Pedagogy Shift in English Language Teaching at the Pre-primary and Primary Level

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DECLARATION BY STUDENT

I hereby declare that the data presented in this Dissertation report entitled, "Pedagogy Shift in English Language Teaching at the Pre-Primary and Primary Level" is based on the results of investigations carried out by me in the Discipline of English at the Shenoi Goembab School of Languages and Literature, Goa University under the supervision of Dr. Anjali Chaubey and the same has not been submitted elsewhere for the award of a degree or diploma by me. Further, I understand that Goa University or its authorities will be not responsible for the correctness of observations or other findings given the dissertation.

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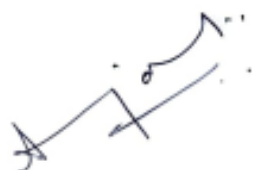
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COMPLETION CERTIFICATE

This is to certify that the dissertation report **"Pedagogy Shift in English Language Teaching at the Pre-Primary and Primary Level"** is a bonafide work carried out by **Ms. Lindsy Amberly Antao** under my supervision in partial fulfilment of the requirements for the award of the degree of **Master of Arts** in the Discipline of English at the Shenoi Goembab School of Languages and Literature, Goa University.

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ABSTRACT

English Language Teaching (ELT) constitutes an integral component of the educational framework. ELT pedagogy has been constantly evolving to cater to the needs of English as a Second Language (ESL) pupils. This research aims to investigate the pedagogy shift witnessed in ELT at the pre-primary and primary level in the schools of South Goa. This study also explores the different remedial interventions used to assist learners with communication disorders and the significant role technology plays in advancing ELT. To achieve the goals of the study; qualitative interviews were conducted in person as well as on the telephone with ESL educators, special educators, and speech therapists, and their inputs were analysed to document the shift in ELT. The recent developments in ELT pedagogy include the shift from traditional "one-size fits all" methods that emphasised rote learning and rigid drill and practice to contemporary methods that focus on nurturing communicative competence, learning-by-doing, and the phonics method. The contemporary methods proved to be learner-centric and aimed at the holistic development of diverse learners. Thus, an inquiry into this domain is of utmost importance to understand the factors that facilitate the shift in ELT pedagogy in Goa.

Keywords: ELT, ESL, pedagogy, communication disorders, interventions, learner-centric pedagogy

CHAPTER ONE: INTRODUCTION

"More important than the curriculum is the question of the methods of teaching and the

spirit in which the teaching is given."

-Bertrand Russell

1.1. Introduction

Language plays a crucial role in every sphere of life. It holds a dominant position in every culture due to its versatility to help the human race perform and achieve innumerable tasks essential for survival, communication being the most significant of them all. However, over the years, with the English language being titled the Lingua Franca, to bridge the gap between different cultures and native languages, it is remarkably reaching a global audience through its dissemination through teaching. Though the process had started in the early seventeenth century as a 'white man's burden': a manifesto of British colonisation, the acceptance, and reverence given to the English language in the twenty-first century testify that it has moved away from the clutches of negative political connotations.

The development of the English language on the global front can be credited to billions of young learners making efforts to learn the Lingua Franca across geographical boundaries. It is highly significant and intriguing to decode how young learners are acquainted with the knowledge of this language. Hence, to understand this, a study into English Language Teaching (ELT) is of paramount importance. It is necessary to document the developments in ELT pedagogy to gauge the evolution as well as the notable innovative changes and interventions used to cater to the needs of diverse learners. Pedagogy is defined as *"the art and science of teaching"* (Merriam-Webster). It also encompasses various approaches, methods, techniques, and strategies used to teach a group of learners. This study is aimed at analysing the pedagogy shift in ELT at the pre-primary and primary levels, particularly in the state of Goa. However, it will be detrimental to focus on ELT pedagogy in the state of Goa without understanding the

nuances of it at the global and national levels. Thus, the following section gives an overview of the trends observed in ELT pedagogy at the international and national levels.

1.2. Situating ELT Pedagogy at the Global, National and the State Level

1.2.1. An Examination of International Trends in ELT Pedagogy

Since the inception of ELT pedagogy in European countries, academic critics have observed a paradigm shift in the methods employed for ELT. As Jack C. Richards and Theodore S. Rodgers have highlighted in their book *'Approaches and Methods in Language Teaching'* (1986), the evolution of ELT pedagogy marks a shift from the more rigid and mechanical language teaching methods to the more learner-oriented and engaging methods. The emphasis from the early seventeenth century until the nineteenth century was on learning abstract grammar rules and sentence structures that were prescriptive by nature. This was followed by the development of oral proficiency in the early twentieth century at the cost of comprehension and learning the social context of using the language.

Grammar Translation Method and the Direct Method were the major components that formed the crux of ELT pedagogy from the early seventeenth till the early twentieth century. While the former focused on developing the ability to master complex vocabulary and to translate eminent literary works from Greek and Latin into English were seen as a hallmark of successful English learning. The latter emphasised intense drilling in acquiring speaking proficiency. Both methods were suitable for the milieu in which they were developed, as the social, cultural, and economic factors contributed to shaping the ELT pedagogy (Richards and Rodgers 25). The goal of ELT was to develop a pool of learners proficient in translating foreign literature into English and those well-versed in applying prescriptive grammatical structures through repetitive practice to hone their oral skills.

The mid-twentieth century was marked by the development of the Audiolingual Method in ELT. This method again focused on advancing the spoken language to attain fluency

and accuracy in English. Language learners were provided with language models deemed to be important for hearing and imitating, particularly the pronunciations. There was no emphasis on explaining grammar rules as it was presumed that their implications would be understood through extensive drill and practice (Richards and Rodgers 24).

However, from the late twentieth century until the present century, the Communicative Language Teaching constitutes ELT pedagogy. This method was significantly different from the previous methods as the focus here was on developing the communicative competence of the learners. It was designed to make learners competent enough to put their language into practical application and real-world conversations and thus break the monotony of teacher-centered pedagogy by exposing learners to various probable circumstances beyond the classroom confines (Richards and Rodgers 27).

The phonic method is a relatively new entrant in the ELT pedagogy, but it is being adopted worldwide for its learner-friendly approach to mediating ELT. Developing the ability of the learner to break down English language learning by paying attention to the sound of the letters and playing with it to form and learn new words, proper pronunciations, and sharpen language skills forms the core of this method. After an inquiry into the international trends in ELT, it seems plausible to investigate ELT methods at the national level.

1.2.2. An Overview of ELT Pedagogy in India

ELT in India takes a different dimension in comparison to the Western ELT pedagogy. The introduction of the English language in the Indian education system was brought about by British colonisation. In the eighteenth century, Christian missionaries were sent with the mission of promoting English education along with the political and economic motives of the British crown (Singh 28). This marked the first point of contact between the English language and the Indian natives. This was followed by Sir Thomas Macaulay's "Minutes on Indian Education" (1835) which advocated for English as the medium of instruction along with

creating a class of young Indians that was "Indian in colour but English in blood" (Tiwari 12). However, the fact that English was introduced to non-native speakers highly influenced the methods and the factors governing ELT.

The transition of the English language from English as a Foreign Language (EFL) in colonial India, where it was primarily used by a selected few, to English as a Second Language (ESL) in post-independent India, marked by growing language users, has undergone significant ELT pedagogical methods. In either case, the English learner population came from diverse linguistic backgrounds, thus, ELT and ESL pedagogy had to be crafted, bearing in mind how and what methods had to be crafted to introduce and enhance English language teaching to non-native speakers.

As aforementioned, in pre-independence India, the status of EFL impacted ELT pedagogy. In adherence to its Western counterpart, the Grammar Translation Method was introduced in India too (Tiwari 16). However, the motives with which it was introduced were significantly different. The Britishers wanted to prepare a pool of English-educated workers for administration, and hence, Indians were trained to be well-versed in translation to serve as the bridge between English and native speakers. They were also introduced to grammar and structures through intense drilling, memorisation, and repetition, which eventually led to the emergence of social elites and powerful supporters of the British Raj (Singh 32). Thus, EFL pedagogy was designed to fulfil the political motives of the colonisers and not to cater to the language needs of non-native speakers.

ELT in independent India, was marked by a drastic shift towards developing a communicative approach as the English language had elevated to the position of ESL. This shift highlighted the change the English language had undergone to become a language of the classes, particularly because it was retained as the language of education and administration. Thus, ESL pedagogy was designed to help non-native speakers acquire communicative

competence by immersing them in real-life situations and practices that required authentic use of the language (Littlewood 39). The emphasis shifted from rote learning and memorisation to learning by being involved in the practical application of the language that was not limited to the ESL classroom. Proficiency in communication was placed above the ability to mug up the grammar of a foreign language.

Globalisation played a significant role in the further development of ELT and ESL pedagogy in India. It has extended the scope of ELT to cater to the needs of a diverse learner population. It has liberated ESL pedagogy from the traditional ELT methods to incorporate learner-centric pedagogy and technology, and more recently, the emphasis has shifted to English for Specific Purpose (ESP) (Wilkins 11). Learner-centred pedagogy aims at developing the listening, speaking, reading, and writing skills of the learners by engaging them in interesting language games and activities. The incorporation of technology also facilitates ESL pedagogy to transcend traditional boundaries, thus allowing learners to enhance their learning in a digital world that is enriched by audio-visuals, animation, online resources, ELT software, and applications. Finally, ESP focuses on tailoring ELT and ESL pedagogy to meet the specific purposes of the learners based on their interests, such as business, engineering, medical, academics, etc. Thus, focusing on the development of language skills, and terminology relevant to the specific field.

To sum up, the development in ELT pedagogy from EFL to ESL in India underscores the development in the general perception of the English language from being a weapon of political domination to a tool of empowerment in the twenty-first century. It also highlights the evolution and the shift in ELT from traditional conventions to methods aimed at developing communicative competence and adherence to learner-oriented ESL pedagogy, just as the international ELT landscape. The social and political currents prevalent in the nation also

facilitated the development of ELT pedagogy. At this juncture, it is pertinent to take stock of ELT pedagogy in the Indian state of Goa.

1.2.3. An Investigation into ELT Pedagogy in Goa

ELT pedagogy in Goa has witnessed development over the years. During the domination of Portuguese rule, ELT was given a secondary position as the Portuguese language controlled the education system in Goa (Fernandes 11). Portuguese was the language of the educated elites, while Konkani and Marathi were used by the common people. ELT also witnessed redundancy in colonial Goa due to the dearth of qualified teachers proficient and fluent in the use of the language. This does not rule out the possibility of a complete lack of introduction of the English language in schools and ELT pedagogy, however, due to insignificant prominence in status, there was no significant progress in the field.

The liberation of Goa in 1961 signalled a multifaceted improvement in ELT and ESL pedagogy in the Goan education system. ELT witnessed rejuvenation as the English language was gradually gaining importance in the administrative, political, economic, and academic levels (Fernandes 33). The national trends in English pedagogy influenced ELT in Goa as well. The Grammar Translation Method had a strong foothold in ESL pedagogy as the emphasis was on developing proficiency in both the native language and second language. English language learners were drilled into abstract sentence structures and grammar regardless of their application in a social context and devoid of learners' comprehension. Learners were directed to engage in rigorous translation to prove their language learning (Fernandes 49). The Direct Method, Situational Language Teaching, and the Audiolingual Method were also the proponents of ELT witnessed in Goa. Each of them focused on intense drilling in language structures, grammar, and vocabulary to aid learners acquire the second language. These methods were also followed in a rigid classroom environment where the English teacher possessed sole authority over the learners and their learning.

The recent developments in ELT and ESL pedagogy in Goa include Communicative Language Teaching aimed at developing the communicative competence of the learners to make them on par with the global learners. Language learning was not limited to classroom usage rather, it was meant to facilitate interaction beyond the four walls of the classroom. This was achieved by engaging learners in role-play, discussion, and debates on significant topics and collaborative projects to foster communication and collaboration among the learners. The phonics method also constitutes the latest advancements in ELT and ESL pedagogy in Goa. This method helps to learn new words by associating sounds with their corresponding letters and serves as a boost to language learners as it helps them to take charge of their learning. They are no longer obliged to learn and expand their ESL language only from the inputs provided by the language teacher, thus giving them autonomy as well as facilitating the development of learner-centric pedagogy.

The scope of ELT and ESL pedagogy in Goa was also broadened in recent years to accommodate diverse learners and their needs, particularly those with communication disorders. ELT was not limited to mainstream English classrooms but also extended to special education institutions. An extensive array of remedial interventions suggests the modifications and strategies incorporated in ELT to help learners overcome their struggle with communication disorders. The role of technology, Information and Communication Technology (ICT) tools, devices, applications, and software in expanding ELT cannot be denied. Global ELT practices and activities are made accessible to the Goan English language learners by technological advancements. ICT also helps English language educators in crafting learner-specific lessons, resources, and activities to facilitate individualised and interactive language learning, thus encouraging the holistic development of the learners.

Thus, ELT and ESL pedagogy in Goa has undergone a drastic change in its status, from being considered trivial to being important in the realm of academics. Just as in the global

scenario, the aims of post-liberation methods were altered to equip learners with essential language skills in contrast to the earlier methods that emphasized rote learning and memorisation, irrespective of the practical application of the acquired language. The acceptance of learner diversity, along with suitable remedial interventions adopted by special educators and speech therapists to help learners with communication disorders and integration of ICT in ESL pedagogy, bears testimony to the significant pedagogical shift in ELT.

1.3. Importance and Reasons of the Proposed Research

This research aims to examine the evolving pedagogical strategies and shifts in ELT, with an emphasis on understanding the causes and effects of these changes, particularly for ESL pupils at the pre-primary and primary levels. Thus, the undertaken dissertation topic is important from a multidimensional standpoint; it explores specific areas of education, linguistics, and technological advancements aiding English language teaching and learning. The scope of the study also allows for an inquiry into various ELT strategies, techniques, and interventions used in helping students with communication disorders acquire the English language. At the same time, it also looks into emerging trends, particularly the use of technology and other online learning apps and tools to evolve, enhance, and enrich English language teaching and learning.

The researcher undertook the aforementioned research after careful thought and weighing numerous considerations. Being in the field of education and familiar with the significance of ELT methods and approaches in shaping ESL students, the researcher observed a shift in teaching English as a second language. With the changing nature of education, particularly in ELT, it is vital to comprehend and examine the pedagogical shift, as well as the aspects that facilitate it.

The researcher has also investigated the modification and interventions in ELT to assist learners with communication disorders in learning English at their own pace and with less

apprehension. It is significant to document the changes in ELT and their impact so that it's accessible to a wider audience as well as to understand how English language teaching and learning can be made effective, engaging, and interesting by incorporating technology in the classroom. The curiosity and interest of the researcher to study the pedagogical shift in ELT and its impact on ESL students prompted the selection of the research topic.

1.4. Scope and Limitations of the research

The proposed study aims to investigate the evolving pedagogical practices and shifts in ELT for ESL pupils at the pre-primary and primary level; to understand the implications of these changes. The researcher has provided an overview of the historical developments in ELT pedagogy, from conventional methods to contemporary approaches. It includes an evaluation of the various traditional ELT methodologies and approaches evident in South Goan educational institutions, thus scrutinising their effectiveness, adaptability, and suitability for diverse learner populations. It also contains a thorough examination of current trends in ELT pedagogy, such as communicative language teaching, task-based learning, use of the phonics method, technology integration, and learner-centred methodologies. The research involves a qualitative analysis of the inputs provided by English language teachers, special educators as well as speech therapists catering to the diverse needs of learners with communication disorders. The inputs and insights provided by the interviewees serves the dual purpose of unfolding the advancements in ELT pedagogy as well as provides empirical evidence to analyse the evident shift in ELT.

Limitations of the Research:

- The study is limited to educational institutions in South Goa respectively.

- Due to time constraints, it will not be feasible to include all the schools in South Goa.

- The effectiveness of the methods (used at the pre- primary or the primary level) at High school will be unknown as the study is limited only to the pre-primary and primary level.

1.5. Research Problem/Question

The aforementioned areas of interest also serve as research questions, constituting a chapter each substantiated with relevant evidence and information obtained through the field work during the process of research. The following constitute the research problems:

1) An inquiry into the English pedagogy shift in educational institutions in South-Goa.

2) ELT interventions for learners with language disorders.

3) Impact of technological advancements on evolving trends in ELT.

1.6. Relevance and Necessity of the proposed Research

This research is crucial in the field of teaching and learning languages, notably ELT and ESL, because it investigates how an individual's building blocks that facilitate language learning are laid, thus allowing them to have a solid foundation in English. This study provides insight into how English language knowledge is transmitted at the elementary level by analysing the wide plethora of approaches and interventions employed by English language instructors. It also seeks to demonstrate the significant difference in ELT pedagogy observed among ESL students by comparing and contrasting the shift from traditional methods of teaching that emphasised rote learning, memorisation, and rigid drill and practice activities to modern approaches that value more practical and learner-friendly methods at the pre-primary and primary levels, such as phonics, multisensory teaching, the use of flashcards, and other teaching tools. This study underlines the vital role of teachers in assisting diverse students to acquire the English language.

This study investigates the inclusion of technology in ELT in an era dominated by the unrestricted use of technology in every sphere of life. It is crucial to acknowledge technological

improvements and use them to supplement the knowledge supplied by English language teachers. Exploration of this subject will aid in understanding the role of technology in establishing pedagogical shift in ELT.

The proposed research aims to thoroughly analyse and comprehend the pedagogy shift in ELT and its impact in facilitating or hampering the education of an individual learner. Since English is a second language for non-native speakers, it is intriguing to explore how diverse ESL students are introduced to this language and the variations in ELT methods that emerge as a result of diversity. All of these considerations establish the significance and relevance of this research.

1.6.1. Relevance to the Society

This research is essentially based on society as it delves into the education system at the grassroots level, notably ELT and ESL. The study intends to extensively explore and understand how diverse ESL students are acquainted with the English language and to observe the pedagogical shift that has occurred over the years. It also compares and assesses the impact of pedagogical changes in English language teaching and learning. The researcher has also investigated how the advent of learner-centered ELT methodology impacts society positively.

Discussing ELT interventions for students with communication disorders can also raise awareness and understanding about how the issue can be addressed rather than ignored. Having an understanding of how diverse language requirements are catered to will also foster a positive attitude in society towards language disability pupils and aid in the creation of a more inclusive learning environment. The strong foothold of technology is evident in all spheres of society; exploring the use of technology, particularly Information and Communication Technology (ICT), in enhancing and enriching ELT will lead to society's acknowledgement of the use of technology in English classrooms. Overall, the proposed research aids society in understanding

the pedagogy shift in ELT and appreciate technological advancements in facilitating and advancing ELT.

1.7. Objectives of Research Proposed

The following are the research aims and objectives:

1) To inquire into the pedagogy shift in teaching English to ESL learners at the pre-primary and primary stages of schooling.

2) To gain an insight into the effectiveness of new ELT methods and to compare and contrast different approaches used in English pedagogy.

3) To analyse how learner-centric pedagogical methods accommodate learner diversity.

4) To discern the remedial interventions in ELT and their impact on students with communication disorders.

5) To evaluate the role of technology in evolving ELT and ESL pedagogy.

1.8. Literature Review

To help navigate through the proposed research study and establish a framework, previous works, books, journals, articles and online sources will be used. The literature review includes:

The landmark book in the discipline of language teaching methodology is *'Approaches and Methods in Language Teaching'* (2014) by Jack C. Richards and Theodore S. Rodgers. The authors try to present a critical overview of the significant developments in ELT witnessed over time. It provides an extensive overview of the historical transitions from one pedagogy method to the next by providing a detailed examination of social and political factors attributed to it. It examines the growth of ELT methods, underlining the basic concepts of each approach.

Stephen Krashen and Tracy Terrell's *'The Natural Approach: Language Acquisition in the Classroom'* (1998) discuss in detail the factors that impact and influence language instruction. It offers a theoretical foundation for the natural approach to language learning. It

argues that learners are in a better position to learn a second language when they are exposed to materials they can understand. The authors emphasized that meaningful exposure to language encourages language learning in a meaningful manner. Krashen and Terrell also discuss the concept of the "affective filter", which states that learners often learn a language based on their emotional aspects. Additionally, the book also highlights the importance of developing speaking skills, thus promoting communicative competence through meaningful language learning.

In *'Language Learning and Communication Disorders in Children'* (1969), Gertrud Wyatt extensively speaks about the prominent communication disorders evident in children from the age of three including, the factors that trigger them. She highlights the role a mother plays as the speech model during the developmental years of a child and how certain environmental factors can prove detrimental to the growth of a child. She provides an in-depth explanation of stuttering and how it can hinder the social and academic progress of a child. She provides ample case studies to support her claims. She also mentions a few strategies and interventions that are adopted to help learners with communication disorders.

Ella Hutt, in her phenomenal book *'Teaching Language-Disordered Children: A Structured Curriculum'* (1986), highlights the importance of acknowledging and accommodating learners with language disorders. The author enumerates that learners with communication disorders find it extremely challenging if the instructions and classroom activities are not suitably adapted for their engagement. She examines the effectiveness of play therapy, music therapy, and speech therapy in assisting learners with speech disorders. This book also underlines the need for the involvement of the parents, guardians, and caretakers in the learner's growth. She also elucidates the significant role that education drama plays in facilitating the holistic development of learners.

In *'Second-Language Learning and Teaching'* (1974), D. A. Wilkins explains the nature of the English language, problems of language acquisition and learning, and a summary of the environmental factors that influence language learning. The author also offers a set of general principles for second language teachers to follow and adjust his or her methods and approaches to meet the learning behaviour of the pupils. The author also provides an extensive survey of the major developments in ESL pedagogy in teaching reading, writing, speaking, and listening.

'Teaching English as a Second Language: A Book of Readings' (1979) by Harold B. Allen and Russell N. Campbell provides a concise overview of the methods, techniques, and materials used to facilitate second language learning. The book delves into the depths of interconnectedness between language, culture, and linguistics. The authors discuss a wide array of environmental conditions and instructions that allow learners to partake in successful second language learning. The chapter "ESL: Current Problems and Classroom Practices", elaborates on how certain factors like the native language, culture, and social background of the learner pose hindrances in the successful acquisition of a second language. The same article also discusses at length several ESL strategies and how adaptability forms the core of these techniques.

