Teaching English to Indian Vernacular Medium Students Through Technology: A Qualitative Study of Kolkata Jesuit Juniorate Program

Maria Joseph Savariappan

University of San Francisco

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TEACHING ENGLISH TO INDIAN VERNACULAR MEDIUM STUDENTS THROUGH TECHNOLOGY: A QUALITATIVE STUDY OF THE KOLKATA JESUIT JUNIORATE PROGRAM

A Dissertation Presented to The Faculty of the School of Education Department of Leadership Studies Catholic Educational Leadership Program

In Partial Fulfillment of the Requirements for the Degree Doctor of Education

by
Maria Joseph Savariappan
San Francisco
October 2017
Teaching English to Indian Vernacular Medium Students Through Technology: A Qualitative Study of the Kolkata Jesuit Juniorate Program

The educational system in India is inadequate to meet the modern needs of the Indian students (Lall & House, 2005). Each state in India has its own style of educating its citizens. Primarily two kinds of education coexist: Vernacular medium and English medium. These styles have pushed many students to a disadvantageous position. The vernacular medium students, due to lack of English proficiency, are not able to do their university studies for the medium of instruction in Indian Universities is English only (Dravid, 2013). It is, therefore, an injustice done to the Indian vernacular medium students. Promotion of justice has been the teaching of the Catholic Church from the time of its founder Jesus Christ (Benedict XVI, 2005, 2009; Francis, 2013, 2015; John Paul II, 1981, 1990, 1991, 1994, 1995, 1998, 1999; John XXIII, 1961, 1963; Paul VI, 1964). The Society of Jesus, a religious congregation of men, has been following the teachings of the Catholic Church by reinstating “faith that does justice” (GC 31, 1967; GC 32, 1975; GC 33, 1983; GC 34, 1995) and insisting on promoting education for all in particular the poor and the marginalized.

The Catholic Church has been tirelessly working in order to promote the right of the poor to a quality and holistic education (John XXIII, 1963; Pius XI, 1929; Francis, 2015; Farrell, 1970). The Catholic Church insisted that the poor and the marginalized have an inalienable right to quality and holistic education that develops the mind, heart, body, and soul. This is why the Catholic Church and the Society of Jesus (Second Vatican Council, 1965; GC 34, 1995) urged Catholic schools to utilize scientific research
to train teachers and guide their pedagogical practices in order to provide quality and holistic education for the poor and the marginalized.

The last two centuries have seen technology rapidly advancing in all spheres of life and computer technology and the Internet have become easily accessible to mainly the rich (Jerald, 2009). These modern technologies are being used to instruct students effectively (Hicks, 2011; Ferrell & Ferrell, 2002; Singhal, 1997) who are able to pay the exorbitant tuition fees imposed on students (Jerald, 2009). Several studies (Compton & Compton, 2013; D’Angelo & Wooley, 2007; Frank, 2008) discovered that utilizing modern technology as an instructional tool was an effective way of teaching English to speakers of other languages to become proficient in English skills such as: reading, writing, speaking, and listening.

As a response to the inadequate educational system of India and to be in line with the teachings of the Catholic Church and the Society of Jesus, Kolkata Jesuit Juniorate Program from the academic year 2012 – 13, has been extensively using modern technology to teach English to the Jesuit seminarians. Therefore, the study was conducted among the seminarians enrolled in Kolkata Jesuit Juniroate Program from the academic year 2012 – 13 to 2016 – 17. The study collected data that included a researcher-constructed online survey aiming to gather data that would lead to a more comprehensive understanding of the research problem (Creswell, 2014). The survey was conducted among the graduates of Kolkata Jesuit Juniorate Program. The researcher sent out online surveys to the graduates of Kolkata Jesuit Juniorate Program. The survey was created in the USF provided Qualtrics and a link was sent to the participants who were able to take the survey by clicking the hyperlink.
The data collected through the online survey was systematically and statistically analyzed using Qualitics Software Program. The findings revealed that teaching English through technology has yielded positive outcomes. On the other hand, the data also revealed that no standard syllabus existed for all the groups from 2012 to 2017. Because of this, the responses were different from one group to the other. The overall conclusion of the study is that technology integrated instruction has been positive.
SIGNATURE PAGE

