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ELT Quarterly

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H. M. Patel Institute of English Training and Research

Vallabh Vidyanagar, Dist. Anand, Gujarat, India.

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Dr. Mayur Parmar

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The Vital Role of Communication Competence in Engineering Education and Careers

Dr. Hina D. Dobariya

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Abstract

Even in the age of AI and technological advancement, the notion of communicative competence for the development of engineering professionals is literary overlooked. Generally it has been observed that the core technical subjects, and their teaching learning is given utmost care and priority in engineering syllabus compared to Communication Skills. However, giving importance to technical subjects is not the problem as they must be given consideration to enhance students' technical skills. The issue is the importance of Communication Skills as subject is often neglected and thus diminished. In the world of modern day global workforce with English as a lingua franca, the success of the students is largely based on communicative competence. Language learning and acquisition is basically a skill-based learning experience, and technical colleges must prepare their students in the skills that will enable them to advance in the corporate sector. However, the irony is that English is treated lightly in most engineering institutions, and as a result, the course has yet to meet its intended objectives of increasing communicative competence among students.

The concept of ESP (English for Specific Purpose) can be adopted as a tool to help students improve and enhance their LSRW skills set which is life and blood of mastering communicative competence. By considering the learner's motivation for learning, ESP can assist in the development of content and teaching pedagogy that are desirable for engineering students. Language teachers must engage students in interactive teaching-learning process such as allowing them to deal with real-life situations, requiring them to give presentations, dramatize situations, hold group discussions, or complete collaborative assignments, as well as moving away from the traditional lecture-based method and toward more student-centered activities. ESP, or English for Specific Purposes, focuses on teaching English tailored to particular needs, such as in specific professions or academic fields, rather than general conversational English, is a concept that has been around and in practice for a long time. As language learning is a skill-oriented activity that necessitates a completely distinct pedagogic approach, the concept of ESP can be considered acceptable for teaching English to engineering students. As a result, the goal of this research is to underline and highlight the strategic function of ESP in English Language Teaching in order to assist students in learning English.

Key Words: *Communicative Competence, English Language, Engineering, professionals, ESP, LSRW.*

Introduction:

For engineering students, strong communication skills in English are utmost demand for academic excellence, career advancement and effective collaboration. They need boundless skills to hold its importance and practical implementation in the global surroundings. ABET Engineering criteria 2000 gives out 11 outcomes required by undergraduate engineering students. These skills are very crucial to inculcate for engineering aspirants to stand tall in the global arena.

The country's growing economy has led to advancements in communication technology. The internet has played a major role in improving education in various fields. However, the concepts of Equity and Equality need to be reconsidered in light of the modern idea of "Inclusivity" (Oza, 2019). Despite these advancements, there is clear evidence that many engineering graduates lack strong communication skills, especially when compared to global industry standards. Since communication is an essential part of engineering jobs, some professionals in the field feel that communication training should be improved. In fact, good communication skills are seen as an important factor in career growth.

Communicative Competence and its Importance for engineering students:

Engineering is the most popular subject in the world. English is very important for engineering students because most of their studies are in English. They need good English skills to understand lectures, tutorials, labs, and write project reports. English is also important when looking for a job, especially for interviews and group discussions. After getting a job, engineers usually work in teams because they rarely solve problems alone. They must work with people from different countries, and English is commonly used at work. So, engineers need to speak and write English well to communicate with their teammates. This makes English an essential skill for both studying and working in engineering.

English for Specific Purposes (ESP):

In today's globalized world, engineers must possess strong English communication skills. An English-focused curriculum enhances language education and improves engineering students' communication abilities. These skills, in turn, support the globalization of education. English for Specific Purposes (ESP) plays a crucial role in engineering education by directing students' attention to industry-specific terminology and communication needs. Teaching English with a specialized focus (ESP) is essential for developing students' professional communication skills. According to Tom Hutchinson and Alan Waters (1987, p.19), "ESP is a method to language coaching wherein all choices as to content material and method are based on the learner's reason for learning". ESP is an approach to language teaching in which all decisions regarding content and method are based on the learner's purpose for learning.

English education in schools is generally less competitive but follows stricter syntactic rules. In technical institutes, English is taught as a necessity for employment, vocational training, academic pursuits, and professional growth. To effectively teach English to engineering students, educators must implement suitable teaching strategies, as the ESP approach aligns well with their learning needs. Given that students have varied learning styles and come from different educational backgrounds, language teachers often work with diverse groups. However, teachers tend to be more sequential, reflective, and communicative compared to their students. Engineering and technical students learn most effectively through active participation, such as completing assignments. Therefore, instructors should incorporate interactive teaching methods that involve real-world scenarios, presentations, role-playing, group discussions, and collaborative tasks. These activities help students strengthen their English language skills. Additionally, evaluating students' prior knowledge is crucial, as their existing understanding and cognitive framework can impact their readiness to learn. ESP is not merely a fixed language component but a teaching approach driven by a clear and specific learning objective.

This explanation highlights the significance of a learner-centered approach in helping students develop communicative competence. English learning is always guided by specific objectives, whether for technical, professional, or academic purposes. The focus is more on the teaching methodology than merely on the subject content. Since engineering students have different levels of English proficiency, academically weaker students may not always be able to provide active feedback.

Communication Skills Lab: A Tool to Empower Communicative Competence in Students:

In India, an engineering student's success in campus recruitment largely depends on their communication skills. A Communication Skills Lab (CS Lab) provides a structured environment where students can enhance their speaking and listening abilities with the guidance of an instructor. These labs utilize various learning resources, including tapes, audio and video recordings, and CDs. The only external requirement for overseeing students during their learning process is an instructor proficient in English. The instructor can divide students into small groups, enabling them to either listen or respond to lesson materials or participate in interactive conversations. These labs also feature advanced remote monitoring capabilities, allowing the teacher to observe and guide all students from a central location.

Role of Teachers in influencing Communication Competence:

The effectiveness of teachers in conducting communicative sessions is greatly influenced by the training they receive from experts. As Tomlinson (2001) states, "Teachers must use varied instruction to accommodate pupils with diverse learning styles." Training can take place before or during their teaching careers, equipping educators with the skills to design lessons, activities, and learning materials suited to students' needs (Hubbard & Levy, 2006, p.4 in Asmari). A well-structured learning environment, along with appropriate resources and customized lesson plans, plays a crucial role in developing essential skills that contribute to the academic and professional growth of engineering graduates. Instead of merely "teaching" students, instructors should focus on facilitating their learning process.

In a student-centered classroom, the teacher's role is to guide and support students in enhancing their abilities while still serving as a source of knowledge and advice. This approach allows students more opportunities for active participation. Student-centered activities, such as grammar and vocabulary lessons, can spark meaningful discussions and encourage real communication in English. The primary objective of an English course in an engineering college is to help students use English accurately and effectively in both written and spoken communication. Additionally, it aims to introduce them to the structure and content of technical reports and broaden their cultural awareness through literature.

Criteria for Assessing Communication Competence.

- **Adaptability (flexibility)**

- a. The ability to alter one's conduct and aims in response to the demands of others.
- b. Consisting of six elements

- 1) Social contact - engagement in a variety of social situations
- 2) Social composure - this refers to maintaining one's composure through accurate

perception.

- 3) Social confirmation - acknowledgement of a partner's objectives.
- 4) Appropriate disclosure - being touchy to quantity and sort of info
- 5) Articulation - cap potential to specific thoughts thru language
- 6) Wit - cap potential to apply humour in adapting to social situations; ease tensions

- **Conversational Involvement**

- a. Behavioural and cognitive activity;
- b. cognitive participation as evidenced by interaction behaviours
- c. Three factors were used to evaluate you.