William Littlewood, in his noteworthy book *'Foreign and Second Language Learning: Language Acquisition Research and its Implications for the Classroom'* (1984), surveys work done previously in the field of ESL and its relevance for language teaching. He describes the most important studies and ideas about first language acquisition and how these have influenced and developed into studies of second language acquisition. He considers factors such as decoding a learner's errors in learning a second language, why some learners are more successful at language learning, and how learners make use of their new language to communicate. He provides clear examples and careful pedagogical explanations as to why certain methods work best in a classroom of diverse learners.

In *'Blended Learning in English Language Teaching: Course Design and Implementation'* (2013), the authors Brian Tomlinson and Claire Whittaker provide a comprehensive introduction to blended learning methodologies in ELT and assert the significance of implementing blended learning not as a substitute for physical instructions but rather as a supplement to the classroom instructions. Tomlinson and Whittaker highlight the crucial role blended learning plays in improving language acquisition and its magnetic capability to effectively engage learners in language learning. The crux of the blended learning method, as the authors emphasize, is on creating a balanced learning experience that includes a mixture of both face-to-face and digital environments enriched with audiovisuals.

M. D. Robyler and Aaron H. Doering, in their remarkable book *'Integrating Educational Technology into Teaching'* (2014), discuss in detail the benefits of implementing ICT tools, devices, software, and applications in ELT. They highlight the significance of incorporating technology in special education institutions and assess some online resources, including websites and databases, to check for their adaptability and suitability to cater to learners with communication disorders. It also suggests certain ethical practices and guidelines for English language teachers to follow to ensure that appropriate behaviour is exhibited by the teachers as netizens and thus set examples for the young learners. This book also has a section that investigates the role of technology in completely transforming ELT and ESL pedagogy in the years to come.

The book *'Educating Exceptional Children'* (2020) by Samuel A. Kirk, James J. Gallagher, and Mary Ruth Coleman offers an extensive examination of language and speech difficulties experienced by children with communication disorders. The authors also highlight various alternate ELT approaches and interventions used to help learners with diverse learning needs. This seminal work also brings to the forefront issues that often get neglected or are clubbed under general terms such as dyslexia, receptive-expressive language disorders,

stuttering, and cluttering (Kirk et al 57). It provides a thorough overview of best practices in special ELT education by citing case studies and real-life examples collected from psychologists, speech therapists, and speech-language pathologists. Thus, allowing special ELT educators to bridge the gap between, theoretical knowledge and classroom practices.

In her online article *'English Language Learners with Special Needs: Effective Instructional Strategies'* (2016), Alba Ortiz examines various factors that inhibit learners with communication disorders from overcoming their language and speech obstacles in a mainstream English classroom, including English educators' inability to identify such learners. She further states that language disorders severely affect learners' attention span, memory, and vocabulary and thus can impair a learner's ability to read, write, and speak. She mentions approaches and learner-friendly strategies such as peer teaching, individualised instructions, short and simple instructions, and most importantly, early interventions for learners struggling to comprehend or express themselves in an attempt to create an inclusive classroom environment.

'English Language Learners with Special Needs: Identification, Assessment, and Instruction' (2002), an online article edited by Artiles and Alba, focuses on the challenges faced in catering to English language learners with special needs and underlines the importance of early interventions in helping learners overcome their language struggles. It also notes that English teachers should primarily focus on engaging learners in effective pedagogy, ensuring every individual learner feels included. The book also sheds insights into current trends and the future of special education, with a special mention of parental involvement in curriculum planning. The editors conclude by pointing out how cultural, linguistic, social, and academic barriers should be tackled to create inclusive ELT pedagogy to meet the diverse needs of the English language learners with special needs.

Rafael M. Salaberry, in his article, *'The Use of Technology for Second Language Learning and Teaching: A Retrospective'* (2001), claims that the pedagogical effectiveness of educational technologies revolves around the following questions: (a) Does higher technological sophistication equate to higher pedagogical effectiveness? (b) Which emerging technological advancements should be harnessed to prove beneficial for educational purposes? (c) How can technology be integrated into the curriculum? (Salaberry).

He investigates the significance of Computer-assisted Language Learning (CALL), including how audiovisual aids help improve pronunciations, promote comprehension, and the overall impact of technology-based instructions in second language learning. The author draws a comparative parallel between the traditional chalk-and-talk method and technology-based ESL methods.

As per the literature study mentioned above, several books and articles, as well as considerable scholarly research about ELT pedagogy, have been produced by professionals in the field of education, ELT, and second language learning. However, no specific research on the pedagogical shift in ELT at the pre-primary and primary levels has been done, with a primary focus on South Goan educational institutions. As a result, the proposed research is valuable to both ELT educators and the general public in gaining an understanding of the pedagogical shift witnessed over the years.

1.9. Formulation of Hypothesis

The pedagogy shift in ELT is likely to be learner-centric and will have a positive impact on ESL students thus, making English language teaching and learning more effective, engaging, and interesting.

1.10. Research Methodology for Proposed Research

As the proposed research is directed toward understanding and analysing the pedagogy shift in ELT at the pre-primary and primary levels, a comparison will be drawn between the traditional and contemporary methods. Traditional ELT methods often focused on grammar rules, rigid sentence structure, repetitive drills, and practice. Modern ELT approaches such as multisensory teaching emphasizes activating multiple senses of the learners in ELT by integrating visual, audio, kinesthetic, and tactile inputs; Communicative Language Teaching (CLT) focuses on a student's ability to effectively communicate in the target language and Blended learning, which highlights the importance of combining traditional classroom instructions with online resources and technology, thus creating a more flexible and personalized learning experience.

The research study includes fieldwork to gather evidence that supports the arguments via qualitative interviews with ESL teachers, special educators, and speech therapists; a questionnaire will be drafted with relevant questions related to the research topic to gain valuable insights and perspectives of the interviewees. A representational interview data along with the questionnaires is attached in the appendix of this study.

1.11. Research Design

1.11.1. Chapterisation

Chapter 1: Introduction

The first chapter includes a general introduction to the research topic; this will help the reader to situate the background and the current scenario of ELT and ESL pedagogy at the global, national, and state (Goa) levels. This chapter also contains the aims and objectives of the research, limitations and gaps that could not be taken care of, a detailed account of research methodology, literature review of eminent books, articles, and journals in the field of ELT, and hypothesis of the research undertaken.

Chapter 2: An Enquiry into the Pedagogy Shift in ELT: Unravelling the Evolving Teaching Methods

This chapter focuses on the transition in ELT pedagogy for ESL students. In this regard, interviews have been conducted with both categories of ESL teachers: those who follow conventional methods and those who use contemporary methods, respectively. The inputs of both groups have been compared to study the impact, effectiveness, and distinctions between the traditional and modern methods. Additionally, the modes of instruction and assessment used in contemporary approaches will be examined. A comparative analysis has been used to analyse the findings of the interviews.

Chapter 3: Nurturing Diversity: An Exploration of ELT Interventions for Learners with Communication Disorders

The third chapter deals with remedial ELT interventions for ESL students with communication disorders. Special educators and speech therapists have been interviewed in this regard, and their inputs have been analysed to gain a deeper understanding of screening and identification tools used, the role of the parents in supporting learners with communication disorders, and how various interventions in ELT can assist students with communication disorders. The strategies, approaches, techniques, and teaching aids used by special educators and speech therapists have been analysed to determine how the diverse needs of learners with communication disorders are catered to. It also looks into the role of parents in supporting their kids with communication disorders. This chapter also critically evaluates the NEP 2020s claim of making education inclusive of all.

Chapter 4: Role of ICT in Revolutionising the Façade of ELT

This chapter focuses on exploring the various ways in which ICT can enhance and improve ELT. Different ICT tools, such as online platforms, applications, and instructional tools, have been analysed to examine how they can be incorporated into language classrooms

to support ELT instructions. The role of technology in facilitating pedagogical shift in ELT has also been discussed. Furthermore, how ICT tools can assist in tackling communication disorders have been examined, along with an investigation of the emergence and influence of artificial intelligence (AI) in ELT and ESL pedagogy. The chapter end with weighing the pros and cons of integrating technology in ELT.

Chapter 5: Conclusion

The conclusion and a summary of the research findings, along with the implications of the research findings, constitute the final chapter. This chapter also tests the hypothesis to determine the outcome of the investigation. It makes recommendations and suggestions for further research.

With the aforementioned framework in place, the researcher has attempted to carry out the research with utmost sincerity and ethical considerations to ensure authentic results are produced.

CHAPTER TWO: AN ENQUIRY INTO THE PEDAGOGY SHIFT IN ELT: UNRAVELING THE EVOLVING TEACHING METHODS

"The essence of good teaching is invention and personalization. A good teacher is a person who assesses the needs and possibilities of a situation and creates and uses practices that promise a better situation."

-Zahorik

2.1. Introduction

English language teaching constitutes many impressive techniques and methods. Language reflects life, and perhaps teaching English is as varied as living and includes as many ways as possible. We always look for the most effective ways to complete a task, be it our daily activities or professional undertakings. It seems to be built in the nature of humans to plan and comprehend how an endeavor or sequence of tasks can be completed most efficiently with the available resources.

Particularly when teaching a second language, teachers frequently look for effective and goal-oriented teaching strategies to implement in the classroom. They assume that the method or approaches they choose will eventually make it easier for pupils to pick up the target language. Since they must use the most effective teaching methodology to help students meet their language learning objectives, it is of utmost importance for a language educator to select a method or combination of methods, approaches, and techniques bearing in mind the values, concerns, and learning opportunities for L2 (second language) learners.

However, conventionally most language teachers would often employ uniform pedagogical methods without addressing the particular needs, set of habits, cultural background as well and areas of weakness of the young learners they teach. Extensive investigation and research highlight the development and proficiency of various teaching strategies over the

period in terms of L2 learning. This chapter will analyse the shift from conventional to contemporary methods of ELT and the various factors it entails.

2.2. Distinction between an Approach, a Method, and a Technique

The quest for more productive and efficient methods of teaching a second language has defined the history of language instruction. Teaching productive and receptive skills, teaching grammar, the role of vocabulary in language learning, theories and their application in the classroom, learning and memorization, and the role of technology have all been topics of debate and discussion within the teaching profession for more than a century (Richards and Rodgers 07). The teaching profession is always investigating new alternatives for resolving these and other fundamental challenges, as well as increasing the effectiveness of various methods and approaches in the L2 classroom.

In 1963, American applied linguist Edward Anthony presented a methodology to clarify the distinctions between an approach, a method, and a technique. It follows a hierarchy. The organisational key is in the ways that techniques implement a method that aligns with an approach. (Freeman and Anderson 25).

"An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. It states a point of view, a philosophy" (Freeman and Anderson 25). For instance, a common assumption is that language is aural-oral, uniquely structured, and symbolically meaningful. Furthermore, there can be assumptions related to language teaching and learning whether listening and speaking should be taught before reading and writing. Or assumptions on the purpose of the language taught and whether language must be taught through repetition or by immersion among other ways.

"Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods" (Freeman and Anderson 26). The age of the student, his/her cultural background, and his/her previous experience with the English language modify the method employed. The experience of the L2 teachers also plays a significant role in the selection of appropriate methods to teach the L2. For instance, in the aural-oral approach of ELT, the *'mim-mem'* method is an example of a method used to facilitate it. In the *'mim-mem'* (mimic-memorise) method, the L2 learner mimics, and memories a large number of commonly used sentences by the native speakers in reference to a particular context such as greetings, conversation with friends, etc. through intense drill and practice.

"A technique is implementational, that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and therefore in harmony with an approach as well." (Freeman and Anderson 26). Techniques depend on the teacher, and his/her creative capabilities to teach the same concept in different ways but be mindful of the method and approach selected.

Thus, a subject is taught using a combination of subject-specific methods and the use of learning and teaching strategies/techniques derived from educational psychology theory and research (Freeman and Anderson 09). The same is true for teaching languages, and since the 1900s, there has been a lot of activity in the area of L2 teaching methods. A teacher is unquestionably a resourceful individual as he/she is in charge of not just delivering but also setting up the conditions necessary for second language learners to pick up the target language. Throughout the twentieth century, numerous new strategies and techniques emerged. Some

attained broad acceptance and popularity at various points in time but were later superseded by techniques founded on more recent or more appealing theories and ideas.

2.3. Conventional Methods of ELT

The conventional methods of ELT focused on developing the grammatical structure and patterns of the language. The emphasis was on learning L2 regardless of whether the learners could comprehend what they learnt or were able to apply their L2 knowledge in situations outside the classroom. The prominence was on rote learning, memorisation, rigid drills, and practice activities. There was no scope for learner autonomy as the methodology was entirely teacher-centered.

2.3.1. Grammar Translation Method

This method came into vogue in the eighteenth century when a transition was witnessed in European schools as English replaced Greek and Latin in the curriculum. Since it was initially applied to the teaching of the classical languages, Latin and Greek, it was also known as the *'Classical Method'* (Freeman and Anderson 38). Thus, English was also taught using the same method as Latin and Greek, whereby the focus was on drilling students in vocabulary, phrases that needed to be translated, and abstract grammar rules. Every grammatical point was enumerated, usage guidelines were clarified and example sentences were provided (Richards and Rodgers 25). Even in the current education scenario, there are detailed grammar rules and practice sentences embedded at the end of the lessons in the reader book, wherein the application of the same is limited to that particular exercise, and L2 learners are left with no other option but to route memorise it. 'Fill in the blanks' is another common technique used to check the L2 application of grammar rules.

Pupils were expected to translate the target language into their native language and vice-versa. Proficiency in both, the target and native language was considered as a key

objective for the pupils. Students were deemed successful language learners if they could translate from one language into another. Long and detailed explanations of the intricacies of grammatical rules and forms are supplied for students to memorize and apply the syntactic rules to other examples (Richards and Rodgers 27). Additionally, it was intended that by studying the grammar of the L2, students would have a greater acquaintance with the grammar of their native tongue, which in turn would improve their ability to write in L2. This is the reason why most of the students first think in their mother tongue and then translate it literally into English. Thus, often jumbling up the structure of the language as the forms of both languages differ.

It was believed that the students could understand the content of prose and poetry well if they were taught the difficult words through their mother tongue. They would participate in the discussions as they would feel comfortable. *"The first language is maintained as the reference system in the acquisition of the second language"* (Stern 1983 cited in Larsen-Freeman and Anderson, 2011). The importance of the first language in teaching the second language was emphasized. Thus, students established a correlation between the L2 and their first language. Most often the technique of association would help in expanding the vocabulary of the learners but it also led to more reliance on L1 and often the scope and usage of L2 was limited.

The primary objective of language training did not prioritise communication in the target language. The two main skills that were considered critical for growth were writing and reading. For instance, in a conventional set-up, the L2 learners were expected to repeat the sentences read out by the L2 teacher, without paying heed to the nuances of the language. L2 learners were also considered accomplished learners only if they could master the skill of writing, whether in capital or cursive letters, they were introduced to strokes, sleeping and standing lines, and patterns to develop their skills of writing. There was a major emphasis on

developing writing skills until the introduction of NEP 2020, as it was stressed that writing should be taught in the later stages and not burden the early learners with dreadful writing expectations.

The importance of correct pronunciation is undermined. The ability to read foreign literature was considered to be of prime significance. Speaking the target language was not the aim (Richards and Rodgers 36). In the classroom, the instructor was regarded as the only authority. And as a consequence, pupils were under intense pressure to provide the right response. This is evident particularly when it came to solving grammar exercises, without proper context or understanding of the application of grammar rules, L2 learners were often confused and disconnected from the class. Hence, it can be vouched that mastering reading and writing had become a mechanical activity without any reference to the significance of the L2 language.

However, towards the mid-nineteenth century several factors such as the reason for juxtaposing the first and the second language together, the irrelevant emphasis on repetition and writing started questioning and rejecting the Grammar-Translation Method. Similarly, in the present scenario, English educators recognized the need to develop speaking proficiency rather than focusing only on reading comprehension, grammar, or literary appreciation as the goal for second language learning.

2.3.2. Direct Method

English educators believed that oral proficiency in the second language was the primary goal of acquiring it and therefore this should be reflected in an oral-based methodology. They were also of the opinion that words should be presented in sentences, and sentences should be practiced in meaningful contexts and not be taught as isolated, disconnected elements.

These ideas came together to create the theoretical groundwork for a principled approach to teaching languages, the Direct Method eventually developed as a result of this. It was initially also known as the *'Natural Method'* as it did not stress on translation, grammar, or dictionaries. In this method, L2 was taught in the manner of a 'military drill', as it was first developed in France and Germany at the turn of the twentieth century to assist soldiers on the war front to effectively communicate in a second language (Rodgers and Richards 52). It emphasized improving oral communication which was accomplished using repetitive drilling. For instance, students were drilled into memorising certain greetings and rhymes by choral repetition. Reading aloud passages from the reader book, paragraph writing, or composition on initially simple topics like *"Myself"*, *"My school"*, or *"My pet"* are techniques that constitute this method.

The Direct Method gained popularity because the Grammar-Translation Method did an inadequate task of preparing students to utilise the target language in conversation. One very basic restriction applied to the Direct Method was *"No translation is allowed"* (Freeman and Anderson 43). As the name suggests, Direct Method emphasised that all meaning is to be communicated in the target language without using the student's native language, through the use of visual aids and demonstrations. A common activity is picture reading, wherein the L2 learners have to frame sentences irrespective of whether they are accurate or not based on the visual cues provided by the L2 teachers, this technique also served as an opportunity for the L2 teachers to gauge the progress of the learners and make note of areas for improvement.

Vocabulary is emphasized over grammar, while concrete vocabulary was taught through objects and pictures; abstract vocabulary was taught by association of ideas (Richards and Rodgers 52). Students were also encouraged to think in the L2. The interaction between the teacher and the pupils served as the framework for the development of speech skills. Since oral communication is stressed, reading and writing exercises are based on what the students

practice orally first (Freeman and Anderson 53). For instance, the L2 teacher would often initiate a conversation about the most relevant festival at that point of time. For example, 'Carnival' or 'Diwali', and then he/she would deal with the what, how, why, and when aspects of the festival orally and then go on to read about it from the reader book.

2.3.3. Situational Language Teaching

As a proponent of the oral approach, in this method, speech was regarded as the basis of language, and structure was viewed as being at the heart of speaking ability (Rogers and Richards 39). Situational Language Teaching was developed by British applied linguists Harold Palmer and A.S. Hornby; speech, structures, and vocabulary were seen as the basis of language learning. This method emphasized that spoken language initiates language teaching thus, oral language should precede the written form. Only after the establishment of relevant lexical and grammatical points, the next step was introducing the L2 learners to reading and writing. The crux of this method was that the vocabulary and new language structures should be introduced in a well-thought manner so that it could be practiced situationally.

Many eminent British linguists such as J. R. Firth and M. A. K. Halliday had emphasized the interconnected relationship between the structure of the language and the context or the situation in which it was used, hence language was viewed as purposeful activity related to the real-world situation. It employs a situational approach for presenting new sentence patterns and often uses a drill-based manner of practicing them. It follows the 'Presentation, Practice and Produce' or the *'PPP model'*. In presentation, the English language educator presents new vocabulary, or new structures with the help of concrete objects, pictures, realia, and gestures; this is followed by practice wherein, it is believed that the oral practice of controlled sentence patterns should be given in situations designed to give pupils-controlled exposure to the English speech (Rodgers and Richards 40). And finally, L2 learners are expected to put their knowledge to produce accurate sentences as the situation demands. A

technique of this method would include placing situations like borrowing a book from the peer, explaining certain concepts or recipes to the peers, having a friendly dialogue with the peers, etc. so that the L2 learners use their existing knowledge of the L2 language to negotiate through these situations.

Vocabulary and structures learnt in the classroom are extended to new situations through generalisation. This method aims to impart practical command of the four skills of the English language; listening, speaking, reading, and writing. Accuracy in grammar and pronunciation is placed above all and it is believed that fluency, basic structures, and control of the language is acquired over a period of time through speech drills. The onus was on the English language educator to motivate L2 learners to produce error-free language either by correction or providing exposure to additional new vocabulary and sentence structures.

2.3.4. Audiolingual Method

The entry of the United States into World War II had a significant effect on language teaching in America (Rodgers and Richards 50). To have a repository of multilingual soldiers, proficient in various languages, the American government made provision to teach soldiers the foreign languages and hence established the Army Specialised Training Program (ASTP). The objective of this program was for soldiers to attain conversational proficiency in a variety of foreign languages (Richards and Rodgers 50). In this method the learners were in contact with the *'informant'* or the native speaker who served as the source of phrases and vocabulary for imitation, it was assumed that through this guided conversation L2 learners gradually learned the language as well as its basic grammar. Though the ATSP method lasted only for two years, it had made an impact on the academic community.

For the next ten years the 'Army Method' and its suitability for use in regular language programs were discussed (Richards and Rodgers 51). An increasing demand for ELT in

America led to the development of Audiolingualism. Under this method, complete attention was paid to pronunciation and intense oral drilling of its basic sentence patterns. Pattern practice is a prime classroom technique that constitutes this method. *"It is these basic patterns that constitute the learner's task. They require drill, drill, and more drill, and only enough vocabulary to make such drills possible"* (Hockett 1959). For instance, new vocabulary and structural patterns are introduced to the L2 learners through dialogues, which in turn are learned through imitation and repetition. Chain drill is an example of another technique used in this method whereby students are engaged in creating a chain of conversation pertaining to any topic, where one student asks a question to the other, the respondent answers, and moves on to the next student.

The Audiolingual method was also influenced by B.F. Skinner's behaviourist psychology was in vogue at that time. It emphasized the fact that human behaviour can be regulated by habit formation and anything can be learned through conditioning. The occurrence of these behaviours is dependent on three crucial elements in learning: a stimulus, which serves to elicit behaviour; a response triggered by a stimulus; and reinforcement, which serves to mark the response as being appropriate (or inappropriate) and encourages the repetition (or suppression) of the response in the future (Richards and Rodgers 56). Thus, the more repetition the better the chances of learning and habit formation.

Reinforcement was deemed a vital component of this method. For example, certain greetings, basic rules of grammar, and sentence structures are repeated constantly as it leads to habit formation. It also led to the emergence of a new trend of reinforcing the form of materialistic objects like stickers, chocolates, and other objects. This often snatches away the crucial component of enjoying and immersing in the learning process as more often than not learners tend to focus more on completing a task to achieve the reinforcement at the cost of not paying attention to what is being taught and learnt.

