

**UNIVERSITY GRANTS COMMISSION**  
**BAHADUR SHAH ZAFAR MARG**  
**NEW DELHI – 110 002**

**MAJOR RESEARCH PROJECT**  
**(2015-2018)**



**MALABAR CHRISTIAN COLLEGE**  
**CALICUT**  
**KERALA, INDIA.**

**Dr. PREMANAND M E**  
**Head, Department of English**  
**Malabar Christian College.**

**"ENHANCING WRITING SKILLS FOR RURAL  
LEARNERS (EWSRL) USING ICT AND LMS  
PLATFORM"**

**Dr. Premanand M E**  
**(Best Teacher, Humanities)**  
**University of Calicut**  
**2016**

**PROJECT AIMS**  
**(ALL PROJECT AIMS MET)**

- Develop an improved Writing syllabus for Tertiary learners (18-21)
- Conduct classes in Improving Writing Skills
- Integrate technology to help improve soft skills, and ICT.
- Contribute articles in Impact Factored Journals, ISBN books
- Publish a book with ISBN useful for tertiary learners

## SUMMARY

An improved Writing syllabus for Tertiary learners (18-21) was the need of the hour. For this a group of thirty expert English teachers collaborated using Google Docs and Edmodo to develop an improved writing syllabus for Tertiary learners. Classes in improving their Writing Skills were conducted at various colleges, schools and institutions. The results were computed, revisions and modifications made in the worksheets.

Several technology tools were used to help improve soft skills and ICT namely Google Classroom, Piktochart, Canva, Edmodo, Lucid Press and Weebly. To improve soft skills and ICT, a website ([www.ewsrl.com](http://www.ewsrl.com)) was hosted. Later, an App ([www.englishskillsone.com](http://www.englishskillsone.com)) was also developed. This App was specifically designed keeping in mind the younger generation learners and the increased use of smartphones.

Project leader, Dr. Premanand M E encouraged Project fellow, Mr. Subin Varghese to present papers in conferences and contribute articles in Impact Factored Journals and ISBN books. Three paper presentations and seven publications were completed during the period. Prominent among them, *Nuts and Bolts of English*, ISBN 978-81-920171-3-6 was submitted in the Half-yearly review Meeting held in January 2017. The panel of at the Interview board gave a *very good* status. *Nuts and Bolts of English* is also part of books for recommended reading and practice (University of Calicut, BA Functional English).

As the MRP progressed, another book *Enhance your English* (ISBN 978-81-920171-8-1) was published which contained an essence of grammar. Project leader, Dr. Premanand M E also submitted a Copyright for a *Basic English Grammar Mind Map*. The whole project was completed using only the first instalment received, thanks to three generous alumni who sponsored the publishing costs. Hence, no additional amount was required.

The MRP Project also provided an impetus for the Project leader to win the coveted M M Ghani, University of Calicut, Vice Chancellor's Award for Best Teacher, Humanities (2016), University of Calicut. *Nuts and Bolts of English, Enhance your English*, [www.ewsrl.com](http://www.ewsrl.com) website and the numerous publications proved to be a catalyst for deciding the award. Later, the CSI North Malabar Diocese also honoured the Project Leader with Best Teacher in the Diocese Award (2017).

I thank the Almighty for granting me the wisdom and perseverance to complete the project successfully. Thanks to the UGC for granting me an opportunity to prove my mettle. Thanks also to the Principal, Dr. Godwin Samraj D P, Dr. Sreejith M C (IQAC) and the Manager, Mr. Joseph S Daniel for effectively using the lab and premises. I also thank my family for their immense support.

# CONTENTS

<b>SL. NO.</b>	<b>TITLE</b>	<b>PAGE NO.</b>
<b>1</b>	<b>INTRODUCTION</b>	
	<ul style="list-style-type: none"><li>• Importance of Writing</li></ul>	
	<ul style="list-style-type: none"><li>• Necessity to develop Writing Skills</li></ul>	
<b>2</b>	<b>BACKGROUND OF THE STUDY</b>	
	<ul style="list-style-type: none"><li>• Purpose of the Project</li></ul>	
<b>3</b>	<b>REPORT OF THE PROJECT</b>	
	<ul style="list-style-type: none"><li>• Develop an improved Writing syllabus for Tertiary learners (18-21)</li></ul>	
	<ul style="list-style-type: none"><li>• Conduct classes in Improving Writing Skills</li></ul>	
	<ul style="list-style-type: none"><li>• Integrate technology to help improve soft skills, and ICT.</li></ul>	
	<ul style="list-style-type: none"><li>• Contribute articles in Impact Factored Journals, ISBN books</li></ul>	
	<ul style="list-style-type: none"><li>• Publish a book with ISBN useful for tertiary learners</li></ul>	
<b>4</b>	<b>CONCLUSION</b>	
	<ul style="list-style-type: none"><li>• Recommendation</li></ul>	
	<ul style="list-style-type: none"><li>• Limitations</li></ul>	
	<ul style="list-style-type: none"><li>• Thank you Note</li></ul>	
	<b>REFERENCES</b>	
	<b>APPENDICES</b>	

