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ELT Quarterly

An International Peer-Reviewed Journal

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Chief Editor

Dr. Mayur Parmar

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Integrating English Language Skills for Professional Success: A Glimpse into the Future

Ms. Mohini Parmar

Assistant Professor, Career Development Cell, Parul University, Vadodara

Abstract

This research article delves into the integration of English language skills for professional success, offering a futuristic perspective on the evolving landscape of language education. With globalisation and technological advancements shaping the workforce, the demand for proficient English language skills in professional settings continues to rise. This paper explores innovative approaches and future directions for integrating English language skills into professional development programs. Drawing upon theoretical frameworks and empirical evidence, the article discusses the significance of equipping learners with communication, intercultural competence, and domain-specific language proficiency to thrive in diverse professional contexts. Additionally, it examines emerging trends such as technology-mediated language learning, task-based instruction, and experiential learning opportunities for enhancing English language skills. The findings underscore the importance of proactive pedagogical strategies in preparing individuals for the multilingual demands of the globalised workplace.

Keywords: English language skills, professional success, integration, future directions, language education, technology-mediated learning, task-based instruction.

1.1 Introduction:

In an increasingly interconnected global economy, English proficiency has become a fundamental skill for professional success. As businesses expand across borders and communication technologies facilitate international collaboration, the ability to effectively communicate in English has become essential for individuals seeking to advance their careers. However, the traditional methods of language instruction often fall short in preparing learners for the dynamic and multilingual demands of the modern workplace. This paper explores innovative approaches and future directions for integrating English language skills into professional development programs, aiming to equip individuals with the linguistic competence necessary to thrive in diverse professional contexts.

1.2 Literature Review:

The literature on language education emphasizes the importance of integrating English language skills with professional competencies to enhance employability and career advancement opportunities (Bachman & Palmer, 2020; Canagarajah, 2013).

Communication skills, including speaking, listening, reading, and writing, are essential for effective workplace interactions, negotiation, and presentation.

Moreover, intercultural competence plays a pivotal role in navigating cross-cultural communication challenges and fostering productive relationships in globalized work environments (Deardorff, 2006).

Additionally, domain-specific language proficiency is crucial for professionals to comprehend specialized terminology and concepts within their respective fields (Hyland, 2006).

1.3 Approaches and Future Directions:

1.3.1 Technology-Mediated Language Learning: The integration of technology in language education offers opportunities for personalized and interactive learning experiences (Stockwell, 2013). Virtual classrooms, language learning apps, and online resources provide learners with access to authentic materials and real-world contexts, facilitating the development of practical language skills.

Technology-mediated language learning refers to the use of digital tools and platforms to facilitate language acquisition and skill development. With the advancement of technology, educators have increasingly embraced various digital resources to enhance language teaching and learning experiences.

1.3.2 Virtual Classrooms:

Virtual classrooms offer a dynamic and interactive environment for language instruction, allowing learners to engage in real-time communication and collaboration with peers and instructors. Platforms such as Zoom, Microsoft Teams, and Google Meet enable educators to conduct live lessons, interactive discussions,

and group activities remotely. Virtual classrooms also provide features such as screen sharing, chat functionality, and breakout rooms, enhancing the learning experience and promoting active participation among learners (Chen & Liu, 2020).

1.3.3 Language Learning Apps:

Language learning apps have become popular tools for self-directed language study, providing learners with access to a wide range of interactive exercises, multimedia resources, and language practice activities. Apps like Duolingo, Babbel, and Rosetta Stone offer personalized learning paths based on learners' proficiency levels and learning goals. These apps employ gamification techniques, such as rewards, badges, and progress tracking, to motivate learners and enhance engagement (Gao & Li, 2019).

1.3.4 Online Resources:

The internet offers a wealth of online resources for language learners, including websites, videos, podcasts, and social media platforms. Websites like BBC Learning English, TED Talks, and YouTube channels dedicated to language learning provide authentic materials such as articles, videos, and audio recordings, allowing learners to practice listening, reading, and comprehension skills in real-world contexts. Social media platforms like Twitter, Facebook, and Instagram also offer opportunities for language practice and interaction with native speakers through language exchange groups and online communities (Rabab'ah & Salameh, 2020).

1.3.5 Facilitating Practical Language Skills:

Technology-mediated language learning facilitates the development of practical language skills by providing learners with access to authentic materials and real-world contexts. Virtual simulations, interactive exercises, and multimedia resources enable learners to practice language skills in meaningful contexts, such as ordering food in a restaurant, making travel arrangements, or participating in business meetings. By engaging with authentic materials and interactive activities, learners

can improve their language proficiency and confidence in using the target language in practical situations (Hubbard, 2016).

1.4 Task-Based Instruction: Task-based language teaching focuses on the completion of meaningful tasks that simulate real-life communication situations (Ellis, 2003). By engaging learners in authentic tasks such as problem-solving, role-plays, and project-based activities, educators can enhance their language proficiency while fostering critical thinking and collaboration skills.

Experiential Learning Opportunities: Immersive experiences, such as internships, study abroad programs, and cross-cultural exchanges, offer invaluable opportunities for language learners to apply their skills in authentic professional settings (Kolb, 1984). These experiential learning opportunities enable learners to...

Conclusion:

Technology-mediated language learning offers numerous opportunities for personalized and interactive language instruction, allowing learners to engage with authentic materials and real-world contexts. Virtual classrooms, language learning apps, and online resources provide learners with access to dynamic and engaging learning experiences, enhancing their language proficiency and communication skills.

The integration of English language skills for professional success is imperative in the rapidly evolving global marketplace. By embracing innovative pedagogical approaches and leveraging emerging technologies, educators can empower learners with the linguistic and communicative competence needed to excel in diverse professional contexts. As we look towards the future, proactive efforts in integrating language education with professional development will be essential in preparing individuals to navigate the complexities of the modern workplace.

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Exploring Theories of Language Acquisition: Insights for Education and Practice

Dr. Kaushik Trivedi

Assistant Professor of English, Department of Humanities and Social Sciences,
Faculty of Humanities, Indukaka Ipcowala Institute of Management, Charotar
University of Science and Technology, Anand, Gujarat, India,

Dr. Mayur Parmar

Assistant Professor of English; I/c Principal, H M Patel Institute of English Training
and Research, Vallabh Vidyanagar, Gujarat, India

Abstract

Language acquisition is a multifaceted process that has intrigued scholars and educators for decades. This paper delves into four prominent theories of language acquisition proposed by influential thinkers such as Skinner, Chomsky, Piaget, and Bruner. Beginning with an overview of each theory's foundational principles and key concepts, the paper examines their implications for understanding how children learn language. It explores the behaviorist perspective, emphasizing the role of reinforcement and imitation, as well as the innateness theory, which posits the existence of a biologically predisposed language acquisition device. Additionally, the cognitive theory's focus on cognitive development and the interactionist perspective, highlighting the importance of social interaction in language learning, are discussed. Drawing upon research the scholarly discourse, this paper offers insights into the complex nature of language acquisition and its relevance for educational practice.

Keywords: Language Acquisition Theories, Behaviorist Theory, Cognitive Theory, Innateness Theory, Interactionist Theories, Educational practice

Introduction

Language acquisition is a fundamental aspect of human development, playing a crucial role in communication, cognition, and social interaction. Theories of language acquisition provide frameworks for understanding how children acquire language skills and insights into effective educational practices. This paper explores four prominent theories proposed by Skinner, Chomsky, Piaget, and Bruner, shedding light on their contributions to our understanding of language development.