2.4. Contemporary Methods of ELT

A shift in pedagogical approaches and methods of ELT was witnessed in post 1960s. It was learner-oriented as the emphasis was placed on making English language teaching and learning effective and suitable for L2 learners keeping in mind their language needs to ensure a holistic L2 learning experience and with no emphasis on route learning and memorisation of rigid and abstract grammar structures.

2.4.1. Total Physical Response (TPR)

This method was formulated under the comprehension approach, wherein importance was given to listening comprehension. It aimed at honing receptive language skills (listening and reading) as it was believed that these were the building blocks of language. It is based on teaching language through the coordination of speech and action or physical activity. It was developed in the 1960s by James Asher, a professor of psychology in America. He claimed that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses (Freeman and Anderson 73). For instance, a simple game like stand up and sit down is a technique used in this method to develop listening skills. Some L2 teachers also admit to using building blocks and asking the young L2 learners to follow their commands in accomplishing the activity, action reading and action songs are also the techniques used to facilitate this method, as it was observed that students retain actions associated with new learning. This technique is also known as *'learning by doing'*.

This method stresses the fact that facilitating L2 teaching in a stress-free environment; with no emphasis on accurate linguistic production in the initial stages but rather instructions that take the form of game-like movement creates a positive attitude towards learning. Asher stated that *"most of the grammatical structure of the target language and hundreds of*

vocabulary items can be learned from the skillful use of the imperative by the instructor" (Freeman and Anderson 73). This method is also based on the 'trace theory' in psychology which states that the more often a memory connection is made the stronger is the memory association. Thus, verbal input accompanied by motor activity increases the possibility of successful recollection. For example, at the pre-primary level, letter tracing in sand or rice as well as letter sandpaper tracing was a technique used in accordance with the method. Hands-on experience such as using playdough and origami to learn new words by molding the figures associated with that particular word, for instance, 'dog', 'cat', 'duck' or a 'flower'; accompanied by saying a few lines on is followed as a technique of this method. VAKT (visual, audio, kinesthetic, and tactile) model of learning is of prime importance in this method as it aims at multisensory activities through L2 to cater to the different learning styles of the learners.

In this method, the role of the L2 teacher is to provide opportunities for learning through exposure to the language in the guise of commands. L2 teacher's voice, actions, and gestures are deemed necessary to initiate language teaching. As the ELT progresses realia, visuals, word charts, and other objects are used to facilitate learning. When it comes to feedback, the L2 teachers are expected not to interrupt in correcting the errors as it will demotivate the learners, however, in the later stages teacher's intervention is expected to fine-tune the speech of the L2 learners. Thus, this method was developed to reduce stress and anxiety when it came to learning a new language as language learning is more effective when it is enjoyable.

2.4.2. Communicative Language Teaching

Changing British educational realities brought into existence this approach as a counter-approach to Situational Language Teaching (SLT). The prominent linguists, Michael Halliday and Dell Hymes were of the view that SLT was ineffective in the long run as structures specific only to certain situations were drilled and hence the L2 learners were verbally incompetent when it came to applying the structures gained in the classroom to the contexts outside the

classroom. British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in language teaching approaches at that time; the functional and communicative potential of language (Richards and Rodgers 153). Hence, in this regard, they focused on the need to teach communication proficiency rather than promoting mastery of the language structures.

According to Hymes, a person who acquires communicative competence acquires both knowledge and the ability to use language (Richards and Rodgers 159). The primary function of the language was considered to be able to interact in a meaningful discourse and not merely study its grammatical units and structures. Learning activities were consequently selected according to how well they engaged the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns) (Richards and Rodgers 161). It was believed that language that is meaningful to the learners promoted active language learning. For example, L2 learners are often engaged in speech-related activities like dialogues, roleplay, or storytelling which often involve interacting with peers and verbally using the language.

Thus, this approach aimed at making communicative competence the goal of language teaching and developing procedures for the teaching of the four language skills (listening, speaking, reading, and writing) that acknowledged the interdependence of language and communication (Richards and Rodgers 155). Communicative competence can be described as the ability to not only produce linguistically appropriate sentences but also the ability to use them in the proper context, to understand the function of the interaction, and to convey the intended message properly to the receiver of the message. CLT is aimed at polishing the functional aspect of the L2 as language is primarily used to facilitate communication and engagement.

Primarily, 'functional communication activities' and 'social communication activities' are the two main types of activities practiced in CLT. The former includes activities of comparing and contrasting the given teaching aids, explaining the sequence of any particular phenomenon, giving instructions to the peers, explaining a process, and storytelling. The latter focuses on conversation, discussion, negotiations, role play, skits, debates, and social simulations. Hence, it was entirely learner oriented with the L2 teacher acting as the facilitator of these activities. L2 learners were perceived as having greater responsibility for their learning because the teacher's involvement was less prominent than it was in a teacher-centred approach.

Even if their command of the second language was insufficient, L2 learners actively attempted to negotiate meaning and communicate. Errors in the earlier stages are seen as a natural outcome of the development of communication skills and it is believed that extensive exposure to the second language will help the L2 learners in mastering their communicative competence and thus successfully produce the language.

2.4.3. Task-based Language Teaching

The term Task-Based Language Teaching (TBLT) describes a method in which tasks serve as the central component of lesson design and instruction in second language teaching and learning. Real-world communication exercises are incorporated, which are thought to be crucial for L2 learners. Thus, it is based on the corpus of analytic syllabi, the one in which the language performance of the learner is significant in achieving a task or an activity. Additionally, it was determined that activities involving the authentic use of a second language to accomplish significant tasks would improve knowledge of the target language. Furthermore, it was based on the idea that meaningful tasks require students to communicate, therefore language that has personal significance for the learner aids in the process of learning. For example, conversational activities are designed to replicate real-life situations like marketplace

conversations or dialogue between a patient and a doctor among others. 'Scrambled sentences' is also another technique used in this method wherein the L2 learners are given a story with scrambled sentences which they have to unscramble to place the sentences in the correct sequence and read it out to the class.

TBLT is an example of the communicative approach, where language is acquired through use. In other words, students acquire the language they need to accomplish the task that has been set before them. A central role of the teacher is in selecting, adapting, and/or creating the tasks themselves and then forming these into an instructional sequence in keeping with learner needs, interests, and language skill level (Richards and Rodgers 235). The L2 teacher monitors the students' performance and intervenes as and when necessary. The role of the L2 learner is to interact and communicate with peers to successfully complete a task. Another technique used in this method is a picture description activity in which one student is given a picture and she/he describes the picture in detail for another student to draw.

According to Feez (1998), the main presumption of TBLT is that; the process is more important than the product itself (Freeman and Anderson 257). Thus, the completion of a meaningful activity is directly proportional to L2 learning in an enjoyable and easy-to-learn manner.

2.4.4. Phonics

Phonics is a method used by English teachers to help learners learn the language by associating letters or groups of letters to their corresponding sounds. It underlines the fact that each word is made up of individual sounds or phonemes, hence promoting phonemic awareness among the learners is crucial for L2 learning. It is the most useful and effective method as it helps in developing all four skills of language learning. The emphasis on correct articulation of the letter sound helps the learners in mastering spellings, pronunciations, reading, and

vocabulary development. It also helps in developing the writing skills of the learners as the association of sound with corresponding letters helps them to produce the appropriate symbols. For instance, at the pre-primary level L2 pupils are introduced to the phonic song, correct articulation of the letter sound is emphasized by asking the learners to observe the mouth movement of the teacher, gradually two letter words are taught followed by blends where they learn to form new words, phonic drill, CVC words, sight words, and *'phonus wheel'* activity is used to facilitate L2 learning.

There are three major systematic methods of teaching Phonics. In Synthetic phonics, an individual word is broken down into phonemes (smallest unit of sound); thus, learners can match the phoneme to the corresponding letter and correctly spell the word. In Analytical phonics, language educators focus on analysing letter-sound relations in previously learned words to avoid pronunciations in isolation. In Analogy phonics learners are asked to focus on parts of the word learned earlier to decode the pronunciation of the unknown part of the same word, thus establishing a new connection by using their existing skills. A multisensory approach can also be incorporated to provide a fun and enjoyable experience for the learners. This can be achieved by providing molding-clay, cutouts of the alphabet, sound collages, flashcards, audio-visuals, and utilising other learning aids.

Teaching phonics boosts the morale of the L2 learners as they find themselves to be capable of undertaking reading by themselves, hence this leads to the development of their reading skills. To initiate learning by phonics method, the teacher begins by introducing the pronunciation of different letter sounds through demonstration, repetition, and gestures. This is followed by highlighting the letter sounds with the help of stories, games, or songs, and then comes practice wherein the pupils along with the teacher articulate the letters with their correlating sounds. This pattern is followed for all the letters of the alphabet and then progress is made by introducing the technique of blending to pronounce the word correctly consequently

this leads to the development of the vocabulary, there are workbooks by different publishers like *Navneet*, *Jeevandeep*, *Macmillan* and *Perrywinkle* to aid such learning.

The Phonics method is limited not just to language teaching and learning but it is multidisciplinary in nature and can be applied to teach and simplify concepts, spellings, pronunciations, and aids in word recognition across different domains like mathematics, environmental studies, self-awareness, and others. However, there are certain limitations to this method, since all words are not read phonetically and in case of exceptions and tricky words application of phonics becomes challenging. There are also high chances of learners' rote learning the sounds of the letters without understanding the underlying nuances of the language. Except for the minor bumps in the road, phonics has placed English language learning on a smooth path.

2.5. Comparative Analysis of Conventional and Contemporary Methods

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

-Xun Kuang

The paradigm shift in ELT is evident from the approaches, methods, and techniques adopted by L2 educators. A vast difference can be observed in ESL teaching, primarily the focus has been shifted to learner-centric pedagogy to facilitate learning in a positive and enjoyable manner. However, despite this evident shift, during the course of this research, the researcher came across L2 educators who still clung close to the conventional methods and approaches of teaching. A comparative analysis serves well to highlight the positive impact of the contemporary methods as well as to highlight the inhibitions of the conventional methods.

A major difference was observed in the methods embraced to cater to the language needs of young minds at the pre-primary level. While phonics was the method primarily used in schools that have adopted contemporary methods, alternatively the traditional method of

teaching letters by associating them with corresponding words or pictures was the norm in schools using conventional methods. However, the latter method is considered to be outdated as the focus is on rote learning and the application of the language is limited to the content taught in the class. More often than not, the learner is confused and clueless when it comes to identifying letters and words, she/he is not acquainted with during the class instructions. According to all the teachers that use the phonics method for introducing the language to the learners, it helps them in all the spheres of learning whether it be spelling, pronunciation, and even vocabulary development. Since learners are trained to recognise the letter sound and identify the letter, language educators are of the view that this makes them independent of the teacher's help in expanding their lexical knowledge thus boosting their morale.

The phonics method can be compared to the Audiolingual method used in the conventional setting of ELT. The Audiolingual method emphasized drilling language and grammar and focused on expanding vocabulary to sharpen conversation skills, it was also based on the concept of language as part of habit formation and reinforcement. It is important to note that L2 teachers' experiences with the Audiolingual method have demonstrated that on their own, habit formation techniques are not sufficient to develop the ability to communicate in L2. Learners also need opportunities for communicative use of the language, so that they can integrate individual grammatical structures into creative construction of sentences. The phonics method places more value on meaningful language learning whereby the learner learns to manipulate and develop L2 without being subjected to intense drilling in grammar structures.

The contemporary methods are also learner-centric as they provide scope for the learners to be in charge of their language learning. The focus is not on mugging up grammar rules or sentence structures in isolation and ignorance of the context but rather on engaging in communication with their peers, learning by doing, and exploring the language through the play-way method. The onus lies on the fact that learning does not happen in isolation but rather

the L2 learners are acquainted with the context and sentence structures of functional and social-communicative discourses as was highlighted in Communicative Language Teaching (CLT). In comparison to CLT, Situational Language Teaching (SLT) focuses on introducing the L2 learners to structures, vocabulary, and speech through intense practice drills in which learners were given hypothetical situations to which they had to apply their knowledge of the language. Though both methods focus on developing communication skills, SLT is limited to classroom learning and does not emphasize developing conversational skills which are to be applied beyond the four walls of the classroom. CLT focuses on developing the communicative competence of the learner so that she/he can converse confidently irrespective of the situation and in doing so be familiar with the language patterns as well be aware of its contextual application.

Role-play and drama also act as important and helpful pedagogical techniques to understand the nuances of the language. If we compare the contemporary and conventional methods, we also witness a shift in the manner instructions were administered in the L2 classrooms and the underlying principles governing them. For instance, TBLT focuses on tasks that allow the development of communication proficiency, wherein the learner has to rely on authentic language use to accomplish the tasks. However, learning how to use the L2 language in this method was not limited to classroom tasks only. Thus, the performance of tasks aided in L2 learning. While the Direct Method was completely different in that emphasis was placed on the oral proficiency of the L2 learner and for the same he/she was drilled into learning the language. This would entail memorisation and rote learning of the vocabulary often without appreciating the language. Though both are proponents of the communicative approach, they traverse different routes to arrive at the same destination.

Total Physical Response is a method employed in the initial stages of L2 introduction to young learners, wherein they learn the language by following the commands of the L2

instructor. It revolves around the basic idea of learning by doing and it did not place any expectations upon the L2 learners to produce grammatically or linguistically correct articulation. This idea is supported by Edgar Dale's 'Cone of Learning', as he claims in his work *'Audiovisual Methods in Teaching'* (1985); that we remember 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we hear and see, 70% of what we say and write, and 90% of what we participate in (Dale 257). If we compare this method to the Grammar Translation Method, then we notice that while the former focused on ELT by incorporating meaningful tasks and activities, the latter strictly emphasized adhering to grammar rules and translation to attain proficiency in L2. The Grammar Translation Method also spoke about the importance of being able to translate in both the native as well as the L2, which ultimately served as a marker of proficiency of the L2 learners. Both methods aimed at honing receptive skills of the language. Thus, it is safe to say that the conventional methods strictly adhered to a theoretical framework that lacked practical application hence offering impersonal learning experience to the L2 learners.

To sum up, the contemporary methods prove to be beneficial to the L2 learners as the methodology adopted focuses on enhancing and promoting L2 learning by focusing on the learner needs and not emphasizing strict adherence to grammar rules and structures and teaching language in isolation. The contemporary methods are relatively flexible and not as rigid as their conventional counterparts in terms of instructions and class activities, thus offering a scope for the learners to be independent and not rely on the L2 teacher as the sole source of knowledge and instructions. The development of learner-centric pedagogical strategies is also facilitated by the shift in the primary goal of L2 teachers, of being able to achieve holistic development of the L2 learners. This can be achieved only by providing L2 learners exposure and opportunities to multisensory, comprehensible, and engaging activities designed to cater to their interests and language needs. Another interesting point of

contemporary methods is that they immerse the learners in language learning and hence provide opportunities to manipulate and play with the language in a fun yet learning way such as role-plays and learning by doing so that L2 learning is not a tedious or rigorous activity, where rote learning acts as the sole solution of tackling it. Hence considering all the points, it is safe to say that the shift in ELT pedagogy facilitates L2 learning in a less stressful and positive atmosphere.

Thus, this chapter analyses the pedagogy shift in ELT, notably in mainstream educational institutions, however, it is equally prominent to gain an in-depth understanding of ELT interventions and techniques implemented to cater to the needs of learners with special needs, particularly those with communication disorders. To fulfill this quest, the following chapter delves into this domain to locate the modifications and measures adopted in ELT pedagogy to tackle communication disorders.

CHAPTER THREE: NURTURING DIVERSITY: AN EXPLORATION OF ELT INTERVENTIONS FOR LEARNERS WITH COMMUNICATION DISORDERS

"We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color."

- Maya Angelou

3.1. Introduction

Navigating an ocean based only on the position of stars and without any other aids like a mariner's compass or maps is nothing less than a nightmare for a sailor. Similarly comprehending and following language instructions given by the English teacher for a learner with communication disorder becomes a nightmare and an unattainable task. A neurodiverse learner, particularly a pupil with a communication disorder is at a high risk of lagging behind his/her peers in coping with the syllabus, activities, and assessment designed for a mainstream English language classroom. The conventional ELT classrooms lack the instructional materials, tools, and techniques to accommodate neurodiverse language learners. In such a situation arises the need for special education to cater to neurodiverse learners, particularly those diagnosed with communication disorders.

The learner needs and objectives of learning are different for learners with communication disorders. Their needs are met with the drafting of an Individualised Education Plan (IEP), where the emphasis is on individual learner requirements, and consequently, instruction, assessment, and activities are modified as per the needs of the learners to suit their pace and learning style. Creating an inclusive environment in a neurotypical ELT classroom to facilitate the learning of neurodiverse learners is the need of the hour. However, it is important to create awareness as well as to bring about a change in the attitudes of the mainstream education stakeholders to facilitate diversity in the classroom.

This chapter investigates the meaning of learners with communication disorders and what it entails, assessment or screening criteria for students with communication disorders, interventions and strategies that facilitate ELT for learners with communication disorders, the role of the parents of learners with communication disorders in aiding ELT and the scope for creating an inclusive environment for neurodiverse learners as envisioned by NEP 2020.

3.2. Decoding Communication Disorders

Communication constitutes an integral component of human beings. The title of being social animals revolves around the ability of humans to communicate and interact with one another. Language facilitates communication though the functions of communication vary as per the needs and demands of the individuals, be it to fulfill their individual or social requirements, to pass on information, express their views, ideas, feelings, and understanding, or to simply communicate with other social beings. However, impediments in communication can hamper the individual from satiating his/her needs often resulting in stress, anxiety, and frustration. Hence it is crucial to understand what are communication disorders to understand and help the learners struggling with language.

Gertrud L. Wyatt in her phenomenal book, *'Language Learning and Communication Disorders in Children'* (1969) defines communication disorders as *"a group of conditions involving problems with receiving, processing, sending, and comprehending various forms of information and communication"* (Wyatt 07). A communication disorder can manifest in the initial stages of a child's development or can be due to a medical condition that can hamper the later stages of life. It can be a stand-alone condition or co-occur with other developmental disorders (Wyatt 07). Thus, communication disorders affect an individual's effective utilisation of language to communicate verbally or non-verbally.

The American Speech-Language-Hearing Association (ASHA) categorises communication disorders into four groups; speech disorder, language disorder, hearing disorder, and Central Auditory Processing Disorder (CAPD). However, this research will elaborately look into speech and language disorders only as during the interviews conducted, the special educators and speech therapists were of the view that the aforementioned two types of communication disorders were more evident in the learners as they often co-occurred in learners with Dyslexia, Autism Spectrum Disorder (ASD), Intellectual Disability (ID) and Attention Deficit Hyperactivity Disorder (ADHD).

Speech Disorders encountered by the speech therapists included stuttering, cluttering, and articulation disorder. These disorders affect an individual's clarity, fluency, rhythm, and flow of speech. Language disorders diagnosed by the special educators included receptive language disorder, expressive language disorder, and sometimes mixed receptive-expressive language disorder. Language disorders mainly affected phonology, and morphology and caused problems with using the proper syntax of the language as well as using context-specific language. Speech therapists are of the view that learners with speech disorders are not likely to have language disorders as they have already acquired the language but face difficulty in its production however there are chances of learners with language disorders also having speech disorders.

3.2.1. Speech Disorders: From the Lens of Speech Therapists

The following section dives into the depths of speech disorders, particularly looking at what they include and how they affect an individual learner.

3.2.1.1. Stuttering

Stuttering also known as stammering is characterized as the repetitive and prolonged production of sounds, syllables, or phrases by an individual in addition to unintended silent

pauses, and mid-word pauses thus, affecting the production and the flow of speech (Hutt 57). Wyatt discusses Development Stuttering as a subtype of stuttering in her book, *'Language Learning and Communication Disorders in Children'* (1969), she links it to neurodevelopmental brain disorder and emphasizes that it is more evident in young learners. Wyatt also attributes factors such as family history, distance anxiety from the mother as well as the pressure to cope with unexpected sudden changes in the environment are likely to initiate stuttering in children. She also identifies Acquired stuttering; that develops because of illness or injury to the brain.

The speech therapists highlighted the fact that it is of paramount importance to take into consideration what kind of repetitive speech should be taken as symptomatic of stuttering and what kind occurs normally in a child's language repertory. The onset of stuttering is characterized by the appearance of compulsive repetition of initial sounds and syllables, occurring at a stage of development when the child tries to express himself/herself in connected speech. These compulsive repetitions must be differentiated from developmental repetitions. For instance, a speech therapist during the interview gave an example of compulsive repetition as follows *"I I I wa wa want to to to dri dri dri drink wat wat water"*, pointing out that such repetitions do not serve as building blocks in the construction of larger sentences and causes frustration and anxiety in the child. If the disruption of speech continues, then the symptoms become more complex, and eventually, the syndrome of stuttering as a full-fledged speech disorder emerges in children.

Secondary stuttering is a term used to address the stuttering that is likely to appear in combination with other disorders of speech and language such as those children with articulation issues. Early intervention is of great significance in helping learners with stuttering as speech therapists are of the view that, the earlier a child with stuttering is introduced to speech therapy the better the chances of overcoming developmental stuttering.

3.2.1.2. Cluttering

Cluttering was initially considered as 'clumsiness in articulation' as there was a stereotypical perception of children with symptoms of cluttering to be fast talkers who ignored the language structures and norms (Wyatt 233). Cluttering is marked by accelerated speech tempo, with a rapid rate of speaking; leading to irregular, unpredictable distortion and omission of sounds, it was also marked by erratic rhythm, repetition, and inappropriate syntax or grammar that made the language produced incomprehensible and seem disorganised.

In contrast to stutterers, clutterers are usually not aware of their symptoms, and their speech improves when they're made aware of this speech disorder and they make attempts to consciously control the rate of their speech (Wyatt 233). Cluttering results from neurological impairments and sometimes from genetics that affect the speed of speech. Clutterers also experience difficulties in reading, writing, articulation, sentence building, storytelling, and spelling. Cluttering often co-exists with stuttering and can co-occur with ASD and ADHD.