# CHAPTER 1

## INTRODUCTION

Many of the tertiary learners admitted to Malabar Christian College, Calicut, Kerala had an inherent difficulty in Writing. Although many reasons have been attributed, none have been tabulated. The Project leader's thesis, *Developing a Hexagonal Writing Strategy for Tertiary Learners* was a forerunner to this predicament. The study found out that

*the present college classrooms in Kerala form a heterogeneous mix of students, many of them who come from Malayalam medium schools. They find it more difficult to write and speak in English than their counterparts who have had a little bit more exposure to the English language in their English medium schools. The lower proficiency rating is often a veritable hot point that sparks a debate. In general, students coming from English medium schools have a slight edge mainly due to compulsion from authorities to speak only in English. As a result, the college classroom forms an eclectic mixture of learners competent in English but at varying levels.*  
(Premanand, 2015.)

### **The Importance of Writing**

Though writing forms an integral part of the school learning, there is a marked decrease in writing assignments when learners reach college. The modern-day world has also contributed to it by reducing the number of words per sentence with many words reduced to acronyms. Advanced writing skills are an important aspect of academic performance as well as of subsequent work-related performance. (Kellogg & Raulerson, 2007)

Effective writing skills are central both in higher education and the world of work that follows. One's ability to compose an extended text is the single best predictor of success in course work during the freshman year (Geiser & Studley,

2001). Gains in informative and analytical writing ability are, moreover, taken as a good indicator of the value added by higher education (Benjamin & Chun, 2003).

*Writing is so necessary for learning that it needs to be started at an early age, even before beginning school. By the time the learners reach school, they need to begin revision which starts the thinking process. As the learners read and re-read, they gradually improve upon the piece of writing and soon begin to check their spelling and punctuation. Although writing takes time, it needs to be encouraged in learners. "Writing paragraphs and essays ten minutes every day at home can add up to significant amounts of writing practice." (Hulett, 2007)*

A significant form of writing in the past was letter writing with Emails, blogs and text messages rapidly replacing it. In order to join the bandwagon, it is essential to encourage learners to write emails to friends, relatives and close acquaintances. Students can also maintain a blog, create info graphs, write book reviews and also design websites. "Writing is like driving. The more you do it, the better you will be at it." (Hulett, 2007)

A large share of the value added by businesses in a knowledge-based economy is codified in written documents, placing a premium on a literate workforce (Brandt, 2005). Celebrated writer Pam Allyn notes that "writing is a magical medium and a vehicle for communication, connection and creativity". It is also an opportunity to learn and grow, have fun and sharpen your senses.

Converted as an acronym, it is: **WRITE: Word Power, Reading Life, Identity, Time and Environment**. In the introduction of *Your Child's Writing Life*, (Allyn, 2011) makes an important (and beautiful) point:

Living a writing life is living with our eyes wide open. Langston Hughes could not have written about the sorrow of the crystal stair on one day and the gloriousness of the "slim curved crook of the moon" on another unless he was someone who was



living, as Annie Dillard has said, the “wide-awake life.” This book is about teaching our children to stand, as she describes, underneath a pouring waterfall.

Writing forms the primary basis upon which a student’s work, learning and intellect are judged. In the college, workplace, or in a community, writing makes the learners’ thinking process visible. It also equips the learner with the communication and thinking skills needed to participate effectively in the modern society. Hence it is imperative that students practice writing blogs, timelines, online writing or even simply writing a paragraph on paper.

Grading of essays to ascertain the standard of writing has also become easier with a lot of “automated essay scoring software” (Kellogg and Raulerson, 2007). This reduces the strain on teachers to grade assignments though it can never be a permanent substitute to the teacher in a classroom. Websites like <http://grammarly.com>, <http://edmodo.com>, MS Word in combination helps to substantially to increase the amount of writing practice that students receive. These websites and software also significantly reduce the strain on teachers, allowing teachers to mark anytime, anywhere and anyplace. Hence, writing needs to be taken up as a priority in young learners.

### **Necessity to develop writing skills**

Many of the learners in Kerala have difficulty in writing because it requires more effort in terms of care, and in terms of thought, than speaking does; it always carries with it the notion of correct usage, appropriateness of expression, and comprehension on the reader’s part. If one does not have the confidence in his or her abilities to communicate through writing, the whole process of writing becomes a burden. For this reason, motivating the students to write and encouraging them to create a great work is one of the main challenges that a teacher face.