Behaviorist Theory

B.F. Skinner's behaviorist theory emphasizes the role of environmental stimuli and reinforcement in shaping linguistic behavior. Skinner's Verbal Behavior theory posits that language is acquired through imitation and reinforcement, with learners mimicking the language patterns of their caregivers. Positive reinforcement, such as praise and encouragement, plays a key role in motivating language learning. This theory has implications for language teaching strategies, emphasizing the importance of providing meaningful feedback and creating supportive learning environments. Recognizing and rewarding students' language efforts and achievements can reinforce desired linguistic behaviors. Providing timely and specific feedback is crucial for reinforcing correct language usage and guiding learners towards linguistic accuracy. Constructive feedback helps learners identify errors, understand corrective measures, and refine their language skills. Encouraging peer interaction and collaboration can facilitate language learning through opportunities for imitation and reinforcement within peer interactions. Pair or group activities that promote language practice and peer feedback can enhance language acquisition. Recognizing the diverse learning needs and abilities of students, educators can tailor instruction to accommodate individual differences. By identifying each student's strengths and areas for improvement, educators can provide targeted reinforcement and support to optimize language learning outcomes. Establishing supportive and nurturing learning environments is essential for fostering language acquisition. Environments characterized by positive reinforcement, encouragement, and a sense of safety and acceptance promote risk-taking and active participation in language learning activities (Skinner, 1957).

Innateness Theory

Noam Chomsky's innateness theory challenges the behaviorist perspective, proposing that humans possess an innate language acquisition device (LAD) that predisposes them to learn language. According to Chomsky, children are biologically programmed to acquire language, with the LAD facilitating the process of grammar acquisition. This theory has sparked debate regarding the nature and existence of innate language structures and their implications for language teaching and intervention (Chomsky, 1957). Chomsky posits that the LAD facilitates the acquisition of grammar and syntax, implying that children possess an innate ability to grasp complex linguistic structures. Consequently, educators should prioritize teaching grammar and syntax in language instruction, recognizing that learners have

an inherent capacity to internalize these linguistic rules. Providing explicit instruction on grammar rules and syntactic patterns can aid in language comprehension and production. While Chomsky's theory acknowledges the role of innate linguistic mechanisms, it does not negate the importance of language input in language acquisition. Educators should ensure that learners are exposed to rich and meaningful language input that supports the development of linguistic competence. This involves providing authentic language materials, engaging activities, and opportunities for meaningful communication in the target language. Chomsky's theory challenges traditional behaviorist teaching methods that rely heavily on imitation, reinforcement, and drill-based practices. Instead, educators may explore approaches that prioritize meaning-focused instruction, communicative language teaching, and immersion experiences. These methods align with Chomsky's emphasis on the natural acquisition of language through exposure to comprehensible input and meaningful communication. Chomsky's theory underscores the creative aspect of language use, emphasizing that language acquisition involves not only learning existing linguistic patterns but also generating novel expressions. Educators should foster linguistic creativity and critical thinking skills by encouraging students to express themselves freely and creatively in the target language. This involves providing opportunities for self-expression, creative writing, and open-ended language tasks.

Cognitive Theory

Jean Piaget's cognitive theory offers insights into the relationship between cognitive development and language acquisition. Piaget proposed that children construct their understanding of the world through assimilation and accommodation, with language development reflecting broader cognitive processes. According to Piaget, children must first grasp conceptual understanding before acquiring language structures. This theory highlights the importance of fostering cognitive development in language education and tailoring instruction to learners' developmental stages (Piaget, 1962). According to Piaget, language development is closely intertwined with broader cognitive processes, particularly conceptual understanding. Educators should prioritize fostering conceptual understanding in language education, ensuring that students grasp the underlying concepts before acquiring language structures. This may involve using concrete examples, visual aids, and hands-on activities to facilitate conceptual learning. Piaget's theory highlights the interconnectedness of language and cognition, suggesting that language acquisition

is facilitated by cognitive development. Educators should integrate language instruction with cognitive activities and exercises that promote critical thinking, problem-solving, and metacognitive skills. This interdisciplinary approach enhances students' language proficiency while fostering cognitive growth. Piaget's constructivist approach emphasizes active learning and hands-on experiences as essential for cognitive development. Educators should engage students in meaningful learning activities that encourage exploration, experimentation, and discovery. By promoting active participation and inquiry-based learning, educators stimulate cognitive growth and facilitate language acquisition. Further, Piaget's Cognitive Theory advocates for a holistic approach to language education that integrates linguistic, cognitive, and socio-emotional dimensions of learning. Educators should foster interdisciplinary connections and promote holistic development by addressing language skills in the context of broader cognitive and socio-cultural experiences.

Interactionist Theories

Interactionist theories, championed by scholars like Jerome Bruner and Colwyn Trevarthen, emphasize the role of social interaction in language learning. Bruner's Language Acquisition Support System (LASS) underscores the importance of meaningful interaction and communicative exchanges in language development. Trevarthen's research on early communicative interactions highlights the significance of non-verbal communication and turn-taking in language acquisition. These theories advocate for creating rich language environments that promote interaction and collaboration among learners (Bruner, 1983). Interactionist theories emphasize the importance of creating rich language environments that foster interaction and collaboration among learners. Educators should design learning experiences that encourage peer interaction, cooperative learning, and group activities. Collaborative learning environments provide opportunities for meaningful communication, language practice, and social interaction, enhancing language acquisition. Interactionist theories prioritize the development of communicative competence - the ability to use language effectively in real-life situations. Educators should focus on promoting meaningful interaction and communicative exchanges that facilitate language development. Activities such as role-plays, debates, and group discussions provide opportunities for authentic language use and communication practice. Interactionist theories highlight the significance of non-verbal communication in language acquisition. Educators should incorporate non-

verbal cues, gestures, and body language into language instruction to enhance communication effectiveness. By recognizing and interpreting non-verbal signals, learners develop holistic language skills and improve their communicative competence. Trevarthen's research underscores the importance of turn-taking and conversational skills in language acquisition. Educators should provide opportunities for students to engage in dialogues, discussions, and conversational exchanges that mimic real-life communication contexts. Practicing turn-taking and conversation skills enhances students' ability to initiate, respond to, and sustain meaningful conversations, contributing to language proficiency. Educators should expose students to authentic language materials, real-world examples, and culturally relevant content that resonate with their interests and experiences. Meaningful language input stimulates language acquisition and motivates learners to engage actively in language learning activities. Interactionist theories recognize the social and emotional dimensions of language learning. Educators should foster the development of social and emotional competencies such as empathy, cooperation, and cultural awareness through collaborative learning experiences. By promoting positive social interactions and fostering a supportive learning environment, educators cultivate learners' social and emotional well-being while enhancing their language skills.

Conclusion

In conclusion, theories of language acquisition offer valuable frameworks for understanding the complex process of language learning. By exploring diverse perspectives from behaviorism to interactionism, educators can gain insights into effective teaching practices and interventions. By embracing the multifaceted nature of language acquisition, educators can create inclusive learning environments that empower learners to develop their language skills and thrive in a diverse world.