It is attributed to prolonged pauses in the sentences, unusual sentence stress, and structures along with the haphazard organisation of thoughts in both oral and written forms, with frequent topic shifting. The speech therapist shared an example of a sentence uttered by a learner with cluttering, *"I need to go to uhh…. I am thirsty and….there was bread and butter in the tiffin, I wanted chips but mama refused to give!"*. In speaking, the cluttering children frequently use filler words such as *'like'* or *'uh'*, and repeated syllables and words. Another symptom observed among clutterers is the deletion of syllables and often combining phrases to create a prolonged sentence uttered in the same tone and rhythm, for instance, *"Iwillgohomeandwatchtelevision!"*. Early intervention and speech therapy can help clutterers deal with their condition.

3.2.1.3. Articulation Disorder

As children learn to speak, it is a completely common phenomenon to see them struggling to produce certain sounds or to pronounce a word until the age of four or five. A learner with articulation disorder experiences as well as exhibits difficulty in learning and producing specific speech sounds at the phonetic level. Hence, making it difficult to comprehend what the child is saying. It is also known as *'Pronunciation Disorder'*, *'Articulation Delay'*, or *'Functional Speech Delay'*. A learner with such a disorder has no problem with the motor functions of his/her articulators; lips, tongue, teeth, lungs, jaw, velum, palate, or the alveolar ridge but rather finds it difficult to produce sounds in the accepted typical manner. Speech therapists attribute brain injury, hearing impairment, and hereditary and physical injuries affecting nerves involved in speech to be the causes of articulation disorder in some of the cases.

Wyatt in her book *'Language Learning and Communication Disorders in Children'* (1969) makes an interesting observation by stating that in the majority of cases of articulation disorder, environmental conditions had been responsible for the low rate of phonemic learning in these children. The conditions listed were as follows; (i) Inadequate experience of the children resulted in insufficient verbal stimulation in early childhood. (ii) The verbal stimulation, though frequent, had been inappropriate, and (iii) the inadequacy of the mother or the guardian as a speech model (Wyatt 201). Thus, Wyatt stressed how the lack of verbal stimulation during early childhood resulted in the development of articulation disorder.

Some articulation disorder behaviours observed by the speech therapists included frequent addition, distortion, or swapping of certain sounds, for instance, the /w/ sound was often used for the /r/ sound. The omission was a common characteristic observed among learners with articulation disorder as they often omitted certain sounds from the words, the speech therapist gave an example that she had encountered, a learner had asked her "Doo-oo-

ee-my-mas?", she struggled to decode it and upon asking the learner to draw what he wanted she understood that the question was "Did you see my mask?". Another example of the aforementioned, included a learner who was seen using the wrong stress pattern and pronouncing banana as 'BUH-nan-uh' instead of 'buh-NAN-uh'.

Learners often add extra sounds to the words, swap the initial sound of the words, or pronounce a single syllable instead of two, for example, the speech therapist noticed a learner uttering only "bay" instead of the complete word "baby". Substitution is another common phenomenon prevalent among learners with an articulation disorder, for instance, the speech therapist gave an example of a child who substituted /v/ for /l/ such as *"vook"* for *"look"*, *"vast"* for *"last"* and *"vet"* for *"let"*. Despite all the mentioned symptoms of articulation disorder it is important to remember it is completely involuntary and not in the control of children with this disorder to avoid the mistakes. Early intervention and speech therapy can be beneficial for the learners to recover from articulation disorder, if it's not treated then the disorder will be carried into adulthood.

3.2.2. Investigating Language Disorders: Perspectives of Special Educators

The following section looks into language disorders, investigating their key symptoms and substantiating the details with examples provided by special educators and speech therapists whom the researcher met during the course of the interviews.

3.2.2.1. Receptive Language Disorder

It is common for toddlers and infants to be unable to follow the instructions given by adults as they either do not pay attention to what is being said or they are too young to understand what is being expected of them. However, if the same attitude of being unable to comprehend what is being said persists in children who have crossed the threshold of five years, then it poses as an area of concern.

Receptive language disorder is a label given to identify those learners who struggle in comprehending, decoding, processing, and following what is being communicated to them either in oral or written language. They find it extremely challenging to connect words with their corresponding meaning and thus do not have an idea about what is being communicated to them. Learners in such situations often end up responding to the incoming messages in ways that do not make any sense to the sender of the message. Learners with receptive language disorder also experience difficulties in organising their thoughts either in the written or verbal form, thus this factor also prevents them from understanding and giving an apt response to what is being said or asked of them. There are no known specific causes of this disorder, however, it can result from ASD, complications during pregnancy and birth, genetics, or brain injury.

The special educators and speech therapists interviewed shared some examples of the symptoms observed among learners with receptive language disorder. They were of the view that often these learners seem to be not paying attention and listening to what is being discussed in the classroom because when asked questions they either gave a blank stare or kept quiet as a result of this the teacher often felt disrespected. However, the real problem was; that they struggled to understand what was being said and explained by the teacher. Autistic learners with receptive language disorder also exhibit difficulties in following instructions, and directions, complex goal-oriented sentences, and being part of social interactions hence they always seem to be shy or withdrawn.

Children with this disorder often have limited vocabulary, ask for repetitions, and have high chances of misinterpreting and misunderstanding jokes or what is being said to them. Early diagnosis and intervention can be of great help to learners with this language disorder.

3.2.2.2. Expressive Language Disorder

One of the major components of any language is expression, be it oral or verbal. Expressive skills include those with the production of language to express one's ideas, opinions, feelings, thoughts, and viewpoints through speech, writing, and gestures. Learners with expressive language disorder struggle to express themselves through the aforementioned means of language both in verbal and nonverbal forms. Such learners are at the risk of developing stress and anxiety as they are not able to adequately express themselves. There are no single known cause however various factors like ASD, learning disorders such as Dyslexia, ADHD, Aphasia, brain injury as well as genetics can serve as breeding grounds for this disorder.

The common signs of expressive language disorder observed among learners by the speech therapists and special educators included challenges in talking and making others particularly their peers understand them, using language in a logical sequence, particularly in activities such as storytelling. Students with this disorder also face great ordeal in correctly using tenses, prepositions, adverbs, and adjectives as well as the proper syntax of the language. The special educators also pointed out that there was no natural flow of speech as a result of which they're dreadful of social interactions. They often use wrong pronouns such as addressing a girl as "he" or "him", they also use wrong words in the sentences or confuse the meaning of words. For instance, the special educator gave an example of a sentence uttered by a learner with expressive language disorder; *"It is very happy for me. Will it be this happy for me day after today?"*, the special educator decoded this sentence, and explained that by "happy" the learner meant "easy" in reference to a rhyme they learnt that particular day while "day after today" meant "tomorrow".

Learners with expressive language disorder also exhibited selective mutism as special educators are of the view that they seek recourse to it as a defense mechanism to avoid feeling

humiliated because of their inability to respond appropriately. Another characteristic of this disorder is the usage of short sentences and frequent use of filler words in both written as well as spoken language because of limited vocabulary. Acquiring and using new vocabulary seems to be a herculean task for these learners. Early intervention can tackle and help learners with expressive language disorder overcome it to a certain extent.

3.2.2.3. Mixed Receptive-Expressive Language Disorder

Reception and expression are important for any individual to communicate as well as be a part of society. Imagining a world confined in chaos and confusion as one is neither able to understand what others are saying to him/her nor express oneself either verbally or non-verbally is terrifying. However, there is a segment of the population that experiences such an intimidating world of mixed receptive-expressive language disorder. As the name implies mixed receptive-expressive language disorder affects both receptive and expressive skills of communication. It acts as an impediment to comprehending as well as conveying one's ideas, feelings, and opinions. Thus, it is characterized as a developmental language disorder with marked difficulty in both understanding a message as well expressing oneself through the medium of language.

Mixed receptive-expressive language disorder is usually diagnosed by the age of three as children are neither able to respond to basic questions such as identifying their names when called out nor able to follow a simple activity. At the same time, they find it to be immensely challenging to express themselves, children with this disorder often end up being unresponsive to ELT. The researchers are not able to pinpoint the exact cause of this disorder, nevertheless, various factors such as premature birth, genetics, and brain injury are responsible for it as well as it can co-occur with ASD and Dyslexia.

The speech therapists and special educators from their observations gave examples of the symptoms observed in learners with mixed receptive-expressive language disorder. The common observation was; learners have limited speech and expressive skills compared to the other peers of their age, another prominent symptom included the inability of these learners to give appropriate answers even to simple questions about their likes, dislikes, hobbies, family, etc. These learners also exhibit difficulties in following or giving instructions, formulating well-structured sentences, or making proper use of grammar. In such a scenario, special educators and speech therapists play a significant role in helping learners keep their condition under control and enjoy language learning in a stress-free and non-judgemental environment.

3.3. Screening and Identification of Communication Disorders

Just as any physical ailment needs to be diagnosed to get it treated and cured so that an individual feels at ease, similarly it is of immense significance to assess and identify communication disorders in young learners so that it can be remediated and improved. There are various tests to identify and diagnose the same, however, a refinement of methods for the identification and diagnosis of children in need of modified educational programs particularly in language learning is of paramount importance.

The purpose of assessment is to gather and analyse information in order to make instructional, administrative, and guided decisions for any individual (Wyatt 235). Assessment also plays an important role in selecting appropriate and effective teaching methods and strategies for a particular student. Without proper examination, children with various symptoms of communication disorders may be given derogatory labels such as 'lazy', 'emotionally disturbed', 'mentally retarded', or classified under general terms as 'dyslexic' or 'autistic' irrespective of their condition and its severity.

The special education institutes in South Goa admit students who have been screened and diagnosed with either language or learning disorders by medical professionals in institutions such as the Institute of Psychiatry and Behaviour (IPHB), Hospicio - South Goa District Hospital or Sethu, a charitable trust for child development and family guidance. The detailed report procured from these institutions after formal assessment makes it easier for the child as well as the parents to seek further guidance. However, the formal diagnostic tests administered are psycho-educational in nature as the criteria for determining the disorders whether learning or language is based on the relationship between intelligence (IQ) and achievements in education.

The speech therapists and special educators that the researcher interacted with during the course of this study, mentioned a couple of checklists that helped them in assessment at the institutional level. The administration of these checklists is important to identify the needs of the learners to craft suitable intervention remedies for their difficulties. The most common checklist tool was; the Functional Assessment Checklist for Programming (FACP), the main function of this tool was to design an individualized education program to cater to the needs and requirements of each child based on the inputs received from the checklist. This activity-based checklist mainly looked into the domains of personal, social, academic (language and mathematics), occupational, and recreational. The administration of this checklist helps those in charge to design suitable long-term and short-term goals for the learners.

Receptive-Expressive Emergent Language (REEL) test, is a standard checklist tool used by special educators and speech therapists to gauge the language abilities, particularly of learners with special language needs. It helps the administrators of the test to gain valuable insights into the receptive and expressive language development of the learner. It focuses as well as provides a comprehensive evaluation of how vocabulary, semantics, and syntax of the language have been put to use by the learner in both comprehending and conveying oneself.

Hence, giving impetus to the speech therapists and special educators to tailor instructions and activities suitable for these learners.

During the course of the interviews, it was also revealed by the special educators that though standard checklists are useful in most of the scenarios, they're not helpful in certain circumstances, particularly if the learners have severe comorbid symptoms of delayed language development, defective articulation, and behaviour disorders. In such situations, special educational institutions have formulated institution and child-specific checklists and other baseline assessment tests. However, the interviewees refrained from sharing details about these checklists/tests to maintain confidentiality. Nonetheless, they shared that these tests, child-specific in particular, were crafted using the information drawn from several sources such as the developmental history of the child from his/her parents, pediatrician, siblings, peers, and previous educators.

Irrespective of whether the standard checklists or child-specific assessment tools were used to screen and diagnose communication disorders in the learners, all the special educators as well as speech therapists emphasized the fact that these tests should be administered by a medical specialist, a professional speech therapist or a certified Speech-Language Pathologist. The consensus opinion was that superficial testing by inadequately trained personnel would be detrimental to the child and should be avoided to the greatest extent possible.

3.4. Remedial Intervention to Tackle Communication Disorders

Just as the diagnosis of any physical ailment is followed by its treatment, the next pivotal step after the diagnosis of communication disorders in young learners is the implementation of intervention strategies to remediate and immerse the learners in a meaningful language learning environment. Intervention along with special care and attention to communication disorders are likely to make language learning less chaotic, frustrating,

fearful, and humiliating. Scholarly research in special education has documented the importance of early intervention. However, researchers are of the view that late intervention is better than none at all, but nothing matches the wonders of early and appropriate intervention.

As aforementioned, the established belief is that there is a close relationship between intelligence, as measured by standard I.Q. tests, and language skills. Hence, based on the I.Q. score, learners are grouped together irrespective of their physiological age and are trained in language skills with the help of remedial interventions. Though the learners of particular I.Q. levels are in the same class, each of them is likely to have different needs and a single or a combination of communication disorders. In such situations, speech therapists and special educators take recourse to Individualized Education Plans (IEPs) to cater to the needs of individual learners while keeping in mind their disorders and learning abilities.

During the course of this study, the interviewee speech therapists and special educators recounted their remedial intervention strategies and amusing anecdotes that testified to the effects of these pivotal strategies. As this study revolves around communication disorders, the questions formulated and responses obtained were specifically to gain insights into interventions for the same. The following section delineates the interventional techniques shared by the interviewees.

3.4.1. An Analysis of Remedial Intervention for Speech Disorders

The main goal of all remediators is to work towards the improvement of the quality of the children's understanding and use of spoken language. Communication therapy is a noteworthy method employed to help learners with speech disorders. Speech therapists share that any adult (parents or special educators) who is capable of attuning himself/herself to the child's level of communication may succeed in establishing a therapeutic relationship; this will in turn serve the child to attempt and explore his/her verbal stimulation. The adult must respond

to the clues given by the learner, by being alert to the learner's verbal and nonverbal messages and most importantly by providing corrective feedback to the learner. Thus, the helping adult has the double role of assisting the child in coping with his/her feelings of anxiety and aggression and, at the same time, communicating at a level that may be appropriate and comfortable for the child in verbal distress.

The crux of communication therapy rests on engaging the learners in simple communication patterns to lessen the child's linguistic load by using simple vocabulary, a slow rate of speech, and careful articulation. In this method, the learners are not corrected when they express their needs or wants but rather during activities and games by using simple picture books, toys, crayons, and other interesting but not confusing means. The intervention sequence adheres to the fundamental stages in children's language learning and thus the child's training begins with labeling or naming of objects and pictures. This is followed by the expansion of phrases, word matching, and repetition of nursery rhymes. Finally followed by simple reading or storytelling. Even the stories are crafted in such a manner that they deal with the immediate environment and with events evident in the lives of the learners, they are full of descriptive words and repetitive and funny sounds.

Corrective feedback as aforementioned refers to the phonetic, semantic, and grammatical feedback provided to a child with speech disorder so that he/she can improve upon the multiple aspects of the language. Accurate sounds and sequence of the sound constitute the phonetic feedback. Acquiring names and meanings to convey objects, experiences, relationships, and any phenomenon forms semantic feedback. Grammatical feedback looks into correct patterns of grammar and syntax of a given language. Speech therapists highlight the fact that adults should be mindful of the fact that whether the feedback provided is rewarding or punishing, continuous or discontinuous, and if it's appropriate or inappropriate in facilitating the learner's language development.

The pictures used for therapeutic communication must be simple and clear in colour. Often picture books are made by speech therapists by cutting out simple colorful illustrations from magazines and old books and pasting them on cardboard. Along with the word or phrase used with each picture written underneath it, thus providing repeated auditory input of the same sequence of sounds. The child is presented with small increments of learning, beginning with simple consonant-vowel-consonant combinations and gradually proceeding to longer and more complex units.

Prompts also constitute a major component of special education as well as speech therapy, whether it be visual, auditory, physical, gestural, or verbal prompts allowing learners with communication disorders to overcome hesitation as well as anxiety in attempting to learn or articulating any new information. Though initially prompts are often used multiple times it is gradually followed by fading as progress and confidence are observed in the learner.

In the case of students with severely defective articulation and stuttering; since their articulation is incomprehensible, therapists turn to play therapy using crayons, clay, and puppets to develop nonverbal communication. In such cases oral and mouth exercises to stimulate the articulators. A wide plethora of remedial interventions can be incorporated to help learners struggling with speech. Harnessing the correct strategy is the key to tackling speech disorders.

3.4.2. An Examination of Remedial Intervention for Language Disorders

The first step of intervention is designing a learner-centric and child-specific curriculum. This is fulfilled by adapting functional academics to meet the individual needs of the learners in special education. Functional academics refer to the fundamental reading, writing, and numeracy skills that enable independent living. Since children with communication or other learning disabilities find it difficult to understand or pay attention to

the minute details, they often require more time to grasp what is being taught as well as to transfer learning from one situation to another. Therefore, the interventional focus shifts to functional academics whereby learners are acquainted with basic language or numerical skills that can be utilised for independent functioning at the individual as well as social level.

Simplification and a flexible curriculum form the core of functional academics, every task or activity that facilitates language learning is divided into sub-tasks to make it as simple as possible. Another crucial intervention to help learners with communication disorders is the modification of text. Text is modified to be easily comprehensible for the learners with minimal effort. It is enriched with visuals corresponding to the text so that the content is reinforced with the help of pictures. At the same time, the focus is more on exercises, activities, and practice with pictures and demonstrations. This makes it possible to progress from simple to complex, known to unknown, and concrete to abstract as the imagination of the learners is ignited by the visual aids that accompany the text.

'Picture-reading' is another interventional strategy used to facilitate learning with the help of visuals be it in the form of pictures, flashcards, realia, objects, and other items necessary as per the learner's needs. The special educators were of the view that using visual cues in teaching abstract concepts particularly grammar like prepositions, articles, and verbs serves to be beneficial. Colour coding constitutes another important technique to tackle language disorders, whereby parts of speech are given specific colour so that the syntax of the language becomes easy to understand as well as to apply while using the language. In this method nouns, pronouns, verbs, prepositions, and conjunctions are given a distinct colour for easy identification.

The 'sight word' or the 'whole word' method is the common method adopted by special educators to teach reading includes the following sequence; the word is taught to read first by associating it with its corresponding picture, then comes tracing the word with finger either in

the air, grains such as rice or wheat, cereals or on sandpaper. Followed by matching the word being read and its picture without any distractor. The difficulty level increases as the learner has to match the word and its corresponding pictures with multiple distractors. The final stage consists of identifying the word being read from multiple distractors which are usually in the form of other similar words and pictures and finally reading/naming the word. As can be deduced from this method the emphasis is not on learning individual alphabets to learn to read but rather on learning directly the word to be read by *'matching-identification-naming'*.

Functional writing skills involve learning to write one's name, parents' and siblings' names, residential address, the names of objects used every day, words that denote daily activities, and words used to express one's feelings and emotions (Wyatt 107). Steps involved in teaching writing to learners with language disorders include; tracing every single letter that constitutes the word, usually the learners are instructed to use their fingers to trace either on sandpaper letter stencils accompanied by saying the letter aloud as it solidifies what is being learnt since it provides multi-sensory input to the learner as it includes visual, auditory and tactile senses. The next step includes joining the dotted line to form the word, again the emphasis is saying each letter aloud so that it registers in the child's language repertory. This is followed by asking the learner to copy the words written on the blackboard or in the notebook along with saying the individual letter sound, prompts are used if the learner is unable to recollect the letter sound. The final stage involves writing the word from memory devoid of any help, to master this the learner needs to learn the phonetic sequence of the letters and then club them together to form the word. Usually, three or only four-letter words are introduced to boost the morale of the learners and to initiate interest in writing.

A special education language classroom is majorly made up of simple discussions, compact instructions, multiple repetitions, questions, and counter-questions to check the understanding of the learners. Questions and counter-questions are specially designed to gain

insights into the understanding and proper application of language, particularly grammar rules acquired by learners with communication disorders. This is evident in the guise of well-planned games, often verbal games that focus on memory, sequence, or concentration. For instance, game such as *'My Grandmother's Trunk'*, where a child says any item he/she would like to pack for a trip followed by the next student repeating the previous item and adding another and so forth, the chain is broken if a child forgets the sequence of the items and is started all over again. Items are replaced with letters of the alphabet, days of the week, and months of the year in their accurate sequence.

Flashcards and board games are employed too for reinforcing particular skills or for rehearsing vocabulary. Flashcards with illustrations of grammar concepts such as prepositions, opposites, vowels, and conjunctions are used for the same. *'Sea of Vowels'*, is a board game wherein each player draws a card with a picture of a vowel on it, identifies the picture, sounds out the vowel, and moves to the corresponding letter on the board. The end goal of harnessing such methods is that playful practice is better than monotonous drills as the sense of achievement motivates the learners to participate and be competitive.

For learners with receptive language disorders, following written or verbal directions proves to be a nightmare. In such cases several strategies are used to improve listening comprehension, for example before reading a pictorial passage the learners are told in advance about some of the questions, he/she will have to answer for which they have to raise their hands each time he/she hears an answer. Usually, the passage is as simple as describing a farm, a zoo, or a family. Another technique is giving simple and short instructions that require students to do things like walking to the door, shaking hands with their partner, jumping, scratching their forehead, picking up the pencil, and so forth. This is followed by increasing the complexity of the instructions such as asking the learners to follow the teacher in doing simple origami crafts

and finally to bigger tasks such as asking the child to give instructions to the peers to complete a task.

An interviewee special educator shared her experience while working with children with mild expressive language disorder. The intervention began in the form of teaching children auditory discrimination between speech sounds. Simple sound and word games were demonstrated to the learners. As the students' auditory discrimination improved, the educator demonstrated increasingly more complex verbal games. For instance, learners were challenged to find the most appropriate and most colorful word to describe a picture or an object; later they were encouraged to describe pictures, objects, and events in simple connected statements, and eventually to make up brief stories about them. The children no longer avoided verbal communication in the classroom and they expressed themselves freely and easily. Their tension and resistance disappeared and their delight was evident in the expressive quality of their voices.

Educational drama is also used as a tool to help learners with communication disorders as it allows them to observe and understand the verbal use of language as well as express their views and feelings through non-verbal communication such as facial expressions and gestures. The goal of such an intervention is not to prepare learners for a final performance of some kind but rather to provide a hands-on experience for the learners to use and manipulate language to achieve a desired goal. Listening to environmental sounds is another method of increasing auditory awareness as children are encouraged to experiment with speech sounds, like *'shhhhh…..'* or *'zzzzz……..'*. Such stimuli make them think carefully about what it reminds them of, such as the wind or a bee and thus elicit a verbal response from the learners.

