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ELT Quarterly

An International Peer-Reviewed Journal

Volume: 22 | Issue: 2 | June – 2023



Published by

**H. M. Patel Institute of English Training and Research
Vallabh Vidyanagar, Dist. Anand, Gujarat, India.**

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Chief Editor

Dr. Mayur Parmar

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Impact of language and culture on the non-natives of Gujarat with a special reference to the identities of Urdu and Bengali-speaking people

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Abstract

We are a part of a society where we live in groups and define our personalities through them. Everyone needs to feel accepted and “at home” with a certain group. This acceptance comes from developing one’s identity right from birth and is shaped by the values and attitudes prevalent at home and in the surrounding areas, especially through language and culture. As India is a diverse country, its people are also diverse in terms of their language and culture, and determining a unique identity. This unique identity can become a source of conflict when they reside in a particular society, following a certain set of customs and traditions. This study focuses on those inhabitants who, according to research reports, face difficulties in adapting to a new ethnic background, yet balance their original identity with the new identity, giving significance to both. A balance is maintained between being who they have been since birth and the distinct personalities of a foreign place. This research was conducted to recognize the impact on two non-native languages and cultures, namely Urdu and Bengali, residing in Vadodara, Gujarat. It has also assisted in the discovery of transformations and adjustments evidently found in their lifestyle, along with adaptations regarding speaking and reading skills comparable with those of a native individual.

Keywords: Language, Culture, Identity, Urdu, Bengali, Speaking skills, Reading skills

1.0 Introduction

An individual's environment influences his or her growth in a variety of ways, including personal, social, psychological, educational, professional, and so forth. These elements have a direct or indirect impact on the development. This is especially apparent when a person lives in a country with a different culture and speaks a language that they do not understand. When a person is exposed to a new ethnicity, his or her ideas, attitudes, mental process, values, and behaviors are all influenced. Factors like festivals, cuisine, medium of interaction, attire, shape their identity in one way or the other.

Our identities are a crucial component of our self-concept and can be generally divided into three categories: personal, social, and cultural identities. Personal identities are made up of intrapersonal aspects of ourselves that are associated with our life experiences. Social identities are the aspects of ourselves that are derived through our involvement in interpersonally engaged social organizations. Cultural identities are socially formed categories that teach us a way of being and involve social conduct or ways of acting (Yep, G. A., 2002). Cultural identities are the least malleable of the three because we are typically born into them. Within cultural identities, the ways of being and the societal expectations for behavior vary with time.

Communication expresses common methods of being and functioning within a cultural identity group. Acculturation is the process of learning and applying a code that other members of the group can recognize in order to be accepted as a member of that group. In both evident and subtle ways, we are acculturated into our many cultural identities.

It is a typical observation that people anticipate acknowledgment and acceptance from the locals, as indicated by the findings of this study. Furthermore, when surrounded by like-minded people, albeit from various backgrounds, non-natives find it simpler to connect and feel one with the group. The major goal of this research is to demonstrate the impact of a regional language on a non-native speaker by studying both their language and culture simultaneously. The survey is limited to Gujarat state where both Bengali and Urdu speaking people have taken up residence in.

2.0 Review of Related Literature

Language is much more than just an external expression and communication of internal thoughts that are formed irrespective of their verbalization. It's not something one achieves or accomplishes. The rest of one's life in a community, as well as smaller groups within that community, are all connected by one's native language. This is a universal truth that applies to people of all cultures and languages, and it is what makes us so reliant on one another that we can consider a foreign place as our own. In support of this viewpoint, James L. Smith states that "We are clearly living in a time (the early 21st century) where the same words, icons, rites, and symbols have strikingly different meanings for diverse segments of the population. Perhaps by exploring this a little we can come to an understanding of ways to rebuild a common ground in society and return to a more civil discourse to solve the immense problems and tasks we face in order to help create a more just society and sustainable environment" (Smith, 2021). "Languages are used to transmit cultural norms and values, and our understanding of cultural norms and values

helps us choose words appropriately. In this regard, language serves as a window into culture" (Srivastava & Goldberg, 2017).

Society and language are intrinsically linked. Every society, regardless of place or time, depends on language for social interaction. Only in a social situation can language develop. Peter Trudgill (1975) in his book 'Sociolinguistics: An Introduction to Language and Society' explains, "Because language and society are so closely linked, it is possible, in some cases, to encourage social change by directing attention towards linguistic reflections of aspects of society that one would like to see altered." Individuals, fortunately, have a dynamic nature and are constantly in contact with their surroundings.

3.0 Need of the study

Living in a state with such a diverse language and culture, especially when one comes from a foreign background, can be challenging and perhaps even problematic. This research is necessary to comprehend and assess the issues that people of various languages and cultures encounter on a daily basis while living in another state.

4.0 Research Questions

1. What is the impact of Gujarati language and culture on Urdu and Bengali speakers?
2. What are the linguistic problems that Urdu and Bengali speakers in Gujarat face?
3. Can a person's overall identity be affected by a change in location and culture?
4. Has the language of Urdu and Bengali-speaking people changed much as a result of the shift in location?
5. How have people from other cultures adapted to the region's speaking and reading abilities?

5.0 Objectives of the Study:

- To investigate the impact of Gujarati language and culture on Urdu and Bengali speakers.
- To identify the language-related challenges that Urdu and Bengali-speaking individuals in Gujarat experience.
- To observe changes in a person's identity when they are placed in a different cultural context.
- To determine how changes in location affect the language of Urdu and Bengali-speaking individuals.

- To assess the speaking and reading abilities of people from a different culture residing in a different location.

6.0 Data Analysis and Result Discussion

Since the study was conducted on a small scale, the response rate has been phenomenal. A total of 30 responses were expected at the beginning of the study, out of which 26 were received (13 Urdu and 13 Bengali-speaking respondents). The respondents were not chosen randomly; instead, they were limited to friends and relatives. After being purposefully identified as potential participants, they decided to participate voluntarily in this pilot study. It is possible that they agreed to take part as they saw a need to be conscious of the significance of both their native language and the regional language.

We acknowledge that our findings are based on participant self-report, which is a subjective process. According to the survey report, people favored their native language above their regional language (here, Gujarati) while interacting with family members. Even though the majority of the sample had lived in Gujarat for 20-30 years, the regional language had little effect on their native language.

6.1 Impact on Language

Even a complete change of location had little effect on the impact of one's native language, as 84% preferred conversing in their native language with their family. Despite the considerable influence, 32% of people continue to switch from their mother tongue to Gujarati occasionally.