- 1) Responsiveness - knowing what to say, understanding roles, and interacting
- 2) Perceptiveness - being aware of how others perceive you
- 3) Attentiveness - listening without being distracted

- **Conversational Management**

- a. How communicators manage their relationships
- b. Social situation adaptation and control
- c. Who is in charge of the interaction's ebb and flow, as well as how smoothly it moves along?
- d. How topics progress and change

- **Empathy**

- a. The ability to show understanding and share emotional reactions to a situation
- b. Does not have to result in the other person being "helped"
- c. Cognitive understanding
- d. Parallel emotions

- **Effectiveness**

- a. Achieving the conversation's goals
- b. Achieving personal ambitions
- c. A basic criterion for assessing competency

- **Appropriateness**

- a. Maintaining expectations in a specific setting
- b. A basic criterion for assessing competency

Conclusion:

The importance of English communication skills for engineering students is widely recognized as a crucial aspect of both their academic journey and future careers. Developing these skills requires the use of integrated approaches to foster advanced communication abilities, which are highly valued in both industry and society. Writing, like any other skill, can and should be taught. Many beginners mistakenly believe that writing is purely a matter of inspiration or resist constructive editing, claiming that their work is an unalterable expression of their emotions. However, all skills can be learned. As Oza (2019) points out,

even Mozart took music lessons, and Mika Häkkinen received driving instruction. While they may have had natural talent, without proper training, their abilities might never have been fully realized. Courses focused on language and communication development are essential for continuous learning, ultimately supporting lifelong education. By refining key communication skills, these courses contribute to advancements in both engineering and engineering education.

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The Role of Micro-fiction in Development of Critical Thinking: A Study

Mihir Valera

Abstract

The present research paper focuses to study the use of literary genre Micro-fiction which is known for its brevity and depth, offers a unique platform for encouraging analytical and interpretative abilities in developing of critical thinking. The focus of the present research paper is to study the use of the literary genre Micro-fiction, which is known for its brevity and depth. It offers a unique platform for encouraging analytical and interpretative abilities that are vital in the development of critical thinking. There are studies that have explored the use of literature in classrooms for the development of critical thinking and how to get a good command over language. But across the research, there is a significant gap in taking a particular genre, especially recently developed literary genres, and how it can be used for the development of a particular skill of the 21st century. The present research is an attempt to fill that gap by conducting research that shows how Micro-fiction is a wonderful tool that can foster critical thinking among students ranging from school to universities. It also throws light on aspects like why in the present education system there is a challenge to have such innovations and what kind of attitudes parents have in implementing such innovative practices. Along with that, it also discusses that, on the part of literary form itself, what challenge we have to confront while implementing it for the betterment.

Key Words: Micro-fiction, Critical Thinking, Literature

Introduction:

In a world wherein the attention span of learners is decreasing, Micro-fiction has emerged as a powerful tool to foster critical thinking in them. In present times, the surge in the use of social media among the learners and watching reels of the shortest timespan, ranging from 30 seconds to 3 minutes maximum, has reached an unprecedented level. In this critical period, we cannot turn our eyes off from adverse effects that these short reels have left on learners. And to reduce this effect and bring development among children, Micro-fiction can play a big role in their learning process and psychological development. Micro-fiction, with its ability to convey profound ideas with minimal word usage in a compact structure, has the power to convert the passive readers into active. The active reading can enable one to immerse oneself in the process and decipher the inherent meanings and ultimately cultivate the critical thinking among learners. This ability enables an individual to analyze, examine, evaluate and innovate in the present, continuously evolving world.

Critical thinking is a vital skill in the intellectual growth of a person. It empowers individuals to question things, to draw out meaningful connections between them and to solve problems effectively. In this context, the World Economic Forum⁽³⁾ has also suggested that in present times, an economy which is constantly changing, critical thinking is and will be a vital skill for survival. It means that, to survive, we must cultivate this skill; otherwise, we will lag behind. Today's educational frameworks across disciplines, along with the new educational

policy of India, NEP 2020, have recognized that in the 21st-century world, the critical thinking skill is crucial for the holistic development of a child. According to NEP 2020, critical thinking can be achieved through activities wherein learning takes place actively via such activities that encourage students to explore, investigate, question, collaborate and foster deeper understanding of concepts. ⁽²⁾ This proposed aspect of NEP 2020 can be achieved through Micro-fiction, a literary piece that contains layered meanings and provokes reflective analysis within the limited framework of it.

And unlike traditional long narratives, Micro-fiction demands active participation from its readers, requiring them to decipher hidden meanings by filling the deliberately left gaps. The intrinsic qualities of Micro-fiction, such as inference and ambiguity, present a challenge for readers and make it an ideal medium for fostering critical thinking among them in both formal and informal settings. The present paper attempts to study the role of Micro-fiction in the development of critical thinking and how it can be utilized to achieve this goal. Now before proceeding further, let us understand the meanings of important terms and understand the contextual aspect of the study:

Context of Research:

Micro-fiction, characterized by its brevity and capacity to encapsulate complex ideas within limited words, has gained a significant place in the contemporary world of education and literature. As a form of telling stories, Micro-fiction demands that readers should immerse themselves in a deliberate and focused process of meaning-making. This approach invites readers to delve into the exploration of deep hidden meanings by connecting ideas and uncovering the layers of the text and enhancing skills that are closely tied to critical thinking. Simultaneously, the concise format of Micro-fiction also drives writers to write compact but still meaningful narratives. In the present era, where abundant information is flowing around and the demand for quick decision-making is increasing, cultivating critical thinking has emerged as a vital skill for all to develop better cognitive abilities. And in this attainment, Micro-fiction, which is compact and challenging in nature, is the perfect area to explore how critical thinking can be developed in a better way.

Definition of Micro-fiction:

Micro-fiction refers to the literary piece of work that is composed with only few words to 300 words maximum but still conveys a deep message.

Meaning of Critical Thinking:

Critical thinking refers to an ability to form a judgement without allowing interference of one's emotions, thoughts, biases, fallacies in it. In other words, critical thinking refers to making judgements or conclusions by being objective towards the situation or things.

Research Objectives:

The objectives of the present are,

1. To examine the relationship between Micro-fiction and critical thinking.
2. To study the cognitive impacts of reading Micro-fiction on human mind.

3. To investigate the potential of Micro-fiction as an educational tool.
4. To identify the challenges and limitations in using Micro-fiction for the development of critical thinking.
5. To study how Micro-fiction fosters cognitive development in children.

Research Questions:

1. How the integration of Micro-fiction can foster critical thinking skills?
2. What are the challenges associated in integration of Micro-fiction as a tool for critical thinking development?
3. Can writing Micro-fiction, in addition to reading of it, be an effective tool to develop critical thinking?

Literature Review:

Mr. Depavath Balu Naik, Dr. Chandrasekhar Naik., Dr. Aujo Philip, Dr. Kavya Venkatraman, Ms. Abirami Abi (2024) have collaboratively written a research paper titled *The Role of Contemporary Fiction in Developing Critical Thinking and Cultural Awareness in English Language Learners: A Literature Review* wherein they have discussed how the contemporary fiction from across the globe can be utilized for development of critical thinking and how can it be helpful to develop cultural awareness among learners. In the paper they have also discussed various activities such as seminars and role play that can be conducted for the same.

Reimão Ana. *Developing soft skills with micro-fiction: a close-reading experience*. (2020)⁽⁴⁾
The researcher, in this research, has given analysis of how she used Micro-fiction as a tool for development of critical thinking skill among learners. In it, she has given activities that she conducted for the purpose and discussed the outcome she received.

Discussion:

After understanding the concepts of critical thinking and Micro-fiction let's delve into our core discussion of the research. Micro-fiction, characterised by its brevity often challenges its readers to engage with its layered meanings. Unlike other prose writings such as short stories and novels, Micro-fiction provides exposure to its readers to draw the connections by filling the gaps and constructing the meaning that the author wants to convey. Other prose literary forms i.e. novels, novellas and short stories provide detailed descriptions of events through simple to compound plots. However, Micro-fiction plots are highly condensed and mostly use implied narratives which leaves many things on its reader's imagination and thinking ability to draw the possible conclusions.

This minimalist structure of Micro-fiction encourages its readers to deconstruct and study each word, phrase, symbol and language of the write-up as every single word contributes to form the overall and collective meaning of the text. This enables readers to see what is not easily accessible to our sight. Simultaneously, the presentation of thought in limited word count encourages the reader to conduct a deeper analysis of the text by analysing its components and different aspects like the use of symbolism, subtext and implied meanings. These aspects of Micro-fiction align with the necessary elements that are required to develop the skill of critical thinking among learners. It shows how Micro-fiction presents an open ground for nurturing the analytical and evaluation abilities of its readers which ultimately leads to the development of critical thinking ability in a person.