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Empowering Teachers of English Language for NEP-2020: Their Role and Significance in Effective Implementation of the New Policy

Dr. Kaushik Trivedi

Assistant Professor of English, Department of Humanities and Social Sciences,
Faculty of Humanities, Indukaka Ipcowala Institute of Management, Charotar
University of Science and Technology, Anand, Gujarat, India,

Dr. Bhaskar Pandya

Professor of English; Head, Department of Humanities and Social Sciences; Dean,
Faculty of Humanities, Indukaka Ipcowala Institute of Management, Charotar
University of Science and Technology, Anand, Gujarat, India

Abstract

The National Education Policy (NEP) of 2020 heralds a transformative shift in the Indian education landscape, aiming to address the multifaceted challenges and cater to the diverse needs of learners in the 21st century. Central to the NEP-2020 is the recognition of English as a vital language for global communication and economic mobility. English teachers play a pivotal role in realizing the objectives of NEP-2020 by facilitating language proficiency, fostering soft and life skills, and promoting holistic development among the learners. This paper examines the significance of English teachers in successfully implementing NEP-2020, highlighting their role not only in bridging linguistic divides, but also in promoting inclusive education and preparing students for the demands of a rapidly changing world through holistic education. Furthermore, this paper discusses the strategies to empower English teachers in alignment with the goals of NEP-2020.

Keywords: NEP-2020, English Teacher, Language Proficiency, Soft Skills, Holistic Education

Significance of English Teachers

The National Education Policy (NEP) of 2020 stands as a beacon of change, poised to redefine the Indian education system. With its visionary approach, NEP-2020 aims to overhaul the existing framework, addressing longstanding challenges and fostering holistic development across all levels of education (Ministry of Education, Government of India, 2020). Central to this transformative agenda is the recognition of English as a global language and a cornerstone of educational reform. English, as a lingua franca of the modern world, assumes paramount importance in NEP-2020. NEP-2020 envisions a multilingual education system wherein proficiency in English

coexists harmoniously with regional languages, promoting linguistic diversity and inclusivity. In the pursuit of realizing the objectives outlined in NEP-2020, English teachers emerge as linchpins of change and catalysts for transformation. English teachers' role transcends mere language instruction, extending to the cultivation of critical thinking, communication skills, and socio-cultural awareness among students (Kumar, 2021). By designing and delivering courses aligned with the National Education Policy (NEP), they not only facilitate language acquisition but also foster broader educational objectives. Through Ability Enhancement Courses, teachers encourage students to think critically, express themselves effectively, and navigate digital platforms confidently in English. Skills Enhancement Courses empower students with the communication and presentation skills necessary for success in various professional settings. Vocational courses provide students with language proficiency tailored to specific career paths while Indian Knowledge System courses deepen their understanding of Indian culture, philosophy, and history. Furthermore, Value Added Courses promote discussions on societal issues, ethical dilemmas, and environmental sustainability, enriching students' socio-cultural awareness and preparing them to be responsible global citizens. Thus, English teachers serve as catalysts for holistic education, shaping students into well-rounded individuals equipped to thrive in diverse contexts. English teachers are entrusted with the responsibility of nurturing a generation of learners adept at navigating the complexities of a globalized world, thereby shaping the socio-economic fabric of the nation.

NEP Courses and English Teachers

Beyond the confines of language proficiency, English classrooms serve as vibrant spaces for dialogue, debate, and expression, wherein students hone their ability to articulate ideas, analyze information, and engage in reasoned discourse (Cummins, 2000). English teachers' expertise in communication and language instruction uniquely qualifies them to teach NEP courses effectively. Additionally, their role as catalysts for transformation extends to promoting discussions on societal issues, ethical dilemmas, and environmental sustainability, preparing students to be responsible global citizens. Moreover, English teachers' interdisciplinary knowledge, coupled with their expertise in communication and understanding of societal issues, makes them competent to teach a wide range of NEP courses effectively. They can foster critical thinking, cultural understanding, and ethical awareness in students, preparing them for success in an interconnected world. English teachers have an

invaluable opportunity to contribute to the implementation of the National Education Policy (NEP) by offering a diverse range of courses aimed at enhancing students' abilities, skills, and understanding of Indian knowledge systems and values. Some examples of courses aligned with the National Education Policy (NEP) that English teachers could teach are as follows:

Ability Enhancement Course (AEC):

- Communication Skills Enhancement: Teaching students effective communication skills including speaking, listening, reading, and writing in English.
- Critical Thinking and Problem Solving: Guiding students to analyze, evaluate, and synthesize information in English to solve problems.
- Digital Literacy: Helping students develop proficiency in using digital tools and platforms for communication and research in English.

Skills Enhancement Courses (SEC):

- Business English: Teaching English language skills specific to professional contexts such as writing emails, reports, and presentations.
- Public Speaking and Presentation Skills: Helping students improve their speaking and presentation abilities in English through practice and feedback.
- Interview Skills: Providing guidance on how to communicate effectively in English during job interviews, including resume writing and interview etiquette.

Vocational Courses (VC):

- English for Hospitality and Tourism: Teaching language skills relevant to careers in the hospitality and tourism industry, such as customer service communication and tourism-specific vocabulary.
- English for IT and Computer Science: Offering language instruction tailored to careers in information technology, including technical writing, software documentation, and coding terminology.
- English for Healthcare Professionals: Providing language support for healthcare professionals, focusing on medical terminology, patient communication, and documentation.

Indian Knowledge System (IKS) Courses:

- Indian Literature in English Translation: Introducing students to classic and contemporary works of Indian literature translated into English, exploring themes, cultural contexts, and linguistic nuances.
- Indian Philosophy and Spirituality: Examining major philosophical traditions of India, such as Vedanta, Buddhism, and Jainism, through English texts and discussions.
- Indian History and Culture: Studying various aspects of Indian history, art, music, and traditions through English-language materials, including texts, films, and guest lectures.

Value Added Courses (VAC):

- Environmental Sustainability: Teaching English through the lens of environmental issues, including reading and discussing articles, writing essays, and engaging in projects related to sustainability.
- Gender Studies and Social Justice: Exploring concepts of gender equality, social justice, and diversity through English-language texts, films, and discussions.
- Leadership and Ethics: Focusing on leadership development and ethical decision-making through case studies, debates, and reflective writing in English.

These examples demonstrate how English teachers can integrate language learning with broader educational objectives outlined in the NEP, catering to students' needs from school to higher education levels.