When speaking with Gujarati neighbors, 23.1% are able to communicate in the regional language. The rationale behind this could be that people instinctively switch to the medium of conversation. Whereas the remaining 34.6% found speaking Gujarati challenging. As a result, people try to strike a balance by speaking primarily in Hindi or English. Now, in order to live in Gujarat, there have been various reactions about the need of learning Gujarati. As not all Gujaratis speak Hindi or English, most of the sample agreed that knowing the fundamentals is vital. Remaining people believe it is unimportant because Gujaratis understand and speak Hindi well.

Due to sheer regional language's influence, a large portion of the sample has incorporated Gujarati into their regular speech. Gujarati has been inculcated in only 23.1 percent of the sample. 50% of those polled believe they have not forgotten their first language, while the other half are split between 'Yes,' 'Maybe,' and 'Never noticed'.

34.6% of Urdu and Bengali speakers perceive their Gujarati speaking skills to be very poor. 15.4%, on the other hand, consider themselves highly fluent in Gujarati, making it easier for them to speak effectively with locals on a regular basis. Furthermore, statistics relating to the same people's reading abilities yielded varied results. 30.8% find it very easy, 26.9% find it moderately easy and 19.2% find it very difficult. Due to the region's educational system, reading appears to be much easier than speaking a regional language.

6.2 Impact on Culture

The interrelationship between language and culture is well-documented in research (Boltayevna, 2020; Rangiz & Harati, 2017; Srivastava & Goldberg, 2017). In a diverse country such as India, each state is home to several communities. Regional culture has an impact on the traditional culture that people adhere to within their social limitations, such as how specific festivals are celebrated in respect of the regional culture. Navratri and Uttarayan, for example, are festivals that are also celebrated by Urdu and Bengali speakers. According to the survey, 84.6% celebrate a festival in a certain manner, as opposed to 15.4% who never celebrates.

According to the survey results, even though people from different ethnicities have their own culturally specific cuisine at home, it does not inhibit them from integrating Gujarati cuisine in their diet occasionally. In terms of dressing sense, the statistics suggest that, most people (34.6%) do not incorporate the Gujarati dressing style into their usual attire. Whereas 23.1% stated that they occasionally dress up as Gujarati natives.

It is also seen that 73.1% of non-natives of Gujarat never object their family members from following the Gujarati traditions even though they themselves never really follow them. However, it is apparent that many respondents combine the two cultures, particularly in terms of cuisine and holidays such as Navratri. Only a small percentage can be noticed claiming that they have not been exposed to Gujarati culture.

7.0 Conclusion

The findings of this study clearly illustrate that the region's language and culture have an impact on non-natives. Since all of the replies were submitted voluntarily, the significant findings of the study reveal the true beliefs of people from various backgrounds.

It is evident from the findings that the majority of Urdu and Bengali speaking respondents have sufficient understanding of Gujarati language and culture, with only 1% of the sample having no knowledge of it. While some people do face difficulties, they are nonetheless aware of the fundamentals of the language

and culture with which they are connected, which allows them to respectfully balance both of their cultural identities.

The study also shows that all non-natives, despite belonging to a different culture, feel a sense of belonging to the Gujarati community. Living in a state where people eat, drink, behave and feel differently, the respondents have indicated positive signs of feeling welcomed and accepted by the indigenous. The impact on the non-natives residing in Gujarat is significant, yet this does not necessarily imply that they have lost their identity. They have successfully instilled two languages and cultures without causing any disruption to their traditional beliefs.

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Constructivist Pedagogical Model for Teaching Business Communication

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Abstract

Outlining constructivist approach in classroom with more practical approach. Building not only academically but emotionally and psychologically independent learners. The paper is focused on the concept of constructivist approach, varied processes, task based teaching learning. Moreover, it focuses on teacher's role, student's role and classroom environment.

Key words: Constructivism, Business communication, Task based teaching, Self-discovery, Learning styles, Pedagogical model

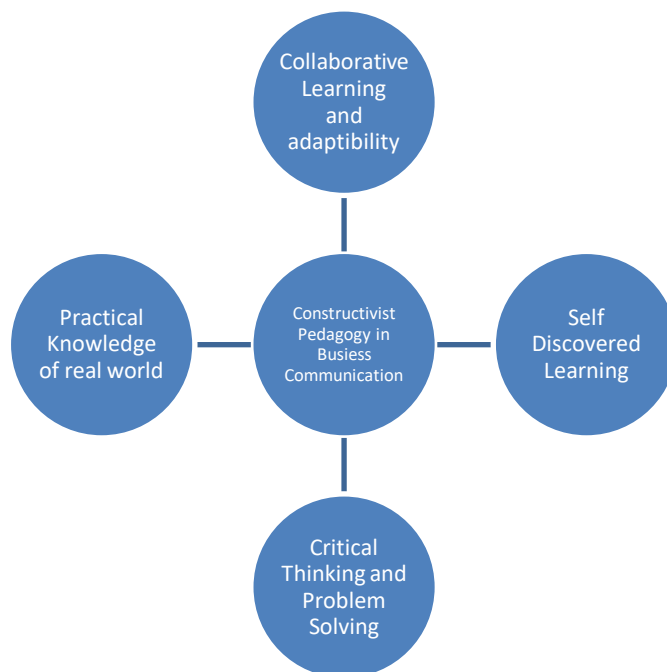
Introduction:

'To construct' is to build. In language learning, building one's own knowledge has more positive impact than borrowed knowledge. Therefore, this paper stands firm on Jean Piaget and Lev Vygostky's personal constructivism and social constructivism theories respectively. These theories help in making pedagogical model and possible outcomes in business communication which takes place in classrooms. The primary concept of applying tasks in the class is to provide them first step of discovery. In Indian classrooms, traditional teaching has gained more familiarities and still taking time to accept modern approaches. To manipulate this structure, first a facilitator has to be conscious about the need of the learners and later identify which tasks and exercises are beneficial for them. Therefore, this paper represents constructivist theories, effectiveness of business communication, learning styles and examples of tasks for business communication and how the classroom environment can affect the learning.

Amongst all human skills, communication stands very primary in the list. People who have mastered the skill of communication has more easy and approachable life than those who feel difficulty at it. This skill in particular is learnt with conscious effort of practice, curiosity and knowledge. Specifically in English language, communication stands for identity. Learner's felt need has to be aligned with their learning process. Therefore, two majorly influenced theories of Jean Piaget's

cognitive development theory and Lev Vygotsky 's social development theory has been considered helpful in modern classes.