In this way, Micro-fiction is an open ended narrative which allows its readers to interpret it and draw the conclusion according to one's understanding and analytical ability and not remain confined to just what is in it. Not only that, but it also enhances one's analytical and evaluation ability by challenging one to think outside of the box. The aspect compels one to become imaginative and with the help of that imagination one can develop his or her cognitive abilities. The renowned American psychologist Benjamin Bloom in this theory called 'Bloom's Taxonomy' has categorised six different levels of understanding, Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. This taxonomy was later revised by his student Lorin Anderson and Krathwohl and made a change in the order of these levels: Remembering, Understanding, Applying, Analysing, Evaluating and Creation. In this classification, there are two categories namely LOTS: Lower Order Thinking Skills and HOTS: Higher Order Thinking Skills. Among these, the first three fall under lower-order thinking skills while the rest three fall under higher-order thinking skills. Micro-fiction fosters the second category i.e. Higher-Order-Thinking Skills, Analysis, Evaluation and Creation.

These heightened cognitive skills contribute to improve comprehension ability as well as to develop an ability to deconstruct and then reconstruct ideas effectively. By this, the reader becomes able to hypothesize and synthesize any information which leads them to become a better problem solver. Hence, it is not wrong to say that the habit of reading Micro-fiction lays a strong foundation to become a better critical thinker and leaves a great impact on the minds of learners. On the other hand, these advantages can also be achieved through activity of writing Micro-fiction. Many students in class do have a habit of writing or have a good ability to write. This habit can be promoted and such activities can be organised at the school level, which can allow them to showcase their ability and exercise their skills. Such activity enhances critical thinking as it requires and forces the student to synthesize creative imagination with logical structure and create an interesting literary piece.

Writing literature is not everyone's cup of tea. A person can have good writing skills but if one is not able to write in a manner that can appeal to the reader's heart, if it does not shake the person from within and compel them to think why did the author has written this then that particular writing cannot be categorised under a good piece of art. A piece of writing, as I mentioned earlier, should reflect a proper synthesis of one's ideas inculcated with creativity

because an appropriate combination of both these elements only can enable one to produce an impressive and appealing creative work. And this can be achieved with both writing and reading of Micro-fiction because it shakes the person from within to push oneself to think differently and this different thinking takes birth in the lap of critical thinking. If one's mind is creative then he or she will be able to perform any difficult activity with utmost perfection as being creative one can think outside of the box. While doing this a person challenges one's structured thought process and attempts to break the regular chain of thought which opens door for the person to become critical. Hence, it can be stated that, not even just reading but writing Micro-fiction can also develop a fertile ground wherein the plant called critical thinking grows.

Challenges in inculcating Micro-fiction:

When we try to incorporate new ideas and new way of doing thing in on going channelized way of doing certain challenges will always be there on the path of success. This aspect is equally applicable in incorporating Micro-fiction in classroom for the development of critical thinking. Let us try to understand these challenges:

1. Superficial Analysis:

In the inculcation of Microfiction in the classroom, especially with the younger children, the first major challenge that appears is its conciseness. As Microfiction is known for its ability to say many things within minimal words, the writers of it mostly use figurative and symbolic language which cannot be easily comprehended by the young brains. When learners are exposed to it, they may struggle to look beyond what is just written due to their inability to comprehend such complex writing structures and not having proper knowledge of such literary forms. Thus, they may close down their interaction with the given text by just superficial analysis without exploring the actual meanings of it.

2. Open Ended Nature:

The open-endedness of Microfiction is the biggest advantage of it, which allows the readers to imagine and think as per their knowledge and understanding. But this open-endedness is a challenge because every reader does not have the same level of understanding and knowledge. This creates an ambiguity for children, and they fail to fill up the hidden gaps of narrative and construct the complete meaning. On the other hand, this condition can also lead to multiple interpretations by children according to their understanding. In this, they can get the meaning or may get close to the meaning, but as they fail to study the inferential language and use of symbolism in it, they never get the actual meaning intended by the author. The reason behind it is that to get intentional meaning, one needs to study the historical background of the author as well as the society of that period wherein she or he lived, and at the school level, to study this depth is not possible. As a result, the open-endedness creates a big challenge for learners.

3. Resistance from Traditional Structure:

Another challenge to be faced by teachers in the inclusion of Microfiction is the resistance from traditional structures which do not allow space for teachers for its inclusion.

Microfiction demands a lot of time to uncover its layers and decipher the meaning, and the school curricula is structured in such a way that it does not allow room for experimentation. Another challenge can be from parents too, who feel that to study such short texts is useless. They have a question: How can a paragraph contribute to empowering thinking? This is a result of a lack of awareness and a rigid mindset that do not permit to go and think beyond the traditional method of education.

4. Lack of Training Modules:

The training structures that provide training to teachers do not have any modules that deal with the inclusion of Microfiction in the classroom. Due to that, the teachers who undergo the training phase never get acquainted with such innovative approaches. As a result, the teachers lack the familiarity with the format which reflects in their attitude towards inclusion of Microfiction in the classroom. Teachers often show a negative attitude towards including Microfiction because they are not being trained and no awareness in any way has been spread among them that there are a lot of scopes in the utilisation of Microfiction in the classroom along with developing critical thinking. Hence, this lack of information and awareness has played a big role in the formation of a negative approach of teachers towards the utilisation of Microfiction.

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Digital Storytelling in English Language Teaching: Using Multimedia for Enhancing Writing and Speaking Skills

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Abstract

Teaching English language to learners in a way that retains their interest and motivation level is a herculean task for language teachers and trainers. In order to increase the effectiveness of teaching English language to language learners, the material designers in English language teaching have continuously made efforts in identifying and implementing different strategies and tools for teaching English language. One such tool is using digital storytelling in the classroom to enhance the learning experience of the language learners. Digital storytelling uses multimedia elements along with traditional storytelling techniques to narrate the story. Digital storytelling helps in engaging the learners and thereby enhance their language skills. Moreover, digital storytelling helps in providing students with an opportunity to enhance their creativity and critical thinking skills. Therefore, this paper aims to explore the practical application of digital storytelling in ELT classrooms along with challenges that are associated with its implementation.

Keywords: English language teaching (ELT), Digital Storytelling, Multimedia tools, Writing Skills, Speaking Skills

1.0 Introduction

In 21st century, using technology in educational set up has become a common phenomenon. Lee (2014) states that using technology in language classrooms gives an opportunity to add a new dimension to language learning as it gives a chance to the students to explore new avenues related to the functional use of the target language. Language trainers and material designers have also explored the possibilities and advantages of incorporating digital storytelling in language classrooms.

Digital storytelling can be considered as an effective tool for enhancing English language learning experience. This is because, using multimedia tools along with storytelling helps in creating an interactive and engaging environment for improving speaking, reading, writing and listening skills. Davis (2004) explains that digital story is a short narrative that is told from first person's point of view and is presented in form of a short movie that is shown on computer monitor or any other screen.

1.1 Objectives of the Research Paper

This paper intends to present the scope of using digital storytelling in enhancing writing and speaking skills of English language learners. Furthermore, the paper aims at presenting the strategies through which digital storytelling could be used in English language classroom. Lastly, the paper puts forth certain challenges that arise in using digital storytelling in language classrooms and recommendation to overcome these challenges.

1.2 Theoretical Background

The approach of digital storytelling finds its roots in constructivist theory that stresses learners to be active participants in the process of learning. Additionally, this theory considers learners to be constructor of knowledge through experiences rather than passively receiving the information. Here, social interactions play a crucial role in cognitive development and learners tend to learn from contextualized and collaborative learning (Vygotsky, 1978). Since digital storytelling motivates the learners to engage in learning process through story narratives and multimedia texts, the approach of digital story telling aligns well with the constructive theory. The use of multimedia integrates audio, visual and textual content and this helps in enhancing the learning experience of the learners. Using multimedia helps in fostering cognitive development of the learners.

Multimodal theory stresses that the learners can learn more effectively when multiple modes are used for teaching and learning process. These modes could consist of visual, audio and textual content. Digital storytelling deploys several modes for teaching to the learners. Gardner (1999) asserts that digital storytelling follows multimodal theory as it uses various media for creating an immersive and engaging experiences that appeals to diverse learning needs.

1.3 Digital Storytelling in English Language Teaching

There are several components of digital storytelling. These components consist of narrative that includes the storyline or the script of the story, audio narration, images, videos and graphics, sound effects, music etc. These components when bought together in language classrooms helps in engaging the learners in meaningful contexts.