Strategies for Empowering English Teacher for NEP:

Empowering English teachers is essential for the successful implementation of NEP-2020. Comprehensive professional development programs tailored to the needs of English teachers should focus on enhancing pedagogical skills, fostering language proficiency, and promoting culturally responsive teaching practices (Richards & Farrell, 2005). Workshops, seminars, and peer learning communities can provide opportunities for English teachers to collaborate, share best practices, and stay abreast of the latest research and methodologies in language education. The existing English language curricula should be reformed to align with the objectives of NEP-2020, emphasizing communicative competence, critical thinking skills, and socio-cultural awareness. Interdisciplinary approaches connect English language learning

with other subject areas and foster holistic development and real-world relevance (Council of Europe, 2001). Flexible curriculum frameworks that allow for differentiation and personalized learning can cater to the diverse needs and interests of students. Moreover, pedagogical innovations that leverage student-centered approaches, active learning strategies, and experiential learning opportunities should be promoted among English Teachers. A variety of innovative teaching methodologies, including task-based learning, project-based learning, and collaborative learning help in engaging students and enhancing their language acquisition (Brown, 2007). Also, creating inclusive classrooms that accommodate diverse learning styles, preferences, and abilities fosters a positive and supportive learning environment for all students. The power of technology and digital resources should be used to enhance English language teaching and learning. English teachers with access to educational technology tools, multimedia resources, and online platforms facilitate interactive and immersive learning experiences (Stockwell, 2007). Also, blended learning models that combine traditional classroom instruction with online resources can offer flexibility and customization, catering to the individual needs and pace of learners. Collaborative efforts among policymakers, educators, and stakeholders to support English teachers promote excellence in language education. Establishing professional learning communities, consortia, and networks facilitate collaboration, knowledge sharing, and mutual support among English teachers (Gebhard et al., 2016). By implementing these strategies and fostering a culture of continuous improvement and collaboration, policymakers, educators, and stakeholders can empower English teachers to thrive in their roles and realize the transformative vision of NEP-2020 in English language education.

Conclusion:

English teachers serve as catalysts for the successful implementation of NEP-2020, playing a central role in shaping the language proficiency, critical thinking skills, and multicultural understanding of students. As agents of change, they bridge linguistic divides, foster inclusive classrooms, and prepare students for the demands of a globalized world. The importance of investing in the professional development and empowerment of English teachers cannot be overstated, as their effectiveness directly impacts the quality of language education and the attainment of NEP-2020 objectives.

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Researching on the role of Passives in Report Writing: Is it Passive or Active?

Dr. Monal Dewle

Assistant Professor, Dr. B. R. Ambedkar University Delhi, Delhi

Abstract

The present paper examines the role of passives, one of the lexical-grammatical features of report writing, through an intervention programme conducted on 23 students in an engineering college in Hyderabad. The programme was in three phases: pre-intervention, intervention, and post-intervention. The students were taught the rules of passives through worksheets. Before the intervention, a test on the knowledge of passives of the students was assessed. The pre and post-test comparative analysis indicated that the students used more passives in the post-intervention stage. Further, through intervention, there was a decrease in the use of active voice where it was not necessary. Also, the mixed analysis of the intervention stage revealed that passives are teachable, and the students can learn and understand the rules of passivization with the help of input and attention.

Keywords: passive voice, intervention, report writing, objectivity, ESL academic writing

INTRODUCTION

Over the years, research in the ESL context in India focused primarily on Engineering colleges and courses such as Professional Communication and Technical Communication that teach students to write in English efficiently. These courses specifically pay attention to the reproduction of the content instead of whether the students have understood the content. This lack of understanding can be observed in the answers they wrote during their end-semester examination or the reports they submitted (Giridharan & Robson, 2011; Evangeline & Ganesh, 2016). Further, students do not know what consists of “good” reports, proposals and documents because they get trained in learning the grammatical knowledge of English rather than the technical aspect of writing to help them to write better. Also, they do not have information about what they should focus on when they are given these writing assignments in their workplace and this gap in writing is also observed by the prospective employers (Moore & Morton, 2017).

Therefore, this study was conducted on the specific elements of one of the genres of academic writing, i.e., report writing. It focused on helping students understand the nuances of the English language in this genre of writing and whether they had grasped it or not through intervention. These elements included objectivity, impersonal voice, formal language, and coherence. These elements included syntactical and lexical-grammatical features such as passives (symbolises for objectivity), impersonal pronouns, Latinate verbs (symbolises for impersonal voice), specific verbs (symbolises for formal language) and discourse markers (symbolises for coherence) (Hinkel, 2004). The present paper discusses one of the features of report writing, which is passives and whether students were able to understand the rules of passivization through intervention. Further, it tries to decipher whether the role of passives in report writing is passive or active, i.e., it is essential to know these rules to achieve objectivity in report writing.

This paper discusses passives because these are the grammatical structures commonly found in journals, books, and reports used in academic writing (Talmy, 1988). These structures accurately convey the information without attaching references to the doer of the action. However, it is observed that the students do not produce the correct forms of passives in writing, even though these rules of passivization are taught to them since school days (Hinkel, 2002). The reason is that these rules are taught as part of the grammar in isolation but it is never explained to the students that passives are used in newspaper articles, reports and not in isolation. Also, these rules to them are taught as derivation rules from active. Moreover, when they enrol in disciplines such as engineering, it is already expected that the students have the knowledge about these connections between grammar and writing and could reproduce in their writing (HajizadehRivandi et al. 2012).

The second reason which creates problems for ESL students' in the incorrect usage of passive is the unawareness of the types of verbs in the English language: active verbs and intransitive verbs. Moreover, they do not know which verbs fall under which type and that it can lead to limitations in using verbs in a specific context (Fiktorius, 2019). This lack of clarity might create problems in their incorrect usage; for example, active verbs can be used as both abstract nouns and inanimate subject nouns:

A thermometer measures the temperature

The temperature is measured by a thermometer (Master 1991, 15).

The above sentence is grammatically correct, where the active verb *measure* is used with the inanimate subject noun, such as *thermometer*. This knowledge is intuitive for the native speakers, but for the ESL students is not. When the ESL students read the sentence in passive construction, it might be lead to confusion in their minds as to why this sentence is grammatically correct when there is no visible person. These nuances in the English language have to be taught to ESL students, or else it could lead to their inability to understand and produce correct grammatical sentences both in speaking and writing (Hinkel, 2002).

The reason for this confusion among the ESL students, especially in India, is that the focus in school is usually on building the English language's proficiency. When the students reach Class XII, the objectives of the syllabus of English is to help students: to be proficient in spoken and written communication, to be able to reflect and inquire independently, use the language appropriately in different social contexts, appreciate different cultures and varieties of English, provide language skills to be able to question, express their point of view clearly and coherently, to be able to use reference skills for accessing information and knowledge from different sources, to be creative and curious through extensive reading, become an independent learner and be able to edit other's works and their own work. So, the teacher's focus is to support the students in developing their communication in terms of interpersonal skills, which would help them to converse fluently and write efficiently in day-to-day life (NCERT, 2019).

Further, these objectives helped the students to be aware of what is to be expected in the classrooms when they are learning English. So when they complete their schooling, most of the students would be proficient enough to give: description about events, talk about events which are described or discussed in weather reports, public announcements, etc. able to understand the theme of the poem and read it poetically, narration of a story or an event, answering business letters, identifying main points in a reading text or an audio text, writing summaries of a short lecture, writing the description of a flow chart/map, describing different point of views expressed in a debate or discussion (NCERT, 2019). Nevertheless, not at the level of academic proficiency, which would be required when they enter the universities, where they have to write reports, make academic presentations, and write research papers.

Moreover, it can be noticed that most of these objectives of the syllabus and attributes of the students of Class XII, lie between the continuums of Basic

Interpersonal Communicative Skills (BICS) to Cognitive Academic Language Proficiency (CALP) proposed by Cummins (1979). So, the proficiency level and knowledge of the English language of students are in between these two continuums, and it can be observed that they can do day to day activities but are not able to apply the same knowledge to the academic context. For example, identifying the main points in a text but not able to use these main points to express their argument objectively, introduce themselves and others but not how to introduce the guest for a seminar, conversion of active to passive sentences but not using knowledge of passives in reports to convey objectivity. Hence, when they enter the university, they feel that there is a considerable gap between what is learnt in school and the assignments done in university (Al Khasawneh, 2010; Sewlyn & Renuad-Assemat, 2020).