Concept of constructivist pedagogical model and the implementation of theories:



Constructivist pedagogy is a gateway to teach practical approaches of business communication. As the subject majorly focuses on the importance of LSRW skills and how in real business deal communication save the best deals. As students work with this approach, they become more independent learner with respecting other's view too. For the same Piaget's theory stands for

According to Piaget, cognitive development occurs from two processes: adaptation and equilibrium. **Adaptation** involves the child's changing to meet situational demands. Adaptation involves two sub-processes: assimilation and accommodation. And equilibrium stand for the balanced outcome gained from previous knowledge and self-discovery. Therefore, engaging students in activities or task can help them to reactive pat memories as well as their new discovery from given new activities. On the contrary, Vygotsky's theories stress the fundamental role of social interaction in the development of cognition (Vygotsky, 1978), as he believed strongly that community plays a central role in the process of "making meaning." Furthermore he quoted that 'Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological).

This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals.' (Vygotsky, 1978, p.57)

Hence, these theories can be useful to work with in the classroom. The students' social constructivism can fulfill the gap of understanding the world. Oftentimes the knowledge is derived from someone's past experiences or just by listening the stories. Those who cannot communicate outside the class cannot greatly communicate in the class. Types of learners introvert and extrovert can be judged by their communication skills, to improve, certain constructivist theories will make them engaged in the classroom. The tasks are more adaptive these theory based varied tasks can be useful to work on their psyche, their intellectual development as well as academic development.

Here are the instances of a sample tasks for teaching business communication:

1. Problem Solving Tasks:

Giving them one topic of their syllabus, i.e., 7'c's of communication and a letter focusing on a problem. Learners can be given a situation or a problem in which they find the possible solutions for the condition in pair.

2. Incomplete Tasks:

A facilitator can give an incomplete tasks with blanks and clues, with which individually students can complete the task with critical thinking, assimilation and new possible answer's adaptability

3. Role-Play Tasks:

Role-plays involve students taking on specific roles and engaging in simulated conversations or situations. That can be travel agent query, business deal seller and consumer conversation or product launch talk. This allows them to practice language functions, such as making requests, giving advice, or negotiating, in a realistic context. Role-plays can be based on everyday scenarios or specific professional situations.

4. Project Based Task:

Students of business studies can be given projects like developing guidelines for a company, researching the net worth and the office atmosphere by visiting the companies or by giving projects of developing a whole business plan in detail. This can enhance their creativity, research skills and language skills.

Teacher's role in classroom:

As discussed by Dave and Jane Willis (2007, p. 149) in TBLT teaching mentions the role of a teacher is to lead and organize the class and facilitate learner to manage their tasks as well.

1. Leader or organizer:

As a leader of the class, teacher leads the task activities initially with instructions, storytelling or group discussion initiative. Therefore, in TBLT, a support from a teacher is mandatory for performing tasks.

2. Facilitator:

The duty here slightly changes from being a teacher to a facilitator. Learners might not need a leader always rather; they may seek a facility to understand the task further. In which, a facilitator can co-participate or help them in brainstorming the task.

3. Language knower:

This can lead to giving meaning, helping with vocabulary or suggesting them other language alternatives for the task learning. The fact here stands for not initially correcting the mistakes, rather helping them to correct by themselves with the language knowledge.

Learner's Role:

Learners must know that, TBLT stands for more proficient usage of language learning. Here, in business communication, the mere goal of a learner is to be able to communicate in second language as well as to be able to take power of decision making and trusting self-discovery

By practicing task, a learner gains more confidence in himself and alongside understands differences. Moreover, with communicative skill, business vocabulary, they will be able to think critically, analyze the situation and will be look upon peer learning as well. Peer evaluation fosters a sense of responsibility, collaboration and leadership.

Classroom Interaction:

The golden moments of the classroom is when they learn collaboratively. Task designing helps the classroom to learn collectively. With this exercise they can exchange ideas, new vocabulary, productive outcomes and a healthy competition with classroom interaction they can gain confidence in public speaking, becoming a patient listener and they can establish individuality.

In addition, Students have opportunities to express their thoughts, ask questions, seek clarification, and engage in dialogue with the teacher and their peers who can lead to error correction and language learning.

The Possible Outcomes:

As Brian Tomlinson has given the major principles of materials development, he has mentioned about the styles of a learner too. (Brian Tomlinson, pg. 17, 1998)

Gradually by working on skills, a facilitator can predict the learning style of an individual student. From visual, auditory, kinesthetic to studial, analytic, global or independent, dependent learner. The preference changes according to the needs and analysis. if these styles are known then the possible outcomes can be easy to predict.

Relaxed and self-confident learners learn faster. (dulay, Burt and Krashen,1982) strongly stands true when the TBLT has an aim of establishing language proficiency in the field of communication. Certain exercises cannot be forced but it should be introduced in such a way that, learners feel stress free and motivated.

Another possible results can be gained with rich vocabulary, fluency, easiness in writing, knowledge gaining and learning the differences of how and when to use business terms.

The major significance of constructivism in business communication is its active learning style. Students cannot passively listen the instruction but rather participate, anticipate, predict, apply, experiment, learn and gain their established knowledge. The learning attitude changes from rigorously following traditional method to easily accepting modern method of learning.

Conclusion:

The aim of constructivism is to awake learners own capability with varied pedagogy styles and approaches. The model for teaching business communication is partially qualitative and quantitative. It suggests that learning is a dynamic process that occurs when learners actively engage with the world, interact with others, and reflect on their experiences.

It also promotes self-awareness and self-regulation to look for one's own mistake and how to correct it. In business communication, it helps with evaluation, practical business approaches, group work and critical thinking.

Overall, constructivism offers lifelong learning, uniqueness of learning methods and aim of transformative learning which can not only help in academic growth but in emotional and psychological growth as well.