Educational drama sessions usually include relaxation activities. These are of prime importance as a common hindrance to early classroom adjustment of learners with communication disorders is their lack of confidence, which manifests itself in increased bodily

tension. Relaxation activities such as deep breaths, and meditating for one minute prove to be an essential part of their education as physical relaxation eventually leads to mental relaxation and this results in a more receptive mind.

Tests and other assessments are read to the student by the teachers as well as students are allowed to give verbal as well as pictorial answers by allowing drawings as a means of expression. In some cases, the special educators also use recorded instructions so that the learners can listen to them at their own pace as many times as they want. Students with communication disorders do not perform well under time pressure since it takes them longer to read the questions, mentally compose the answer, and write it down. Hence these students are allowed to answer without any time restrictions. Unlike the regular assessment pattern which includes long written answers, the assessment of learners with communication disorders includes matching the columns, fill-in-the-blank, and short answers of two lines maximum with lots of visual cues and prompts from the teachers. In case of profound reading and writing difficulties, special educators often allow shadow teachers as well as scribes to help learners during assessment.

The speech therapists as well as special educators were of the consensus that the personality of the teacher is of the highest importance. The teacher of learners with communication disorders has to be a flexible person who can tolerate ambiguity well, yet who can respond to minimal cues in children. She/he should be able to determine quickly what particular techniques and procedures to use at a specific time with a given child with a particular problem. She/he has to be imaginative and creative in adapting known instructional techniques to the needs of individual children and in inventing new techniques as and when needed.

Many digital interventions have been adapted to help learners with communication disorders. A detailed analysis of the same constitutes the fourth chapter, section 4.3. Nonetheless, the analysis of the above-mentioned robust interventional strategies gives an

insight into the development and constantly evolving techniques of ELT pedagogy for learners with communication disorders.

3.5. An Evaluation of the Role of the Parents

The special educators along with speech therapists were of the firm opinion that the cooperation, support, and involvement of the parents of children with communication disorders is of paramount significance. They said that it is important to practice and reinforce at home all that is taught at school. The onus is on parents to help their children with speech or language disorders overcome their inhibitions and build their confidence and self-esteem to be independent learners. A common challenge faced by all the interviewee speech therapists and special educators was the initial denial of the parents in accepting the fact that their child needs special care and attention. Nonetheless, once this fact has been accepted their participation and interest are mandatory to support the efforts of the professionals.

The parents need to make conscious efforts to be careful listeners as well as to speak to the child using simple vocabulary so that the child does not feel neglected or unworthy. The speech therapists were of the view that parents should be quick to understand how to work with the child and be creative in setting up multisensory activities that serve the dual purpose of engaging the child as well as helping him/her to learn something new. Supportive relationships can be of great help to learners with communication disorders, particularly during anxiety and nervousness for soothing and calming them down.

Parents should be open-minded to benefit from explanations and demonstrations provided by professionals, accept suggestions, and utilise them constructively. Once the principles of therapeutic communication are internalized by them, they can use their imagination in setting up situations of constructive interaction with the child along with enhancing their skills in stimulating the child's language development. This in turn will help

them establish a relationship of trust and confidence with their child as they are willing to co-operate and coordinate with the special educators and speech therapists, thus becoming the child's primary teacher and therapist.

The close-knit relationship between parents and professionals helps parents to gain insight into their child's personality dynamics and emotional needs, and also introspect their reactions to the child's symptoms and behaviour. Speech therapists and special educators believed that parents needed help in better handling the child's expressions of feelings and developing communication to foster a positive relationship with the child. To achieve all this it is crucial for the parents to give full and undivided attention to anything that may seem trivial, inconsequential, or silly as it gives the child the much-needed reassurance that he is important and heard as well as meet the child's emotional needs effectively.

To sum up, the responsibility of helping learners with communication disorders is not the duty of speech therapists and special educators only, in fact, involvement and cooperation from the parents play a crucial role in helping these learners as they are with their parents around the clock. This allows the parents to devise and engage with the child in fun language-related games, spend time with the child, and make efforts to revise and practice what has been taught on that particular day at the special education institution is likely to reap benefits in leaps and bounds. Professionals vouch for improvement in the learners when parents are as involved as they are.

3.6. How Inclusive is the NEP 2020 Inclusive?

The new National Education Policy (NEP) 2020 was formulated by Dr. Kasturirangan committee with one of its goals being to make education accessible and inclusive for all the children of the nation. It was also aligned with the Sustainable Development Goals (SDGs) adopted by the members of the United Nations; *"to ensure inclusive and equitable quality*

education and promote lifelong learning opportunities for all" by 2030 (National Education Policy 2020). This was particularly to foster the educational requirements as well as include the Socio-Economically Disadvantaged Groups which consisted of marginalised women, transgender individuals, Scheduled Tribes and Scheduled Castes, other minorities, and children with disabilities in mainstream education.

Ensuring the inclusion and participation of children with disabilities is the highest priority envisaged in NEP 2020. The Rights of Persons with Disabilities (RPWD) Act 2016 defines inclusive education as a *"system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities"* (National Education Policy 2020). There are twenty-one globally identified disabilities each with its peculiarity and needs. Though NEP 2020 suggests provisions to cater to the needs of children with disabilities, its implementation can be challenging as it is ambiguous in its definition of disabilities.

Since this study focuses on communication disorders, how can the mainstream classroom instructions and environment be altered to ensure inclusivity was asked to the interviewee special educators and speech therapists. These professionals were highly critical as to what extent it could be feasible. They raised concerns about how the policy is over-ambitious and fails to specify the changes that would be incorporated into the curriculum to enable learners with communication disorders to be at par with their peers. Concerns were also raised pertaining to the pupil-teacher ratio of the class, NEP standardises it as 1:30. The special educators were of the view that the current ratio of their institutions being 1:5 was not feasible to attend to the needs of individual learners, let alone thirty learners.

The policy also proposes the establishment of a new National Assessment Centre, PARAKH, to formulate guidelines and design appropriate tools to help teachers and special educators in the early assessment and identification of disabilities. Special educators were

unsure of the time it would take to train all the teachers and special educators across the country to master the assessment and attain professional adequacy. The fact that there is a dearth of special education training centres in India and Goa in particular also questions the policy's vision of training and recruiting more special educators without addressing this fact.

Another shortcoming of the NEP 2020 is that it provides children with disabilities to opt for one of the three choices of schooling; homeschooling, neighborhood schools, and special schools. Ironically the very fact of claiming to be inclusive yet giving an option of segregated learning questions the practicality of the policy's claim. It also highlights the inability of mainstream language classrooms to accommodate learners with communication disorders. Special educators emphasized that this implies that the policymakers were aware that the practical application of inclusion was not feasible and yet they lauded the policy for being inclusive. It also points out that the complete inclusion of the neurodiverse and neurotypical learners is an uphill battle.

Special educators and speech therapists also pointed out that the NEP 2020 does not elucidate how the resources, particularly digital resources, would be beneficial to learners with disabilities residing in remote regions where the network poses a main challenge, let alone the internet. Development of learner-specific resources as well as resources catering to communication disorders with equal stress on practice exercises and activities is highly questionable.

To sum up, though the NEP 2020 promises to transform education in India to make it accessible and inclusive for all, the validity of this claim is highly ambiguous. Certain loopholes need to be addressed by keeping in mind children with disabilities and particularly those with communication disorders that hinder the successful implementation of the policy. Being aware of the ground realities of the classroom practices and a deeper engagement with the stakeholders of special education to understand the needs and requirements of the learners

would be the preferred method to create a practicable inclusive environment with no loose strands.

Thus, the essence of this chapter involved a nuanced investigation into the ELT interventions and techniques utilised to facilitate English language learning for learners with communication disorders. The purpose of this chapter was to gain insights and perspectives from the speech therapists and special educators working with these learners. Followed by a critical analysis of the effectiveness of the NEP 2020 to accommodate learners with and without communication disorders under one roof. Since the previous chapter analyses pedagogy shift in ELT and this chapter explores ELT interventions for learners with communication disorders, it is necessary to discern the role of technology in both the domains of ELT pedagogy. Hence, the following chapter fosters this inquiry.

CHAPTER FOUR: ROLE OF ICT IN RVOLUTIONISING THE FAÇADE OF ELT

"Technology will not replace great teachers but technology in the hands of great teachers can be transformational."

- George Cuorus

4.1. Introduction

A significant characteristic of the 21st century is the evolution of technology and its firm grip in various sectors of life. Be it commercial, industrial, medical, or communication, technology has acted as the dominant force in the advancement of these fields. Its highly favourable impact can also be witnessed in the educational system as Information and Communication Technology (ICT) is the norm in many classrooms worldwide. According to the United Nations Development Program (UNDP), ICTs are defined as *"a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information"* (Hiradhar and Atanu 4). Being the citizens of a fast-growing digitized and automated world that favours high efficiency and accuracy, it becomes imperative to integrate ICT in learning, particularly in language learning. ICT in language learning enables the use of interactive tools, applications, graphics, and videos to facilitate learning. Just as every entity has its strengths and weaknesses, using ICT in moderation and under the controlled guidance of the educator is a prerequisite.

The global discussion about the two main ways to use ICT in ELT includes, technology as providing teaching resources and technology as providing enhanced learning experiences (Freeman and Anderson 250). The paradigm shift from chalk and talk method to integration of ICT tools like overhead projectors which facilitated the display of audiovisual recordings to specially programmed computers for language learning are the latest additions to the technological tools available to language teachers. As Kern has put it, *"Rapid evolution of*

communication technologies has changed language pedagogy and language use, enabling new forms of discourse, and new ways to create and participate in communities" (Freeman and Anderson 250-251). The role of the internet in facilitating advancement and making this accessible is undeniable. ICT and communication technology in general also played a significant role during the global pandemic, COVID-19, wherein online education had become the new normal.

This chapter will analyse the role of ICT in facilitating ELT and, the impact of ICT in special education, it will also take stock of Artificial Intelligence (AI) in ELT, and an overview of the futuristic perspective of AI in ELT pedagogy. This will be followed by weighing the pros and cons of ICT in ELT.

4.2. Role of ICT in Facilitating ELT

Freeman and Anderson in their book, '*Techniques and Principles in Language Teaching'* (2011) remark that, though a typical classroom setting with a teacher in front of the blackboard and with students at their desks reading from a textbook is still the norm in most of the schools, gradually the practice of students working independently or collaboratively at computers and using technology to expand and concretise their learning is not a new sight. Thus, highlighting the shift in pedagogical techniques as well as learner-centric methods in ELT. Incorporation of ICT in ELT also facilitates customisation of instructions thus catering to individual learner needs.

A wide range of supplementary teaching aids particularly in the guise of ICT tools developed and have proved to be helpful in ELT. They improve communication, add to interest and ultimately result in a motivational boost for the learners as well as for the teachers. Isisag opines that *"... use of ICT in language learning not only involves pedagogical changes for teachers but also involves environmental and pedagogical changes for learners who are*

traditionally used to face-to-face teaching in classrooms" (Gaonkar 04). Thus, this expedites the emergence of hybrid methods of language learning.

Hybrid pedagogy or 'Blended Learning' is a method of teaching that utilizes technology along with face-to-face instructions to create a variety of learning environments for students. Instructors who employ hybrid pedagogies intentionally incorporate technology tools both to enhance student learning and to respond to a wide range of learning preferences (Linder 03). Thus, an amalgamation of both physical and virtual environments constitutes a hybrid ELT classroom where the integration of technology in pedagogy goes hand in hand with verbal instructions.

The revolutionary Web 2.0 is also credited for expanding the horizon of educational technology. Web 2.0 can be simply defined as *"the current state of the internet, which has more user-generated content and usability for end-users"* (Thesaurus). Thus, it provides opportunities for user collaboration and sharing of user-generated content on the internet along with the development of social networking. Web 2.0 applications such as blogs, social media, YouTube, self-publishing platforms, etc. can be exploited to the advantage of the students learning the English language, as it creates several learning opportunities such as exploring and investigating, composing and creating, reflecting and evaluating, presenting and performing; and communicating and collaborating (Poudel 104).

According to Davis (2007), the incorporation of the technologies into English classrooms can facilitate, (i) cognitive gain by providing visual images, (ii) motivational gain by providing fun, and (iii) interactional gain by providing convenience sharing (Poudel 104). The two most common methodological proponents of ICT-integrated ELT pedagogy are Computer Assisted Language Learning (CALL) and the audiovisual method, which highlight the multifaceted use of technology in acting as an integral building block of language and simultaneously making language learning effective and enjoyable.

4.2.1. Computer-Assisted Language Learning (CALL)

CALL embraces a wide range of ICT applications (apps) and approaches in teaching and learning a second language, from the "traditional" drill-and-practice programs that characterised CALL in the 1960s and 1970s to more recent manifestations of CALL, such as interactive whiteboards used in a virtual learning environment and web-based learning (Robyler and Aaron 255). It also extends to the use of corpora and concordances (an alphabetical list of the important words, usually with citations of the passages in which they are found), computer-mediated communication, language learning in virtual worlds, and mobile-assisted language learning. An alternate term for the same, technology-enhanced language learning (TELL) also emerged in the 1990s at the University of Hull (Robyler and Aaron 257).

The design of CALL materials generally takes into consideration principles of language pedagogy and methodology, which may be derived from different learning theories (e.g. behaviourist, cognitivist, constructivist). Thus, a language teacher using CALL adopts Blended Learning by default as it is a combination of face-to-face teaching and technology. Blended Learning is designed to increase learning potential and therefore is more commonly used than purely CALL in language classrooms all over the world.

Researchers consistently claim that CALL radically changes the role of the teacher but does not eliminate the need for a teacher. A teacher's presence is still very important to learners while engaging in CALL activities/programs. For instance, instead of handing down knowledge to learners and being the centre of their attention, teachers act as catalysts of language learning by developing appropriate and meaningful activities for learners.

The current philosophy of CALL puts a strong emphasis on learner-centred materials that allow learners to work independently. Such materials embody two important features:

interactive learning and individualised learning. CALL is a tool that helps teachers to facilitate the language learning process. It can be used to reinforce what has already been learned in the classroom or as a remedial tool to help learners who require additional support (Freeman and Anderson 49). As Castleberry and Evers (2010) remark *"Technology opens the doors of modern language classrooms to students with diverse needs because it allows access to the curriculum as well as information about language and culture"* (Robyler and Aaron 316). This directs to the fact that CALL provides multiple learning opportunities that may not be possible with print text and traditional teaching methods.

4.2.1.1. Examining the Role of ICT Tools in CALL

The use of ICT is of paramount importance in ELT, particularly in ESL classrooms where L2 learners are provided with ample opportunities for the application of theoretical language through the use of ICT tools. CALL is notable for integrating strategies which include support for authentic oral language practice, virtual collaborations, tutorials, instructional games, virtual field trips, and text production. The scope and tools used to accomplish these are elucidated below.

CALL supports authentic oral language practice, particularly reading comprehension, which facilitates engaged reading with digital text. E-books and interactive stories in online format engage readers by allowing them to interact with digital versions of texts they read. This also helps learners struggling with reading as audio files enable these learners to read aloud together with the e-book with markers to highlight intonation and pauses thus practicing their reading skills. There are also software and applications developed to give definitions and pronounce unfamiliar words aloud.

Digital storytelling encompasses the process of using images and audio to tell stories of topics relevant to the language classroom. According to the Centre for Digital Storytelling,

a digital story is a *"short, first-person video-narrative created by combining recorded voice, still and moving images, and music or other sounds"* (Robyler and Aaron 298). The illustrations on the screen enhance this activity and benefit the reader to concretise the meaning of any particular word, particularly new vocabulary. This is beneficial as it provides individual help to the learners by taking into consideration different levels of language learning. It focuses on both receptive as well as expressive skills, such as reading and responding to the interactive tools, and also developing listening competence simultaneously.

Podcasts are also a means for emphasizing listening as well as productive skills like speaking, as they are audio and visual recordings that can be created or downloaded. Educational podcasts cover a wide range of topics and can be an intricate source of testing listening skills by basing questions on those or asking language learners to create a podcast as a means of assessment to check for the learner's progress in language learning. *'Audacity'*, a popular software for recording and editing audio files, has been introduced in many language classrooms for the same purpose. Apps such as *'Spotify'*, *'Pocket Casts'*, *'Castbox'* and *'Google Podcasts'* can be easily downloaded on Android or IOS devices and can be used to record and edit podcasts.

Language labs are significant in CALL as they serve as the breeding place for the integration of ICT in ELT. Modern language labs are known by many names, such as *'Digital language lab'*, *'Multimedia language lab'*, *'Language media center'* and *'Multimedia learning center'* (Gaonkar 73). A language lab creates a learning environment much more efficient than traditional classrooms in developing the capabilities of students and does not ignore the diversity of the learners. It pays importance to communication, and authentic language practice, monitors the progress of the learners, and provides constructive feedback. In addition, the use of the language lab personalizes the learning process, encouraging creativity, innovation, and training as students are provided with headphones to hear and self-monitor their oral

production. Listening instruction can also be built into the lab setting by the L2 language teachers so that students can listen to oral instructions for simple activities.

CALL also encourages virtual collaborations as many teachers attribute this technique to be motivating for students to use their newly learned language skills. By using email, blogs, and online communication technologies students can collaborate with their peers. Blogs are an important component of virtual collaboration as they allow the learners to put their productive skill of writing into practice. Blog is an abbreviation of *'web+log'* (Freeman and Anderson 262). They act as an online journal or diary of an individual where he/she writes about any topic that interests him/her. Blogs also have a provision to allow the readers to leave comments facilitating virtual interaction. Teachers are taking initiatives worldwide to encourage language pupils to create blogs either for assessment or to be part of the global network. *'WordPress'*, *'Blogger'*, *'Tumblr'* and *'Weebly'* are examples of excellent free blogging platforms available for language learners.

Instructional games constitute CALL as a classroom without elements of the game and fun would be a dry, barren landscape for students to traverse. Technology-based games bridge the worlds of gaming, entertainment, and education in an attempt to facilitate fun and effective learning. Hence, instructional games add game-like rules and/or competition to language learning activities (Robyler and Aaron 108). The lure of playing and winning in a game transforms the outlook toward language learning. Teachers often integrate games in classroom activities to retain student's attention or as a reward for accomplishing other activities, as games whether virtual or not, by themselves are powerful teaching tools.

Educational games often have appealing formats and activities as elements of adventure, uncertainty, and level of complexity proportional to the learner's abilities are effective in learning (Robyler and Aaron 109). Fun activities motivate language learners to engage with the topics hence being interested and attentive to learning. Language games also

replace worksheets and boring exercises with computer-based instructional games. *'Monster Vocab', 'Grammar Bubble', 'Spelling Bee', 'WordSearch', 'Hangman',* and crossword puzzles are some examples of online ESL games along with websites such as the *'British Council's LearnEnglish Kids', 'English Club. Com', 'Games4esl'* etc. engage learners in learning the English language in a fun and innovative way.

Virtual field trips provide opportunities for language learners to virtually visit places that would be restricted otherwise. There are several ways to implement virtual field trips in language classrooms. The most common virtual field trip format is a webquest-like format that enables students to visit a specific region, explore the area, and encourage language students to use their experiences to practice their oral and written language by producing a product in the target language such as a poster, an essay, a poem or a short story. 'Google Augmented Reality' (AR), 'Google Virtual Reality' (VR), and 'Google Arts and Culture', particularly virtual tours of museums facilitate such language learning.

Development of text production and presentation skills is also accomplished through CALL. Students require practice in putting their productive skills, particularly writing into practice. The most common word processing program, 'Microsoft Word' offers support for producing as well as proofreading the matter produced by language learners. In addition to authentic use of language to create journals, descriptions of experiences, oral reports, projects, and assignments, Word also supports correct usage of language by providing grammar checks, spell-checks, and punctuation errors. 'Google Docs' is a significant extension of Google, it is an online word processor, it is free, and can be accessed with a Google account. A single file can be shared by multiple students as it enables working on it together in real-time making it unique from other word processors like Microsoft Word.

4.2.1.2. Effectiveness of CALL

The proficiency of CALL can be analysed in the following ways:

• Language learning is made easy and interesting through a variety of individualised computer programs, games, animated graphics, videos, and simulation technologies.

• Individualised instructional programs can be designed by teachers to teach, guide, and test learners according to their grades, developmental stage, and learning style, especially for learners with language difficulties until a prescribed level of language proficiency is attained.

• Immediate feedback provided by interactive terminals reinforces learning and motivates the learner to keep trying and learning through active participation. Positive feedback enables the learner to accept correction positively, understand the principles behind the correction, and thus consequently, lead to self-correction and learning.

• Provides flexibility to the learner to learn and re-learn as and when s/he wants to and according to her/his pace. It also permits freedom of expression within the bounds of computer programs by means of writing essays, articles, poems, short stories, etc.

4.2.2.1. Evaluating the Use of Audio-Visual Devices in ELT

The basis for all learning is experience and usually the most effective type of learning is gained by concrete, authentic, direct, first-hand experience. Since it is not always possible to have recourse to such experiences in a regular classroom, resourceful teachers are constantly on the alert for using methods and devices that will make learning more meaningful for their learners. This quest is often fulfilled by the integration of ICT particularly in the form of audiovisuals in L2 classrooms.

According to Burton, *"Audio-visual devices are sensory objects and images which stimulate and enhance the learning process"* (Robyler and Aaron 107). Devices, whether visual

or audio-visual materials are valuable in the teaching-learning process because they stimulate interest and provide enrichment to the learners' classroom experiences. Experiences gained through multiple senses leave a concrete and lasting impression and it is these experiences in language education that audiovisual aids seek to convey by complementing verbal and abstract instructions with concrete aids. Most modern language classrooms are surrounded by an endless profusion of audiovisual teaching materials/resources such as workbooks, drill cards, pictures, videos, film strips, television, interactive/ smart-boards, models, specimens, artifacts, exhibits, realia, etc. used by language teachers to transmit ideas and experiences through the eye and the ear.