The reasons for this gap can be accounted regarding how the syllabus is structured and the unawareness on the students' part. They are unable to integrate the discrete knowledge of grammar and skills gained during their schooling into one and present in a coherent manner, which indicates their in-depth understanding about the topic given and the subject or course that these students are studying. On the other hand, there are many factors which contribute to their inability to integrate this knowledge: quality of education, no employment opportunities, corruption in each stage, preference of one student over the other, nepotism, socio-economic status of the family, rote-learning, pressure on the teachers to complete the syllabus, parental and peer pressure on the students to score good marks, assessment patterns, poverty, social inequality, lack of infrastructure facilities and use of drugs, alcohol, cigarettes to able to cope the pressure (Mohamedayupkhan & Mani 2014). These factors are not the current purview of this paper, but the gap students feel when they enter the university and how it can be reduced with the help of an intervention programme which focuses on the features of report writing.

Therefore, in the study, students were made aware of the grammatical knowledge, skills, and how to use it in their report writing assignments. This paper focuses on one part of this intervention study, where it helps the students to understand the nuances in passives, and this information can be used to achieve objectivity in report writing. It was conducted to aid the students to be aware of the errors that they had done while using passives. Also, to help them to be conscious of the changes that needs to be made in using passives to write reports.

RESEARCH QUESTIONS

- a) Are students able to use passive forms correctly in the reports?
- b) Does intervention in passives help to improve objectivity in report writing of students?
- c) Are passives more teachable compared to other formal features in report writing?

SUBJECTS

23 (M=13, F=10) students studying in an engineering college in Hyderabad participated in the study. The students' age range was 17-19 years, and the mean age is 17.73 (SD=0.619).

Design of the Study

The study is divided into three phases:

a) Pre-intervention:

Before the intervention, the students were asked to write a report on “how to promote tourism in India in the wake of terrorism” in about 150-200 words. Students were given 40 minutes to write the report. This task aimed at checking whether students used spoken forms and idioms in their academic writing and whether they could write using formal language and vocabulary. It was found that their errors were mostly regarding usage of passive voice, personal pronouns, general verbs, and there was a lack of discourse markers and Latinate verbs.

b) Intervention

In the intervention phase, 25 hours were devoted to teaching the rules of passivization with the help of the worksheets. It consisted of exercises ranging from fill in the blanks; match the following, paragraph completion, sentence, and text conversion. Each exercise was followed by a feedback session where answers to the exercises, tasks were discussed, and students' doubts clarified. The pre-intervention task was administered on the first day of the teaching session. It served two functions. Firstly, it served as a diagnostic test, where the problems students faced in writing formal reports could be studied. Secondly, it served the purpose of comparison with the post-intervention, which was conducted after the teaching sessions. One of these sessions will be explained in detail later.

c) Post-intervention

In the post-intervention tasks, another report writing task was given. It was a guided writing task where hints were provided, and the students had to compile a report on the health-related problems at the workplace and make some recommendations. The aim of this task was to check whether the rules of passivization taught during these teaching sessions had been incorporated in the reports.

The subject of the pre and post-intervention reports was non-technical, and it was ensured that the task would not require specific discipline knowledge. The issues the students had to write about were general in nature. In both the tasks, contemporary topics were selected, so that the content of the reports do not pose a challenge to the students.

Materials used in the intervention:

The materials used in the intervention were worksheets. It focused on the conversion rules of passivization in different tense forms. These worksheets, known as derivational exercises, were criticized by Hinkel (2002) and Masters (1991) because it did not provide the students enough exposure to the nuances of the English language, ultimately leading to inappropriate use of passive structures. However, in the study, derivational exercises were used in the beginning, as students were aware of passivization rules through such exercises.

If they were given paragraphs at the beginning (where they had to identify the active voice and then convert them into passives, keeping in mind the context in which the specific paragraph has written) would have been very challenging for the students. The simple reason being that they were not aware of these tasks, and were a bit difficult for them compared to derivational exercises, which they knew beforehand. As difficult tasks might lead to problems among the students, such as not trying to attempt the task, get intimidated, anxiety problems, not to put some effort in solving the task and trying to search for complexity which is absent (Nunan & Keobke 1995).

Teaching session:

Each teaching session followed a format where three stages were used. *The first stage* was a general introduction to the use of the passive voice and how it helped in achieving objectivity and impersonality in reports. The worksheet for this stage focused on this and some solved examples. *The second stage* was basically identification of the difference between active and passive voice and on conversion, from active to passive voice and vice versa. This stage worked with isolated

sentences, and was a practice in form and vocabulary. *The final stage* was a conversion of an informal text to a formal one, where the rules of passivization taught had to be used in a text.

The sentence given below is a sample of one of the sentences used in the worksheet in the first stage:

Stimulus sentence: The project manager needed more information to make informed decisions. (Active to Passive)

Expected answer: More information was needed to make informed decisions by the project manager.

Response: More information to make informed decisions will be needed by the project manager (PP8).

After looking at their written answers, clarifications were provided with further illustrations and examples. Some questions students raised were about the absence of the agent in the passive voice, and the need for passive voice in report writing. The common understanding among students was that passives are formed as: *was + verb-en/ed*, which made students convert all active verbs using the same form, ignoring the tense of the verb in the active sentence. It was necessary that to make them aware that the different forms of passives – for instance, *is enclosed, was enclosed, has been enclosed, had been enclosed, will be enclosed, was being enclosed*. The need to identify the tense of the verb in the active sentence was pointed out, and how these different tenses can be converted to the passive voice were explained.

The second stage dealt with identifying passive structure in the sentences and simple conversion exercises i.e., from active voice to passive voice and vice versa. This stage was meant to familiarise students with different forms of passive construction. The second stage dealt with the regular conversion i.e., active to passive. However, the students encountered a problem in the worksheets where they had to convert sentences from passive constructions into active voice. These sentences in passives focused only on the action, not on the doer of the action. This focus on action created confusion among the students, as they were not used to such kind of sentences. Therefore, more examples were given where they had to convert the passive sentences into an active voice using the doer of the action in the sentences like "*he/she, they or we*" (who has done the action). The example is given below:

The facts were researched thoroughly.

They researched the facts thoroughly.

Thus, it can be seen from the above example that this conversion where the doer was not clearly mentioned created some problems for the students. The last stage focused on the conversion of a text in the active voice to passive voice. A discussion followed after the exercise, and students raised doubts about the nature of passive forms to be used in the exercise. In general, they wanted to know about verbs in the text that needed to be converted to passives. Most of the students' errors were incorrect use of *be forms* in constructing passives and some in the use of the past participle form of the verb, that is, the choice of *-ed* or *-en* or irregular form of the verb, like:

His pictures **was saw** by his fellow painters (PP20);

His pictures **were saw** by his fellow painters (PP18).

They had difficulty in identifying the verbs that needed to be converted into passive forms in the worksheet. The session on the passive voice ended with an explanation for the use of passives in formal writing. It was primarily pointed out to them that in order to give the action more importance than the doer or the agent and to render the text with a sense of objectivity, passive constructions are preferred in formal report writing.