The time allotted for writing activities in the colleges is usually one to two hours and it is very difficult to produce any worthwhile output in such a short time. Writing demands reflective activity on the part of the students, and this needs time. In

order to write with confidence, students need to get repeated opportunities for writing and enough time to produce a good output.

The learners, even after undergoing English education at secondary, high secondary and undergraduate levels, find it difficult to communicate through the written medium in real-life situations. Language taught in the schools and colleges is exam oriented and learners never get the chance to practice authentic writing with the purpose and an audience. Composition classes are rarely done due to the curriculum demands of the semester system. If at all compositions are attempted, most of them are mere repetitions of what the students did during their school days. This really does not improve their writing skills at all. The classroom tasks turn out to be dull and monotonous. A pre-investigation survey and pre-test was conducted to study this problem and the survey results confirmed the situation.

## **CHAPTER 2**

### **BACKGROUND OF THE STUDY**

The Major Research Project, **Enhancing Writing Skills for Rural Learners (EWSRL) Using ICT and LMS Platform** was selected for many reasons. The prime motivating factor is to introduce a writing methodology for improving English language skills in tertiary learners through writing supported by information and communication technology (ICT) devices. As the English-language teaching field is very extensive, the study was confined to the teaching of written communication skills and since the investigator is a college teacher, the target population is the tertiary level students of Malabar Christian College, Calicut.

The learners, even after learning English for three years at the completion of the graduate level find it difficult to communicate with their peers, write simple leave letters, fill out application forms or even write a paragraph describing an event or situation. So, a combination of communicative and written skills was planned.

Traditional writing classrooms were found to lack writing with real purpose in mind. Hence an attempt has been made by the Project leader to re-jig the class atmosphere, teach written skills with the support of ICT skills. The classrooms were the familiar classrooms of Kerala, supported with an LCD projector and speakers. Mikes were also included to enable tertiary learners to speak out loud. Being a normal classroom, this can be replicated in normal classrooms all over Kerala due to temperate climatic conditions. It was found out that an alternative classroom environment serves the purpose of making learning and writing more interesting, meaningful, effective and informative without any major changes except for a computer, LCD projector and Internet connection.

Authentic audience and authentic feedback were required for the right expression and communication. Upon analysing the results of a pre-test, it was observed that the students from vernacular medium along with those from the English medium found it difficult to face the challenges of communication and writing even after twelve years of school education. It is against this background that the discipline

of writing in field of English language coupled ICT and an LMS was selected for investigation.

The Project was sanctioned by the UGC in 2015 and work began almost immediately after the Interview process since the Project Leader was almost into the completion of his PhD.

### **Purpose of the Project**

The Major Project study focuses on improving the written skills of students in the tertiary level. The purpose of pursuing the study is:

1. Develop an improved Writing syllabus for Tertiary learners (18-21).
2. Conduct classes in Improving Writing Skills.
3. Integrate technology to help improve soft skills, and ICT.
4. Contribute articles in Impact Factored Journals, ISBN books.
5. Publish a book with ISBN useful for tertiary learners.

## **CHAPTER 3**

### **REPORT OF THE PROJECT**

#### **Develop an improved Writing syllabus for Tertiary learners (18-21)**

A writing syllabus was developed to improve the written skills of students in tertiary level classes. This was brought out as an ISBN book titled *Nuts and Bolts of English*. Salient features included

- Each page that had dedicated sections of Listening, Speaking, Reading, Writing and Grammar skills
- Phonetic transcription exercises.
- a unique set of practice sheets specifically aimed at improving English skills among tertiary learners, Scholar Support Program and Walk with Scholar students initiated by the Govt. of Kerala.
- 30 teachers, research scholars and students working only online/virtually around the globe using collaborative tools and cloud technology.
- Practice sheets designed for use in classrooms.
- Pre and Post assessment sheets to grade the learner.
- Sheets in color print to enhance the interest of the learner.
- Phonemic transcription chart on the front and back inner covers to understand and learn correct pronunciation. It also ensures maximum utilization of the book.
- Useful for IELTS, TOEFL, PSC...

*Nuts and Bolts of English* was presented at the half yearly meeting that held in New Delhi where all the Major Research Project holders were given a chance to showcase their progress and get expert comments from the Expert panel. The Major Research Project a ‘**very good**’ status. The contents were recommended to be uploaded in the project website, [www.ewsrl.com](http://www.ewsrl.com).