In English language classrooms, several types of digital storytelling can be used. Personal narratives can be used in classroom settings where students are given opportunity to share their personal stories or experiences in English language. Secondly, cultural stories can also be used in language classrooms. These stories may help in fostering cross-cultural and intercultural awareness alongside developing language proficiency. Thirdly, project-based stories can be used in classroom where students are motivated to work collaboratively on building story around a topic that has been included in the syllabus.

1.3.1 Enhancing Writing Skills in English Through Digital Storytelling

In language classroom, the task of teaching writing skills through the approach of storytelling begins with pre-writing and storyboarding. This turns out to be a brainstorming session where students are given an opportunity to think and organize their ideas and develop points for the plot of the story. This phase of planning and organizing the thoughts and ideas for the story helps in developing cohesion and coherence in the writing task at the later stage.

The next stage includes writing of a detailed script related to the story that has to be presented digitally. The students can here be instructed to pay close attention of the style, tone, genre and register for the story. Moreover, students should be instructed to look into grammar, distinct vocabulary and sentence structure to be used in telling the story. Thereafter, through collaborative work, students could be instructed to review scripts written by their fellow students and provide constructive feedback for the same. This would help in developing critical thinking skills. At this stage, the art of editing the written document could be taught to

the students. Applications like Canva, Adobe Spark, Storybird etc can be used for editing the story. Moreover, recording tools like Vocaroo and Audacity can be useful in recording videos.

The last stage consists of publishing and reflecting the story that has been written and reviewed by students. Before publishing the story, the students should be instructed to use images, videos and audios to prepare a story. After publishing the story, students should be instructed to reflect on their writings and look into the areas that need improvement. Students can be instructed to publish their stories on blogs or upload the video of it on some online channels. Videos of story could be uploaded on YouTube, Google Classroom etc.

Digital storytelling can be one of the essential and effective tools that could enhance students' writing skills. Through the integration of traditional narratives with digital technology, the process of teaching language to the students can be made more effective and interesting. By using images, sound effects, graphical designs the plot and mood the story could be enhanced in a creative way. Thus, with proper guidance and dedicated efforts, the writing skills of the students can be enhanced using digital storytelling.

1.3.2 Enhancing Speaking Skills through Digital Storytelling

Speaking skills is considered an important part of communication skills. It is often found that students find it very difficult to use English while communicating orally with teachers or other students. Students' shyness and their limited vocabulary is one of the factors that results into limited use of English language for communication.

Through digital storytelling, the speaking skills of the students can be enhanced through a planned and well executed activity. Language teachers and trainers could take help of multimedia tools in developing different learning styles and making the process of learning language more effective and enjoyable.

Using digital storytelling for enhancing speaking skills begins with the teacher instructing the students to develop a plot based on a particular theme. After students develop the plot and look into the elements that could be used in developing story, the other students or the group of students should be instructed to critically look into the plot, background, characters, climax and ending of the story. After the correction and editing the suggestions given by fellow students, the plot of the story should be finalized. In the next step, students should be motivated to record their dialogues and narratives. This would give them speaking practices where they could be instructed to work on their pronunciations, intonations, pace, accent, stress pattern etc. Script rehearsals that need constant reading and rehearsing of scripts before recording would also help the students to master fluency in English and internalize correct grammatical structure of the sentences. After the recording of the story and editing, the students could be encouraged to make presentations where they showcase their stories that they have prepared using digital media. This would give them practice not only in speaking but also boost their confidence level in front of the audience.

Feedback and reflections play a crucial role in any language activity. Feedback not only proves to be constructive for the learners but also gives an idea to the trainer or the teacher regarding the effectiveness of the activity or task that has been assigned to the learners. Both teacher as well as fellow students can give feedback on the oral presentation and delivery of the dialogues, pronunciations, intonations, expressions etc. Through feedback and reflections,

students could be helped in recognizing the challenges they face while speaking or presenting and thereby the challenges can be addressed.

Thus, if the activity or the task of digital storytelling is executed well, students could benefit extensively through such tasks. Digital storytelling would not only enhance their speaking and writing skills but also boost the motivation level and critical thinking skills. Digital storytelling would also help to encourage self-expression and creativity.

1.4 Challenges and Recommendations

Though using digital storytelling in language classroom proves to be effective for language learning, there are few challenges that arise during its implementation. The first major challenge consists of technical challenge. When teachers and students have limited knowledge of using technological or multimedia tools, it becomes difficult for them to use digital storytelling for language learning. Lack of technical tools, access to applications and editing tools etc can cause frustration among the user and this further leads to demotivation. The second major challenge is the time that is required for the entire process of digital storytelling. In order to create high quality digital stories, a lot of brainstorming, planning and execution is required. This can be time-consuming. Thirdly, educator may face challenges if the task of digital storytelling is to be assessed based on performance of the students. This is because if the teachers do not have clear rubrics for assessment, it would be difficult to judge or assess the story that has been digitally produced.

For enhancing the effectiveness of using digital storytelling for English language learning and teaching, it is vital for the teachers of English to be digitally literate. For this, the intuitions should make sure that the teachers receive training in using digital resources for educational purposes. Secondly, in order to motivate students in using digital storytelling for language learning, students should be instructed to work in pairs or in groups. This would help them to be comfortable and do away with shyness. Groupwork would also foster collaboration and group dynamics. Thirdly, teachers should develop a clear rubric for assessment that would address both use of digital tools and language learning outcomes. Lastly, students should be given assistance in using digital tools for preparing digital stories. They should be given access to the apps and editing tools for free so that they could prepare stories creativity without financial burden on themselves.

1.5 Conclusion

Using digital storytelling for improving language skills is an impactful and dynamic method that can be used in language classrooms. It provides scope for inclusive learning where students are motivated to use their own creativity to create stories at their own pace and convivences. Using digital storytelling in language classroom not only enhances language proficiency but also bring awareness about varied cultures in which the stories are grounded. Additionally, students can learn the art of working in group that would lead to effective group dynamics. With proper planning and adequate support, teachers in 21st century could use digital storytelling in language classroom to enhance students' communication skills. Thus, it can be asserted that digital storytelling has the greater scope in English language teaching especially in enhancing speaking and writing skills.

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Updating the English Language Classroom with Innovative Pedagogy

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Abstract

Learning a second language or new language may be challenging. There is no particular or single method of teaching English that is always right. Teachers need to use different methods, techniques or approaches as per students' level of learning and as per situation or time's need. Specific method or approach doesn't help students or teachers to acquire language goals. A learner's interest is a central aspect of learning a language. Therefore, teachers should keep in mind that methods of teaching must be interesting or innovative, so the learners develop their interest in learning a second or English language.

Keywords: ELT, English Classroom, Pedagogy

Introduction:

The term 'Pedagogy' comes from the original Greek language, and it means 'art of teaching children'. It refers to the method and practice of teaching used in classrooms by the teacher to help students learn. Effective pedagogy is based on a clear understanding of how children grow and learn. It also gives a clear focus on curricular goals, competencies and learning outcomes to be achieved for students. The term pedagogy relates to different methods, techniques, processes and approaches of teaching.

Curriculum means what is to be taught and pedagogy means in what way, by what method, by what approach and by what process. That is how the teacher teaches and how the students learn by themselves or through the teacher's guidance both are involved in pedagogy. Thus, pedagogy is the relationship between teacher and student regarding the techniques by which learning is to be done.

The content is learned by the students while the teacher only teaches how to learn. The more interesting the teaching process will be, the more interesting the learning process will be.

NEP -2020 also advocated for teachers to use different pedagogies in the classroom. In modern times, it is necessary for teachers to become aware of new trends and technology and to develop the educational quality of learners through the use it appropriately in the classroom.

English Language Classroom and Innovative Pedagogy:

The ultimate goal of teaching the English language is to use the English language in any situation or wherever needed. And to fulfil this goal, teachers must create a user-friendly atmosphere to enable learners to use four basic language skills. L-S-R-W. Teachers have to provide a situation where the students use the English language freely and develop their interest in learning the English language.

English language teaching can be easy and interesting by using different innovative pedagogies at primary level.