The following are the uses of audio-visual devices in enhancing the English language teaching-learning process as deduced from the responses gained during the interviews:

Develops vocabulary and grammar: The use of visual cues enables language learners to make associations with the new words. Thus, retention of new vocabulary is much higher in comparison to just the verbal explanation of the new terms. Audiovisual aids also provide L2 learners with opportunities to familiarise themselves with the authentic use of L2 by watching video clips of native speakers using it to communicate.

Enhances listening and speaking skills: both receptive and productive skills can be developed best through the use of audio and audio-visual materials. The onus is on the language teachers to provide authentic and resourceful audio, videos, films, speeches, podcasts, and recordings to enhance the listening and speaking skills of learners through interaction with the L2.

Authentic language use: language learners can grow intellectually, develop creativity, critical thinking, and better oral and written communication skills through the exposure and judicious use of various audio-visual materials/resources like movies, TV dramas, songs, etc.

This helps the learners to recognise and understand the difference between text-book language and language spoken in real-life situations, be it tone, intonation, accent, slang, or formal and informal expressions in an accurate context. Thus, cultural awareness among L2 learners can be promoted through the use of audiovisual aids.

Promotes interactive language learning: audiovisual aids foster collaborative learning, particularly by having group discussions, debates, reasoning activities, and other peer-related tasks thus facilitating effective communication between L2 learners and teachers.

In addition to CALL and audiovisual methods that form the major crux of ICT in ELT pedagogy, there are a number of other online tools websites, and applications that provide interactive practice that look after online practice in matching letters and sounds, as phonemic awareness constitutes the foundational skill in learning to read. There are also online tools to engage students in vocabulary learning as various innovative and fun sites are available for vocabulary growth. For instance, *'Wordle'* and *'Visual Thesaurus'* are among the numerous others used to facilitate the same. These sites are diverse in their approaches but all serve to engage language learners with words in motivating ways.

4.3. An Enquiry into ICT Tools for Learners with Communication Disorders

Technology can be integrated and used as an intervention in enhancing the ELT techniques for students with special needs particularly those with communication disorders. Historically, the emphasis on technology for individuals with special needs has been thought of as assistive technology which implies extending the abilities of an individual in ways that provide physical access such as wheelchairs as well as sensory access in the form of Braille (Robyler and Aaron 434). However, with the digital revolution which characterizes the 21st century, technological support can also be extended to cater to students with communication disorders.

The applicability and suitability of these technological tools are important elements to check when deciding to implement a technological treatment program (Lorusso et al 02). Research suggests that technology-supported curriculum in special needs classrooms may lead to increased student involvement and enhanced self-determination as special learners tend to benefit most from technology-supported instructions (Robyler and Aaron 440). Special education technology includes both the dimensions, assistive as well as instructional technology. They share the common goal of harnessing the potential of technology in ways that offer an individual with special increased opportunities for effective learning and creative output.

A combination of low-technology and high-technology approaches is used to help learners with communication disorders. As the name suggests, low-technology solutions are generally considered to be non-electrical. Personal word lists, highlighting markers, and digital organising systems are examples of low-technology that provide students with appropriate levels of support to be successful in performing certain language tasks and hence enhancing individual performance. High-technology solutions are complex and involve special online programs and websites for efficient language learning. For instance, spelling words are often associated with memory. If an individual exhibits persistent difficulty in spelling because of errors in identifying letters, low-technology solutions would include personal word lists or personal dictionaries. While high-technology solutions such as electronic spelling checkers could be beneficial. It is of great significance to assess the needs of the learners and provide suitable ICT tools.

Remediation and compensation are the two common approaches that involve ICT-integrated ELT pedagogy for learners with language disorders (Robyler and Aaron 440). Remediation involves helping an individual learn with the help of digital graphic organizers to improve cognitive processing by visualizing concepts. This is particularly useful when it comes

to explaining abstract grammar topics like prepositions and nouns as graphics are likely to make a lasting impression on the cognitive domain of learners with language disorders. Compensation, on the other hand, focuses on using technology to accommodate the difficulties in performing specific tasks. For instance, autistic learners with gadgets that use visuals or audio cues that read aloud simple language instructions with multiple repetitions can aid their comprehension of the language.

A characteristic associated with receptive language disorder is difficulty in learning how to read and in developing grade-level reading skills. Grade-level reading can be described as the reading capacity of children without communication disorders in consideration to learners with language disorders. As a result, special educators devote a great deal of time and energy to teaching reading skills and use a variety of software products to remediate student's reading abilities. Interactive storybooks and VR are commonly used ICT resources to achieve the same. VR allows for tailor-made instructions and also provides a well-crafted visual experience thus concretising abstract ideas.

Text-to-speech products that help students with communication difficulties include software and apps like *'Murf'*, *'Text to Speech (TTS)'*, *'Read Aloud'*, *'Read Along by Google'*, *'NaturalReader'*, and *'Balabolka'* among the pool of options available online. Text-to-speech programs are also known as "talking books"; they allow students to read text at a pace that suits their needs. Talking books often highlight or underline the text as it is being read aloud. Many text-to-speech tools can also bookmark texts and offer additional options such as changing the font colour and size, line spacing, and background of the text. Implementation of such technology is possible only if teachers provide all instructional text in a digital format, students with language disorders particularly those struggling with reading can copy and paste the information into talking word processors, apps, and other text-to-speech software programs so that they can listen to information they cannot read.

Electronic Augmentative and Alternative Communication (AAC) is a landmark innovation in communication technology particularly developed to cater to the speech condition of learners affected by cerebral palsy, autism, and speech delay. AAC apps and boards use either low-technology or high-technology methods to augment, complement, or replace speech. High-technology AAC devices include speech generation, thus enabling the voices of speech-impaired individuals to be heard. Voice output is activated by clicking on words or pictures, or typing. The AAC devices were designed to cater to the specific purposes of learners with speech impairment. AAC apps such as *'SymboTalk-AAC Talker'*, *'Jellow AAC Speech Communicator'*, *'LetMeTalk'*, *'Avaz'* and *'Coughdrop'* are specially designed for children as it involves a user-friendly interface with lots of pictures thus providing a personalized experience yet at the same time promoting self-esteem, self-advocacy and independence of the learners.

Thus, it can be concluded that technological innovations are of paramount importance in helping special educators and speech therapists who cater to learners with communication disorders. Just as ICT facilitates language learning for learners without communication disorders, it helps learners with communication disorders in innumerable and often unimaginable ways. From simple to sophisticated ICT tools, foster language learning by engaging learners in creative and innovative language immersion experiences. ICT tools in special education are also commendable for creating a positive and stress-free language learning environment. The emphasis shifts from learners to special educators and speech therapists to choose the most relevant online tool to help the learners overcome their struggles.

4.4. An Exploration of ICT in ELT during COVID-19

The outbreak of the life-threatening virus, COVID-19 initiated a major perspective shift about the relevance of ICT in ELT. As the world came to a standstill with chaos, confusion, and loss of life; fear and uncertainty held a firm grip over the human race. Economies, countries, and international undertakings faced the brunt of the lockdown and so did educational

institutions. However, a bleak hope emanated from the significant application of ICT tools to foster learning even in such dire situations.

Implementation of ICT particularly in ELT, complemented language learning through the various virtual mediums. Online websites, software programs, YouTube, and tools developed by Google such as 'Google Classroom' and 'Google Meet' succeeded in transforming physical classrooms into virtual classrooms. Virtual classes became the new normal. This shift in ELT facilitated by ICT also led to the introduction of an asynchronous method of teaching, this was highly appreciated for enabling learners to watch and re-watch, pause, rewind, and repeat the important language concepts taught by the teacher. The virtual environment opened the gates for language learners to explore as well as engage in learning by viewing captivating audiovisuals, online grammar games, and activities.

The pandemic also provided an opportunity for English language teachers and learners to harness the full potential of ICT in facilitating learning. All the ELT educators of the educational institutions interviewed during the course of this dissertation accepted the noteworthy role ICT tools played in disseminating language knowledge. A complete shift in the mode of instruction yet the maintenance of its impact was only possible because of ICT tools as language teachers often posted reference links and videos of themselves giving instructions. The new normal also made provision for new and innovative methods of assessment as the language progress of students was evaluated by organising online elocution competitions and rhyme recitations where learners' productive skills were put to the test. However, the development of writing skills received a setback as it required practice and only watching videos was not sufficient.

Overcoming the inhibitions posed by the internet network, and maintaining attention and awareness of the learners was challenging for the teachers as these factors could mar the virtual learning experience. Overall, ICT tools, applications, and software can be credited for

facilitating language learning even if it meant virtually. As the popular saying suggests, *"Something is better than nothing"* fits very well in the scenario of a global pandemic as ICT tools not only gave the impetus for language learning but also enhanced learner creativity. Thus, the pandemic unearthed the application as well as the potential of ICT in facilitating ELT even in the most extreme conditions.

4.5. AI and the Future of ICT in ELT - An Analysis

As per the British Council report on *'Artificial intelligence and English language teaching: Preparing for the future'* (2023), there is a need for deeper engagement with learning opportunities provided by Artificial Intelligence (AI) in the domain of ELT. Britannica defines Artificial intelligence (AI) as *"the theory and development of computer systems capable of performing tasks that historically required human intelligence, such as recognizing speech, making decisions, and identifying patterns"* (Britannica). AI is an umbrella term that encompasses a wide variety of technologies, including machine learning, deep learning, and natural language processing (NLP) (Britannica). It uses machine algorithms, several databases, and repetitive processing that enable computers to make predictions thus enabling better choices.

AI can be used to develop major components of ELT such as speaking, writing, and reading skills and it can also serve to be a powerful tool to support pedagogy. Under the three skills mentioned above, AI focuses on pronunciation as a sub-skill for speaking, vocabulary learning, and specifically grammar in writing, consequently, the development of all these skills leads to the enhancement of reading skills. AI optimizes ELT as it allows learners to make better use of English words, spoken English, and English writing, and develop their comprehension skills (Fitria 216). In terms of support to pedagogy, English language teachers can take recourse to AI in developing engaging lessons, and design teaching aids and activities to supplement classroom instructions.

AI offers a good learning atmosphere for immersive English learning (Fitria 216). Since it combines the language with its contextual usage, AI ensures that language learning becomes a holistic activity. A variety of AI-powered tools in the form of language learning apps, language generation AI, chatbots, and automated grading are available to the global academic community. AI is also highly applauded for providing instant feedback to language learners hence enabling learners to recognise and revise their errors. This can be highly beneficial for ESL learners as their understanding of grammar rules and structures can be checked for relevance. For instance, the soaring use of 'ChatGPT', a chatbot that operates on generative AI technology; is famous among learners particularly ESL pupils to help them complete their tasks and activities such as writing essays, poems, and stories within a fraction of a few seconds.

Concerning the Indian scenario, Gowri Mahesh, a co-founder of Learning Matters observes that the *"majority of schools in India don't have the resources for high-tech solutions, and parents cannot afford additional tutoring support"* (The Hindu). However, with the boom in the edtech industry major AI-generated tools to assist ELT have been developed in India. However, none of those have been introduced in the South Goan English language classrooms, nevertheless, it is of prime significance to be aware of them and what they entail in the hope that they will someday in the future be the reality of all the ELT in Goa.

'GoLearn' is India's first English Language Teaching & Learning (ELTL) platform powered by AI, that aligns with IGCSE, IB, CBSE, ICSE, and State Board curricula and the Indian National Education Policy (NEP) 2020 (The Times of India, September 2020). The creators of *GoLearn* took into consideration an amalgamation of methodologies and taxonomies (a framework of learning categories) to develop as well as to ensure that a high-quality and skill-based platform was accessible to all ESL learners in India. Its major goal was to equip all ESL learners with basic language skills like reading, writing, and communication

with an underlying motive of boosting their confidence and interest in the English language. It aims at customizing ELT as per the needs of individual learners and also providing support for the teachers through personalized lesson plans, assessments, and activity ideas to accomplish this.

'Tara', an initiative by Learning Matters, an ed-tech company based in Bangalore, is an innovative AI-powered addition to ELT pedagogy as it provides voice-enabled technology such as Alexa to enable learners to practice and improve their English language skills. It has features like live conversational sessions and immediate feedback to applaud as well as call out in case of errors thus, nourishing the conversational skills of the learners. It also has features like conducting remedial, personalized learning for individual language learners depending on his/her capabilities, flexibility in terms of working with individuals, small groups, and large groups of ESL learners as well as conducting assessments. It also has the privilege of being a portable language lab as it has content created by experts in the field of ELT along with the benefit of being immersed in a world of natural language use in conversations.

The British Council's report, *'Artificial intelligence and English language teaching: Preparing for the future'* (2023) also highlights some peculiar challenges or drawbacks to the incorporation of ICT in English classrooms. Concerns over technical malfunctions, poor connectivity, breach of privacy, multilingual database, ethical guidelines for using AI, need for English language teachers to attain adequate training in using AI tools, fear of losing natural language learning environment, and consequently emotions connected to the language are expressed in the aforementioned report. Despite these concerns and challenges, AI has the potential to revolutionise ELT specifically for ESL pupils by providing them with engaging and interactive tools. AI is of great significance for ESL educators as well, as it benefits them from planning, designing to executing a lesson along with selecting activities for L2 learners

to have a practical grasp of their learning. However, its judicious and ethical use is necessary from preventing good use to turn into abuse.

4.6. Advantages of ICT in ELT

Integration of ICT in the field of education serves many useful purposes, but its impact on ELT is paramount thus enhancing and enriching the English language teaching and learning. Integrating technology into language instructions eliminates the teacher-centered approach as well as students' language learning anxiety, rather it encourages them to be risk-takers in practicing the target language as digital natives (Robyler and Aaron, 574). The advantages of the same are examined below.

Learner autonomy - Incorporation of ICT facilitates learner autonomy and flexibility thus giving impetus to learner-centric ELT pedagogy. It allows learners to learn at their own pace and consequently encourages L2 learners to take responsibility for their learning. This will be beneficial to the language learners as not all learners learn at the same pace and with individualised instructions even the needs of learners with communication disorders can be catered to.

Alternative ELT tools - ICT in ELT provides ample opportunities for language learners to engage with online tools and apps to exercise their productive and receptive skills. Rather than the conventional classroom set-up wherein the language teacher is the authority and assessor of the learners' language skills, learners can write blogs or record their podcasts as an alternative way to gauge their learning. Blogs, recording videos, and podcasts can also serve as alternative assessment tools for English teachers.

Collaborative learning - Integration of ICT enables language learners to collaborate with peers in a digital environment. ICT facilitates students to be involved in talking, discussing, exchanging information, finding online resources, and constructing their

knowledge via online platforms. By engaging in such activities, the language learners can feel more relaxed and comfortable to share, participate, and be involved in learning than in a teacher-dominated classroom. Tools such as email, Facebook, blogs, and Google Docs are valuable for students to participate in collaborative activities.

Blended learning - ICT in ELT also fosters blended learning by complementing classroom instructions with the help of digital platforms. The digital environment provides exposure to an array of online tools including interactive tutorials, grammar quizzes, games, and websites as accessing them becomes easy over the internet. It helps learners go beyond the confines of their classrooms and explore the plethora of opportunities available online to aid and support their language learning.

Motivation - ICT in ELT boosts the intrinsic motivation of the pupils particularly of ESL learners as the incorporation of multimedia and interactive content with its ability to provide instant feedback can be of great help to the language learners. Getting positive reinforcement or constructive feedback makes provision for self-assessment, thus enabling language learners to rework their errors and correct their learning in a stress and anxiety-free environment.

4.7. Limitations of Integrating ICT in ELT

ICT has cut across all barriers be it physical, geographical, or cultural to create an interconnected relationship among the various stakeholders of education. Particularly its role in assisting ESL learners is incredible. It has made the L2 learning environment more comfortable, healthy, and enjoyable. However just as the coin, every entity has two sides, it is just as important to assess its limitations as its advantages. Let's have a glimpse at some of the limitations or challenges that arise with the integration of ICT in ELT.

Infrastructure - a suitable and well-curated infrastructure is a prerequisite for ICT-enhanced ELT. Inadequate infrastructural development and management is a major challenge for the integration of ICT in ELT pedagogy. Lack of funds for basic infrastructure and resources such as overhead projectors, insufficient computers in the language lab, fluctuations in internet speed, and irregular power supply often acted as impediments in allowing the incorporation of ICT in ELT.

Technological skills - lack of awareness among both English language teachers and students is another major hindrance in facilitating the effective utilisation of ICT in ELT. L2 learners as well as educators often have limited or no knowledge of specific English language learning and teaching software, tools, apps, and websites to practice English language skills in the classroom or at home. Often the inefficiency of both teachers as well students to handle ICT tools mars using them in the English language classroom.

Pedagogical skills - English language teachers most often do not get any opportunities to be part of workshops or training sessions on how to incorporate ICT in ELT and hence they lack adequate knowledge of new developments in language teaching software and applications for engaging the students in efficient English language teaching. At the teachers' education level too, there is negligible exposure on how to incorporate ICT in the lessons thus L2 teachers end up having no pedagogical skills in facilitating Blended Learning. Thus, lack of professional development can be a severe challenge to using ICT in ELT as the English teachers lack appropriate pedagogical skills for its effective use in the classroom.

Distraction - there are high possibility of language learners getting distracted by opening other unnecessary websites to play games or watch movies not related to the English language. Mediation and watchful eyes of the teachers in the classroom and parents or guardians at home are necessary to ensure that useful websites and applications oriented to English language learning are subscribed to by the language learners. There are also high

chances of ESL learners completely relying on generative AI tools like ChatGPT for the completion of their work without making any effort. The repercussions of such reliance are going to be very harmful as the learners will be clueless when it comes to the application of the language learnt, thus affecting their productive skills.

To conclude, this chapter extensively investigates the impact as well as the influence of technological advancements on ELT. It examines the various ICT tools, devices, applications, and software used to facilitate English language teaching and learning in both, mainstream as well as special education institutes. The advantages have been balanced with loopholes in the application of ICT in ELT. The emergence of artificial intelligence (AI) and its capacity to revolutionise ELT is also critically scrutinised in this chapter. The following chapter advances into a conclusion thus summarising the key findings and their implications.

CHAPTER FIVE: CONCLUSION

"We have the duty of formulating, of summarizing, and of communicating our conclusions, in intelligible form, in recognition of the right of other free minds to utilize them in making their own decisions."

-Ronald Fisher

5.1. A Quick Recap

The undertaken study, 'Pedagogy Shift in English Language Teaching at the Pre-primary and Primary level' was designed to investigate and comprehend the various underlying factors that facilitate a shift in ELT. It was of paramount significance to inquire as well as be acquainted with conventional and contemporary ELT and ESL pedagogy to gain a better perspective of the shift in introducing the second language to young minds. Homogeneity does not constitute a classroom setting, hence an exploration of ELT modifications and interventions used to cater to the needs of learners with communication disorders was deemed necessary by the researcher. Finally, the study was also directed to examine the role and influence that technological advancements, particularly ICT tools exert on ELT.

The methodology adopted for the study allowed for conducting interviews with the English language teachers at both the mainstream and special educational institutions to gain first-hand knowledge, insights, and experiences of the interviewees. The questionnaires were crafted to document the shift in ELT and also to gauge the perspectives of those involved, specifically English educators. The findings were invaluable, thought-provoking, and helpful in understanding the nuances, methods, strategies, and technological interventions used to cater to the learner's needs.

5.2. Key Findings of the Research

The insights, perspectives, and opinions of the interviewees that the researcher encountered in the course of the research helped the researcher unravel new horizons and

understandings of ELT and ESL pedagogy. The following are the key findings deduced after critical analysis and careful consideration of the interview inputs.

The second chapter, "An Enquiry into the Pedagogy Shift in ELT: Unravelling the Evolving Teaching Methods", is based on the interview inputs gained from the interviews conducted at various pre-primary and primary education institutes across South Goa. The discourse with both the categories of interviewees; those who followed conventional methods of ELT and those who adhered to the contemporary methods of ELT was useful to draw parallels between the effectiveness of these methods. A common trait observed among the schools that used these methods is that, the conventional methods were followed by government-aided schools' while the contemporary methods were evident in the private institutions that are affiliated with the Central board. Another significant observation was that the practitioners of the conventional methods were not quite appreciative of using mother-tongue or the native-tongue of the students in ELT while on the contrary, those that used contemporary methods had no qualms about their classrooms being bilingual and multilingual.

A comparative analysis served the purpose of engaging in comparing and contrasting the strengths and limitations of each method. It can be deduced from the comparative analysis that conventional methods; Grammar Translation Method, Direct Method, Situational Language Teaching, and Audiolingual Method were rigid in their approach towards ELT. The emphasis was on memorisation, rote learning, drilling language structures, and learning complex vocabulary in isolation. In these methods, the teacher was considered the sole authority in the classroom and learners were passive. On the contrary, conventional methods such as the Total Physical Response, Communicative Language Teaching, Task-based Language Teaching, and Phonics were flexible in their approach by providing scope for the learners to be in charge of their learning. These methods aimed at developing the communication competence of the learners so that language learning was not limited to just the

four walls of the language classroom. These methods also employed the play-way method, language games, and learning by doing so language learning takes place in less stressful and linguistically overwhelming classrooms. The onus is on the learner to have fun while learning thus making language learning less taxing and exerting.

Chapter three, "Nurturing Diversity: An Exploration of ELT for Learners with Communication Disorders" focuses on gaining a deeper understanding of how the language needs of learners with communication disorders are catered to. An examination of communication disorders delved beyond just its scientific definitions to include the interpretation and analysis of the special educators and speech therapists about these disorders. The wide plethora of remedial interventions and modifications in ELT for learners with communication disorders provided a stock of the techniques and strategies used. While a functional curriculum forms the crux of special education, the effectiveness of techniques such as communication therapy, corrective feedback, visual prompts, and oral and mouth exercises for learners with stuttering, cluttering, and articulation disorders was of paramount importance to improve their language production. Similarly, simplification of complex activities and vocabulary, functional writing skills, picture-reading, colour coding, word games, educational drama, and storytelling are the interventions used for learners with receptive, expressive, and mixed receptive-expressive language disorder was helpful for learners to enhance their language learning. Irrespective of the language or speech disorders, interviewees reiterated the importance of early intervention to help the struggling learners from worsening their condition.