This dissertation, written under the direction of the candidate’s dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

Maria Joseph Savariappan
Candidate

October 26, 2017
Date

Dissertation Committee

Dr. Michael Duffy
Chairperson

October 26, 2017

Dr. Patricia Mitchell

October 26, 2017

Dr. John Bansavich

October 26, 2017
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CHAPTER I
THE RESEARCH PROBLEM
Statement of the Problem

The Indian education system is inadequate to meet the modern needs of Indian students (Lall & House, 2005). Two kinds of medium of instruction in Indian schools from K-12 exist: Vernacular medium (instruction in local languages of India, See Appendix A) and English medium (Instruction in English only), however, at the university level, the medium of instruction is only English. Due to this kind of education system, the vernacular medium students find it close to impossible to pursue their university education (Dravid, 2013).

The Educational system in India can be broadly divided into three periods: Vedic (c. 1500 – 500 BCE), medieval (c. 1300 – 1800 CE) and the British period (c. 1800 – 1947 CE). The Vedic education was characterized by knowledge, awakening, humility, and modesty (Singh, 2007). According to Singh, the Vedic period education laid stress on worship of God, religiousness, spirituality, formation of character, development of personality, culture, nation, and society. The medium of instruction was Sanskrit. (Singh, 2007). In this system, education was limited to high caste Hindu boys only (Lall & House, 2005).

During the medieval period (c. 1300 – 1800) education was Muslim in character, namely studying Islam. Arabic and Persian became the medium of instruction. Even the Hindus had to learn Arabic to secure government jobs. Education was for the purpose of searching for knowledge and for religious reasons (Singh, 2007). Singh makes a general
comment that Muslim education which lasted for 700 years did not make much impression on the life of the general public.

Basu (1922) asserts that when the British gained power over India, they decided to abolish both the Vedic style of education and the Muslim style of education and introduced English medium education. Lord William Bantinck officially declared English as the medium of education in India in 1835. By 1850, many Indian languages had been rejuvenated. Many protests were demonstrated to bring in vernacular medium education instead of English medium education (Singh, 2007). Thus, in rural areas of India, vernacular medium education was established. However, in 1853 the socio-political and economic situations changed and demand for English education kept rising among the Indians. Following the demand of the people, English medium schools and colleges were instituted on a massive scale. (Singh, 2007).

After the independence in 1947, Lall and House (2005) state that the medium of instruction in universities has been English. According to Murarka (2013) the medium of instruction in universities is primarily English while primary, middle and secondary, and higher secondary schools have either vernacular medium or English medium. This means that the students who go through the vernacular medium schooling are at a disadvantageous position when it comes to the university education where the medium of instruction and the subject matters are all in English only. This problem affects the poor and the marginalized the most for those who cannot afford English medium schools are forced to go to vernacular medium schools (Pramod & Kad, 2013).

Therefore, this dissertation, a case study, sought to study this problem under the following three variables through the perspectives of the graduates of Kolkata Jesuit
Juniorate Program which has tried to address the problem. The first variable centered on
the call to promote justice for the poor and marginalized. The second concentrated on the
call to honor the right of the poor and marginalized to a quality, holistic education. The
third focused on the call to utilize scientific research to guide effective teaching and
learning. Kolkata Jesuit Juniorate is an institution situated in Kolkata, India. It is meant
solely for the formation of young Jesuits who do not know English and who want to
become proficient in English and eventually enter into university level studies in English
medium. More explanation of the Kolkata Jesuit Juniorate program has been provided in
the background and needs section. A brief explanation about the three variables follows.

Promoting Justice for the Poor and the Marginalized

The call to promote justice for the poor and the marginalized flows from the
actions and teachings of Jesus Christ, the Incarnate Word of God, and is revealed in
Sacred Scripture. It is a charge the Apostles embraced, as they went forth to make
disciples of all nations. It is a traditional teaching upheld by the Catholic Church
John XXIII, 1961, 1963; Paul VI, 1964; Francis, 2013, 2015). It is a central tenet of the
Society of Jesus ((General Congregation of the Society of Jesus, 1995) GC 31, 1967; GC
32, 1975; GC 33, 1983; GC 34, 1995) which makes the fostering of a living “faith that
does justice” worldwide a priority. It is a baptismal responsibility that all Catholic
Christians, the consecrated and the lay faithful, are called to champion (Catechism of the
Catholic Church [CCC], 1992).