- 1) **Game Integrated Pedagogy**
- 2) **Project Based Pedagogy**
- 3) **Experimental Learning Pedagogy**

Game Integrated Pedagogy:

In NEP -2020, Chapter -4 reference 4.8 explains the importance of incorporating sports into the teaching learning process. Teachers can integrate indigenous games into the curriculum to create, stress free and joyful learning. This will make learning more interesting as it involves maximum involvement and total physical response of the students. Listening, watching and being involved: all three lead to more intensive and lively learning through involvement. Thus, combining the fun element and students' involvement motivates every student to learn. By which the fear and shyness of the students is removed, and they learn naturally with confidence. So, if games are used for the purpose of learning, children learn easily by playing English language learning can be made subject – centred and learner-centred by using word games, language games in class and out-of-class language games.

Project based Pedagogy:

English as a second language is taught in the classroom through a variety of approaches and procedures. Project-based learning is a learning method in which students acquire knowledge and skills by working over a long period of time to investigate and respond to any problem or task.

In NEP – 2020 and National Curriculum Framework - School Education (NCF - SE), English language is placed as R2 (Representative second language) in the middle stage. A learner-centred classroom can be created by using the curriculum integrated with practical life – based project learning to make students learn through exploration, stress-free learning and joyful learning in English language teaching. Students develop various skills, like research, fieldwork, interaction, critical thinking, problem solving, communication, co-operation etc., and can easily use English language in practical life. Education can be better not only in the classroom, but also outside the classroom, in the school premises and society.

By making English language learning easy, interesting and relevant to everyday life, project learning is more effective than conventional teaching methods in order to make students enjoy learning by themselves. Practical skills like inquiry, asking questions, indicating direction, describing, requesting, presentation can be developed through Project-based Pedagogy. It connects the concept with real life situations, so that it could promote lifelong learning.

Importance of Project based Pedagogy in English Language Teaching:

- Project based Pedagogy enriches the child's English language learning.
- The project generates more interest in English language education.
- More English education is available in no time.
- English language learning gets rid of the gokhanpatti.
- Individual differences are met.
- Learn to use self-knowledge, and also get practical knowledge.
- The students develop various skills, such as inquiry, communication, co-operation, collaboration etc.

Experiential Learning Pedagogy:

Experiential learning pedagogy emphasizes the idea that teaching is most effective when students are directly involved in the learning process and reflect on their experience, which leads to deeper understanding and practical knowledge. Experiential learning pedagogy includes hands-on learning, storytelling, art – integration and sports- integration. Through these activities, students learn to create projects. Technology and ICT are used by the students. Language learning is linked through storytelling and games. Thus, experience of using the English language in real life situations and activities.

NEP -2020 and Experiential learning Pedagogy:

“The teaching of all languages will be enhanced through innovative and experiential methods, including through gamification and apps, by weaving in the cultural aspects of the language – such as films, theatre, storytelling, poetry and music – and by drawing connections with various relevant subjects and with real life experiences. Thus, the teaching of languages will also be based on experiential learning pedagogy.” (NEP -2020, Chapter.4, 4.21)

Importance of Experiential Learning Pedagogy:

- Accelerates Learning: Repetitive learning has long been replaced by “learning by doing”. Experiential learning methodology uses critical thinking, decision-making and problem solving.
- Experiential learning pedagogy provides a safe learning atmosphere.
- This pedagogy bridges the gap between theory and practice.
- It produces demonstrable mindset changes.
- This method increases the engagement level of the learners. The participant is immediately involved in the problem – solving activity or event, and the level of ownership of the outcome is high.

Conclusion:

Using Innovative Pedagogy in English language teaching enriches the English language teaching and learning in the classroom and outside the classroom. The classroom becomes learner-centred by connecting language learning with real life experience. Students learn to use the language in everyday life. A fruitful output of English language teaching can be obtained through the use of Innovative Pedagogy.

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Breaking the Chaos Cycle: Transformative Classroom Management Strategies for Revolutionizing English Language Learning

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Introduction

Classroom management remains a fundamental challenge in English Language Learning (ELL) environments. The chaos cycle refers to the repetitive pattern of disruptions, disorganization, and ineffective management that often leads to a disruptive classroom environment. These disruptions can range from behavioural issues, such as students talking out of turn or failing to follow instructions, to more complex issues like disengagement or resistance to learning. In ELL classrooms, the chaos cycle can exacerbate difficulties in language acquisition, as the focus shifts from meaningful learning to managing disruptive behaviours (Hattie, 2009). Effective management strategies are essential to breaking this cycle, ensuring that the classroom remains a conducive space for language learning.

The impact of the chaos cycle is felt both by students and teachers. Teachers, often overwhelmed by the constant need to address disruptions, may find it difficult to implement effective lesson plans or provide individualized attention. This can lead to frustration, burnout, and a reduction in teacher efficacy (Pianta, 2012). For students, the disruption impedes their ability to focus and engage with the lesson, ultimately hindering language acquisition. In ELL classrooms, where the goal is to foster linguistic proficiency, even minor disruptions can prevent students from processing new language structures or practicing oral skills effectively. This disorganized environment creates a barrier to learning, leaving both teachers and students in a constant state of stress.

The emotional and cognitive toll of a chaotic classroom is significant. For teachers, the inability to manage the classroom effectively can lead to high levels of stress and burnout. Studies show that classroom chaos increases the mental and emotional strain on educators, making it harder for them to deliver effective lessons (Day, 2012). Additionally, teachers may experience anxiety and frustration, which can negatively influence their interactions with students. These emotional challenges can contribute to a less supportive learning environment, affecting students' learning outcomes.

For students, especially in an ELL context, stress and anxiety due to classroom chaos can impede language acquisition. Research suggests that a chaotic environment elevates anxiety levels, which in turn affects cognitive functions such as attention, memory, and the ability to process new information (Arnold, 2007). Stress can impair a student's ability to absorb new language structures or practice speaking and listening skills. Thus, understanding the chaos cycle is crucial for implementing effective classroom management strategies that reduce emotional and cognitive stress, fostering a better learning environment for both teachers and students.

The Root Causes of Chaos in ELL Classrooms

Classrooms in English Language Learning (ELL) settings often face unique challenges that contribute to the chaos cycle. These challenges stem from multiple factors, such as diverse language proficiency levels, cultural and socioeconomic differences, behavioural challenges,

and external stressors impacting students. Understanding these root causes is essential to addressing classroom disruptions and creating an effective learning environment.

Diverse language proficiency levels present a significant challenge in ELL classrooms. Students often come with varying levels of language ability, ranging from beginner to advanced. This disparity can lead to confusion and frustration, both for students and teachers. Advanced learners may feel disengaged due to the slow pace of instruction, while beginners struggle to keep up with the material (Vygotsky, 1978). This inequality in language proficiency can cause a disconnect among students, resulting in disengagement or disruptive behaviour as they struggle to find a way to participate effectively in class activities. For teachers, this means balancing the needs of students with different levels of proficiency, which can be overwhelming and lead to ineffective classroom management (Richards & Rodgers, 2014).

Cultural and socioeconomic factors further complicate classroom dynamics in ELL settings. Students from diverse cultural backgrounds may have different learning styles, communication methods, and classroom expectations. Misunderstandings can arise when these cultural differences clash with mainstream teaching approaches, leading to confusion, miscommunication, and, at times, disruptive behaviour (Hinkel, 2011). Additionally, students from lower socioeconomic backgrounds may face challenges such as inadequate access to educational resources, which can affect their behaviour and engagement in class. Socioeconomic stressors, including concerns about food security, housing, and family obligations, often manifest in classroom behaviours such as inattention, aggression, or withdrawal (Jensen, 2009).

Behavioural challenges and misunderstandings are also amplified in multilingual, multicultural classrooms. Students may express frustration or act out in ways that are culturally influenced but misinterpreted by teachers. For instance, what may seem like a lack of respect or non-compliance might be a result of unfamiliarity with classroom norms or language barriers (González, 2009). These behavioural issues can be exacerbated by the stress of adapting to a new language and culture. Teachers must be sensitive to these factors and use culturally responsive strategies to manage behaviour effectively.

Finally, external stressors, such as challenges at home, immigration, or trauma, deeply affect students' ability to focus and engage in the classroom. Students who have faced displacement, family separation, or trauma from their home country may exhibit signs of emotional distress or withdraw from classroom activities (Kleijn, Henselmans, & Arrindell, 2001). These stressors create an emotional barrier to learning, contributing to disengagement, anxiety, and behavioural issues. Teachers need to recognize the impact of these factors and offer appropriate support to students, such as creating a safe, nurturing classroom environment and building rapport to foster emotional security.

