

suggestions helped the participants to channelize their perceptions on language, language learning and language teaching. This in turn has a direct bearing on the qualitative improvement of the teaching and learning of Kannada as a first language. She also guided the participants in conceptualizing the vision statement of the Kannada Language Co-dev Group proposed to be formed shortly. The aim of this group would be to enhance the professional competence of the members of the Foundation involved in teaching Kannada as a first language.

Participating in the deliberations of the workshop, Dr Parthasarathi Misra spoke on the theory and practice of reading and writing, and the participants tried to relate the findings of the recent research on reading and writing to their field experience. A detailed discussion on reading and writing prompted the participants to conclude that they would like to attend a few sessions on “Reading and Writing” for a better understanding of its theory and practice with reference to the teaching and learning of Kannada as a first language.

On the last day of the workshop, the participants discussed the pedagogical issues of teaching Kannada as a first language with reference to the guidelines formulated by NCF 2005. Under the guidance of Dr Devaki Lakshminarayana, the participants shared their understanding of the core issues of teaching Kannada as a first language.

The three-day workshop created awareness among the participants of the need for their professional development in the field of language and language pedagogy. It was decided that a Kannada Co-dev group meant for the teachers and teacher trainers involved in teaching Kannada would be formed soon to carry forward the dialogue initiated in the workshop.

The 3rd International English Language Teacher Educator Conference 2013

16-18 March 2013

International Convention Centre, Hyderabad

Partha Sarathi Misra

The 3rd International English Language Teacher Educator Conference mentioned in the section on forthcoming events in the January 2013 issue of *Language and Language Teaching* was held at the International Convention Centre, Hyderabad from 16-18 March 2013. The conference, organized by the British Council in collaboration with the English and Foreign Languages University (EFL-U), Hyderabad with support from the English Language Teachers’ Association of India (ELTAI) and the International Association for Teachers of English as a Foreign Language (IATEFL) was a highly focused international academic exercise that ignited the imagination of more than 1300 delegates representing 22 countries of Asia, Europe, Africa and America. Besides the key note and plenary speakers, 122 speakers presented their research papers in parallel sessions.

On the first day Ms Alison Barrett and Prof. Paul Gunasekhar welcomed the participants. The keynote address was given by Prof. B. Kumaravadivelu of San Jose State University. The keynote and the plenary talks by Penny Ur, Adrian Holliday and Ajit Mohanty set the tone of the conference which aimed at exploring the theory and practice of English language teacher education in diverse environments.

In his keynote address, Prof. B. Kumaravadivelu observed that the current approaches to English language teacher education were too inadequate to prepare teachers to meet the emerging challenges posed by economic, cultural and educational globalization. He also called for restructuring the English language teacher

education programmes across the globe.

Prof. Ajit Mohanty's paper on "English and Multilingualism in India: Grounding ELT in Multilingual Education Framework" created a lot of interest among the delegates. Prof. Mohanty's analysis of the multilingual social reality confronting the teaching of English in India and his portrayal of the 'double divide' prompted the delegates to look at the policy and practice of English teaching in India more critically and dispassionately. He also presented the sad tale of the disadvantaged tribal learners of English, who he said were the victims of 'double divide'. Prof. Mohanty repeated time and again that these tribal learners have to get their education first in an alien Indian language and then in English, which is doubly removed from their social milieu. In a very convincing manner, Prof. Mohanty presented the pedagogical issues related to the Multilingual Education Framework and indicated their relevance in the context of the all-pervasive diversity engulfing the ELT scenario of the country.

The theme of multilingualism was discussed and debated in a number of papers presented in the conference. Some of these papers were: "The Practice and Perception of Multilingualism in Technical Institutions of India" by Ajit Kumar Pradhan, "Towards Multilingual Methods and Materials" by Anand Mahanand, "The Role of Mother Tongue and English in Indian Education" by Anil Sarwal, "L1 Interference in Acquisition of English as L2: A Case of Secondary School Students of Assam" by Aatur Rahman, "Challenges of Teaching English in a Multilingual Situation: A Case Study from Kasargod District of Kerala" by Babitha Bhaskaran, "A Multilingual Approach in Teaching Spoken English at Undergraduate Level" by Hanumant Krishna Awatade and Vishal Ankush Salunkhe, "Code Switching as a Strategy for Acquisition of English in the Bilingual Context" by J. John Sekhar,