### **Conduct classes in Improving Writing Skills.**

Many students are using the website and worksheets to enhance their communication skills. The phonemic chart and Grammar Mind Map is also being used extensively. *Nuts and Bolts of English* has proved to be a success. It has been used in over 16 colleges to improve communication skills for degree learners. This book was specifically found useful for the SSP (Scholar Support Programme) initiated by the Government of Kerala. Most of the teachers used the book by giving practice sheets to all their children in their class.

At Malabar Christian College, at the beginning of a new academic year, every student of the I year BA Functional English is given a copy of *Nuts and Bolts of English* to practice their Listening, Speaking, Reading, Writing and Grammar skills. Very recently, University of Calicut has included *Nuts and Bolts of English* as a Practice Workbook for BA Functional English Course.

Ref-www.uoc.ac.in

[file:///C:/Users/hp/AppData/Local/Packages/Microsoft.MicrosoftEdge\\_8wekyb3d8bbwe/TempState/Downloads/syl635.pdf](file:///C:/Users/hp/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/syl635.pdf)

1. Practice Workbook - Premanand M E & Prasanth V G et al. *Nuts and Bolts of English*. Dept. of English, 2017. ISBN 978-81-920171-3-6

<b>COMMUNICATION SKILLS IN ENGLISH</b>			
Code	Contact Hrs/week	Credit	Semester
FEN1B01	6	4	1

The Project Leader, Dr. Premanand M E and Subin Varghese have conducted many Seminars, Conferences to promote *Nuts and Bolts of English*.

### **Seminars/ Conferences Organised**

1. Coordinator - Three Day National Workshop for Trainers on Leadership skills at Malabar Christian College, Calicut on 27, 28, 29 Dec 2016.
2. Coordinator - UGC National Seminar on Human Rights and the Humanities, Dept of English, University of Calicut on 06, 07 December 2016.
3. Co-ordinator, Resource person - Capacity Building Workshop for Coordinators of Scholar Support Programme, Govt. of Kerala on 01 and 02 November 2016 at Socio Religious Centre, Malaparamba.
4. Conference Chairman, International Seminar – New Trends in Language Learning using Technology – MCC, 17-18 Feb 2016 Paper

Project Leader and Project Fellow were also invited as Resource persons to explain the rationale and dynamics of how to go use *Nuts and Bolts of English* in the classroom. A few are listed below

1. Disruptive Innovations in the classrooms, Boon or Bane?", National Seminar, Madurai Kamaraj University, 28 March 2016.
2. Resource person - Field Level Training of HSSTs in the Subject ICT in English, Govt. Model High School on 26 08 2016
3. Keynote Speaker, National Seminar on ELT, Disruptive Innovations in the 21st Century Classrooms, EMEA, Kondotty 10 Mar 2016
4. WWS - RSM SNDP Yogam College, Koyilandy 05 Mar 2016
5. Keynote Speaker, National Seminar, SARBTM, Koyilandy 03 Mar 2016
6. Opportunities of ICT in ELT for Rural Areas
7. WWS – Pazhassi Raja NSS College, Mattanur 27 Feb 2016
8. Digital Medias in the Classroom for Teachers of the University Centres of Lakshadweep at UGC-HRDC, University of Calicut on 31 Oct 2015
9. WWS – St. Aloysius College, Elthurath, 02 Dec 2015
10. Three Day State Level Workshop – 6 sessions, PRGC, Kakinada, Andhra Pradesh

11. Communicative Skills, RSM SNDP Yogam College, Koyilandy, 29 September
12. Harnessing the power of Internet in Classrooms, ASC, Kannur – July 2015
13. Language Skills and Academic Motivation – IIMK, Kozhikode – July 2015
14. Mathrubhumi, Aspire – Kannur
15. Communicative English - Weaving a Fabric for Life, MES Keveeyem College, Valancherry, 10 Mar 2015 (WWS)
16. Exploring the World of English, RSM SNDP Yogam College, Koyilandy, 09 March 2015
17. Communicative English - A Tool for Success, EMEA College, Kondotty, 07 March 2015 (WWS)

### **Integrate technology to help improve soft skills, and ICT**

To develop an improved Writing syllabus for Tertiary learners (18-21), it was decided to integrate technology to help improve soft skills and ICT with the use of Edmodo, Piktochart, Canva and Google Docs.

#### **Edmodo**

Edmodo is a powerful social learning platform that helps learners get excited about learning. Social Networking Sites (SNS) are very much in vogue. On Edmodo, teachers can continue classroom discussions online, give polls to check for student understanding, and award badges to individual students based on performance or behaviour. Teachers are at the centre of a powerful network that connects them to students, administrators, parents, and publishers. This network brings out resources and tools from all over the world, providing the building blocks of a high-quality education.