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Learning Management System: A Catalyst for Unleashing Student Motivation and Elevating Performance in Higher Education

Dr. Chintan Vaghela

Abstract

Learning Management Systems (LMS) are transforming how higher education is delivered. It is a powerful tool that can be used to create an engaging learning environment and enhance student motivation and performance. It provides students access to courses, lectures, assignments, and materials anytime and anywhere. The use of LMS in higher education has been proven to increase student engagement and improve academic performance by providing students with a more personalised learning experience. It also allows instructors to track student progress and provide feedback quickly, which helps keep students motivated. Overall, LMS is revolutionising how higher education is delivered by uplifting the quality of learning experiences for students and instructors alike. Higher education institutions widely use learning management systems (LMS) to manage student information and course materials. They provide a platform for educators to manage student course materials, grades, and other essential records. LMSs can also motivate students by providing personalised feedback and tracking their progress. Using LMS benefits both students and teachers, as it helps foster a more engaging learning environment. Students are more motivated when they can easily access course materials and collaborate with others in real time. In addition, teachers can track student performance more accurately and provide feedback quickly. The rapid advancement of technology has redefined the landscape of education, introducing innovative tools such as Learning Management Systems (LMS) to facilitate teaching and learning. This study explores the role of LMS in enhancing student motivation and elevating performance in higher education institutions. By analyzing various aspects of LMS, including accessibility, personalization, and collaboration, the research aims to demonstrate its potential to promote an engaging and interactive learning environment. The findings reveal that the effective implementation of LMS can foster a student-centred approach, allowing for individualized learning experiences, improved communication, and strengthened peer-to-peer connections.

Key Words: Learning Management System, Student motivation, Higher education, Performance, Education Technology, digital learning management systems

Introduction

A learning management system (LMS) is a computer software program that manages the electronic resources and tools used in teaching and learning. LMSs have positively influenced student motivation and performance in higher education. Motivation is essential for student success in higher education. A National Center for Education Statistics study found that highly motivated students were more likely to

succeed in college than those who were not. Learning Management System (LMS) has been a game-changer in higher education. It has enabled students and instructors to access course material, track progress, and collaborate easily. As a result, it has improved student motivation and performance. With LMS, students can easily access course materials from anywhere with an internet connection and review them at their own pace.

Moreover, instructors can provide timely feedback to students for improved understanding of topics being taught in class. It helps improve student motivation and performance in the long run. Learning Management System (LMS) has been a game-changer in higher education. It has enabled students and instructors to access course material, track progress, and collaborate easily. As a result, it has improved student motivation and performance. With LMS, students can easily access course materials from anywhere with an internet connection and review them at their own pace. Moreover, instructors can provide timely feedback to students for improved understanding of topics being taught in class. It helps improve student motivation and performance in the long run.

Utilization of LMS to Create an Engaging Learning Environment

Learning Management Systems (LMS) is a powerful tool for creating an engaging and effective learning environment. With the ability to track progress, deliver content, host live classes and assessments, and provide timely feedback, an LMS can make it easy for teachers to create a stimulating learning environment that encourages student engagement. Student engagement is often measured through academic content, level of interaction, and time on task. Research has demonstrated that increased time devoted to a task is typically linked to a heightened engagement with that activity (Yazzie-Mintz, 2007). Additionally, forming a strong relationship with a mentor or adult in the college environment influences student engagement.

These independent studies by Chen, Lambert, and Guidry (2010) and Kuh et al. (2001, 2003) highlight the transformative potential of integrating technology, such as web-based and internet technologies, into higher education. The findings demonstrate that students who actively engage with learning technologies tend to excel in various aspects of academic achievement, including traditional engagement measures and deep learning approaches. The positive impact of Information and Communication Technologies (ICT) on students' general education, practical competence, and personal and social development signifies the importance of incorporating these tools into the curriculum. The studies emphasize that the most significant benefits are reaped when ICT is employed frequently and for diverse purposes, aligning with the advantages of Learning Management Systems. (LMS)

These research findings reinforce the argument that LMSs, as comprehensive platforms for delivering and managing learning content, can be instrumental in elevating student performance and engagement in higher education. By seamlessly incorporating various learning technologies into the educational experience, LMSs provide an integrated approach to fostering academic success, personal growth, and a supportive learning environment. As such, higher education institutions should continue exploring and investing in adopting and optimising LMSs to enhance student outcomes and experiences. The positive correlation between ICT usage and educational effort and the subsequent impact on college outcomes further underlines the importance of incorporating web-based and internet technologies in higher education. These findings suggest that as students invest more effort in engaging with ICT, they can experience significant improvements in learning and involvement. Beer, Clark, and Jones's (2010) exploratory case study add another dimension to this discussion by emphasizing the social aspect of LMSs. It demonstrates that an LMS can serve as a virtual meeting ground for academics and students, fostering a sense of community and facilitating collaboration. When the various components within an LMS, such as tools, communication spaces, and course materials, work in unison, they create an environment conducive to engaging in the learning process. The study highlights the critical role of LMSs as spaces where students and academics can collaborate, utilizing various artefacts and resources to complete tasks and achieve learning objectives. This social aspect of LMSs contributes to their effectiveness in enhancing student motivation and performance, as it fosters a sense of belonging and facilitates cooperation.

In conclusion, integrating LMSs in higher education provides a comprehensive platform for course content delivery and assessment and encourages student engagement and collaboration. As research continues to demonstrate the positive impact of ICT on student outcomes and experiences, it becomes increasingly evident that institutions should prioritize adopting and optimising LMSs to facilitate an inclusive, supportive, and effective learning environment.

Learning Management System Engagement Types and Measurement

Engagement is a complex issue, and research literature often presents diverse perspectives, advocating for a "multi-faceted" approach to comprehending and investigating student engagement (Fredricks, Blumenfeld, & Paris, 2004). Various factors influence how students interact with the college community, with the degree of engagement hinging on the quality, depth, and scope of their connection with the institution. Consequently, both colleges and researchers face challenges in accurately measuring student engagement.

Self-reports are the most prevalent method for gauging engagement, while other techniques include checklists, rating scales, observations, work sample analyses, and

case studies. Some research has also employed summative rating scales for this purpose. Although self-report scales are extensively used, it is crucial to account for the validity of the resulting data, which may differ based on a student's ability to evaluate their cognitions, behaviours, and emotional reactions precisely. Direct observations serve as a means to corroborate engagement levels in learning tasks, further validating the data (Chapman, 2003)

Godor (2011) conducted a study involving over 5000 college students to investigate student engagement and the factors that motivate them to put effort into their studies. The findings revealed that curricular choices which impact the pedagogical climate should be selected with the individual student's engagement types and triggers in mind. In addition, the study provided a detailed list of each type of engagement about the pedagogical climate and engagement. Following is a list of them.

1) Scholastic Involvement Type

Academic Engagement Type is a term used to describe how students interact with academic material. This includes attending lectures, participating in discussions, completing assignments, and taking exams. Academic Engagement Type is closely related to the concept of student engagement, which is a measure of how actively and effectively students are engaging in their academic work.