In conclusion, the root causes of chaos in ELL classrooms are multifaceted, stemming from diverse language abilities, cultural and socioeconomic factors, behavioural misunderstandings, and external stressors. Addressing these factors requires a thoughtful, inclusive approach that incorporates differentiated instruction, cultural sensitivity, and emotional support to help mitigate disruptions and enhance student learning.

The Traditional Approach to Classroom Management and Its Limitations

Classroom management has traditionally been approached with teacher-centered models, where the teacher is seen as the primary authority in maintaining order. While these methods were once effective in more uniform educational settings, they have significant limitations when applied to diverse language learning environments such as English Language Learning (ELL) classrooms. These classrooms often include students with varied backgrounds, language proficiencies, and learning styles, making rigid, teacher-dominated strategies less effective in engaging students and facilitating learning.

Teacher-Centered Models primarily focus on the teacher as the primary source of knowledge and authority in the classroom. In this approach, teachers often direct the flow of instruction, manage student behaviour, and make decisions without significant input from students. This model can create a passive learning environment where students have limited opportunities to engage with the material actively or contribute to the learning process (Brown, 2007). In ELL classrooms, this is especially problematic, as students who are learning a new language need interactive and communicative opportunities to practice their skills. A strict teacher-centered approach may not provide enough room for students to engage in meaningful conversations, discussions, or collaborative learning activities essential for language development (Larsen-Freeman, 2000). Furthermore, in diverse classrooms, where students' linguistic and cultural backgrounds vary widely, such an approach may fail to address the individual needs of students, leading to disengagement or confusion.

Rigid Behaviour Control Systems, often part of traditional classroom management strategies, focus heavily on enforcing strict rules and punitive measures for misbehaviour. While these systems may maintain order in the short term, they fail to account for the underlying reasons behind student behaviour, particularly in ELL settings where students may be dealing with language barriers, cultural misunderstandings, or even trauma (Brophy, 2006). Strict behaviour control systems can inadvertently stifle the learning process by creating an atmosphere of fear or anxiety. In an ELL context, where students need encouragement and a safe space to take risks in speaking and writing, punitive measures can undermine their confidence, reducing their willingness to participate in language activities. These systems also fail to foster a sense of responsibility and intrinsic motivation for learning, as students may comply with rules out of fear of punishment rather than a genuine desire to learn.

The disconnection between language learning and classroom management is another significant limitation of traditional methods. Language acquisition is a dynamic, interactive process that requires students to engage actively in conversation, listen to others, and receive feedback. Traditional classroom management methods, focused more on order and control, do not align with the fluid nature of language learning. Classroom management strategies that prioritize compliance over communication and interaction fail to recognize that language learning thrives in environments where students feel comfortable experimenting with language and making mistakes (Dörnyei, 2005). In ELL classrooms, where the goal is to develop proficiency in a second language, it is critical to create a supportive, flexible environment that encourages language use and fosters communication, rather than stifling it with rigid control mechanisms.

Traditional approaches to classroom management, such as teacher-centered models, rigid behaviour control systems, and a disconnect from language learning needs, have limitations that are especially apparent in diverse and dynamic ELL classrooms. A more flexible,

student-centered approach to classroom management, which focuses on fostering engagement, collaboration, and communication, is crucial for effective language acquisition.

The Case for Transformative Classroom Management

The limitations of traditional, teacher-centered approaches to classroom management highlight the need for a more transformative approach that aligns with the dynamic and interactive nature of English Language Learning (ELL). A shift from control-based strategies to more collaborative, student-centered approaches is essential for fostering an environment where students can thrive linguistically, emotionally, and socially. This transformation involves not only changing the methods of managing student behaviour but also fostering positive teacher-student relationships and emphasizing empathy and emotional intelligence.

Shifting from Control to Collaboration requires a fundamental change in how teachers view their role in the classroom. In traditional models, teachers hold all the power, directing the flow of lessons, managing classroom behaviour, and enforcing rules. In contrast, collaborative approaches view the teacher as a facilitator who encourages active participation, dialogue, and mutual respect. This student-centered model involves students in the decision-making process, promotes shared responsibility for learning, and creates opportunities for students to work together in groups, share ideas, and provide peer feedback (Johnson & Johnson, 2009). Such an approach is particularly effective in ELL classrooms, where language learning is best achieved through interaction. By encouraging students to collaborate, engage in discussions, and participate in problem-solving activities, teachers foster language acquisition while empowering students to take ownership of their learning.

The Role of Empathy and Emotional Intelligence is also crucial in transformative classroom management. Empathy involves understanding and sharing the feelings of others, while emotional intelligence (EI) refers to the ability to manage one's emotions and recognize emotions in others (Goleman, 2006). Teachers who cultivate empathy and EI create a supportive classroom environment where students feel understood, respected, and safe. In ELL classrooms, where students may experience anxiety due to language barriers, cultural differences, or personal struggles, a teacher's empathetic approach can significantly reduce stress and build confidence. Emotional intelligence helps teachers recognize when students are struggling emotionally and intervene in a way that fosters trust and emotional security. This emotional support creates a classroom climate conducive to both social and academic growth.

Fostering Positive Relationships between teachers and students is fundamental in creating a conducive learning environment. When teachers build strong, trusting relationships with their students, they establish a sense of community that encourages collaboration, engagement, and risk-taking (Pianta, 2012). In an ELL setting, positive teacher-student relationships are especially important because language acquisition is often influenced by students' comfort levels and willingness to communicate. A teacher who takes the time to understand students' backgrounds, interests, and individual challenges can provide more personalized support, which increases students' motivation to learn and engage in class activities (Wentzel, 2009). Moreover, positive relationships enhance students' self-esteem and emotional well-being, which are vital for successful language learning.

Transformative classroom management strategies such as shifting from control to collaboration, emphasizing empathy and emotional intelligence, and fostering positive

teacher-student relationships are essential for creating an environment where ELL students can thrive. These approaches not only improve classroom behaviour but also enhance language acquisition by promoting a supportive, inclusive, and engaging learning atmosphere.

Transformative Strategies for Breaking the Chaos Cycle

Breaking the chaos cycle in English Language Learning (ELL) classrooms requires implementing transformative classroom management strategies that address the root causes of disruptions while promoting a supportive and dynamic learning environment. Four key strategies—creating a safe and structured environment, engaging students through active learning, differentiation and personalization, and restorative practices can significantly enhance classroom management and foster a more productive learning atmosphere.

Creating a Safe and Structured Environment is one of the foundational strategies for promoting effective classroom management. Establishing clear expectations and routines helps provide students with stability and a sense of security, which is particularly important in ELL classrooms where students may feel overwhelmed due to language barriers or cultural adjustments. When students know what to expect in each lesson and understand the behavioural expectations, it reduces anxiety and enhances focus (Emmer & Sabornie, 2015). A consistent, predictable routine allows students to feel more comfortable and confident, which, in turn, increases their ability to engage with the lesson. For example, providing a consistent start-of-class routine such as a brief language warm-up or a review of key concepts can help students transition into the learning space smoothly, making them more ready to participate.

Engaging Students through Active Learning is another transformative strategy that helps break the chaos cycle. Active learning approaches, such as project-based learning, peer collaboration, and hands-on activities, create opportunities for students to interact with the material in meaningful ways. In ELL classrooms, these strategies are particularly effective as they encourage communication and allow students to practice their language skills in real-life contexts. Project-based learning, for example, encourages students to work together on a project, using language to solve problems, share ideas, and collaborate (Thomas, 2000). These methods foster deeper engagement by tapping into students' interests and promoting a sense of ownership over their learning.

Differentiation and Personalization involve tailoring classroom management and instruction to meet the unique needs of individual learners. In diverse ELL classrooms, students come with varying language proficiencies, learning styles, and cultural backgrounds. Teachers can differentiate their strategies by offering varied levels of support, such as visual aids, collaborative tasks, or one-on-one guidance, depending on the needs of the students (Tomlinson, 2001). Personalization also extends to classroom management practices teachers can adapt their approaches to better suit students' emotional and academic needs, ensuring that each student feels understood and valued. When students receive instruction that aligns with their strengths and challenges, they are more likely to stay engaged and motivated.