#### **[www.grammarly.com](http://www.grammarly.com)**

There are a host of grammar software that can detect a learners and intuitively learn from the errors. Most grammar enhancing software considers writing components such as subject-verb agreement, proper use of adjectives and adverbs, and matching of verb tenses in compound clauses. It should flag the improper use of



the possessive form of nouns and pronouns, along with sentence fragments. The software should also check for proper punctuation and spelling.

A good grammar enhancing software also provides options for the learner to choose any style suited for the classroom. Learners can choose between MLA style, Chicago or even APA style. Most of them also have a built-in dictionary and thesaurus and templates on common written documents. These types of software come in handy for tertiary learners. Although they cannot be used as complete substitutes for teachers, they can still proofread essays and paragraphs with a high level of accuracy. Some of the features include proper vocabulary usage, proper punctuation and recognition of proper sentence structure.

The researcher used [grammarly.com](http://grammarly.com) in tandem with evaluation by teachers. It was found that most of the grades assessed by teachers were very near to the marks assessed by the Grammarly with the obvious advantage of time for the latter. Around thirty pieces of writing could be checked by Grammarly in thirty minutes while it took two to three days for a teacher to evaluate the writing.

Grammarly claimed to (1) correct grammar, (2) give useful explanations for grammar mistakes, (3) check spelling, (4) identify and help correct plagiarism, and (5) check word usage, although “usage” refers to the way words are actually used by speakers of a language. It may not be one-size-fits-all software, but it has proved very useful to the researcher in evaluating different pieces of writing from different locations without having to stay right in front of the answer sheets.

### **Infographics**

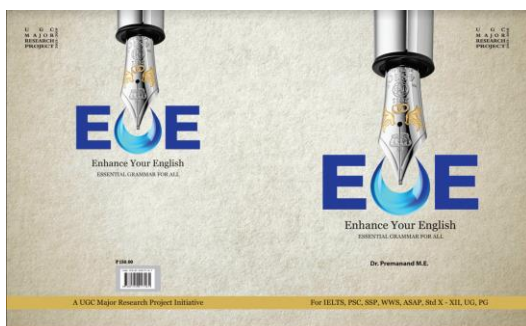
Any graphic that displays and explains information in a simple manner is termed as an info-graph. Info graphs allow information to flow from one end to the other i.e. complex information can be graphically explained quickly and clearly. Info graphs are important because they change the way people find and experience stories. Not only are they clear and straightforward, they are also beautiful and engaging. Info graphs create a new way of seeing the world of data, and they help communicate complex ideas in a clear and beautiful way. Info graphs make information presentable and comprehensible to a general audience.

## Contribute articles in Impact Factored Journals, ISBN books.

The following articles were presented and published in ISBN book format.

- Dr. Premanand M. E. "From Texts to Graphics - Emoticons for Communication." *New Trends in Language Learning Using Technology*. Proc. of New Trends in Language Learning Using Technology, Malabar Christian College, Calicut. Kozhikode: Poorna Publications, March 2016. 126-32. Print.
- Subin Varghese, and Anuradha, P R. "Collaborative Tools - Reinventing the Share and Learn Paradigm." *New Technology Trends in Classrooms*. Proceedings of International Conference on Language and Technology, Malabar Christian College, Calicut. Kozhikode: Poorna Publications, July 2015. 94103. Print.
- Dr. Premanand M E, and Dr. Sreedevi B. "Re-orienting Students into Blended Learning Using Writing Components." *New Technology Trends in Classrooms*. International Conference on Language and Technology, Malabar Christian College, Calicut. Kozhikode: Poorna Publications, July 2015. 104-09. Print.
- Premanand M E, Subin Varghese et al. *Nuts and Bolts of English*. ISBN – 978-81-920171-3-6

## Publish a book with ISBN useful for tertiary learners



***Enhance Your Grammar (EUE) – Essential Grammar for All,***  
ISBN 978-81-920171-8-1

Competence in English has become mandatory in the contemporary scenario. Learners study the functions of English language in different contexts. Our world is rich with sounds and sights. There is also constant exposure to speech patterns and language usage. Therefore, learning the grammar of a language assures better understanding and aids effective communication. It also enables 'language sensitivity' by deepening one's comprehension of the language used in various situations. Enhance your English helps learners gain better control of the language and understand how grammar facilitates and regulates language usage in actual situations.

The book consists of worksheets where each worksheet contains elements of basic grammar plus a writing assignment to fortify writing skills. The Smileys section of each page intends to strengthen vocabulary, reduce drudgery and improve pronunciation. The essentials of grammar are sure to be useful to everyone, especially to those studying in Secondary Section (X, XI, XII), UG (can be used as secondary material to enhance English language skills), PG, competitive exams, SSP, WWS and even IELTS.