Scoring:

The scripts in the pre and post-intervention scripts and the worksheets in the intervention stage were scored through different methods. The scoring of the worksheets was done through regular marking, i.e., for a correct answer, they get one and for wrong answer 0. These were tabulated with a mean and standard deviation of the correct answers. This scoring helped to track the progress of the students during the intervention.

The comparison between pre and post-intervention tasks was made to investigate students' knowledge of passives in reports and to assess whether they were able to achieve some of the universal features of reports: objectivity and detachedness. The scripts were analysed quantitatively to gauge whether students were able to learn the nuances about passive structures in report writing. Total 46 scripts both in the pre and post-intervention were analysed through ANOVA.

Further, these scripts were closely examined to identify the types of errors students made while writing reports. The errors identified in the pre and post-intervention tasks were known as *passivization errors* and noted to check how much rules of passivization students have imbibed and whether they could produce correct passive structures. These errors were categorized into four types. Then these were

written down in the tabular form where the incorrect form was in one column and the corrected form in the second followed by types of errors. A frequency count was done for each type of error. A ratio was also calculated to study the number of errors in a text. This calculation was done with total number of errors in a text was divided by the total number of words. The types of errors will be described in detail later.

Results

The results of the study are divided into three parts:

- a) pre and post-intervention analysis of the scripts
- b) errors made by the students in the scripts
- c) performance of students on the worksheets in the intervention

a) Pre and post intervention analysis of the scripts:

This study tried to identify changes in the students' writing of formal reports as a result of the teaching intervention. These changes can be classified as changes in the register. These changes were seen as a change in written language evidenced by specific lexical and syntactic differences between formal and informal writing.

Two kinds of analyses were done on the pre and post-intervention scripts. Firstly, frequencies of the structures, as mentioned earlier in students' scripts were compared, i.e., passive structures. Statistical significance was then determined by comparing frequencies in the pre and post-intervention tasks. Secondly, frequencies of errors in the use of passives were compared across pre and post-intervention tasks. These analyses were expected to show the difference in student writing as a result of the teaching intervention. It was expected that through intervention, the use of passive structures would increase in the post-intervention task, and the errors would decrease.

The pre and post-intervention analysis would help us to identify whether passive structures are more teachable than other features or are solely dependent on the incidental increase in proficiency. This information will further help in understanding the role of passives in report writing and the extent to which it is active or passive in the teaching of report writing. The following table 1 gives the mean score of the passive structure in the pre and post-intervention tasks and shows through the use of a paired t-test whether there was significant growth in the use of this feature.

Table 1: Mean score, SD, t value and p value

<i>Features/Test</i>	<i>Pre intervention condition</i>	<i>Post intervention condition</i>	<i>Df</i>	<i>t value</i>	<i>p value</i>
<i>Passive structures</i>	1.83 (1.67)	4.78 (1.76)	44	5.85**	0.0001

Standard deviation is given in parenthesis

*significant at $p < 0.05$

Thus, it is clear from table 1 that in the post-intervention tasks, students tended to use a higher number of the **passive structures** to give recommendations: *windows should be provided, drinking water must be given, proper chairs must be arranged for' instead of we need proper chairs... etc.*

b) Errors made by the students in the scripts

As stated earlier passive errors were coded as *passivization errors* and it was classified into four types: an error in the use of the appropriate *ed/en* form; the omission of *be* form in the passive construction; the use of active voice where a passive is mandatory and overpassivization errors where a verb is forcibly and ungrammatically passivized (for instance, *was died*). Table 2 presents the mean score of the pre and post intervention results on passivization errors.

Table 2: Mean score, SD, t value and p value

<i>Passivization errors</i>	<i>Pre intervention</i>	<i>Post intervention</i>	<i>Df</i>	<i>T value</i>	<i>P value</i>
<i>Ed/en</i>	0.13 (0.34)	0.26 (0.54)	44	0.98	0.334
<i>Be</i>	0.13 (0.46)	0.26 (0.54)	44	0.88	0.382
<i>Active</i>	2.96 (1.43)	1.83 (1.61)	44	2.51*	0.015
<i>Overpassivization</i>	0.65 (0.83)	0.13 (0.34)	44	2.78*	0.008

Standard deviation is given in parenthesis

*significant at $p < 0.05$

The post hoc Tukey HSD shows that the errors in passives have decreased in active voice ($t(44) = 2.51$ $p < 0.015$) and overpassivization ($t(44) = 2.78$ $p < 0.008$). However, the errors in the *be* forms and *ed/en* have increased; this is mainly due to the increase in the use of passives as it can be easily seen in Table 2. The frequency of each error under two test conditions is represented in Figure 1.

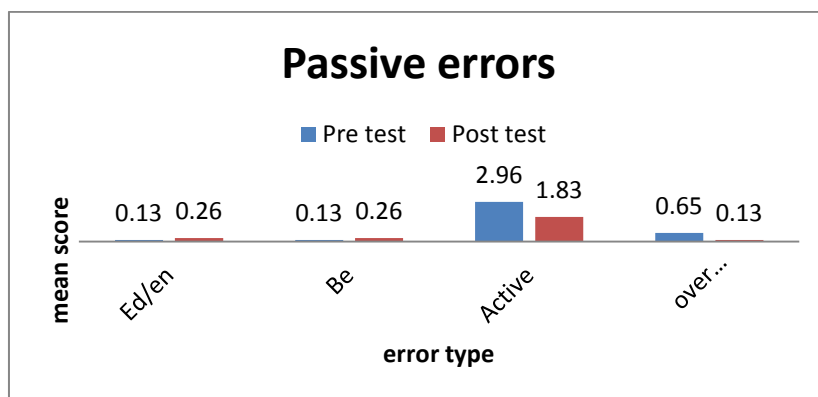


Figure 1

It is surprising that errors in *ed/en* form and *be* form have increased in the post-test in comparison to the pre-intervention task. However, the difference in the increase is not statistically significant. It is because the number of passives used in the post-intervention task had significantly increased, as shown in Table 1, with it the construction of passives has shown more errors. The formation of passives is a feature that can be easily taught, but the correct use of passives requires the knowledge of regular and irregular forms of verbs, active and intransitive verbs. This knowledge takes a longer time to learn. Also, the fact that passives can be in present form (e.g., *is issued*) or in past form (*was issued*) or along with a modal or have auxiliary (*can be issued*, *have been issued*) do not form knowledge of passives for these students. They seem to believe that passives are mostly in past form, and therefore require *were/was* in all situations. This knowledge does not and cannot be expected to change in a short period of fifteen days and usually changes with systematic progress in proficiency (Elmadwi, 2015).

For the above analysis of active errors, sentences were coded as active voice errors only when the students used it where a passive voice was obligatory. This error is included because not all sentences in formal reports need to be in the passive voice. It is only when the agent/do-er has to be suppressed for reasons for objectivity or when the event is more important than the agent that a passive becomes mandatory. With regard to overpassivization errors: *was died*, *was suffered*, *are visited*, *was come*, there was a significant decrease in the post-intervention task (0.13) from the pre-intervention task mean score of (0.65). It is equally interesting to note that once students became aware of the context for using passive construction in authentic situations normally reports, their tendency to over passivized non-transitive verbs had decreased. This usage might mean that students were slowly moving out of the tendency to mechanically produce passive constructions, as is expected of them from

traditional drill-based exercises, to meaningful contextual use of passive construction such as highlighting information.