In the 21st century, the call to promote justice in the world continues (Francis,
2015a; John Paul II, 1999, 2001). For the Catholic Church (John Paul II, 1987) and the
Society of Jesus (General Congregation 32 of the Society of Jesus, 1975), it is inherent duty that demands the rectification of unjust policies, structures, and systems—social, political, or economic—that disregard the dignity of humanity, especially the poor and the marginalized, and which discard their rightful liberties (Ziegler, 2013). Rectification of social unjust systems and structures is central to the actions and teachings of Pope Francis (2013, 2014, 2015) whose Jesuit spirituality influences his papacy, and his urging to all of humanity—believers and non-believers, alike—to join him in combatting the torrent of misery, injustice, and violence in the world by overcoming all indifference to the many who are suffering (Francis, 2016). The Pontiff calls for both prayer and action to combat the multitude of injustices of the world. The Kolkata Jesuit Juniorate Program, developed and operated by the researcher, is an action in response to the Pontiff’s call.

Promoting the Right of the Poor to a Quality, Holistic Education

Both the Catholic Church (John XXIII, 1963; Pius XI, 1929; Francis, 2015) and the Society of Jesus (Farrell, 1970) uphold the principle that all peoples, especially the poor and the marginalized, have an inalienable right to quality, holistic education. Both posit that the educational project must be of the highest quality and holistic in nature, developing the mind, heart, body, and soul, especially of those who are poor and marginalized (General Congregation of the Society of Jesus 34, 1995; Paul VI, 1965). A quality, holistic education enlightens the mind to the tenets of universal human rights, and enkindles the heart to safeguard and honor those principles. It exposes students to global issues, to the collected body of knowledge and wisdom in all arenas, and to the interconnectedness of all things. It develops the potential of students for the good of all,
and fosters collaborative efforts to discover new solutions to age-old problems. Most important, it champions the building of a just and humane world for all peoples (General Congregation of the Society of Jesus 34, 1995). The Kolkata Jesuit Juniorate program, developed and operated by the researcher, is a deliberate attempt to provide a quality, holistic education program to the poor.

Promoting the Utilization of Scientific Research to Guide Effective Teaching and Learning

Historically, the Catholic Church (Congregation for Catholic Education (CCE), 1988, 1997; Pius XI, 1929; Francis, 2014; Second Vatican Council, 1965) has acknowledged teachers to be central to effective student learning, and to successful Catholic schools. Consequently, it has maintained that those who teach must be carefully trained in mind and heart, with a readiness to adapt and be renewed. In *Gravissimum Educationis* (*Declaration on Christian Education*), the Second Vatican Council, (1965) also urged Catholic school educators to utilize scientific research to guide their pedagogical practices. Specifically, the Council Fathers declared that students

\[M\]ust be helped with the aid of the latest advances in psychology and the arts and science of teaching, to develop harmoniously their physical, moral and intellectual endowments so that they may gradually acquire a mature sense of responsibility in striving endlessly to form their own lives properly and in pursuing true freedom, as they surmount the vicissitudes of life with courage and constancy. (no.1)