The book has been titled 'EUE' which can be expanded as 'Enhance Your English.' 'U' has been chosen to suggest 'Your (Ur)', keeping in line with the usage of the net savvy generation.

### **Preparing of worksheet by teachers**

A total of 25 contributors which included teachers of various affiliated colleges, Research Scholars, Guest lectures, and the UGC Project Fellow, Subin Varghese got together to understand the significance of each title and decided to bring out a workbook which contained three pages (Basic, Middle and Advanced) for each topic. This would be shown as one star, two stars and three stars to grade the worksheet. The titles for the workbook was put in as tree format.

### **Collating**

The various worksheets were sent by different contributors from different locations including far of places such as Muscat and Bangalore. These sheets were then selectively chosen by a team of contributors that included Saigeetha S (Assistant

Professor, Department of English, Malabar Christian College), Subin Varghese (Project Fellow, EWSRL UGC MRP, Department of English, Malabar Christian College). Aswathi M (BA Functional English, 2014-2017 batch) and Abhiya Nima (BA Functional English, 2015-2018 batch), Malabar Christian College.

### **Rearranging of titles to a specific order**

The titles were arranged and rearranged to form a logical sequence. The reverse of each page included a Writing topic which formed the part of the UGC Major Project. These Writings included Narrative, descriptive, expository and argumentative writing. The page also included smileys which consisted of unscrambling words, forming words in a box, completing the riddles, matching the following to make oxymorons, connecting the word on the left to its antonym on the right, filling the gaps with suitable letters to form meaning full words, choosing the correct option and filling the blanks, forming compound words, inserting vowels, forming homophones, finding prepositions, idioms, and writing the symbols of the final sounds in given words. The following have been included:

- Simple Sentences
- Declarative
- Interrogative
- Imperative
- Exclamatory
- Complex Sentence
- Compound Sentence
- Word Class
- Function Words
- Content Words
- Modal Auxiliaries
- Articles
- Basic Definitions
- Email Etiquette

It is also found that symbols would be challenging for the degree learners since it was not a part of their curriculum. So, the contributors decided to include a phonetic chart containing Monophthongs, Diphthongs and Consonants.

*Enhance your English* has also been accepted as reference material for the University of Calicut BA Functional English syllabus.

Ref-www.uoc.ac.in

[file:///C:/Users/hp/AppData/Local/Packages/Microsoft.MicrosoftEdge\\_8wekyb3d8bbwe/TempState/Downloads/syl635.pdf](file:///C:/Users/hp/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/syl635.pdf)

ADVANCED ENGLISH GRAMMAR			
Code	Contact Hrs/week	Credit	Semester
FEN2B02	6	4	2

2. Practice workbook - Premanand M E & Prasanth V G et al. *Enhance your English*. 2017. ISBN 978-81-920171-8-1  
E-book available at [www.englishskillsone.com](http://www.englishskillsone.com)

A basic English grammar mind map that included preposition, Adjective, Articles, Conjunction, Adverb, Verb, Interjection, Noun and Pronoun was conceived on the lines of a traffic intersection with a network inspired from Google Maps. Light pastel colors were used to gel with the tastes of the modern generation. Later, this was found to be unique and was sent to the copyright office, Government of India. This has been registered as Basic English Grammar Mind Map, L-69995/2017 Under LITERARY / DRAMATIC WORK.

## **CHAPTER 4**

### **CONCLUSION**

If students can be made to write systematically every day, grammar and comprehension will improve substantially. Writing using ICT tools such as Google classroom and Edmodo can be adopted to suit the demands of the new age generation. The study revealed the fact using information communication technology can aid in improving the written communication skills of the students in the modern world.

Collaborative learning using social learning networks help the learners to understand more about others. It equips them to stand on their own and be better equipped for the future. Inhibitions and hesitation to write in English slowly washes off.

The new methodology (*Nuts and Bolts of English* and *Enhance your English*) compels them to think in English. This helps them to learn the language much faster. As the student improves his writing, his speaking skills also improve indirectly. Using ICT tools allows for learners to search, create, refine and document one's own writing. This enables the learner to break out of the shell and work without external aid. There is a dynamic shift from teacher-centred learning to student-centric learning. This enables them to be further motivated and perform better.

The ICT environment and new breakthrough technologies enable the learners to write better using the power of the internet. This in turn enables them to create and more meaningful writing. Regular use of *Nuts and Bolts of English* combined with *Enhance your English* grammar worksheets helped to reinforce what the learner has already learnt.