Some of the examples of passivization errors are from student scripts in the pre and post intervention tasks. The correct forms are given in parenthesis. An alphanumeric system of coding has been used to refer to scripts from which the examples are drawn.

Passivization errors: Three types of errors were coded for this feature:

- **ed/en errors** for e.g. *"Unfortunately, due to the sudden attack of the terrorists over the place many steps had been took [taken]"* (Pre RW6), *"They need to be give [need to be given] certain relaxation time for every two hours"* (Post RW17); *"Due to impure water many illnesses are causing." [are caused]* (Post RW2); *"The peoples were illnessed" [were falling ill]* (PreRW1).
- **Incorrect or non-use of the be form:** *"finally, the developing stage which has been in process from years may suddenly effected" [may be suddenly affected]* (Pre RW6), *"In the office proper chairs is arranged" [are arranged]* (Post RW11)
- **Use of active voice where passive is obligatory:** *"Many foreigners were greatly afraid and many people lost their lives their lives to"* [Many foreigners were terrified since so many people have lost their lives.] (Pre RW 2); *"They may have to make much development and aware of the that happened before the bomb blast"* [The government should make itself financially more independent] (Pre RW 4).
- **Overpassivization:** *"So tourists are came to India very much"* [So many tourists would like to come to India] (Pre RW 8); *"They facing some problems with Indian fianance will be suffered."* [The Indian government will suffer financially.] (Pre RW8).

c) Performance of students on the worksheets in the intervention

The teaching intervention was conducted to make the students aware of the errors made while writing the report and also to make them conscious of the changes that need to be made in the language while writing reports. The performance of students was examined on the worksheets and try to gauge, based on a quantitative analysis of students' scripts, whether they were able to learn different language aspects of report writing.

The first worksheet helped students with the rules for passivization. The second task (in this section was a task that required students to identify passive constructions in a paragraph. This task was not marked since it was a kind of a pre-

writing task. The third task (**Active to Passive**) focused on the conversion of 8 sentences in the active voice to the passive voice, and the fourth task (**Passive to Active**) required students to convert 10 passive sentences to active. The tasks were coded with a 1-0 marking scheme. In the last task (**Text Conversion**) in this section, students were required to read a paragraph, identify the sentences in the active voice, and convert them appropriately to the passive voice. In this task, there were 12 such conversions. The mean and standard deviation of these tasks are given in Table 3.

Table 3: Performance on the Passive Voice Tasks

<i>Types of exercises</i>	<i>Marks</i>	<i>Mean (N=23)</i>	<i>SD</i>
<i>Active to Passive</i>	8	6.13	1.21
<i>Passive to Active</i>	10	4.86	2.09
<i>Text conversion</i>	12	8.56	2.76
<i>Total</i>	30	19.56	4.58

The table shows that students had relatively less difficulty in converting active sentences to passive (Mean 6.13, SD 1.21) than converting passive sentences to active (Mean 4.86, SD 2.09). They were able to convert sentences easily because the former task required the elimination of the subject, which was easier than the latter, which required the addition of a subject. In the text conversion task, many students had difficulty in identifying the verbs which needed to be converted to passives; therefore, the score on the task was moderate (Mean 19.56, SD 4.58).

Some of the problems seen in these conversion exercises are as follows:

- Inability to convert sentences like *The facts were researched thoroughly* into the active voice since an agent (not given in the stimulus sentence) needed to be added.
- Difficulty in converting passive sentences to active, when the verb was in the present perfect tense and future tense.

Stimulus sentence: **Four conferences on literacy will be held in December.**

Response: *In December four conferences on literacy were held* (Pre RW3).

Stimulus sentence: **The meeting has been postponed for 15 minutes.**

Response: *They postponed the meeting for 15 minutes* (Pre RW3).

- Difficulty in forming passives:

*His pictures **are seened** by the American public in 1886* (Pre RW7).

War and Peace **was wrote** by Leo Tolstoy (Pre RW13).

- Tense change without the deletion of the agent in a passive sentence:

Stimulus sentence: **The project manager needed more information to make informed decisions.**

Response: *To make informed decisions the project manager has been needed more information.* (Pre RW9)

It can be seen from the analysis of the post-intervention task that passives are teachable, as stated earlier, that students are aware of passivization rules and shown how passives could make language formal. In the intervention sessions, attention was brought to types of verbs used in which context; the relationship between verbs and the direct objects used in the active sentences, and how these can be used as a marker to understand the changes to be made into passive structures (Hinkel, 2002). The intervention helped the students to be able to make progress, and the use of passives in the post-intervention task had increased. Thus, the answer to the question can be inferred from the study that the role of passives in report writing is very active as it helps the students attain objectivity and detachedness. Further, with the help of such focused instruction, this role can be attained more quickly and thoroughly.

Conclusion

The knowledge of the passive structure and its usage is essential for the students because it helps to attain objectivity in report writing. However, there are specific nuances in the English Language that needs to be taught explicitly in terms of active verbs, intransitive verbs, and direct objects to the ESL students for a better understanding of the passive construction (Al Badi, 2015). This understanding helps the students to be aware of passivization rules and write better reports. Further passives are the teachable structure as the rules are already known to the students, and with focused instruction on different types of verbs, it will help them understand in which context passive structures are feasible or not, and they would produce correct form of passives both in writing and speaking.

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The Impact of Social Media on Classroom

Mr. Mihir Valera

Abstract

The present study aims to show how, in the social media era, the classroom and education have changed in an unprecedented manner. It focuses on the various social media platforms that are contributing to learning and growth, along with the flip side of it. The classroom environment, the attitude of students, their behaviour and psychology, etc., all have undergone a profound change with the rise in the use of social media. The present study examines how social media platforms can enhance student learning, foster collaboration, and provide a wide range of educational resources for teachers as well as students. Additionally, it also examines the drawbacks of using social media among students.

Keywords: Social Media, Education, Technology, Classroom

Introduction

Today, in the digital age era, majority of the population of the world is fond of using various social media platforms in various ways i.e. creative, learning, entertainment and so on. The social media platforms like Facebook, Instagram, Threads, Snapchat, YouTube, X, WhatsApp, etc. are being utilised to show the creativity as well as to kill time. During the initial phases of these platforms people were not involved to an extent that we see today. But with the passage of time the rise in the usage of them has increased and has left a remarkable impact on the human lives. It has left both positive as well as adverse effects on every aspect of human life as well as every sector of the society; and, education is also not aloof from that.

Research Questions:

1. How does the use of social media effect on classroom learning?
2. What role does the social media play in shaping the student-teacher and student-student relationships?

In present times where everyone is fond of using social media platform, it has raised a great matter of concern and debate among the people, especially parents and teachers. Today, due to the arrival of Covid, most students possess their own smartphones. They have learnt and explored a lot during the COVID phase and consequently it has become an integral part of their everyday life. Now, online learning like COVID times is no more but the phone is still with them; hence the other usages of it has increased and has left an impact on their daily education too; and, classrooms are not an exception from it. Therefore, it's important to address the challenges it brings along with the positive outputs it gives.