The significance of these interventions was aimed at helping learners with communication disorders to engage in basic language learning that was aimed to aid them become independent, thus boosting their self-confidence to function as efficient members of society. An analysis of the NEP 2020 for its claim of inclusivity, proved that it lacks practical applicability as the policymakers have not factored in the diversity within disabilities;

specifically, communication disorders. The provision for special educational institutions in NEP 2020 points out that it is still not inclusive of all the learners as the very presence of these institutions underlines segregation. The teacher-student ratio laid down by NEP 2020 also seems not conducive to accommodate learners with and without disorders under one roof as learners with communication disorders need the individual care and attention of the teachers. All these factors highlight the over-ambitiousness and impracticability of NEP 2020.

In the fourth chapter, "Role of ICT in Revolutionising the Façade of ELT", the researcher analyses the role of ICT in facilitating ELT in both mainstream and special educational institutions. The common components included the incorporation of Computer Assisted Language Learning (CALL) and audiovisual devices in mainstream ELT. Incorporating such tools, devices, applications, and software can be vouched for acquainting and making English language learners compatible with the latest global trends and practices in language learning. ICT also provides contextual exposure for language learners by facilitating individualised learning, enhancing receptive and expressive skills, providing immediate feedback, flexibility, and interactive learning. In regards to communication disorders, ICT tools such as text-to-speech, voice recognition software, digital visual cues, and AAC devices and applications lessen the burden as well as the apprehension of the learners to explore and engage in new areas of language learning. However, all the interviewees were of the view that as much as technology has the power to transform ELT it has the potential to have severe consequences such as distracting the learners or addicting them to audio-visuals and hampering their receptive (reading) and expressive (oral production) skills. The mainstream English teachers also expressed their concerns about young learners absorbing and imitating whatever they are exposed to, particularly the accent they hear in cartoons and animated videos, and how this often results in rendering their speech unclear. Thus, making them unlearn to learn the proper phonetics poses a challenge for English language teachers.

This chapter also examines the emergence of artificial intelligence (AI) in ELT and how it can revolutionise ELT. It has the capability of helping learners polish their language skills as well as provide opportunities for authentic language use by putting their vocabulary, grammar, and pronunciation to test. AI can also help English language teachers in developing engaging and interesting lesson plans to meet the needs of the learners along with selecting appropriate and suitable teaching aids. AI can also change the assessment patterns to include tools and techniques designed for individual language learners. This is of great significance as it allows the teachers to acknowledge the diversity among the learners, thus harnessing their strengths and changing their outlook towards English language learning.

5.3. Implications of the Research Findings

The research findings signal the fact that the evolving ELT and ESL pedagogy is eminent in creating a holistic English language learning experience for the learners as it gives them opportunities to be involved in their learning and no longer be considered subservient subjects. This is possible because of the shift in ELT pedagogy as contemporary methods and approaches place emphasis on learner autonomy along with the incorporation of fun and interesting pedagogical strategies and techniques to make English language learning amusing and engaging. This further suggests the need to implement these contemporary ELT methods in educational institutions across the state of Goa, irrespective of the boards they are affiliated with. It is the need of the hour to introduce these methods for the benefit of the learners as the contemporary methods help them learn new vocabulary, proper pronunciations as well as the syntax of the language in a less stressful and exacting environment. Due to rote learning and memorisation of grammar rules as emphasised in conventional methods, learners often find themselves confused and incompetent in situations outside the classroom, especially in interacting with others. Thus, for ELT to yield meaningful fruits, sowing seeds of contemporary ELT pedagogy method in every English language classroom is necessary.

The findings of the undertaken study also suggest that the claims and recommendations of the NEP 2020, to create an inclusive environment is not practically feasible. Therefore, the stakeholders and policymakers should consider this fact and be less ambiguous in their definition of who constitutes the Socially Disadvantaged Groups (SDGs). Taking stock of ground reality and then formulating the NEP 2020 along with relevant provisions for Persons with Disabilities (PwDs) and specifically those with communication disorders would have been beneficial in the long run. The remedial interventions evident in the current special educational institutes recapitulate how diverse learner needs are met. This also reiterates the fact that homogeneity in classrooms is a myth and that each individual learner requires different strategies and techniques to help him/her learn the language better. It is also crucial to note that not only special educators but mainstream English teachers should also be trained to cater to the needs of learners with communication disorders so that they do not feel neglected and unworthy in a mainstream English classroom.

The advancements in technology and harnessing the same to enhance and enrich ELT can be a boon for the development of ESL pedagogy. The incorporation of innovative ICT tools, devices, and applications can be of great significance for both learners with and without communication disorders, thus facilitating the creation of an inclusive environment. The emergence of AI can revolutionise ELT and can be of great help to both the learners as well as English educators from designing to executing lessons. Thus, these findings are of great significance in the field of education, particularly for the Goa Board of Secondary and High Secondary Education to pay heed to the current scenario of ELT at the pre-primary and primary level for introducing changes, new methods, assessment patterns, implement technological interventions and acknowledging learner diversity for the advancement and improvement of ELT in the state.

5.4. Appraising the Unaddressed Limitations

Though the undertaken study was carried out smoothly and efficiently, there were several limitations, gaps, and challenges that could not be addressed due to various reasons. Firstly, time constraints hampered the widening of the scope of the research. As the research had to be completed within the designated time limit, the researcher could not delve into a deeper engagement with the other main subjects or the beneficiaries of the pedagogy shift; students. The lack of interaction and interviews with students and parents constitute the second limitation of the study. Since recording and analysing student responses would have required more time, it was deemed to be beneficial to limit the study to English language teachers respectively. Incorporating the views and inputs from the students and their parents would have included multiple perspectives thus providing a better dimension to the study.

Geographical constraints also posed a limitation in making the study inclusive of the entire state of Goa. The researcher being a resident of South Goa, selected educational institutions in South Goa to be appropriate for the study. Including schools from North Goa to discern the ELT methods and ESL pedagogy adopted in both mainstream and special educational institutes would have provided a clearer picture. Another significant limitation is the lack of inquiry into the role of teacher education and training (B.Ed) in identifying and devising interventions and modifications for learners with communication disorders to create an inclusive classroom environment. Addressing these limitations and challenges would have elevated the analysis of this study making it multifaceted.

5.5. Hypothesis Testing

The hypothesis formulated at the outset of the study was that, 'the pedagogy shift in ELT is likely to be learner-centric and will have a positive impact on ESL students thus, making English language teaching and learning more effective, engaging, and interesting'. The research findings highlight the shift in ELT pedagogy from the rigid conventional methods that

emphasised rote learning, memorising grammar rules, and learning structures of the language to the contemporary methods of ELT where the focus is on developing communication competence, employing learning by doing method, and engaging English language learners in fun and interesting games. The attention has also shifted from teacher-centric to the incorporation of learner-oriented pedagogy. Remedial interventions to enrich English language learning for learners with communication disorders as well as the role of ICT in facilitating ELT reconstitute the fact that there is an evident shift in ELT and ESL pedagogy aimed at making language learning compelling and fruitful. Thus, this work has been able to successfully prove the hypothesis.

5.6. Suggestions for Further Research

The undertaken study was highly significant in the field of academics, as it helped comprehend the shift in ELT and ESL pedagogy, particularly in South Goa. It is necessary to conduct such eminent studies in the near future to gauge the potential developments in ELT pedagogy. The following could be the future areas of inquiry:

- A study investigating the impact of multilingualism on ELT pedagogy.

- A psychological inquiry into the co-occurrence of communication disorders with other conditions such as Autism Spectrum Disorder (ASD), Dyslexia, and Attention Deficit Hyperactivity Disorder (ADHD).

- A study examining how artificial intelligence (AI) can develop and enhance ELT pedagogy in the state of Goa.

The aforementioned endeavors will be highly beneficial as the findings will promote a better perception of the progress in ELT pedagogy aimed at the holistic development of the learners.

5.7. Concluding Remarks

The study aimed to investigate the pedagogical shift in ELT at the pre-primary and primary levels, specifically in South Goan educational institutions. The study was conducted through interviews with ELT professionals, which provided empirical evidence for the study. The researcher was able to successfully document the evident shift in ELT as the research findings provided valuable insights into factors that facilitated it. The research was a rewarding endeavor for the researcher as it allowed her to observe practical aspects of language teaching and learn from experiences shared by ELT professionals in comprehending the effectiveness of certain methods and techniques in ESL pedagogy as the researcher intends to traverse this field in the future. Thus, this study serves the two-fold purpose of documenting the ELT pedagogy shift evident in Goa for those interested in having a glimpse of it, along with providing relevant information on ground realities for ELT and ESL pedagogy professionals and policymakers.

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Appendix I

Questionnaire for schools that have implemented contemporary methods/approaches of ELT for ESL pupils at the pre-primary level.

Interviewer: Which ELT (English Language Teaching) method/ approach is adhered to introduce English as a second language to the children? Does the educational institution play any role in the selection of the ELT method/approach?

Respondent: Phonics method is used to teach English to the young learners. Learners are introduced to the language by familiarising them with the letter sounds, this helps them to identify the letters. Phonics method is taught by using phonic song, flashcards, and activities like phonus wheel and other sensory materials and activities as the focus is on developing proper pronunciations. New words and sentences are introduced through rhymes, and speech related activities. Tracing letter in sand, rice or in air also constitute and important method. Learners are also engaged in activities like paper-crumbling and tearing among others to develop their fine-motor skills which will help them in having a firm grip of the pencil. Other methods include the play-way method and learning-by-doing as it provides an experimental learning experience for the learners.

No, the educational institution does not play any significant role in helping to decide which method to follow, teachers are given the freedom to decide.

Interviewer: Does teaching English as a Second Language (L2) also influence the methods/techniques used?

Respondent: Not exactly, the learners are well-versed with language unless it is a new admission from the other state, then this factor affects ELT as everything has to be taught from the scratch.

Interviewer: Does the method used by you accommodate using a native or any other language known to the student to facilitate ELT?

Respondent: Absolutely, using mother-tongue is necessary as it helps the learners to associate the new learnings with already existing information, thus helping in retaining what is learnt by forming associations. Usually, mother-tongue is not allowed in an English classroom but if it helps the learner in learning English then it should be used.

Interviewer: What is the response of the L2 learners to the ELT method employed by you?

Respondent: Learners enjoy the phonics as well as the play-way method. They enjoy singing and doing activities and are so engaged in the process that they do not realise that are actually learning basic components and concepts of the language. Thus, these methods have changed the landscape of language learning.

Interviewer: At what pace are the students introduced to the new concepts of the language in the classroom?

Respondent: Though there is a certain syllabus to be covered on a weekly basis, it is usually done by keeping in mind the learner's pace and level of understanding. Complex and abstract concepts are usually taught by providing a lot of examples as long as the learners seem to have comprehended what is being taught.

Interviewer: Does the method adopted by you provide scope for the learners to be in-charge of their learning? Kindly elaborate.

Respondent: Of course, in fact the learning and methods are designed in such a way that the learners are responsible for their learning. The prior language knowledge of the learners helps them to build on their newly acquired language this consequently makes them curious and allow to manipulate their learning by playing around with individual letter sounds and form new words and sentences.

Interviewer: What is the assessment pattern used in the mentioned method/approach?

Respondent: There is no formal assessment in the form of examinations to promote the child to the next class. The idea is to make learners learn English in a stress-free environment. However, the progress of the learner is gauged through daily activities and how well they respond to new language inputs and the manner in which they respond. Usually, the learners are so immersed in language learning that they show credible progress.

Interviewer: Have you observed any limitations/challenges endured by L2 learners while following the mentioned method?

Respondent: The phonics method has a few exceptions such as silent letters, multiple sounds for one letter, etc. However, these are not introduced to the learners in the initial stages in order to avoid creating confusion in the young minds. There is also a probability of learners getting too involved in the play-way method that they often end up losing focus of what is being learnt.

Interviewer: Does the mentioned method allow for any provision in ELT to accommodate learners with special needs in your classroom?

Respondent: Learners with mild special needs in language learning are assisted in acquiring the language. In case of learners with severe or extreme special needs in learning, they are referred to the resource room.

Interviewer: Does the mentioned method allow for incorporation of ICT tools to help the L2 learners?

Respondent: Technology pervades every aspect of language teaching. Learners are acquainted with online resources and materials to help them have a better grasp of the language. Incorporating technology, especially videos that focus on pronunciations are of great help. Similarly, audiovisuals help to reinforce abstract concepts and grammar rules thus concretising what is being learnt. ICT also help the teachers in making the lessons interesting and engaging thus capturing the attention of the learners.

Interviewer: Does technology facilitate ELT, particularly for L2 learners? Kindly elaborate.

Respondent: Technology is significantly important in ELT; it has the capacity to meet the needs of diverse learners. It also has the potential of designing individual lessons keeping in minds the unique needs of the learners. It helps to connect with the global practices in ELT, thus allowing to incorporate and adapt methods and techniques suitable and necessary to ensure meaningful language learning. Technology and its impact can be beneficial for learners with special needs as well as it will enable them to learn in any environment as they will access to online sources and materials from anywhere.

Interviewer: Is this method helpful to the L2 learners in acquiring new skills, particularly in High school when they're introduced to new vocabulary?

Respondent: The phonics method is very useful in expanding and developing learners' language knowledge as it renders language learning easy and interesting. As the learners are acquainted with basic knowledge of letter sounds and how to play or manipulate them to create new sounds, words, phrases, and sentences, this leads to their vocabulary development and polishing of the language skills.

Interviewer: What are some of the impediments that you endure pertaining to the ELT method used in your classroom? Any recommendations/suggestions or changes you would propose in regards to the method used for ELT in your classroom?

Respondent: Selecting appropriate activities, online resources and materials becomes a hectic task as learning something new and captivating while being mindful of diverse learner needs is quite challenging. Having some guidance on how to handle and allow learners with special needs in mainstream classrooms would be of great help as it would help all the learners to interact and help each other. Cooperation and support of parents in helping with language learning by being supportive of the methods and strategies adopted would be highly appreciative.

Appendix II

Questionnaire for schools that have implemented contemporary methods/approaches of ELT for ESL pupils at the primary level.

Interviewer: Which ELT (English Language Teaching) method/ approach is adhered to introduce English as a second language to the children? Does the educational institution play any role in the selection of the ELT method/approach?

Respondent: Phonics method is continued in the primary section; this method proves to be successful in the long run as it simplifies language learning by breaking it down to the sound of the letters that constitute a word. It helps the learners to expand their learning as well as apply it to new language structures thus, helps them to be involved in their learning as opposed to methods that emphasized on memorising and repetition as major strategies of learning a language. The learners are also encouraged to work on their communication skills by using Communicative Language Teaching (CLT) as they should be able to hold conversations inside as well as outside the classroom. Students are also motivated to be expressive by writing stories, composing poems, songs or writing stories.

Interviewer: Does teaching English as a Second Language (L2) also influence the methods/techniques used?

Respondent: Though English is a second language, almost all of the students are well-versed in English by the time they reach the primary level. But usually, methods and strategies to teach English are chosen by keeping in mind the diverse learner needs and hence to cater to these needs a wide variety of methods such as multisensory learning, learning-by-doing, and phonics methods are adopted.

Interviewer: Does the method used by you accommodate using a native or any other language known to the student to facilitate ELT?

Respondent: Yes, it proves to be important to use the learner's native language or any other language known to him or her, so that understanding and retaining of complex terms becomes easy. Instructions in English language classroom is not restricted to the use of English language only. Since students nowadays are bilingual or multilingual, incorporating different languages proves crucial to establish associations as well as connections for them.

Interviewer: What is the response of the L2 learners to the ELT method employed by you?

Respondent: Learners enjoy learning by following the phonics method, as the emphasis shifts from rigid repetition and drills to being aware of the practical application of the language, particularly its grammar. They enjoy playing word games, solving interesting worksheets, and learning spellings, pronunciations, reading and vocabulary by simply splitting the words into their corresponding sounds.

Interviewer: At what pace are the students introduced to the new concepts of the language in the classroom?

Respondent: There is a fixed portion to be completed each month, however the pace and learners' abilities, and difficulties are taken into consideration as well. In case if learners find it difficult to grasp a concept or an integral idea of a lesson than lesson or the concept is simplified to the greatest extent possible and still if the difficulty persists then remedial classes are scheduled to help the learners.

Interviewer: Does the method adopted by you provide scope for the learners to be in-charge of their learning? Kindly elaborate.

Respondent: Yes, absolutely. The phonics method as well as learning-by-doing motivates the learners to explore new areas of language as well as be creative in building upon their learning and earlier associations. It also helps learners to draw parallels between their native language and the second language, thus allowing them to compare the structures and grammar rules of both the languages and in doing so polish their knowledge of second language.

Interviewer: What is the assessment pattern used in the mentioned method/approach?

Respondent: Assessment is usually done in the form of formative and summative assessment, wherein in the formative assessment, learners are engaged in activities such as group discussions, debates, impromptu speaking, role-plays and sometimes a one-act paly to infuse creativity in the assessment. The goal of designing such activities is to develop communicative competence of the learners, thus making them proficient in their oral skills. Summative assessment usually focuses on testing learners based on their textbook and grammar lessons.

Interviewer: Have you observed any limitations/challenges endured by L2 learners while following the mentioned method?

Respondent: Learners find it extremely difficult to correctly spell certain difficult words that do not go by their pronunciation. Learners also struggle when it comes to writing as the emphasis is not much on writing, learners often find it to be boring. The phonics method is likely to neglect the important skill of reading.

Interviewer: Does the mentioned method allow for any provision in ELT to accommodate learners with special needs in your classroom?

Respondent: Accommodating slow learners becomes a herculean task, as instructions and techniques need to be designed in such a way that neither the regular nor the slow learners feel neglected. Care is taken to simplify instructions as well as to use easy examples while introducing a new concept or an idea. However, in case of learners with extreme special needs, the are referred to the resource room, where the special educators further simplify language instructions for these learners.

Interviewer: Does the mentioned method allow for incorporation of ICT tools to help the L2 learners?

Respondent: Yes, technology constitutes an important component of ELT. Since learners are already exposed to technology particularly in the form of YouTube videos, online games and rhymes at a tender age, it becomes fruitful to use ICT in English classroom to gain the attention of the learners. The phonics method also allows the incorporation of videos on pronunciations, new vocabulary and podcasts or audiovisuals to provide exposure to the learners to enhance and enrich their language learning.

Interviewer: Does technology facilitate ELT, particularly for L2 learners? Kindly elaborate.

Respondent: Technology facilitates ELT by fostering new ideas, concepts and abstract grammar rules by providing concrete examples. Technology also allows ELT to go beyond the four walls of the classroom and help the teachers as well as the learners familiarise with global trends and strategies of teaching. It also gives

an opportunity for the teacher to access online resources and materials an incorporate the same in their lessons. The emerging field of AI (artificial intelligence) can significantly influence ELT, particularly the learners as it will make their language learning experience more advanced. However, it is important to make judicious use of such technology to avoid mis-using it. Technology can be a boon or a bane, the onus is one each one to select the most appropriate.

Interviewer: Is this method helpful to the L2 learners in acquiring new skills, particularly in High school when they're introduced to new vocabulary?

Respondent: The phonics method is particularly helpful for the learner in long-run as it helps them to learn new words, their spelling and pronunciation by breaking it down to individual letter sounds. The learners do not feel overwhelmed or anxious when they are bombarded with new and complex vocabulary as their basic are strong and they can navigate through the process of language acquisition in a stress-free environment.

Interviewer: What are some of the impediments that you endure pertaining to the ELT method used in your classroom? Any recommendations/suggestions or changes you would propose in regards to the method used for ELT in your classroom?

Respondent: Attending to the needs of each learner is an impediment, when there are time constraints that need to be taken care of too. Assuming that everyone has understood is not something to vouch for when there are learners with special needs and slow learners present in the class. Tailoring instructions to take care of all the learners is a difficult task. Involvement of parent by taking the

responsibility of giving learners a wider exposure to language and its components will be of great significance. Using technology efficiently to individualise language instructions seems to be a better and useful option to tackle the issue catering to various learner needs.

Appendix III

Questionnaire for schools that adhere to traditional/conventional methods/approaches of ELT for ESL pupils at the pre-primary level.

Interviewer: Which ELT method/approach is adhered to introduce English as a second language to the children? Does the educational institution play any role in the selection of the ELT method/approach?

Respondent: I do not use any specific method as such, but often we use pictures in the initial classes when students are introduced to the letters of the alphabets. Emphasis is laid more on oral practice, especially repetition and reading out aloud, usually two or three letter words. When it comes to writing, I start with sleeping, standing, slanting line, followed by patterns and then teaching letters with the same basic pattern together. No, educational institution does not play any role in the selection of appropriate method, but it does send us for refresher courses where we are told by the Goa pre-primary teachers association about which methods to follow.

Interviewer: Are you aware of the other contemporary methods/approaches used for ELT to ESL (English as Second Language) learners at the pre-primary level?

Respondent: I know that the NEP 2020 focuses on learning through activities. It also emphasises that young learners should not be burdened with writing as a major component of language learning. I have read online discussions on phonics method, but not aware of what it is.

Interviewer: What are the factors that inhibit you from adopting modern methods and approaches in ELT to teach second language (L2) learners in your classroom?

Respondent: I cannot pin-point to one certain factor but maybe awareness on new developments in English teaching would be beneficial. Government could conduct workshops to discuss the new trends in language teaching maybe.

Interviewer: What is the response of the L2 learners to the language teaching method employed by you?

Respondent: They learn the language very well; repetitive practice of what has been taught along with grammar exercises and activities make them proficient in the language. Practice is a key component in language teaching.

Interviewer: Does this method facilitate using a native or any other language to enhance ELT?

Respondent: Not really, since the purpose of learning English is to become well-versed in English language it is necessary to talk to them in English. Students usually, pick it up over the time but till then making them exposed to the English language is necessary.

Interviewer: Does the method adopted by you provide scope for the learners to be in-charge of their learning? Kindly elaborate.

Respondent: Not exactly, they learn certain things on their own but mostly are dependent on me to learn new things, unless their parents teach something new at home. A lot of reinforcement in the form of stickers, chocolates and stars are provided to the learners to motivate them.

Interviewer: What is the assessment pattern used in the mentioned method/approach?

Respondent: The institution has summative assessment, twice a year. We check for learners' comprehension of the rhymes, particularly their pronunciations. We have storytelling, wherein they have to memorise a story and come and say in front of the class. We have dictations to check their spellings and handwriting.