"Multilingualism as a Resource: A Study of Language Pedagogy in the Primary Class Room of Bhopal" by Neha Aggarwal, "An Experiment with Multilingual Pedagogy for English Language Teacher Professional Development" by Nivedita Vijay Bedadur, "The Importance of Mother Tongue Education for Quality and Access" by Pamela Mackenzie, "Multilingualism in Action: Theory and Practice" by Partha Sarathi Misra, "A Multilingual Approach Towards Language Teaching in Odisha Schools" by Patra Bairagi, "Multilingual Approaches to the Teaching of English: An Invaluable Resource or an Inevitable Pitfall" by Shivani Pujala Kasarla, "Mother Tongue as a Resource for Teachers and Teacher Educators of English" by Shivani Saini, "Critical Language Practices for English Language Teacher Education: A Proposal for a Bilingual Teacher Education Programme" in Karnataka by Vanamala Viswanatha and Jane Sahi.

The long list of papers related to bilingualism and multilingualism does not undermine the importance of papers related to the socio-economic environment or the home environment. In a number of papers, issues related to English and economic development, developing global citizens, marginalized societies, parent participation in language education and linguistic priorities among minority language groups were discussed. The diversity of the issues related to language kept the participants engrossed during the days of the conference. A presentation entitled, "Goddess or Demon? English and the Dalit community in India" by Alison Barrett and Maya Pandit-Narkar explored the complex relationship between caste, language and identity politics while another presentation entitled "English Language Teacher Education in a Diverse Environment: Principle to Practice" by Nisha Butoliya explored the nature of pragmatic support required for bringing a change in the

teacher education curricula so that they can cater to the diversity in the language classroom. Diversity in all its diverse manifestations enhanced the academic rigour of the deliberations during the conference.

Prof. Adrian Holliday of Canterbury Christ Church University, UK spoke in the plenary session of the second day. In his speech, “Authenticity, Communities and Hidden Potentials”, Adrian Holliday suggested that English teachers should encourage in their students the ability to research their existing lingua-cultural experience so that they can sharpen their ability to stamp their identities on English which will eventually avoid restrictive popular discourses about culture and language.

Prof. Manique Gunasekhara of the University of Kelaniya, Sri Lanka addressed the delegates in the morning plenary session of the third day and spoke on “English Skills for Employability in the 21st Century”. She discussed the changing needs of courses designed to prepare students for the job market and pointed out that the changing needs have morphed into a mix of English for academic purposes, English for professional purposes and English for social purposes, including upward social mobility. Prof. R. Amritavalli of EFL University, Hyderabad gave her plenary address in the afternoon when she spoke on “Learner-Autonomy in Text Choice: Authenticity, Length and Comprehensibility”. She argued that learner autonomy in the choice of texts in the class room was a feasible and desirable way of providing a guided space for individual learning.

The three-day conference ended on 17 March 2013 with a thought provoking panel discussion. The panel discussion chaired by Philip Powell-Daviessical had Anjali Noronha, Director, Eklavya; Geetha Durairajan, Professor, EFL University; Paul Gunasekhar, Dean, EFL University; and Debanjan Chakrabarti, Head English Partnerships, British Council, East India

as the distinguished panelists. Their discussion on “Language for Development” prompted the delegates to raise a number of questions which were very aptly, judiciously and convincingly answered by the panelists. This was followed by a gala dinner with a performance by students of St. Joseph’s Public School, Hyderabad and a piano recital by Dennis Powel, presented by Trinity College, London.

Though the conference was primarily designed for English language teacher educators and trainers involved in teaching English, it was heartening to note that it provided valuable insights for all language teachers, right from the primary to the postgraduate level. The issues discussed in the conference were largely relevant to language teachers in general and English teachers in particular. As the theme of diversity was placed at the centre of the agenda of the conference, the linguistic diversity of India and the role of the mother tongue in the Indian educational system were highlighted in a number of presentations. The essence of the conference was very succinctly expressed by Prof. Sunaina Singh, Vice Chancellor of the EFL University, when she remarked that the conference had given the participants an opportunity to explore the tremendous diversity of teaching-learning approaches available to teachers and teacher educators and provided a suitable platform for discussing issues related to society’s role in promoting language in general and English in particular with the ultimate objective of formalizing teacher development.

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