In the decades that followed Second Vatican Council, the Catholic Church (Congregation for Catholic Education [CCE], 1988, 1997) reiterated the importance of educating students effectively for the rapidly changing scientific and technological culture in which they lived. It also re-emphasized that, whatever methods teachers were using to do this, they should be attentive to the results of research.
In the 20th and 21st centuries, technology continued to advance rapidly, and computers and the Internet became a commonplace mainly for the rich (Jerald, 2009). Through his survey of American teachers, Reiser (1987, 2002) found that in the 20th century, computers were rarely used for classroom instruction, but rather for drill and practice in elementary schools and for word processing in secondary schools. Later scientific studies (D’Angelo & Wooley, 2007; Hicks, 2011; Ferrell & Ferrell, 2002; Singhal, 1997) explored the benefits of using technology, as an instructional tool in education. These explorations found that its use as an instructional tool allowed students to be more actively engaged in their learning. It permitted them to construct their own understanding and knowledge of the world, through experiencing and reflecting on those experiences. It enabled them to become engaged members of a community of learners that made discoveries and solved problems collaboratively. Using technology as an instructional tool and completing assignments also increased students’ digital literacy, while providing them authentic and meaningful learning experiences. Several studies (Altun, 2015; Compton & Compton, 2013; D’Angelo & Wooley, 2007; Ferrell & Ferrell, 2002; Frank, 2008) also found that using technology as an instructional tool was an effective means in teaching non-English language learners to become proficient in English in its many forms: reading, writing, speaking, and listening.

The researcher’s knowledge of teaching English to non-natives, and his knowledge of the benefits of utilizing technology to achieve this end led to the development and operation of the Kolkata Jesuit Juniorate Program for the seminarians in the Kolkata Province of the Society of Jesus. This program has been operational since 1980. The Kolkata Jesuit Juniorate Program has contributed to the proficient learning of
English by many of its seminarian-students. It has allowed them to pursue their Jesuit vocation through graduate studies within India’s English-instructed universities. However, it has not been evaluated through the lens of the personal experiences of its last five years of graduates who went through the new methodology of learning English through technology integrated teaching relative to the three variables it sought to address: (a) the call to promote justice for the poor and marginalized, (b) the call to honor the right of the poor and marginalized to a quality, holistic education, and (c) the call to utilize scientific research to guide effective teaching and learning. This qualitative study sought to address that void which kept the vernacular medium students at a disadvantage, by utilizing an online survey to explore the personal experiences of the graduates of the Kolkata Jesuit Juniorate Program in relation to the three variables mentioned above.

Background and Need

The Kolkata Jesuit Juniorate Program

The Kolkata Jesuit Juniorate Program consisted of seminarians from different states of India (each state has its own language totally different from the others) which frequently meant that the seminarians did not know the language of each other. The language of communication in Kolkata Jesuit Juniorate was English. Vocation promoters periodically visited different schools located in different states and promoted vocations to religious life. The candidates who were willing to join the Society of Jesus were gathered in an appointed place in each state and then the selected candidates (who were willing to become priests) were brought to the Pre-Novitiate in Kolkata where they were given ten months of English learning experience. These students were linguistically and culturally very different from each other. English was used as the medium of instruction. After
teaching them for ten months, those who passed the English Standardized Test were promoted to the next stage of formation called the Novitiate. In the Novitiate, they went through a deep spiritual training journey. This extended to a two-year period. The ones who passed this stage were promoted to a stage called the Juniorate. The Kolkata Jesuit Juniorate Program trained these vernacular medium seminarians to learn academic English and other skills needed to cope with secular university studies. Computer technology was used to teach them academic English in order to prepare them for a university level education.

General Congregation of the Society of Jesus 35 (2008) said, “Mediocrity has no place in Ignatius’ worldview.” The Society of Jesus gives young Jesuits a human, spiritual, intellectual and ecclesial formation as deep, strong and vibrant as possible to allow each of them to achieve the Society’s mission in the world with a proper attitude of service in the Church. The Kolkata Jesuit Juniorate Program had a specific program. According to the Calendar of the Kolkata Jesuit Juniorate Program (Juniorate Dean, 2012), it focused on the formation of intellectual dimension, spiritual dimension, affective dimension and socio-cultural dimension. Of the four dimensions, the intellectual dimension, was given a little more emphasis compared to the other three. Its calendar indicated that Monday through Friday the seminarians had five classes every day. Each class was 45 minutes. The subjects that were taught were English Comprehension, English Grammar, Theology, Public Speaking, English literature, Vocal Music, Bengali Language Class, English Essay and Paragraph Writing, Art and Aesthetics, Social Awareness, Creative Writing, Media Awareness, Foundational Charism of the Society of
Jesus, and Computer Skills. On average, the seminarians spent four hours per day in personal study.