#### **Recommendations**

In the light of the present study, the following recommendations are made for improving the standard of English-language teaching. Feedbacks received from learners mention the fact that they enjoy this method of learning. Tertiary learners mention that the daily conversation practice in each sheet of *Nuts and Bolts of English* improves their confidence to speak step by step. If this could be replicated in other parts of Kerala, there would be a tremendous increase in fluency skills of tertiary

learners. from Kerala to secure jobs abroad. English Language teachers could also be properly trained to use the book and evaluate results.

### **Limitations**

The MRP has concentrated only in the area of writing. However, there are a few limitations that need to be mentioned. The main reason that dissuades many from acquiring new technological advances is the very fact that it is new and is constantly changing. Hardware and software can quickly become obsolete. In the world of ICT, advances in increases in speed, power and easy availability of hand-held devices with more computing power becomes necessary almost every two years. Technical problems too like server breakdown, PC glitches and compatibility with other operating systems can hinder the participation of students. Since most of the activities are related to Internet, slow internet connection would often make students impatient, distracted and sometimes disinterested.

The websites on the Internet may disappear unexpectedly or URLs change. Planning courses using websites should be limited to the standard and permanent sites.

Technical understanding of the working of a computer and software programming has not been accepted as courses for language studies. Hence the students will need to study these topics also to make the best use.

### **Suggestions for further research**

In the light of the present study the following suggestions are made for further research in the area More such detail studies may be conducted on acquiring greater writing language skills at different levels of education. Additional studies on samples may be conducted to confirm the results in different geographical areas of Kerala and India, More studies on writing using ICT may be initiated using latest technologies of ICT. Studies in comparing the effectiveness of different components of writing using ICT can be done for improving English language skills Virtual world writing and writing using non-LMS platforms are areas that need to be explored. Other forms of writing that can be included are Blog writing and micro-blog writing.

## **Future of ICT**

Immense potential exists in using enhanced ICT skills as a learning tool in education. It can be viewed as a creative method of teaching which attracts the attention of students. The use of ICT skills for learners will encourage them to be independent and enable them to embark on a voyage of self-discovery. They will be able to search for educational related materials and develop independent work habits with confidence. With new innovations in hand-held technology and smartphones becoming more affordable, learners will be able to improve their vocabulary and find the meaning of the words in the texts they read more easily. Usages can also be corrected simultaneously.

## **Concluding remarks**

The study has described an application of ICT that is designed to improve and develop written communication skills. The features that contribute to the learning experience have been outlined together with the rationale behind their inclusion. Some of the obvious advantages of such a methodology have been pointed out. It is for further research to investigate how the new technologies are used and regarded by learners and to use this information for future designs.

## **Thank you Note**

I thank the Almighty for granting me the wisdom and perseverance to complete the project successfully. Thanks to the UGC for granting me an opportunity to prove my mettle. Thanks, are also due to Dr. Sreedevi B, Research Supervisor, Guide and Mentor for initiating and propelling the idea of using ICT and LMS to develop Writing Skills for Rural Learners. A lot of this would not be possible without Mr. Subin Varghese for assisting in various ways to make the MRP a resounding success. Many others worked along with me, especially Saigeetha S (Asst. Professor, Department of English), Aswathi M and Abhiya Nima (Dept of Functional English). Thanks also to my Department of English for putting up with me through thick and thin. Thanks also to the previous Managers, Mr. Ernest Edappali, Rev. Dr. T I James and Mr. Jayapal Samuel Zachai for providing me necessary infrastructure. Principals, Prof. Gladys P E Isaac, Mrs. Pavamani Mary Gladys, Dr. Susanna Seth (Principal-in-charge) were instrumental in guiding me at various stages. Rt. Rev. Dr. Royce Manoj



Victor inaugurated the Progressive Web App for degree learners of the University of Calicut. This App has consistently notched approximately one thousand views per day. I thank his Grace for consenting to be the Guest of Honor. Principal, Dr. Godwin Samraj D P and Dr. Sreejith M C (IQAC) were strong and ardent supporters at every stage of my progress and I thank them profusely. I also thank the Manager, Mr. Joseph S Daniel for encouraging me to go ahead with the App, especially at every milestone, presently 5.5 lakh views in 540 days of release. Three MCCians (alumni) also need to be thanked – Mrs. Suchitra Steven Samuel, Lt. Ashish Srinivasan and Late Mr. David Jayakar Daniel (RIP) who tragically passed away in 2018. The three MCCians, Dr. Elsy Rucker and Ashwin M V contributed to the printing of Enhance your English. Dr. Godwin Samraj, Principal, Malabar Christian College and Manager, Mr. Jayapal Samuel Zachai. Thanks, are also due to my department who stood up with me through thick and thin. My close friends, Mr. Bhagwandas E P, Mr. Babu Prasad, Manohar N E, Dr. Prem Prakash, Dr. Prasanth V G, Dr. U Sreedharan were at hand any point of time I needed them. I also remember my illustrious father Prof. Edward Augustus who passed away in 2016. I would also like to place on record my sincere thanks to my mother, Smt. Prasanna Augustus, my sister, Dr. Shobha M E, Dr. Christina K B and my brother M E Vijayan, Twinkle Vijayan, my wife, Preethy U C and my beloved daughter, Darsana P M.