2) Students' Engagement Type

It refers to how students engage with their studies, such as actively participating in class discussions, exploring new topics, and developing critical thinking and problem-solving skills. It is an essential factor in determining students' academic success, as students actively engaged in their learning are more likely to retain information and apply it to new contexts.

3) Occupational Involvement Type

Students who opt to take part in educational activities to further their career prospects or with the understanding that they relate to real-world professional issues are likely to experience greater autonomy, well-being and a stronger connection between their current behaviour and future goals. However, to optimise this type of engagement, pedagogical approaches must be based on authentic learning contexts and meaningful interactions with professionals.

Achievement can be assessed through various quantifiable measures, such as test scores and assessments. However, studying student engagement can be seen as an attempt to measure the “un-measurable” since it relies heavily on perception, collaboration, and interaction. Thus, the most crucial part of exploring student engagement is to take the time to listen to and comprehend the students’ experiences and their perception of their relationship to their college community and academic tasks. (Yazzie-Mintz, 2007)

Cognitive/intellectual/academic engagement involves the effort, resources and techniques students use to learn, their tasks, and their methods. This aspect, which generally concentrates on engagement during instructional activities connected to instruction, can be considered as using one's mental abilities. Questions that can be classified under this form of engagement include queries about homework, preparation for class, class conversations and tasks, and the amount of academic difficulty students experience. (Yazzie-Mintz, 2007; Appleton, Christenson, & Furlong, 2008) To assist students in engaging with this material, Moodle offers a variety of activities and resources, such as the Assignment Glossary, which can be utilised in this context.

Enhancing Language Skills with Popular Learning Management Systems

Learning management systems offer a wealth of resources to learners, such as online dictionaries, interactive activities, and multimedia materials. They also provide a platform for students to communicate with each other, allowing them to practice their language skills in a safe and secure environment. Learning Management Systems (LMS) use innovative technologies such as artificial intelligence, data science, and natural language processing to create personalized language learning experiences. These systems can track student progress, adapt to their needs, and provide feedback on their performance, enabling them to learn faster and more effectively. Several popular LMS platforms have proven beneficial for teachers and students in enhancing language competence.

Moodle

Moodle is a Learning Management System (LMS) schools and universities use to create interactive online learning environments. It allows educators to create courses and quizzes, assign tasks, track student progress, and more. Martin Dougiamas created Moodle to assist teachers in developing pedagogically sound and easily shareable courseware. As an open-source software package licensed under GNU General Public License, Moodle has gained popularity in education due to its cost-free accessibility. Accessible through standard web browsers, the software's operation is user-friendly.

The development of Moodle was founded on the LAMP stack, initially designed for Linux but subsequently tested on various operating systems such as Windows XP/2000/2003 (WAMP), Solaris 10 (Sparc and x64), Mac OS X, and Netware 6. Its inaugural version was launched on August 20, 2002. Moodle presents a robust platform for crafting high-quality online courses and overseeing learner outcomes. Sadhukhan (2016) characterizes Moodle as a versatile, dynamic e-learning platform that grants learners non-linear, interactive access to extensive information (text, graphics, animations, videos). Moodle enables the incorporation of numerous resources, including chat and forums, online booklets, diverse question types, problem and exercise collections, lecture notes, and a vast assortment of other materials, such as text-based or HTML-formatted documents and multimedia content like graphics, videos, audio, PowerPoint presentations, and Flash animations. (Jones, 2003)

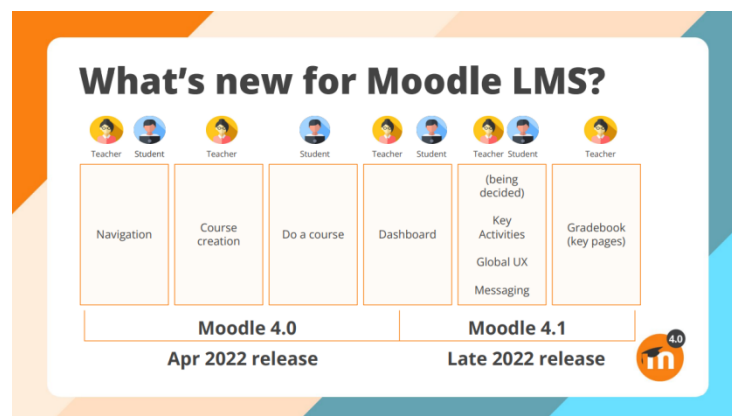


Figure 1 Moodle (LMS)

(1) Schoology

Schoology benefits students and teachers by providing a central collaboration, communication, and resource-sharing platform. It allows teachers to assign and track assignments efficiently, and students can access learning resources from anywhere. It also offers a virtual classroom experience, which can help keep students connected and engaged, even when they are not physically present.