The Context of the Seminarians

In the past, the seminarians were taught in the traditional way of board and chalk method. The training was rigorous and monotonous. However, it was not possible to train contemporary students (age between 21 and 28) in the same way as before (Vise, 2011). According to Kannan (2009), today’s students are not able to take the same kind of rigorous training and they show some resistance to learning English. They wanted something new which could help them learn English faster (Raja & Selvi, 2011). Vatican II document (Second Vatican Council, 1965) says that the Church should use every means to perform the task of educating students. It also says that we ought to utilize methods that are supported by the research to teach our students effectively. Therefore, the Kolkata Jesuit Juniorate Program was an intervention to address these issues of promoting justice for the poor and marginalized, honoring the right of the poor and marginalized to a quality, holistic education, and utilizing scientific research to guide effective teaching and learning.

According to the Provincial of India (1998) after the completion of the Juniorate Program, a Jesuit Junior must be intellectually competent and should have the precision in thought and expression, written and oral skills in English. He ought to possess the skills of critical thinking to pursue his intellectual curiosity and is expected to possess a sense of the beautiful in the language of English, literature, art, and music. The Provincial of India (1998) further emphasizes that a Jesuit Junior should be able to critically look at the socio-cultural reality and should manifest his apostolic zeal in his special concern and
love for the poor and suffering. Hence, this was the apt place to do the qualitative study regarding the three variables mentioned in the problem statement.

Purpose of the Study

The purpose of this study was to identify the benefits and challenges of the Kolkata Jesuit Juniorate Program from the perspectives of the students who experienced it and graduated from the program. The study gathered the students’ reflection about their experiences in relationship to the three interconnected variables that the program sought to address: (a) the promotion of justice for the poor and marginalized, (b) the honoring of the right of the poor to a quality, holistic education, and (c) the utilization of modern research in the area of technology to guide effective teaching and learning. Finally, the researcher explored what benefit technology played in this entire process.

Theoretical Rationale

This study utilized a constructivist approach of grounded theory which was established by Glaser and Strauss in 1967. According to Glaser and Strauss, grounded theory is “the discovery of theory from data systemically obtained from social research” (p. 2). The aim of grounded theory is: ‘to generate or discover a theory.’ The focus of the methodology of grounded theory is uncovering basic social processes. For Crooks (2001), it is ideal for exploring integral social relationships and the behavior of groups where there has been little exploration of the contextual factors that affect individuals’ lives. For Glaser and Strauss (1967), it can be used to get through and beyond conjecture and preconception to identify the underlying processes of what is going on, so that professionals can intervene with confidence to help resolve the participant's main concerns.
Constructivist grounded theory (Charmaz, 2000) is explored “by adopting a constructivist grounded theory approach, the researcher can move grounded theory methods further into the realm of interpretive social science … without assuming the existence of a unidimensional external reality” (p. 521).

Charmaz, described by Strauss and Corbin (1997), is an “extremely skilled researcher who has always used grounded theory in her highly regarded work” (p. 35), maintained that the work of both Glaser and Strauss and Corbin rested on a foundation of positivistic objectivism. She contended that these originators of grounded theory assumed that there is an objective, external reality and that researchers maintain distance from the reality by accessing it and writing about it as “distant experts” (p. 153). The researcher’s perspective is not part of the meaning-making process; the researcher does not necessarily probe for views and values and the multiple meanings and perspectives underneath what is viewed and heard (Charmaz, 2000, p. 525). On the other hand,

A constructivist grounded theory recognizes that the viewer creates the data and ensuing analysis through interaction with the viewed. Data do not provide a window on reality. Rather, ‘discovered’ reality arises from the interactive process and its temporal, cultural, and structural contexts. Researcher and subjects frame that interaction and confer meaning upon it. The viewer then is part of what is viewed rather than separate from it. What a viewer sees shapes what he or she will define, measure, and analyze. (pp. 523 – 524)

Charmaz (2000) states that grounded theory is flexible enough to include “both objectivist and constructivist visions” (p. 528). Both Glaser and Strauss (1967) and Strauss and Corbin (1997) agree that adaptability and flexibility in using the grounded theory methodology can be applied. Therefore, this study will adopt the constructivist approach to grounded theory.
Research Questions