## References

1. Benjamin, R. & Chun, M. "A New Field of Dreams: The Collegiate Learning Assessment Project". *Peer Review* 5. 4(2003): 26-29. Web. 25 July 2015.
2. Geiser, S. & Studley, R. "UC and the SAT: Predictive Validity and Differential Impact of the SAT I and SAT II at the University of California". *Ucop. University of California Office of the President*, 2001. Web. N. pag. 27 July 2015.
3. Hulett, Joycelin Brown. 2007 Writing leads to learning. *Columbia Tribune*. n.p. ,2007. Web. 24. 29 July 2016.
4. Kellogg, Ronald T and Bascom A. Raulerson. "Improving the Writing Skills of College Students". *Psychonomic Bulletin & Review*. Saint Louis University P, n.d. Web. N. pag. 27 July 2015.
5. Premanand. "Developing a Hexagonal Writing Strategy using ICT for an English Language Learner". Unpublished Thesis. University of Calicut. 2015

# Appendices

<https://english.mathrubhumi.com/books/book-reviews/nuts-and-bolts-exploring-tech-infused-education-1.3399410>

 **Mathrubhumi** English Edition  **Enjoy hosting with 9**

[News](#) [Movies](#) [Money](#) [Health](#) [Books](#) [More](#)

[Books News](#) [Authors](#) [Events](#) [Memories](#) [Kid's World](#) [Excerpts](#) **Book Reviews**

## Nuts and Bolts - Exploring tech-infused education

# Sathana Sudhakaran  
Dec 16, 2018, 11:37 AM IST

T T T



PRINT

EMAIL

COMMENT

### Next Story

**From sex slave to Nobel Peace Laureate, Nadiya Murad recounts her story**

[Read More](#)

There are no excuses for not improving your English. In the age of digital invasion, **Englethekillison**, a progressive web app designed by Dr Premanand, is an easy, interesting and effective way for students of degree courses to enhance their language skills.

Premanand is a professor who sees that students need an education infused with technology. Hence he developed an app besides a practice book called **"Nuts and Bolts"** for college students which uses modern technology tools to help learning.

The app gets maximum views during exam times and students coming under the Calicut University utilise this to the maximum. The Infographics section of the app gives the summary of the chapter in graphical format. Podcast is also available for audio summaries and poetry readings.

Nuts and Bolts takes you on an informative journey through English and could be seen as the nuts and bolts of effective writing and learning skills. The book was shortlisted for ELTons award, British Council's Innovative award for English language teaching and learning worldwide, last year. The book is useful for UG and degree students and highlights on the tear-off practice.

Anyone who wish to enhance their English skills or pursue competitive exams can depend on this book. The interesting practice book has been conceived with the help of 30 teachers for use in classrooms and is first of its kind in India.



Dr Premanand

The present generation students use smartphones for information gathering and that has been put to maximum practice by Premanand, Associate Professor and Head of the Department of English of Malabar Christian College.

Premanand is happy that the book has received wide recognition among his peers. The book has been widely accepted from around 20 colleges coming under the Calicut University and is on its

3rd edition with added features.

What makes Nuts and Bolts stand out. True to its name, it is a basic book for students who may find that it could be worked out in classroom using technology and the phonetic chart in the inner covers improves the pronunciation.

The book has got practice sheets with reading, grammar, vocabulary, speaking, writing and pronunciation. The book has pre and post assessment sheets to grade the students.

What is more captivating and useful for students is the Read Out Loud section to identify words from their transcription. After a student finishes the book, the pages can be torn off and pasted right in front of them for future reference.



© 2018  
MATHRUBHUMI  
PUBLICATIONS



UNIVERSITY OF CALICUT

**Prof. M.M.GHANI AWARD 2014-15**

Presented to

**Dr. PREMANAND EDWARD  
MALYAKKAL**

Associate Professor

Department of English

Malabar Christian College, Calicut

**in recognition of his valuable contributions  
to the community as a teacher  
and scholar of outstanding merit.**

Calicut University  
05-05-2017

  
**Vice Chancellor**  
University of Calicut