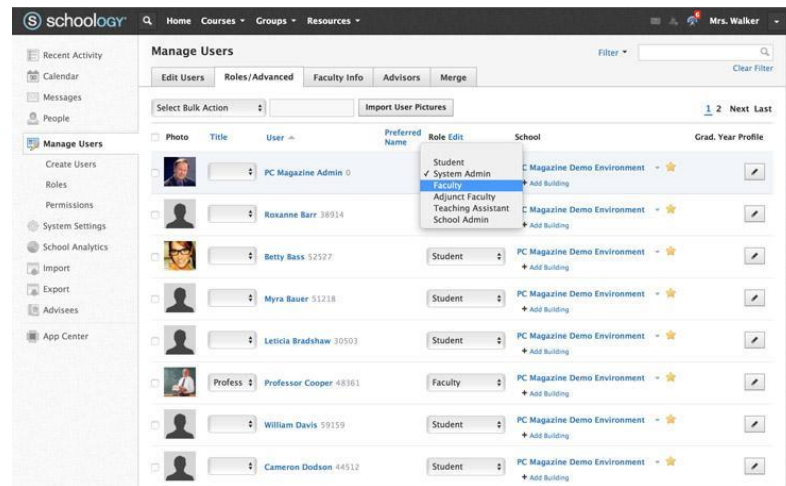


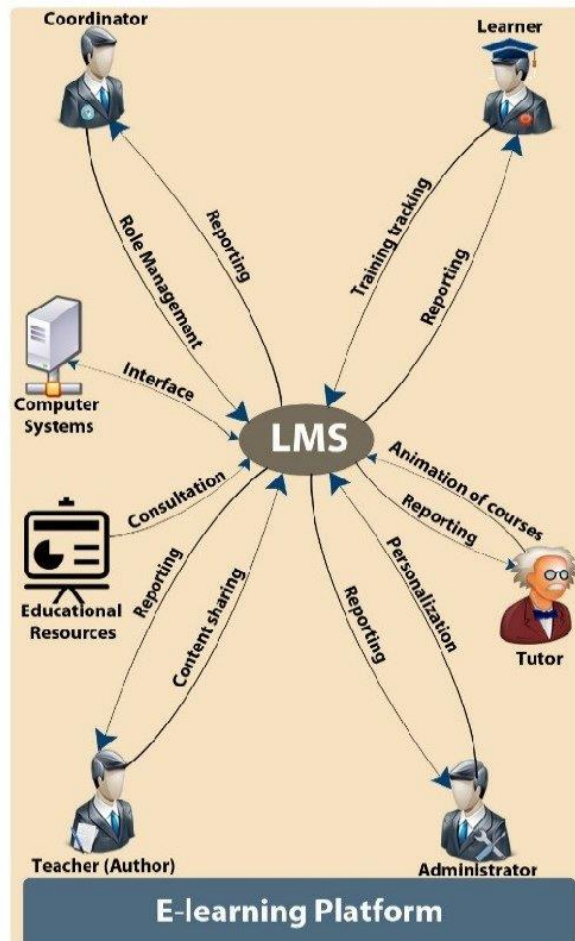
Figure 2 Schoology (LMS)

Distinctive Qualities and Advantages of Learning Management Systems

Learning Management Systems (LMS) are becoming increasingly popular as they offer many features and benefits. They provide a comprehensive learning experience that can be tailored to meet the specific needs of learners and organizations. By providing interactive tools, easy-to-use content management systems, robust reporting capabilities, and secure data storage, LMSs have become invaluable tools for educators and businesses alike. In web-based e-learning, Learning Management Systems (LMS) are a crucial component that connects learners and learning content in a standardized manner. It enables managing users, learning materials, and events using Content Management Systems. With its ability to administer and track learning progress and performance, LMS ensures that administrative tasks are streamlined and that student participation in e-learning materials is optimized. An LMS software system facilitates administrative tasks and student engagement in e-learning. (Recesso, 2001)

Higher education institutions strive to incorporate cutting-edge technology into their learning processes using budget-friendly methods (Klonoski, 2008). The sector faces a formidable challenge due to increased enrollments, diminished state funding, and technological advancements. Technology's cost, significance, and prevalence are on the rise, with systems like LMS transitioning from supplementary tools to indispensable instruments for education. As such technologies become commonplace in classrooms, they join essential infrastructure elements like lighting and heating and are regarded as necessary operating expenses. Collaborative efforts are crucial, as cost-conscious, resource-efficient approaches are the only viable options (Klonoski, 2008). Learning Management Systems have evolved from a supporting function to a crucial component in higher education. Today's college students are well-versed in technology and expect their instructors to utilize

advanced tools, including Learning Management Systems. (Ganjalizadeh and Molina, 2006)



Conclusion

Integrating Learning Management Systems (LMS) within higher education institutions has proven to be a powerful catalyst for unleashing student motivation and elevating academic performance. By providing a centralized and flexible platform for course content delivery, collaboration, and assessment, LMSs facilitate a personalized and engaging learning experience that resonates with diverse learning styles and preferences. Furthermore, the data-driven insights generated by these systems enable educators to monitor student progress, identify areas for improvement, and offer timely, targeted support.

As technology advances, LMSs will undoubtedly become increasingly sophisticated, offering even more powerful tools for driving student success. Therefore, it is incumbent upon higher education institutions to embrace these systems and harness their full potential in fostering a more dynamic, inclusive, and effective learning environment. By doing so, they will empower students to realize their full potential

and contribute to developing a highly skilled and adaptable workforce equipped to tackle the challenges of the 21st century.

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Assessment and Evaluation of ELT in Government Primary Schools

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Abstract

Teaching and evaluation is a continuous process. Evaluation is based on the teaching-learning process. In a new and dynamic era of the 21st Century, this should be holistic education and holistic evaluation in order to enable primary school students to achieve a holistic quality of life, throughout life. A Semester system has been introduced in primary education. Semester-wise assessment is classified into three parts with a view to keeping the overall progress of the students. 1) Formative Assessment 2) Periodical Assessment Test 3) Summative Assessment Test. These tests cover all aspects of the curriculum that motivate students to progress.

Keywords: Assessment, Evaluation, Primary, Government Schools

Introduction:

Assessment and evaluation both are very crucial in the teaching and learning process. The terms 'Assessment' and 'Evaluation' both sound similar but are actually different. According to Brown (2004), assessment is an important part of teaching and learning, and assessment is more than just testing. 'Assessment' is a process of collecting, reviewing, and using data, for the purpose of improvement in the current performance. It pays attention to teaching and learning. Assessment is done at the beginning of improvement in the current performance. It pays attention to teaching and learning. Assessment is done at the beginning of the inquiry. It is diagnostic and formative. The term 'Evaluation' is described as an act of passing judgment on the basis of a set of standards. The evaluation focuses on the final outcome. It is usually done at the end. It is judgemental and summative. The aim of the assessment is to provide the necessary support for an individual to understand a learner's potential. The assessment must be done periodically in different forms, using different tools, to check the progress and identify the gaps in a student's learning.

A semester system has been introduced in primary education, which has resulted in a reduction of burdensome education. School-based Comprehensive Evaluation has been introduced which continues to be a strong driving force for imparting comprehensive education to students. Keeping in view such a multi-dimensional process of assessment and the new and traditional purpose of education, SCE (School based Comprehensive Evaluation) has been divided into two parts.

- 1) Educational assessment
- 2) Co-curricular assessment

This paper focuses on the Assessment and Evaluation of ELT in government primary schools of Gujarat. In Gujarat, the application of English language teaching is started from grade –III but according to New Education Policy -2020 English language subject teaching will start from grade – I. Assessment and evaluation of English language teaching in primary schools start from grade –IV. Thus, the evaluation method of English language education is explained in detail.

The educational assessment involves the evaluation of the achievement of each student in the subject of English. The assessment is divided into three parts.

- 1) Formative Assessment
- 2) Periodical Assessment
- 3) Summative Assessment

All three assessments are based on the Learning Outcomes of the subject. Therefore it becomes most important to understand the term ‘Learning Outcomes’.