The following questions guided this study:

1. What benefits do the seminarians get from the Kolkata Jesuit Juniorate Program?
2. In what ways do the seminarians perceive that Kolkata Jesuit Juniorate program promoted justice for the poor and marginalized?
3. In what ways do the seminarians perceive that the Kolkata Jesuit Juniorate program, supported the right of the poor and marginalized to a quality, holistic education?
4. In what ways do the seminarians perceive that the Kolkata Jesuit Juniorate program utilized scientific research to guide effective teaching and learning?
5. In what ways do the seminarians perceive that technology was of benefit within the Kolkata Jesuit Juniorate program?

Significance

This study brought out the need for preparing vernacular medium students for university level education in India. It highlighted the inadequate educational system of India (the huge gap between the vernacular medium students and the English medium students) and provided an innovative method to address the issue of the unjust educational system with regard to the medium of instruction. This research informed those in authority to promote justice for the poor and marginalized. Through language proficiency, it further enabled them to draw better educational systems to impart quality and holistic education for those Indian vernacular medium students.

Furthermore, this study added to the existing knowledge of how to use technology to effectively teach different subjects, in particular English to students from an
impoverished vernacular medium background in India. This research unfolded a whole new way of forming Indian young men and women aspiring to become priests and nuns, citizens of good will. In addition, this study provided a new platform to educate Indian vernacular medium students in the English medium which they otherwise had been deprived of.

Limitations

The first limitation of this study was that it was conducted only among the seminarians of the Kolkata Jesuit Juniorate Program which had only a small number of students. In addition, the students were a homogenous group who all had the desire to become priests and, therefore, they were all highly motivated. Thus, findings from this study were limited in generalizability to other groups of students in India from other backgrounds.

A second limitation related to the small number of years studies (i.e., 2012-13 – 2016-17). The participants of this study were from these five academic years. Therefore, the study’s generalizability to other groups might not apply.

A third limitation was the composition of the populations and the sample size for the research. The population size was only 53 (N=53). Further, the participants were all male and were from diverse backgrounds, namely, some from English medium background and some others from vernacular medium background. Thus, the study’s generalizability could be limited. Another limitation of this study arose because, as Fowler (2009) pointed out, respondents could give socially desirable responses rather than the real facts. Another possibility was that the seminarians were influenced by each other and could have responded similarly.
Definition of Terms

The following terms have been operationalized for this study:

Blogging  Writing something about an event, person, etc. on a web page for others to read online.

British period  A period (c.1800 – 1947) when the British came to India and occupied it and eventually colonized and ruled over it.

Buddhism  A religion which consists of many traditions, beliefs and spiritual practices largely considered to be the teachings of Buddha.


East India Company  The name chartered by Queen Elizabeth for trade with Asia.

ESL  English as a Second Language. It is a course taught to students whose mother tongue is not English.

Formation  Stages of training for priesthood.

Google chat  An instant messaging service which allows both text and voice to be recorded for communication purposes.

Gurukul  Home schooling in India with students living near the guru (teacher), usually in the house of the guru.

Ignatius of Loyola  He is the founder of the Society of Jesus who lived from 1491 to 1556. He was born in Spain.

Jainism  A religion that originated in India which teaches that the way to salvation is to live a life of harmlessness and total sacrifice.
<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>Jesuits</td>
<td>Members of the Society of Jesus founded by St. Ignatius of Loyola. They are known for their education ministry.</td>
</tr>
<tr>
<td>Juniorate</td>
<td>An early stage of formation in the life of a Jesuit during which different languages and other humanities are taught.</td>
</tr>
<tr>
<td>Juniors</td>
<td>Young Jesuit seminarians who are students in the Juniorate before they go for their university studies.</td>
</tr>
<tr>
<td>Language Lab</td>
<td>A well-equipped room with audio and visual technology for students to learn a foreign language.</td>
</tr>
<tr>
<td>Medieval period</td>
<td>A period (c.1300 – c. 1800) in Indian history during which the Moguls ruled India.</td>
</tr>
<tr>
<td>Missionaries</td>
<td>Religious persons who are sent by their congregation superiors to preach Christianity in a foreign land where Jesus Christ is not yet known.</td>
</tr>
<tr>
<td>Moguls</td>
<td>Members of the Muslim dynasty who ruled India from the 14th to the 19th century.</td>
</tr>
<tr>
<td>Novices</td>
<td>Young men who are in their initial stage of formation in order to become priests.</td>
</tr>
<tr>
<td>Novitiate</td>
<td>A stage of formation where novices receive the initial religious training and discern their vocation to become priests.</td>
</tr>
<tr>
<td>Pedro Arrupe</td>
<td>A Spaniard who lived from 1907 to 1991. He was elected as the 28th Superior General of the Society of Jesus in 1965. He brought in a tremendous amount of reformation in the Society of Jesus.</td>
</tr>
</tbody>
</table>
Peter-Hans Kolvenbach