Restorative Practices offer an innovative way to address conflicts, promote accountability, and rebuild trust among students. Rather than focusing on punitive measures, restorative practices encourage open dialogue, where students discuss conflicts, express their feelings, and work together to find solutions (Zehr, 2002). In an ELL classroom, this approach can be

particularly valuable as it creates a supportive, empathetic environment where students feel heard and respected, even when disagreements arise. By focusing on rebuilding relationships rather than punishing misbehaviour, restorative practices help to maintain a positive classroom climate, which in turn reduces disruptions and fosters a sense of community.

Transformative strategies such as creating a safe and structured environment, engaging students through active learning, differentiating instruction, and implementing restorative practices provide powerful tools for breaking the chaos cycle in ELL classrooms. These approaches not only improve classroom behaviour but also support language acquisition and foster a positive, inclusive learning environment.

Building Motivation and Accountability

Building motivation and accountability in English Language Learning (ELL) classrooms is crucial for breaking the chaos cycle and promoting a productive learning environment. Fostering motivation through positive reinforcement, promoting student autonomy and ownership of learning, and setting clear, achievable goals are effective strategies for encouraging positive behaviours and sustained engagement in the classroom. These approaches not only support language development but also help students take responsibility for their actions and progress.

Positive Reinforcement and Recognition focus on encouraging desired behaviours rather than punishing undesirable ones. In traditional classroom management models, punitive measures like detentions or reprimands are often used to maintain order. However, research shows that positive reinforcement such as praising students for their efforts, providing rewards, and recognizing their achievements can be more effective in motivating students to engage in the learning process (Alberto & Troutman, 2013). For example, in an ELL classroom, teachers can provide verbal praise when students successfully use new vocabulary or express themselves clearly in English. Recognizing these small victories boosts students' self-esteem and encourages them to keep striving for improvement. Positive reinforcement also helps create a supportive environment where students feel valued and are more likely to take risks in using the language, essential for language acquisition (Skinner, 1953).

Student Autonomy and Ownership of Learning are powerful tools in motivating students and promoting accountability. When students have a say in their learning process and are encouraged to take responsibility for their actions, they become more invested in their success (Deci & Ryan, 2000). Encouraging autonomy in the classroom can take many forms, such as allowing students to choose topics for projects or select learning activities that align with their interests. In an ELL setting, giving students opportunities to direct their own learning also helps them feel more confident in their abilities. When students are given the freedom to explore language in ways that resonate with them, they are more likely to remain engaged and motivated, leading to greater ownership of their learning outcomes.

Setting Clear, Achievable Goals is another key strategy for building motivation and accountability in the classroom. Collaboratively setting both academic and personal goals with students ensures that they have a clear sense of purpose and direction. These goals should be specific, measurable, attainable, relevant, and time-bound (SMART), allowing students to track their progress and celebrate small victories along the way (Locke & Latham, 2002). For example, in an ELL classroom, students can set goals such as improving their speaking fluency or mastering a set number of vocabulary words by the end of the semester.

Involving students in the goal-setting process empowers them to take ownership of their learning, and the accomplishment of goals provides intrinsic motivation, reducing classroom chaos by keeping students focused and engaged.

Building motivation and accountability through positive reinforcement, encouraging student autonomy, and setting clear, achievable goals are key strategies for promoting a productive and orderly classroom. By fostering a sense of ownership and responsibility, these strategies create an environment where students are more motivated to engage in the learning process, ultimately breaking the cycle of chaos and fostering academic success in ELL classrooms.

Cultural Competence and Inclusivity in Classroom Management

Effective classroom management in English Language Learning (ELL) classrooms requires recognizing and addressing the cultural diversity of students. Understanding cultural contexts, creating culturally responsive strategies, and incorporating diverse perspectives into classroom practices are essential for fostering a positive, inclusive learning environment. These approaches not only improve classroom dynamics but also support students' academic growth, social development, and sense of belonging.

Understanding the Cultural Context of Each Student is the first step toward creating an inclusive and effective classroom management system. Cultural differences significantly influence students' behaviour, communication styles, and learning preferences. For example, some students may come from cultures where direct eye contact with authority figures is considered disrespectful, while in other cultures, eye contact is a sign of attentiveness (Gudykunst & Kim, 2017). Additionally, students from collectivist cultures may prioritize group harmony and cooperation over individual achievements, affecting their participation and behaviour in group work (Triandis, 2001). Understanding these cultural nuances allows teachers to adapt their management strategies in ways that respect students' backgrounds and avoid misunderstandings. Teachers who are culturally competent are better equipped to anticipate and address potential challenges related to language, behaviour, and communication, creating a more supportive learning environment for all students.

Creating Culturally Responsive Strategies involves developing classroom management practices that acknowledge and incorporate students' cultural identities. Teachers can foster cultural responsiveness by learning about the cultural backgrounds of their students and adapting their teaching methods accordingly. For instance, teachers can incorporate culturally relevant materials into their lessons, such as texts, stories, and examples that reflect students' diverse experiences and values. Culturally responsive strategies also include promoting inclusive classroom norms that value different ways of learning and interacting. For example, group work and peer collaboration can be structured in ways that consider students' social and cultural norms, promoting cooperation while respecting individual differences (Ladson-Billings, 1994). By doing so, teachers create an environment where all students feel seen, heard, and valued, which leads to improved engagement and reduced behavioural issues.

Incorporating Diverse Perspectives into Classroom Practices further strengthens inclusivity and helps create an environment where all students feel respected and empowered. By embracing diversity in classroom practices, teachers can build a classroom culture of mutual respect, where students learn not only from the teacher but also from each other. Teachers can encourage students to share their cultural perspectives, experiences, and traditions, fostering a classroom atmosphere where differences are celebrated rather than ignored. For

instance, assigning projects that allow students to explore their cultural heritage or engage in intercultural exchanges can help them develop a deeper understanding of each other's backgrounds. In ELL classrooms, where students come from a variety of linguistic and cultural backgrounds, incorporating these diverse perspectives enhances communication, collaboration, and mutual respect, reducing the likelihood of conflicts and misunderstandings (Gay, 2010).

Cultural competence and inclusivity are essential components of effective classroom management in ELL settings. By understanding the cultural context of each student, developing culturally responsive strategies, and incorporating diverse perspectives into classroom practices, teachers can create an inclusive and supportive learning environment that fosters respect, engagement, and academic success.

The Role of Technology in Transforming Classroom Management

Technology has become a vital tool in transforming classroom management, particularly in English Language Learning (ELL) settings, where diverse student needs and behaviours must be addressed. Using educational tools to enhance engagement, employing digital behaviour tracking systems, and creating blended learning environments are three innovative ways that technology can improve classroom management while supporting learning and order.

Using Technology to Enhance Engagement and Learning is one of the key ways in which technology can transform classroom management. Interactive tools such as educational apps, gamified platforms, and online quizzes can significantly enhance student engagement. These tools not only make learning more interactive but also allow students to participate actively, fostering a sense of autonomy and motivation. For instance, platforms like Kahoot! and Quizlet provide a gamified approach to vocabulary building and language practice, which keeps students engaged while reinforcing key concepts. These digital tools help maintain order by providing structured yet enjoyable learning activities that capture students' attention and minimize distractions (Caponetto et al., 2020). Moreover, these platforms often incorporate instant feedback, which helps students understand their strengths and areas for improvement, contributing to a more focused and purposeful classroom environment.

Digital Behaviour Tracking and Feedback represent another valuable use of technology in classroom management. Real-time monitoring tools like ClassDojo and Google Classroom can help teachers track students' behaviour and progress efficiently. ClassDojo, for example, enables teachers to provide instant feedback to students and document behaviour patterns by awarding points for positive actions or flagging areas of concern. This digital system allows teachers to monitor each student's progress in real-time, ensuring that both academic and behavioural issues are addressed promptly (Murray et al., 2014). Furthermore, these systems provide transparency, allowing students to see how their behaviours directly impact their learning experience. By utilizing such tools, teachers can create a more organized, responsive classroom environment where students are held accountable for their actions, and disruptive behaviours can be nipped in the bud before they escalate.