Learning Outcomes (Los):

In the academic year 2016-17, a booklet titled ‘Learning Outcomes’ was launched by GCERT and provided to all government primary schools in Gujarat. In which learning outcomes are prepared as syllabus for all subjects including the English language subject. Learning Outcomes are a logical sequence of learning points. Learning outcomes are assessment standards indicating the expected levels of learning that students achieve for a particular subject.

English language education was started now in the government primary schools of Gujarat from class – III second semester, and the objectives of English language subject are as follows:

- 1) Comprehension
- 2) Communication
- 3) Application
- 4) Expression
- 5) Creative

Based on the curricular expectation for English language learning at the primary stage a set of learning outcomes for English subjects also have been developed as other subjects. These learning outcomes are defined as a target, and a syllabus is prepared to reach the target. Content has been prepared with reference to the learning outcomes, and classroom teaching is suggested to be done keeping in view the learning outcomes. In English language subject, learning outcomes are prepared on the basis of Listening – Speaking – Reading –Writing. The teacher has to make a maximum of three attempts to complete each learning outcome. A total of 20 very important learning outcomes of the English subject have to be completed by the student during the entire semester, of which 40 marks are counted in the semester exam result. The teacher observes students for assessment when they are engaged in activities.

Formative Assessment:

Formative assessment is a part of classroom teaching. Classroom provide enough opportunities for learning. Students participate in varied learning activities to update their knowledge. Formative assessment helps teachers to know their student's achievement and their learning speed. It also helps teachers to know how their students learn new things and achieve the target learning outcome. Formative assessment is a learning assessment that happens at the school level. A teacher collects the details through different activities like observation, worksheets, project, oral tests, debate, etc., and plans for the further teaching-learning process according to the learner's needs. Generally, a teacher evaluates students at the end of the period, at the end of the unit, or at the end of the month and based on this achievement Form –A is filled.

PAT (Periodic Assessment Test):

PAT is conducted weekly for students in grades 3-8 in all Government primary schools in Gujarat. PAT makes a significant contribution to improving the quality of the learning process in the classroom. PATs are scheduled to start in the month of August in the first semester and in December in the second semester, which is planned to cover the maximum units of the textbook in the first and second semesters. Periodical Assessment Tests are mainly based on learning outcomes. Question papers or question banks are formed in a way that all the basic language skills Listening- speaking – reading – writing are evaluated. It helps teachers complete the curriculum on time. PAT helps to provide quality learning. Teachers identify gaps in student learning, provide support as needed, and adjust lesson plans accordingly.

As the PAT is held at school every Saturday and teachers evaluate the answer book during the week and send them to parents for signature. This increases parents' awareness of their child's learning level and progress. After obtaining a parent's signature, children can take the answer book to school and take the next test on the same answer book. It also helps to track the continuous performance of the students. It helps to improve the attendance of the students in school. Regular assessment makes students quick learners and also helps the students to cope with examination phobia. Thus, the PAT proves to be very important in English language learning.

SAT (Summative Assessment Test):

The summative Assessment Test is abbreviated as SAT. SAT is conducted at the end of the semester. SAT is an evaluation. It focuses on the final outcome of the students. Students' progress reports are prepared based on SAT. The summative Assessment Test is taken twice a year at the end of the semester. An SAT is conducted for all subjects along with English. By keeping in the center the learning outcomes of the

subject, 80 marks Summative Assessment written test is conducted with the aim of, preparing a progress report of the students. The result of the SAT is prepared in the following format.

40 marks of the formative assessment sheet

40 marks of SAT

20 marks of assignments

100 marks of 1st semester + 100 marks of 2nd semester = 200 marks

Thus, the subject oriented result is prepared from the 200 marks of both semesters.

Conclusion:

As English is an international language, it becomes necessary to know, understand and learn to use it. Education of the English language is given from the primary school level. Assessment is essential to measure achievement in education. Teaching and assessment are complementary to each other. English language learning is also comprehensively assessed same as other subjects in primary schools of Gujarat, and students' progress in English language learning is measured.

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Innovative Classroom Practices

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In classroom teaching, 'Innovative Practices' could be incorporated and adapted by teachers, it requires some organized preparation, creativity, vigor and enthusiasm, which results in increased interest, knowledge and awareness. Here are a few common tips/games/exercises/ quizzes, that need to be explored, created, crafted, modeled, pursued, and molded according to the given conditions, environment and educational requirements of the students: The different modes of 'Interactive Teaching' could easily be incorporated in day-to-day activities, or by keeping a specific hour, and special day for organizing these amazing and wide-ranging activities, by using traditional and informative practices, by various ways, means and methods:

- The 'Indianisms' incorporated with these activities, for instance: discussion on new Indian words, that are adopted and added to the various important dictionaries, around the globe every year.
- Group-Discussions: To transform these group-discussions according to the relevant topics of interest, which have to be covered, and these could range from local to global, or both, and the ones that have an equal impact and importance everywhere, and are universal in nature.
- Distribution of specific topics for discussion in various groups; encouragement of the understanding, and knowledge of interesting, newly introduced and informative student friendly topics, that enable and let the participants gain confidence, by initiating open ended, engaging and friendly discussions on myriad topics.

The topics for instance, could be:

- (1) 'The Right Process to Comb Your Hair'.
- (2) 'A Child's Reaction to Tasting a Raw Lemon /Green Chilli / Bitter Melon!'
- (3) 'What would You Say to Your Mother when You are Sad/ Upset/ Angry/ Hurt/ Irritated / discouraged /disappointed. State the Different Scenarios in Detail.'

- (4) 'Your Experiences as a Student of Science/ Arts/ Commerce/ Business Administration/ Computer Technology, in the Present Globalized World.'

Here are some examples of the various Group Discussion Methods:



(Photo Courtesy: Google)

Power Point Group Presentation: By forming various creative groups, naming them on many different themes, letting the students choose specific topics from their syllabi or from the current world issues.