He was born in Netherlands in 1928 and died in 2016. He was elected as the 29th General Superior of the Society of Jesus. He was one of the Generals who was the longest serving generals of the Society of Jesus. He carried on the legacy of Pedro Aruppe.

Provincial

A leader of the members of his congregation in a specific geographical area appointed by the Superior General of the Society of Jesus for a period of six years.

Rediff Bol

A web-based Indian program used for instant message service.

Second Vatican Council

1962 - 1965 ecumenical council of the Roman Catholic Church which was convened by Pope John XXIII. It was an effort for spiritual renewal for the Christians.

Seminarians

Students who are being prepared to become Catholic priests.

Sikhism

A religion founded by Guru Nanak. It began in the Indian state Punjab in the 15th century. The members of this religion believe in monotheism.

Skype

A web-based program which enables persons to have video conference from anywhere across the globe.

Vedic period

A period (c.1500 – c. 500 BCE) in Indian history during which the Vedas, the oldest Hindu scriptures, were composed. Sanskrit, one of the oldest languages, was used to compose the Hindu scriptures.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vernacular</td>
<td>A language or dialect spoken by people in a particular country or region.</td>
</tr>
<tr>
<td>Vocation promotion</td>
<td>The process of visiting young men of seventeen years old and above to encourage them to join the religious congregations to become priests.</td>
</tr>
<tr>
<td>Wiki</td>
<td>A website where anyone can participate in collaborative writing and editing of its content.</td>
</tr>
<tr>
<td>Windows</td>
<td>An operating system in personal computer technology.</td>
</tr>
<tr>
<td>Yahoo Instant Messenger</td>
<td>A web-based program provided by Yahoo for people to write messages back and forth.</td>
</tr>
</tbody>
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CHAPTER II
REVIEW OF LITERATURE

Restatement of the Problem

The Indian educational system is inadequate to meet the needs of the students from vernacular medium. Each state has its own standards of education (Kumar, 2016). In India, there are different languages of instruction from K-12 depending upon the state one lives in. However, when it comes to the university level education, the medium of instruction is English only. Due to the poor economic conditions, poor students are forced to go through the vernacular medium education from K-12 because it is funded by the state government. However, the problem becomes grievous after grade 12, the vernacular medium students either drop out before entering the university education or struggle to comprehend the materials taught there because of the English medium education (Murarka, 2013). The economically well-off students go through English medium education from K-12 and most of them succeed at the university level education. This disparity causes very serious problems at different levels (Pramod & Kad, 2013).

focuses on the call to utilize scientific research to guide effective teaching and learning. In *Gravissimum Educationis*, the Second Vatican Council, (1965) urged Catholic school educators to utilize scientific research to guide their pedagogical practices.

**Overview**

The literature for this study was divided into three sections. The first section will describe the history of the education system in India. The second section relates from the perspectives of the Catholic Church and the Society of Jesus, about promotion of justice for the poor and the marginalized and about honoring the right of the poor and marginalized to a quality, holistic education. The final section explains the call to utilize scientific research to guide effective teaching and learning especially computer technology to overcome the disparity that exists in the Indian educational system.

**History of Education in India**

The history of education in India can be divided into four major periods: the Vedic period, the Medieval period, the British period and the modern period. Each period has its own characteristic features. The Vedic period mostly had Hindu dominant features. The Medieval period was characterized by the Mogul kings. The British period consisted of British colonial era in India. The Modern period is the present period when different political parties continue to shape the education system in India.

