sivasubramaniya College of Engineering  
Kalavakkam, Tamil Nadu.

## Abstract

An exploration of North-Eastern narratives reveals a space of polyphonic identities, owing to the multiethnic migration to the north-east. These groups have gone through several upheavals in the past which places their identities in a liminal space. Liminal spaces are transition points in time where one stage has ended but the next stage has not yet begun. Such spaces are not confined by literal understandings of space and time; instead they are fluid periods. Here, one's sense of identity dissolves to some extent, bringing about disorientation, but also the possibility of a new perspective.

The individuals in liminal space now contest the earlier experience of space and time with their newly gained knowledge. This subsequently leads to a disjuncted experience of space and time. This disjunction is revealed in their fractured identities, trans-nationalistic ideologies and the on-going wars in the name of one true identity.

The paper attempts to delineate on this disjunction through select north-eastern narratives which are written in the backdrop of traumatic wars. These traumatic periods set the liminal space for these individuals.

**Keywords:** Identity, Liminal, Space, Time

# CURRENT TRENDS IN ENGLISH LANGUAGE TEACHING AND LEARNING

Dr. Sr. Shiny K.P.  
JMJ College for Women, (Autonomous)  
Tenali, A.P.  
Acharya Nagarjuna University

## Abstract

This paper discusses the current trends in English language teaching and learning. English Language Teaching (ELT) is rapidly changing from traditional classroom methods to more open and diverse practices. The job market requires more than knowledge of another language, the essential skills like competency in English language, thinking skills, computer use, and the ability to work well with others. Today, the language teachers have become more aware of the need to equip students not only on mastery of contents, but fluency of language, and grammar. For this, the teachers need to be competent in this ever changing field of English language teaching, and update themselves to reach the open and flexible platform of e-learning. With the rapid development in ELT, Content and Language Integrated Learning (CLIL), Application of Web 2.0, Learner-centered approaches, Integration of information technology, changing roles and increasing responsibilities of teachers are some of the recent trends in English Language teaching and Learning to achieve communicative competence. Recent studies on World Englishes (WE), English as Lingua Franca (ELF), Translanguaging, as well as the roles of nonnative-English-speaking teachers (NNESTs) in the ELT field, have made many people recognize that the effectiveness of English teachers should be determined by their linguistic, instructional, and intercultural competence rather than by their linguistic identity. Those competent teachers in English Language Teaching can help the students to achieve lifelong learning.

**Keywords:** ELT, CLIL, Web 2.0, Learner-centered, IT, Competent Teachers

# IMPACT OF PARTITION IN 'THE NIGHT DIARY' BY VEERA HIRANANDANI: A STUDY

Mrs. Vidyavati S. Gotur  
Research Scholar,  
Karnataka State Akkamahadevi Women's University,  
Vijayapur.

## Abstract

Partition of India and Pakistan always looks sensitive in the hearts of people of both countries. It questions the roots of originality with delicate and complex matter of religion. The novel, *The Night Diary* written by *Veera Hiranandani* chooses on the theme of Partition. It's a story of twin kids, Nisha and Amil. The novel begins with their twelfth birthday. They are unaware of a divided nation as two parts like India for Hindus and Pakistan for Muslims. The elders of the family have hidden this Partition matter from children. Though it is hidden but they come to know this by the outside people. Even they know that they have to leave their family and belongings and to travel to newly born country called India. The story is narrated by a twelve year old Nisha. She hates politicians who have divided a nation into two. Being the child of a Hindu father and Muslim mother she knows that religion is a very delicate thing. Kazi is a cook in their family. She is spending her leisure time with him by helping him in the kitchen and eating lentils and other things.

**Keywords:** Family, Hindu, India, Pakistan, Religion, Water, Train, etc.

# THE PAPER FOCUSES ON THE “INCLUSIVE CLASSROOMS AND INTEGRATION OF ICT TOOLS IN TEACHING SPECIAL CHILDREN”

Ms. Romi Pratibha  
B.Ed. Student,  
2021-2023 Batch,  
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Secunderabad.

## Abstract

Man has always desired for excellence to be on the top of things in every field and aspect of life. This exact desire has given birth to or driven him towards new inventions and innovations in all walks of life. Technology has always been an instrument in bringing out a change and efficiency in human life.

Like other fields in, the world of education has also been influenced by the increased use of technology. Technology is making it easier for teachers to deliver an education that works with each student's unique needs, whether those are due to learning differences or lapses in education. Every student can benefit from a personalized approach to their education but this is especially true for students who require special education services.

As David Lassner rightfully said that “The real power of interactive technologies is that they let us learn in ways that aren't otherwise possible or practical”

The objective of the paper is to make the student teachers aware about how amalgamation and implementation of ICT can be done in an inclusive classroom learning for better addressing of the problems of the students for them to overcome their inabilities.

**Key terms:** Inclusive Education, ICT tools and NEP 2020



# RECENT ISSUES IN LANGUAGE TEACHING METHODOLOGY

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## Abstract

The Human civilisation, since its origin has come a long way in the urge of communication. From signs, sounds and symbols as a tool for expressions to a well organised, systematic, structured way of communication, languages have evolved, developed and advanced with the changing times. The need to express might not be that primitive today but the need to communicate has gained immense significance in the form of identification, culture, origin, convenience, persuasion, power and much more. The human race on this planet has been capable of evolving more than 6500 languages and every language is unique in its own way. We have been able to synthesize and analyse the various elements of a variety of languages for better understanding and comparison.

Today, learning languages from different origin is in its way a great passion and need of the hour too. With the great works of language experts, literature facilitators are equipped with many tools to teach a language. Teaching and learning languages of different origin, in fact, is complimentary to the main profession of any individual. Simultaneously teaching a foreign language has great potential as a profession. Language facilitators have adopted a variety of approaches and methods to make language learning easy for their students. Language pedagogy has experienced modifications time and again in the desire to make language learning convenient for their students.

This particular paper aims at studying and analysing the various practices and methods, traditional as well as modern, adopted for language teaching. The study would also highlight the various problems faced by the language literates in imparting their knowledge and empathize with the students' point of view in language learning. This study also attempts to provide certain solutions for improving the teaching learning process of languages in particular, keeping in mind the modern day obligations.

# THE IMPACT OF MULTIMEDIA (VIDEO GAMES) IN LANGUAGE LEARNING PROCESS AMONG NON-NATIVE ENGLISH STUDENTS

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## Abstract

This article is to present a proposal for studying the impact of multimedia (video games) in language learning process among non-native English students. The underlying reason is to raise Awareness about the upshot of learning English using the mass media in view of video games. First, we will discuss how does video games comes under multimedia, up to what extent these fascinating video games are used by the students in this day and age. Second the role of language used in video games in the formation of word construct. Third, we would give some examples of the words which are used in different constructs in virtual world and real world. Fourth we will talk about how students learn through hand on experiences, the difficulty level of teachers in scaffolding process.

Before The birth of multimedia (videogames) students access to knowledge was the school, home, third generation at home. Earlier the resource domain of English language is through textbooks, newspapers for both teachers and students but today the domains are completely non-identical .in this process zone of proximal development is also not polite to handle. there is particularly no need or way of avoiding multimedia ,as they have become inalienable part of students life ,thus if we teach students how to analyse the actual meaning of the context and word, then the students can make use of the words in the right context in real meaning.

**Keywords:** Multimedia, Non-native speakers, stages of language learning, barriers of language learning, challenges for learners and challengers for teachers.





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