Interviewer: Have you observed any limitations/challenges endured by L2 learners while following the mentioned method?

Respondent: Initially they struggle with the language and seem to be lost and unable to comprehend the instructions. They often end up giving incorrect answers or giving blank stares when asked to do something. But over the time, they become parrots and understand as well as express themselves beautifully.

Interviewer: Does the mentioned method allow for incorporation of ICT to help the L2 learners?

Respondent: I use the projector to show online story videos, rhymes and often use speakers to play music. This helps the students to feel comfortable in the classroom. It also helps them to pay attention to the visuals as well as learn something in the bargain.

Interviewer: Does technology facilitate ELT, particularly for L2 learners? Kindly elaborate.

Respondent: Technology is already affecting English language in both positive as well as negative way. Positive because it gives us access to creative and attractive resources online, which often have music and colorful visuals that help to capture the attention of the learners. Negative, because learners are exposed to videos and cartoons on YouTube at a very young age, they often end up picking

up accent and language that cannot be easily understood thus affecting their language skills. Hence, no doubt technology will evolve English language teaching and learning but moderation and guidance of the parents and teachers is necessary.

Interviewer: Is this method helpful to the L2 learners in acquiring new skills, particularly in High school when they're introduced to new vocabulary?

Respondent: I think it is, if the foundation is strong than learners can apply their knowledge in any situation and learn new concepts in English language at the higher level.

Interviewer: Does the mentioned method allow for any provision in ELT to accommodate learners with special needs in your classroom?

Respondent: I try to help all the learners, even though I can see some struggling with simple instructions that their peers can follow easily, I feel helpless because I am not trained to educate learners with special needs. I try to simplify as much as I can and often ask parents to pay special attention to these kids. Sometimes they improve but at times their condition deteriorates, in such cases we refer them to special educational institutions.

Interviewer: What are some of the impediments that you endure pertaining to the ELT method used in your classroom?

Respondent: I do not face any limitations as such, but keeping up with technology is quite a task. As you have said, there are new methods introduced in ELT, getting to know more about them would be really great. Learners are my priority, so anything to help them make learn the language better.

Interviewer: If given an opportunity, would you like to introduce a new method/approach that will aid and suit the needs of L2 learners?

Respondent: Definitely, but with proper training and workshops on how to implement those. It will be something new for me but then if it is beneficial for the students, then why not.

Interviewer: Which factors could facilitate the introduction of modern methods/approaches in ELT in your institution?

Respondent: As I have said, awareness would help to have a better understanding of the new methods in ELT. Maybe at institutional level too some talks, seminars or workshops by experts in the field could be useful to get a stock of the current scenario.

Appendix IV

Questionnaire for schools that adhere to traditional/conventional methods/approaches of ELT for ESL pupils at the primary level.

Interviewer: Which ELT method/approach is adhered to introduce English as a second language to the children? Does the educational institution play any role in the selection of the ELT method/approach?

Respondent: No particular method is followed. Usually, it's a mixture of reading lessons, choral repetition, storytelling, conversation with peers, spellings, writing answers from the textbook, dictations, and other grammar practice and activities. No, the educational institution does not interfere in the methods adopted or used in ELT, it is based on teacher's preferences.

Interviewer: Are you aware of the other contemporary methods/approaches used for ELT to ESL (English as Second Language) learners at the pre-primary level?

Respondent: I have heard about the phonics method used at the pre-primary level in some CBSE schools. Multi-sensory teaching is also increasingly becoming popular in the educational scenario these days.

Interviewer: What are the factors that inhibit you from adopting modern methods and approaches in ELT to teach second language (L2) learners in your classroom?

Respondent: Maybe lack of refresher courses. We usually have refresher courses once every three years, so the changes and new methods that come up during this time are not shared with us. Even the refresher courses focus on training us how to improve our existing teaching strategies and techniques. Introduction to new methods is necessary.

Interviewer: What is the response of the L2 learners to the language teaching method employed by you?

Respondent: To tell you honestly, students mug up lessons and grammar. They are lost when it comes to the application of the grammar rules even in the grammar-book exercises, this only says that they memorise the concepts. Sometimes they even forget the spellings and pronunciations of certain simple words. It's a big task to make the learners re-learn what they have studied at the pre-primary level.

Interviewer: Does this method facilitate using a native or any other language to enhance ELT?

Respondent: In certain situations, there is no other option left but to use the native language of the students to explain certain concepts. This is especially true for learners that join English-medium school at the primary level. Other than this exception, the use of native language is usually avoided.

Interviewer: Does the method adopted by you provide scope for the learners to be in-charge of their learning? Kindly elaborate.

Respondent: They do learn to read new lessons but nothing much on their own. Only their reading skills and comprehension are developed, this enables them to learn simple concepts of grammar and lessons but beyond that they are dependent on the teacher to learn anything new. The main issue is that they are scared of committing errors and making a fun out of themselves in front of their peers, so they choose to learn what is only taught in the classroom and not venture beyond it. Thus, the urge to learn something on their own is absent.

Interviewer: What is the assessment pattern used in the mentioned method/approach?

Respondent: The educational institution designs the assessment pattern for an academic year, it includes two formative and one summative exam in each term. Learners are often tested for their oral, comprehension and expressive skills in the form of dictation, question and answers based on textbook lessons and poems, grammar, essay writing, and speaking activities like dialogues, using conversation skills in a certain situation etc.

Interviewer: Have you observed any limitations/challenges endured by L2 learners while following the mentioned method?

Respondent: in situations where they do not understand what is being taught, they simply rote-learn that concept. Particularly, for grammar concepts, students mug up the rules without realising that they usage will differ based on the context. They also struggle to understand the context in which certain grammar rules are to applied.

Interviewer: Does the mentioned method allow for incorporation of ICT to help the L2 learners?

Respondent: A lot of online material and sources are used to provide examples and visual ideas for abstract ideas thought in the language classroom. Online audiovisuals are significant in capturing the attention of the learners.

Interviewer: Does technology facilitate ELT, particularly for L2 learners? Kindly elaborate.

Respondent: Technology plays a very vital role; it has made not only English language learning easy but it has also helped the teachers a lot. Most of the thing's teachers are unaware of can be learnt by using online resources. It definitely has the capability to improve ELT and make learners more engaged in their learning. It is important for second language learners as it provides them with a wider exposure to learn and develop their English language skills.

Interviewer: Is this method helpful to the L2 learners in acquiring new skills, particularly in High school when they're introduced to new vocabulary?

Respondent: The plight of the students is very complicated in High school as they have to deal with complex language structures and vocabulary. Learners should be in a position where they can read easily, however the extent to which they can pronounce and remember the spellings of certain words as well as the structures of the sentences is questionable.

Interviewer: Does the mentioned method allow for any provision in ELT to accommodate learners with special needs in your classroom?

Respondent: Learners with special needs require special care and attention, which is not feasible in a classroom with more than twenty learners. So, whether the needs of the learners with special needs in language learning are taken care of or not is doubtful.

Interviewer: What are some of the impediments that you endure pertaining to the ELT method used in your classroom?

Respondent: being unable to cater to the individual learner needs ids the greatest challenge. Also, language is taught in such a mechanical manner, that it is often restricted to the monotonous activities done in the classroom. Learners are not given the needed exposure to a variety of language patterns. Instead of restricting language teaching to activities prescribed in the grammar-books, incorporating real situations and circumstances would have been ideal.

Interviewer: If given an opportunity, would you like to introduce a new method/approach that will aid and suit the needs of L2 learners?

Respondent: Absolutely, getting the students in par with learners from different or the so-called private institutions would be great. But to do so, the knowledge of the new methods is required to successfully implement them. Therefore, the government should train the teachers first in using these methods.

Interviewer: Which factors could facilitate the introduction of modern methods/approaches in ELT in your institution?

Respondent: Knowledge about the new developments in ELT in the state would be highly useful to know what are the new trends prevalent in Goa. A conference of all the English language teachers to discuss the methods used by them would also serve the purpose of coming to a consensus of which method is the best and effective for the learners. A well-organised training aimed at equipping English language teachers in new methods would also be of great help.

Appendix V

Questionnaire for special educators who cater to learners with Communication Disorders

Interviewer: What are some of the parameters used to identify learners with communication disorders?

Researcher: There are a number of factors that help in identification of learners that require special care and attention. The most common being their inability to respond what is being asked or said to them, clearly express themselves, have conversation with their friends, day-dreaming, no proper hand-eye coordination, being unresponsive when asked something by the teacher, not being able to follow instructions and the list goes on. Usually, these symptoms are either observed at home or in the mainstream schools where they study prior to joining our institution. They are then either referred to Sethu or IPHB for formal assessment, where their IQ levels are checked. The results help the parent to identify the further assistance they require in specific fields.

Interviewer: Which methods/approaches are used to help learners with receptive or expressive language disorder?

Respondent: There is no particular method or approach that is followed for all the learners. Functional academics is used to introduce language to the learners, wherein basic language and numeracy skills are imparted to the learners. The focus is on making student self-dependent and responsible social citizens; therefore, the aim is to help them survive by imparting vocational, personal and social goals along with teaching. For receptive skill like reading includes identification of the letters, matching the letters with their corresponding pictures and identifying the words among the other distractors provided. For expressive skill

development, students are trained to say something they like or about themselves in English. Proper sentence structure nor even grammar is taken into consideration, there is a lot of reinforcement provided thus this serves as encouragement for them to try speaking more.

Interviewer: Which skills (reading, writing, speaking, listening) are stressed upon while introducing a student with Communication Disorders?

Respondent: All the skills are emphasised on, depending on the IQ level of the learners. Learners of same IQ levels are clubbed together and then various interventions are used to help the learners acquire basic language skills.

Interviewer: Which methods/techniques of ELT are used to develop the aforementioned skills?

Respondent: To impart basic knowledge of all the skills a lot of prompts which are gradually faded as the learner starts demonstrating an understanding of what is being taught. For writing skills, learners are asked to do a lot of scribbling, they are introduced to stencils, given visual cues, colour coding is another technique used to help in the language skills of the learners. Similarly, a lot of flashcards are used to illustrate what is being said as it helps to move from concrete to abstract, known to unknown and from simple to complex this is useful particularly in teaching grammar concepts. The text is modified to the greatest extent possible to include a lot of visuals corresponding to the text so that learners can grasp without much efforts. A lot of demonstrations, visuals, worksheets are designed to help the learners practice what they learn.

Interviewer: Which methods of ELT are used to help students with speech disorder, particularly stuttering or cluttering?

Respondent: In case of severe articulation disorders, the students are referred to the speech therapists. Those with mild stuttering are accommodated in the classroom and are given more time to express themselves as well as great care is taken to not over-stress them with questions and situations that are likely to worsen or trigger their condition.

Interviewer: "*English is the second language of the pupils*". Does this impact the methods or the approaches adopted for ELT?

Respondent: Not to a great extent, but based on the prior language knowledge of the learners, they are introduced to new skills in English language. At times it becomes important to take recourse to their native-tongue to help them understand certain concepts in a simplified manner.

Interviewer: What are the activities used to motivate English language learning for students with Medical and developmental conditions like Dyslexia, Dysgraphia, Autism or Attention Deficit Hyperactivity Disorder (ADHD)?

Respondent: Simplification and a flexible curriculum are the key factors when dealing with these learners. There are a couple of strategies used like handwriting without tears, wherein learners are introduced to writing in such a manner that it does not seem taxing and a big burden to them. Phonological awareness is also imparted to them so that they are able to decode words using the sounds of the letters. There are also various online tools and apps to check the spelling errors as well as those that modify text to include audiovisuals, flow charts, and

syllabus related activities and games. Instructions and activities are simplified to the greatest extent possible to allow the learners to follow and achieve those, hence making them confident about themselves.

Interviewer: At what pace are the students introduced to new sounds, words, and spellings? Are there any tests or activities designed to check/assess learner's progress?

Respondent: Usually, the syllabus is broken down into specific goals, which are further divided into tasks and sub-tasks. On an average, a three months' time is allotted to complete teaching the goal, if it takes more than that for a student to achieve it then it is continued for two more weeks and if difficulties still persist then the goal is changed. A student is allowed a duration of three years in a particular class and then is promoted to the next class.

Interviewer: Is the same method continued in the long run or is she/he gradually introduced to a new method/approach?

Respondent: Based on the progress observed in the student he or she is slowly introduced to a new method or the next step in that particular method. Attention is paid to ensure that the learners do not feel overwhelmed with the introduction of a new method.

Interviewer: What are some of the limitations or hindrances while using the mentioned method/approach that obstruct learners from learning the language?

Respondent: There are no limitations observed as such because adaptability and modifications constitute the key to these methods. If a special educator observes

that certain method does not seem to be producing the desired changes in learners learning than the method is altered to ensure that it becomes effective.

Interviewer: Is there any technological intervention (ICT) used to aid ELT in your classroom? Kindly elaborate.

Respondent: Yes, a lot of online tools, apps, websites, and resources are used to enrich the instructions. Technology is of great help to the special educators as it helps them to enhance their creativity, look for appropriate resources and activities to include in the classroom instructions. So, for more than the learner's technology is of great help to the teachers in designing and adapting suitable methods.

Interviewer: Can a hybrid of technological as well as professional help aid students with communication disorders to develop their language?

Respondent: Definitely, in fact in special education professional supervision is necessary. The learners are likely to get distracted by unwanted information or some other details, hence, it is necessary to be careful of what is being shown to the learners as well as the information they are being exposed to. If this is taken care of, then communication disorders can be handled to a greatest extent possible with technological interventions.

Interviewer: What are your views/opinions as an English language educator about the method/ approaches used? Have you experienced any inhibitions while using the method in the classroom?

Respondent: Creativity is a main element in helping and teaching learners with communication disorders, being able to modify instructions as and when the

situation demands is quite challenging as learner needs are also to be taken into consideration. Another hinderance would be the fact that even with a ratio as less as five to eight students, taking care of all their language needs also becomes a challenge as though they are of the same IQ, there is diversity among them as well. Dealing with behavioural problems and unpredictable mood swings becomes a challenge in managing the classroom and developing instructions.

Interviewer: Any recommendations/suggestions as an educator catering to students with communication disorders?

Respondent: Support of the parents is very crucial for the development of the learner, along with the efforts of the special educators, parents must be involved in the learning of their children too. It is significant to practice at home what is being taught at the school, so that learners do not forget. Parents should also make an effort to engage with their kids, talk to them, understand them and make them feel worthy and included as even this boosts their morale and self-esteem. It is also quite challenging for the special educators as certain methods are new to them as well, so the special educators must first learn those themselves and come up of simpler ways to pass it on to the learners. The special educators must also attend continuous rehabilitation courses organised by RCI (Rehabilitation Council of India) in order to update their knowledge of the new methods and strategies, renewing their licence after every five years is financially straining and time-consuming.

Appendix VI

Questionnaire for speech therapists who cater to learners with Communication Disorders

Interviewer: What are some of the parameters used to identify learners with communication disorders?

Respondent: Any child that is unable to utter something clearly by the age of five as compared to their peers than there is a problem either with speech or language. There is also a lot of repetition, pauses, and mid-sentence pauses seen in the speech of the learner. Along with this, some learner may also speak so fast that it becomes difficult to comprehend wat they are saying as there is no rhythm, pauses or intonation in their speech. Some may experience difficulty in understanding simple instructions given to them while others may show difficulty in expressing themselves, while still others may experience both. All these symptoms help to identify learners with communication disorders. A number of checklists such as REELS (Receptive-Expressive Emergent Language Test), FACP (Functional Assessment Checklist for Programming) and MDPS (Madras Development Programming System) are used to assess the learner to develop a baseline understanding of the learner condition and needs.

Interviewer: Which methods/approaches are used to help learners with expressive language disorder?

Respondent: Speech constitutes the difficulties an individual experiences in articulating something. The most common observed speech disorders are stuttering, cluttering and articulation disorders. Since learners with severe complications are referred to a speech therapist, usually an evaluation is done to assess the plight and the skills known to the student and based on the information gained,

either long-term or short-term goals are designed to help the learners. There are no specific or uniform method applied for every learner as not a common method is shared among the two learners.

Interviewer: Which methods are used to help students with speech disorder, particularly stuttering or cluttering?

Respondent: Ideally, the basic needs of the learners are taken care of to make them socially competent citizens of the society. Individual attention is given to each learner and are trained to produce basic information about themselves through the use of lots of prompts, cues, and reinforcement. communication therapy constitutes the important component of speech therapy as the goal is to develop oral proficiency and communicative competence of the learners. Anyone can engage with the learners to provide them a therapeutic relationship by understanding their needs and in the bargain help the learners to improve their speech. In case of stuttering and cluttering utter care is taken to ensure that the learners do not feel anxious or stressful while engaging in communication. It is also important for the adults at home to help the learners communicate in a less-judgmental environment.

Interviewer: "*English is the second language of the pupils*". Does this impact the methods or the approaches adopted for ELT for learners with communication disorders?

Respondent: To a certain extent it does as the learners feel overwhelmed and lost when introduced to the grammar or sentence structures of the English language. In such situations it becomes crucial to expose the learners to the oral aspects of the language where the focus is on them to just listen and absorb how it is used,

there is no burden placed on the learners to produce exact linguistic sentences. Thus, ensuring that learners are not exposed to the complexities of the language and are not expected to reproduce the second language, they feel at ease and are relaxed and responsive to the methods adopted.

Interviewer: What are the activities used to motivate English language learning for students with Medical and developmental conditions like Dyslexia, Dysgraphia, Autism or Attention Deficit Hyperactivity Disorder (ADHD)?

Respondent: Speech disorders can be the only difficulty endured by the learners or they can co-occur with the ones mentioned by you. In such instances, communication therapy is used to help learners engage in communication. Any adult can be a significant speech-model for the learner. It is important to talk to these learners as it helps to get a better glimpse of what is going on in their minds or what they are feeling at that particular moment in time. The crux of communication therapy is to talk to the learners as much as possible with an attempt to make them express themselves. Another technique includes, providing corrective feedback to the learners in a way that it does not discourage them from attempting to speak and express themselves. Oral therapy is used when learners experience difficulty with their articulators as stimulating those can help in enhancing the articulation of the learners.

Interviewer: At what pace are the students introduced to new sounds, words, and spellings? Are there any tests or activities designed to check/assess learner's progress?

Respondent: There is no specified time period allotted to learning, since learners are given individual attention, the progress of each learner is monitored and methods and

techniques are accordingly modified to help the learners progress. There are no formal tests used to assess the progress of the learners, however, a record documenting the learners progress is maintained.

Interviewer: Is the same method continued in the long run or is she/he gradually introduced to a new method/approach?

Respondent: Based on individual needs and requirements, suitable methods and strategies are crafted for learners with speech disorders. However, there are high possibilities of altering and changing these methods depending on the learner's progress. If it seems to be ineffective, then new methods are gradually introduced and the old ones are discarded.

Interviewer: What are some of the limitations or hindrances while using the mentioned method/approach that obstruct learners from learning the language?

Respondent: It is important to remember that learners with speech disorders do not often have language disorders as they have already acquired the language and they encounter problems only while using it. Therefore, special attention has to be paid that only the necessary needs are catered to. In case if the speech disorders are co-occurring with other developmental problems, then care has to be taken to design instructions and methods in a such a way that those needs have to be taken care of too.

Interviewer: Is there any technological intervention (ICT) used to aid ELT in your classroom? Kindly elaborate.

Respondent: Absolutely, a lot of technological interventions are used to help learners with communication disorders. The significant one being, AAC (Alternative and Augmented Communication) devices and applications that help learners with severe articulation disorders to communicate and express what they want to without much efforts. An application known as the Jellow app is used to design activities and practice sessions to help learners. There are also ample of websites and software designed to convert text-to-speech, recognise speech, word predictive software and online databases of common and specific vocabulary designed to help learner in articulating their needs.

Interviewer: Can a hybrid of technological as well as professional help aid students with communication disorders to develop their language?

Respondent: Yes, in fact that is the need of the hour. Using technology and professional supervision will expand the horizon of learning and language development for learners with communication disorders.

Interviewer: What are your views/opinions as a speech therapist about the method/ approaches used? Have you experienced any inhibitions while using the method in the classroom?

Respondent: The challenge lies in designing suitable interventional strategies to help the learners. The checklists used to gain baseline information are sometimes not suitable for the Goan learners as they often have a different set of difficulties and needs. Being alert and responsive to learners' mood swing is also taxing, as one needs to know the learning pattern in a child to adapt and modify the strategies accordingly.

Interviewer: Any recommendations/suggestions as a speech therapist catering to students with communication disorders?

Respondent: Parental support is very crucial; it is important to spread awareness among the parents about how they can help their kids by establishing a therapeutic communicative relationship with the child. It is also essential to introduce and use the technological interventions available to help the learners in overcoming their communication disorders. It is also important for the mainstream English language teachers to understand the capabilities of the learners and not to over-burden them with all the linguistic and grammar expectations as it only hampers their condition further. It is also significant, to make the learners feel worthy, responsible and capable of learning and developing their language skills to motivate and encourage them to go beyond their limitations.

Appendix VII

Photographic documentation of the interviews.

School: Mount Mary High School, Chinchinim.

Interview date: 31st January 2024

School: St. Mary's of the Angels Convent High School, Chinchinim.

Interview date: 07th February2024

School: Fatima Convent High School, Margao (primary section).

Interview date: 10th February 2024

School: Loyola High School, Margao.

Interview date: 12th February 2024

School: Fatima Convent High School, Margao (pre-primary section).

Interview date: 08th February 2024

School: Presentation Convent High School, Margao.

Interview date: 10th February 2024

School: St. Anne's Primary School, Margao.

Interview date: 05th February 2024

School: Manovikas English Medium School, Margao.

Interview date: 08th February 2024

School: Babyland Kindergarten, Margao.

Interview date: 14th February 2024

School: Bambi Kindergarten, Margao.

Interview date: 15th February

School: Bloomz International school, Nuvem-Margao.

Interview date: 07th March 2024

School: Gujarati Samaj Educational Trust for the Handicapped, Aquem-Margao.

Interview date: 05th February 2024

School: Daddy's Home Special School, Margao.

Interview date: 07th February 2024

School: Manovikas English Medium School, Margao.

Interview date: 08th February 2024

School: Jyot School for Autism, Davorlim – Margao.

Interview date: 02nd March 2024