Creating a Blended Learning Environment helps foster a balance between structured in-person learning and the flexibility of online resources. Blended learning allows teachers to tailor their instructional approaches by combining face-to-face teaching with online materials and activities, offering students more autonomy over their learning process. This environment supports varied learning styles and gives students the flexibility to engage with content

outside of the classroom while maintaining a structured in-class experience. For example, teachers can use Learning Management Systems (LMS) like Moodle or Canvas to provide students with access to lesson materials, assignments, and collaborative discussions, while also holding in-person sessions that focus on deeper engagement with content (Garrison & Kanuka, 2004). By blending in-person and online methods, teachers can create a dynamic, flexible classroom where students can access resources at their convenience while still adhering to classroom routines and expectations.

Technology plays a significant role in transforming classroom management by enhancing student engagement, providing real-time behaviour tracking, and enabling blended learning environments. These technological tools not only support learning but also promote an organized and positive classroom atmosphere, allowing for more efficient management of diverse ELL classrooms.

Practical Tools for Managing Behaviour in the ELL Classroom

Effective classroom management in English Language Learning (ELL) classrooms requires practical tools and techniques to address disruptions, maintain order, and foster a positive learning environment. Behavioural interventions, non-verbal communication, and conflict resolution strategies are essential tools that can help manage student behaviour while enhancing the language learning experience. These techniques promote positive behaviour, support communication, and maintain a respectful classroom atmosphere conducive to learning.

Behavioural Interventions are essential strategies for addressing disruptions in real-time. One of the most effective methods involves the use of positive reinforcement to encourage desirable behaviours. This can be done by praising students when they participate actively, stay on task, or display positive social behaviour. A common behavioural intervention tool is the "three-step correction model," which involves: (1) calmly redirecting the student's behaviour, (2) giving the student a moment to reflect on their actions, and (3) providing a follow-up or consequence if the behaviour persists (Sprick, 2013). This approach helps to correct disruptions in a non-confrontational manner, making students aware of expectations and consequences while maintaining respect for their autonomy. Additionally, the Premack Principle can be used, which rewards students with more desirable activities (like free time) after completing fewer appealing tasks (Premack, 1965). This method promotes positive behaviours and improves classroom control by reinforcing a structured, predictable environment.

Non-Verbal Communication and Classroom Signals are powerful tools for directing attention and controlling the classroom without relying on verbal disruptions. In the ELL classroom, where language barriers may exist, non-verbal cues are especially valuable for conveying expectations and maintaining focus. Teachers can use hand gestures, eye contact, or body language to signal students to quiet down, stay on task, or transition between activities (Roskos & Neuman, 2012). For example, raising a hand or using a specific gesture to signal students to stop talking or transition to a new activity is a quick and efficient way to regain classroom control without verbal interruptions. These visual cues can be easily understood by students regardless of their language proficiency and can reduce the need for verbal commands, allowing the teacher to maintain the flow of the lesson while minimizing disruptions.

Conflict Resolution Strategies are crucial for addressing misunderstandings and conflicts constructively. Conflicts in the classroom, especially in multilingual and multicultural settings, may arise due to cultural differences, communication barriers, or varying expectations. One effective approach is the “Restorative Circle” model, where students are given the opportunity to express their feelings and perspectives in a safe, supportive environment. The goal is to repair relationships and rebuild trust rather than assigning blame (Zehr, 2002). This model encourages active listening and empathetic responses, fostering a sense of community among students. Another technique is mediation, where the teacher helps students involved in conflict find common ground and develop mutually agreed-upon solutions. By focusing on solutions and understanding, conflict resolution strategies can turn potentially negative situations into learning opportunities, helping students develop interpersonal skills and emotional intelligence.

Effective classroom management in ELL settings relies on practical tools such as behavioural interventions, non-verbal communication, and conflict resolution strategies. By implementing these techniques, teachers can address disruptions efficiently, foster a supportive learning environment, and help students build essential social and emotional skills.

Evaluating and Adjusting Classroom Management Strategies

Effective classroom management requires ongoing reflection, flexibility, and adaptability. In English Language Learning (ELL) classrooms, where student needs and dynamics can vary widely, it is crucial for teachers to regularly assess their strategies, use feedback to improve practices, and foster a culture of continuous improvement. These practices not only ensure that classroom management remains effective but also enhance the overall learning environment, promoting student engagement and success.

Ongoing Reflection and Adaptation are foundational to improving classroom management. Reflective practice involves teachers critically analysing their teaching methods, student interactions, and overall classroom dynamics. According to Schön (1983), reflective practitioners assess their actions and make necessary adjustments to improve their practice continuously. In the context of classroom management, this could involve evaluating how well strategies are working to maintain order, enhance engagement, and meet students' individual needs. Teachers can assess effectiveness by monitoring student behaviour, engagement levels, and academic performance. Regular reflection on classroom incidents, challenges, and successes helps teachers identify patterns and areas for improvement. For instance, if a particular behaviour management technique is not working, a teacher may try an alternative approach or tweak existing strategies to be more inclusive or supportive of students' cultural and linguistic backgrounds (Boud, Keogh, & Walker, 2013). By making adjustments based on reflective analysis, teachers can create a more adaptable and responsive learning environment.

Student Feedback as a Tool for Improvement is another vital component of evaluating and adjusting classroom management strategies. Encouraging students to provide feedback on teaching methods and classroom practices helps teachers gain valuable insights into what is and isn't working. This feedback can be collected through informal conversations, surveys, or focus group discussions, allowing students to voice their opinions on various aspects of the classroom environment, such as lesson pacing, the clarity of instructions, or the classroom atmosphere. In ELL classrooms, where language barriers may exist, feedback can also be gathered through visual or non-verbal means to ensure all students have an opportunity to

contribute (Hattie & Timperley, 2007). By involving students in the process, teachers demonstrate respect for their perspectives and create a more collaborative learning environment. Additionally, students who feel their feedback is valued are more likely to become active participants in shaping the classroom culture and adhere to management expectations.

Creating a Culture of Continuous Improvement requires fostering a mindset of lifelong learning for both teachers and students. Teachers should view their professional development as an ongoing process, regularly engaging in learning opportunities to refine their skills. This may include attending workshops, collaborating with colleagues, reading educational research, or seeking mentorship. Teachers who model this growth mindset encourage students to adopt similar attitudes toward learning, which fosters resilience and motivation. By continuously seeking ways to improve classroom management strategies, teachers can stay ahead of emerging challenges and maintain a positive and supportive classroom environment. This mindset also helps to create a classroom culture where mistakes are seen as opportunities for growth, both for the teacher and the students (Dweck, 2006). For example, a teacher who adjusts their strategies after a challenging lesson shows students that learning and improvement are lifelong endeavours.

Evaluating and adjusting classroom management strategies is an ongoing, reflective process that involves assessing the effectiveness of current practices, utilizing student feedback for improvement, and fostering a culture of continuous improvement. By regularly reflecting on their practices and adapting to meet students' needs, teachers can maintain a dynamic classroom environment that supports both academic and behavioural growth.

Conclusion:

The shift toward transformative classroom management strategies in English Language Learning (ELL) represents a paradigm change in how teachers approach student behaviour, engagement, and learning. The strategies discussed such as collaborative approaches, empathy-driven classroom cultures, and the use of technology are essential in breaking the traditional “chaos cycle” in classrooms. By emphasizing positive reinforcement, active learning, and restorative practices, teachers can create a more supportive, inclusive environment that fosters both academic and social-emotional growth for ELL students (Sprick, 2013; Zehr, 2002).

Breaking the chaos cycle leads to significant long-term benefits for both classroom order and student development. By adopting these transformative strategies, teachers can reduce disruptions, foster engagement, and cultivate an atmosphere where students feel valued, respected, and motivated to succeed. This change not only improves classroom behaviour but also positively impacts students' academic outcomes, as they are more likely to engage in learning when they feel safe and supported (Caponetto et al., 2020). Moreover, fostering an environment where emotional intelligence and conflict resolution are prioritized encourages students to develop critical social skills, contributing to their overall well-being and success.

As we look toward the future of English Language Learning, educators are encouraged to embrace these transformative changes to ensure a more effective, inclusive, and adaptive learning environment. The integration of culturally responsive practices, the use of technology, and the shift toward student-centered approaches reflect the evolving needs of today's diverse classrooms. As educators continue to innovate and evolve, they have the

opportunity to create classrooms that are not only more efficient but also more equitable, ensuring that all students, regardless of background, can thrive (Hattie & Timperley, 2007).

The future of ELL classrooms hinges on embracing transformation, which not only breaks the chaos cycle but also paves the way for a brighter, more inclusive educational experience for all students.

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