There is no doubt that social media platforms are providing opportunities to learners to get connect with the academic and non-academic environment across the globe. They can make friends, contact with distant family members, relatives and friends and remain in touch with them always. But this is taking them away slowly from the education too. As per the researches, today, youth and children who are about to enter in teenage or in adolescence are the largest users of social media platforms today and it has left profound impact on their academic and non-academic environment.

As we all are familiar that anything can left an impact on things, people in two ways, positive and negative. These two sides can also be noticed in terms of social media impact on classroom:

Positive Impacts:

The present era is an era of techno-centric world. This technology has made huge impact on life and the ways we connect or interact and share things with the world. It is often noticed that the person, who is fond of using social media, is often criticized for remaining distracted from the track of life, from the track of education or meaningful activities; but it also has the power to bring change in the education progress of a child which is mostly ignored by just keeping an eye on the one side of the coin.

As I said earlier, this era is an era of technologies; one cannot ignore them and social media is one of those. Today, especially after COVID phase, social media platforms serve as powerful tools that enhance learning, foster collaborative approach and grant access to extensive array of educational resources. Apart from this, it has also helped to cultivate an attitude of self-learning or self-directed learning. If somebody is learning, researching on any topic then s/he can look for groups or pages on the social media platforms that shares the similar aspects one is trying to look for. For example, if one is learning on social science or science then there are individual pages on social media apps where the handlers of those pages do share vital information about history or recent developments in science. These information can be used to expand our knowledge and we can break the traditional patterns of learning or acquiring information. In this way, one not only gains knowledge but also have a multidimensional viewpoint on any particular topic which can help to develop better understanding of the topic.

The platforms like LinkedIn, Facebook, YouTube, Instagram, WhatsApp, Telegram and X are the one's which are mostly being consumed by people today. We use these platforms for satisfying our pleasures that we get by accessing them. But apart from those pleasures they can also be utilised for our educational development. For example the platform like LinkedIn can be utilised to access research papers by different scholars. Many scholars do share their published research articles or papers by sharing a link or images on the platform. And by using them we can have an idea about the current developments of the respective fields. For instance, today, in the field of Philosophy and English Literature, concepts like cyborg fiction, Post-humanism, climate crisis, etc. are developing and the good amount of research is going on across the globe in the areas. Similarly in education currently themes like inculcating Indian Knowledge Systems in language education, 21st century Skills i.e. 3 L – Learning, Literacy and Life Skills, etc. are being explored and national and international seminars and conferences are being held both offline and online mode,

which can be accessible even through social media platforms as organisers often do live streams of such events on social media platforms like YouTube and Facebook on their official page and channels. So, if a student is studying in any of the respective field or preparing for any exam in either of these fields or for teaching purpose or learning purposes too, one can look for these platforms and can access what thoughts are being shared on the newly developed areas of study.

On the other hand. Social media has significantly enhanced both primary and secondary education by offering various positive advantages. Social media provides access to wide range of educational resources via educational groups which are focusing on specific standards as well as subjects in the form of videos, interactive quiz links, live sessions by subject experts who run their own YouTube and WhatsApp channels, groups on platforms like WhatsApp and Facebook, an educational page on Instagram whereon they provide effective content for the learners. These channels and platforms provide content as per the different boards of schools such CBSE, IB - International Baccalaureate, Cambridge International, various state boards, etc. This content helps children to enhance and strengthen their understanding of different subjects and to develop better command over them. Another facet of school education, the strength of which has been increased is, student teacher bond. It has become stronger and unlike previous times, now the students have the advantage to connect with the teachers in real time. Nowadays, schools often form WhatsApp groups wherein they provide instructions and study materials to the learners. This situation has risen since the Covid times; the phase which has made us realise the potential of social media in education field. Through these channels and groups, the teacher and students remain connected by creating an online community on the platforms and utilising them for effective group discussions, sharing resource materials, real time feedbacks, etc.

Moreover, students who are nowadays fond of accessing social media platforms get an opportunity to share their views on the topics in the form of comments, and by

liking the content, they feel more engaged with it. Through platforms like LinkedIn, students can get connected with the globe and have an opportunity to have and share their ideas on topics. In this way, students can effectively incorporate social media into their journey of education and have a better environment for learning. Apart from that, it also enables the teachers to watch out for the teaching practices that are being developed or that are found to be much more effective and can bring change in one's own teaching methodologies, which ultimately helps to deliver an effective session in the classroom. These small activities help to enhance communication skills and a sense of community among children.

Negative Impacts:

The renowned phrase 'Every coin has two sides' is applicable in terms of social media and education scenarios too. When we achieve anything in life, we have to pay the price for it. Similarly, the integration of social media with education has also raised some serious concerns. The first major concern that is visible, known yet neglected, is the 'duration of attention.' Today, we all know how much we are able to pay attention to any particular thing for a long time. The researchers have proved that due to spending more time on different social media platforms, the human psyche has evolved in such a way that people are not able to focus on one individual thing and do it in an appropriate manner. We now often get bored with anything very quickly, and this transition is also noticeable in classroom and day-to-day lives.

Today, students, no matter how good you are at teaching, are not able to pay attention for a long time. It's true that one can pay attention to a thing until one has interest in it; a major change has occurred in students' behaviour. Today, with the rapid rise in the usage or consumption of short reels and videos on different social media platforms, human psychology has been affected a lot. This effect is noticed in terms of human attention span and behaviour issues such as ADHD. Today, children use smartphones, and parents often give them to make them calm down or do not

disturb them; as a result, they have developed an interest in watching reels of 20 or 30 seconds or a video of 3 to 4 minutes. And this is rooted so deep in their psychology that, in the classroom too, they are unable to pay attention to any discussion for a long span. And this issue is not only noticed among children but also among teenagers and adults.

Another major drawback is on the part of communication. Communication is an essential part of human life and relationships. If communication is there, then the bond between people can grow and become strong gradually. But with social media, it has been noticed that students are becoming more passive, remaining within themselves, and not exploring more. They have friends; they do long conversations on WhatsApp groups or on Snapchat, but in reality they are becoming more passive. Their face-to-face communication time is decreasing, and this is also equally applicable to their daily lives. As a result, their public and interpersonal communication skills are not developing well; they fail to open up quickly, which ultimately hinders their social development.

Another question that emerges here is of the information reliability that they consume through social media. Today, in the age of AI, fake information and fake news are growing across the globe so rapidly in an unprecedented manner. This fake information that they consume cannot be considered 100% truth. There can be truth, but there lies a difference in both reality and the created reality. This consumption can mislead them in life, and they can also develop their beliefs on false or unproven narratives, which lead them only to the darkness of misinformation. For example, if they are watching a video on any topic of history of India, then there are multiple narratives existing on the internet; out of them, which one is true and which one is not is tough to identify at first look. This problem also happens with scholars sometimes, because these narratives are presented in a way that it's difficult to draw a line between false and real narratives.

Conclusion:

In a nutshell, education and social media can go hand in hand and can be fruitful for the educational progress of students, but only if it is utilised within a boundary. We have to utilise it, because in the technology era, if we don't use them, then a person would be called primitive. So, we cannot close its doors permanently, nor can we run away from it. We have to inculcate it in education, but it should be in a limited way. One should not forget the motive while using them: why is it being used? Hence, if social media is used with limitations, then it can enhance the learning and can open a door for novel discussions and narratives for things.

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