- (1) Encouragement for creating a joint presentation by the division of slides and subject matter. The audiences could be from amongst their peers, and would be required for questionnaires and post-presentation participation and active discussion.
- (2) PowerPoint slides could be created for enhanced understanding and sharing information through various multimedia systems.
- English Quizzes: - By following the normal procedures of conducting enlightening and invigorating English Quizzes; by aiding, and allowing the students from different streams to express their subjectivity as-well-as their additional knowledge related to the answers they give. For example:

The Tale of Two Cities is written by:

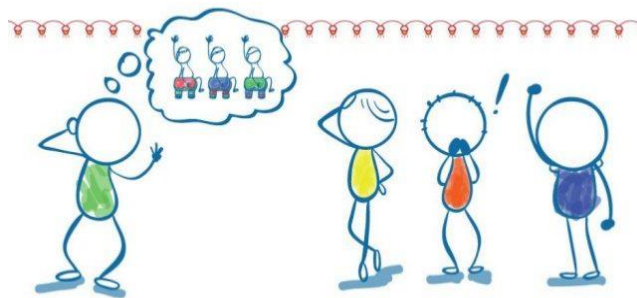
- a) Henry Fielding
- b) Charles Dickens
- c) E.M. Forster
- d) Jane Austen

(The correct answer is Charles Dickens)

- (3) After which discussion about the life of Dickens, his literary masterpieces, various other works, and the characteristics of the writings of Charles Dickens, could be taken up.

- 'Passing the Parcel': The old traditional game with an innovative twist; as instead of conducting the specific activity carried out in the game, changing it into a literary task related to the subject English. For example: The task of reciting English Rhymes/ Poems /Songs/ Idioms /Phonemic Sounds/ Proverbs/ Quotations and so on and so forth.
- 'Dumb Charades': Another traditional exercise, with a little bit of innovative practice. A movie, poem or a song title could be given for the game, to be expressed by the other in action. This could also be converted to titles of literary Books/ Movies based on books/ Poems by famous poets and so on.

DUMB CHARADES



(Photo Courtesy: Google)

- Sketching / Painting/ Drawing Literary Figures in a Blind-folded manner, on paper, or it is now digitally possible as well, with the advent of new technologies.

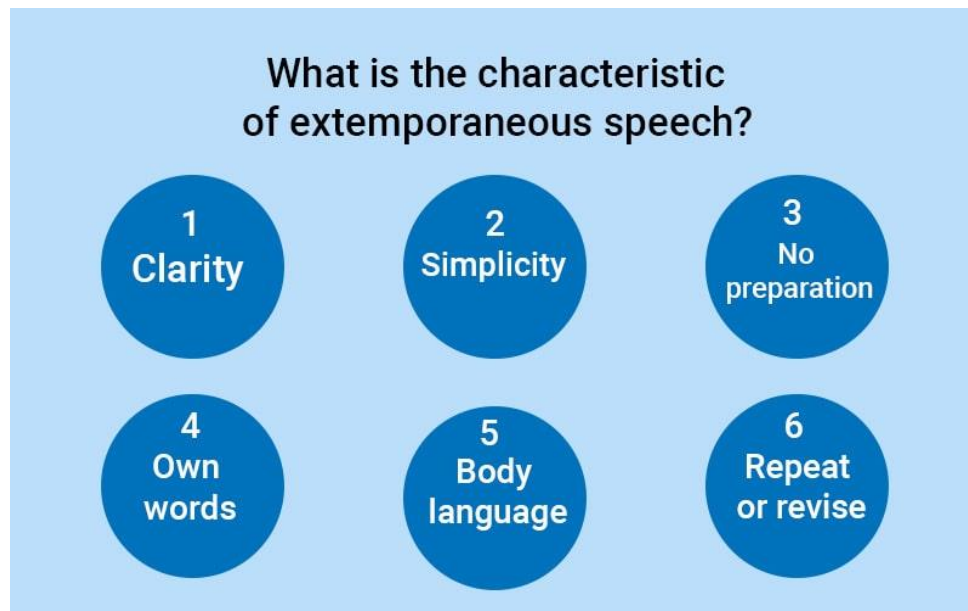


(Photo Courtesy: Google)

- Extempore: Following the chit system of picking up topics, and expressing ideas, views and analysis, it could also be changed to Vocabulary/ Phrases/ Jumbled Sentences, and letting the participants instantly express their views or ideas in a playful manner, for instance:

(1) 'What is the Procedure to Open a Sealed Box? Express in Your Own Words.'

(2) 'How would You Do Gift Wrapping? Express the Pleasure of Gifting.'



(Photo Courtesy: Google)

- Debate: Generally conducted on important events and current topics. Topics could range from serious to those belonging to humorous, like:
 - (1) 'Express Two Ways of Entering a Room. Would You Prefer to Enter from Right or Left, if Given a Choice, and Why?'
 - (2) 'What is the Difference Between a Backbencher and a Frontbencher!'
 - (3) 'Giving Your Class Attendance: Loudly or Softly, how is it Different, and Which One Do You Prefer?'
 - (4) 'How to Leave the Class-room when the Period is Over; Hurriedly or Leisurely?'
- Drawing/Sketching/Painting Competitions in Class: To paint or draw any imaginary figure of animal or human being according to the student's own fancy, explaining each aspect of its growth in their own words, and visualising their imagination and creativity in their own independent way, then reaching a logical conclusion.

- Sound Comprehension: Using sound tracks and listening, understanding, imagining, expressing, relating emotions, and answering questions on them. Interpreting sound in their own unique way, and explaining the art; its effects, its ups and downs and its distinguished relevance. Writing about the feelings generated through different sound effects, and summarising the expression of the art-form.

Thus, by these few tips and ideas, classroom teachings could be converted to enjoyable sessions and a forum of playing, participating, expressing and also exchanging various informative ideas; for they help in individual growth of mind and personality, which is possible only when each participant is singled out to express his or her opinions, being involved in activities in their own specific way.

It is a mature way to naturally support each individual and subjective talent or humble mistake, which could be identified and used as a stepping stone for future success, and to give way to create, an ideal platform for each creative and individual talent. Children and youngsters would always appreciate these methodologies in class-room teaching, and they would be more inclined towards these creative and practical aspects of learning, as there is a small child in all adults, who craves these creative and enjoyable ways of doing delightful and pleasurable activities, while learning important things through innovative practices and methods.

Love, beauty, compassion, cooperation, cheerfulness and growth are the wings of childhood, that one should never forget. The encouragement of these 'Active Learning Skills' is also extremely important for the all-round development of the students, for they not only enhance the social skills, and aptitude for exploration of their favourite areas, mutual co-operation, dynamism and strength, but also inculcates a spirit of optimism, and positive-thinking, without which their well-being and progress is almost impossible. The skills that value and appreciate their active participation and sincere efforts, helps them throughout their lives, and are extremely useful and valuable for the endless possibility of their all-inclusive, extensive and comprehensive growth and numerous successes in future.