**Vedic Period (c.1500 – 500 BCE)**

The Vedic education is characterized by knowledge, awakening, humility, and modesty (Singh, 2007). According to Singh, the Vedic period education laid stress on worship of God, religiousness, spirituality, formation of character, development of
personality, culture, nation, and society. It had a Gurukul (teacher and student) system. It laid emphasis on knowledge and experience (Ramkumar, 2014). There was no convocation ceremony for distributing degree certificates but students exhibited their knowledge through discourses and discussions. The objective of education was to overcome instinctive tendencies and material distractions. It focused on the spiritual aspects of life. The Vedic education system helped students to develop original thinking and have a philosophical approach towards life. It helped to live a simple, pious, and self-controlled life (Gayathri & Meenakshi, 2012).

**Teaching methodology of Vedic period**

Students lived in the house of the Guru (teacher) for 12 years. They lived a celibate life. In the earlier days, it was teacher-centered education but later it became student-centered education. Education was in three stages: Comprehension, meditation, and memory. Teaching was done orally and independent study was also encouraged (Scharfe, 2002; Singh, 2007). The education was limited to high caste Hindu males (Lall & House, 2005).

**Medieval Education System in India (c.1300 – c. 1800)**

According to Singh (2007), medieval India was ruled by the Moguls who were Muslims. Muslim education reached its zenith during this period. Although the Hindu education continued, yet during this time, education was Muslim in character, content and form. Arabic and Persian became the medium of instruction. Even the Hindus had to learn these languages to secure government jobs. Education was for the purpose of searching for knowledge and for religious purpose. Students memorized the Quran. Muslim education emphasized practical and materialistic viewpoints. Therefore,
education focused on manual skills, sculpture, agriculture, medicine. Singh said that Muslim education resulted in the knowledge of military science, painting, sculpture, housing construction, manufacture of weapons, etc. He said that this kind of knowledge was directly given to students by experts through the system of apprenticeship. Due to the Muslim education, there were both merits and demerits.

According to Singh (2007) the merits of Muslim education were the following:

- A synthesis between materialistic and religious education began. This paved the way for the emergence of professionalism. Highly educated individuals were given employment in state services.
- Education became more objective. Both knowledge and practical usefulness of education was achieved.
- Education was made compulsory for all Muslims.
- The art of writing of history was developed during this period.
- The relationship between teachers and students became strong.

Singh (2007) also lists some of the disadvantages of Muslim education as follows

- More attention was given to material aspects of life and religious education was not emphasized.
- Only the affluent received education during this period. Education was limited to towns and villages were left out.
- Women, except the ones from royal families, were not educated.
- Education during this period did not emphasize integral development. More importance was given to reading and writing.
• Self-discipline of students and teachers deteriorated. No importance was given for self-study.

In general Muslim education, which lasted for 700 years, did not make much of an impression on the life of general public (Singh, 2007).

_Education System During British Period (1800 – 1947)_

Basu (1922) says that when the British came to India in 1600 for trade, they saw that there was no unity among the local kings. They banked on it and gradually gained power over the whole nation. They decided to abolish both the Vedic style of education and the Muslim style of education.

Singh (2007) says that the British were not interested in developing a good education system in India; however, some missionaries who came along with the colonizing British, started education in a small scale in English medium without the aid of the government. With the Charter Act (an act of the parliament of the United Kingdom which renewed the charter issued to the British East India Company, and continued the Company's rule in India 1813) in 1833 the East India Company decided to establish educational institutions in India. However, the issue of medium of instruction haunted many. With many back and forth arguments, finally they settled upon English as the medium of instruction. Singh (2007) relates that Macaulay (a British historian) was the first British to ridicule and criticize the eastern system of education. Macaulay seemed to have said, “A single shelf of good European library was worth the whole native literature of India and Arabia.” Macaulay was a great supporter of English language and literature. He argued in favor of English medium education and education of a selected few Indians.
to make them interpreters for the British. Based on Macaulay’s minutes, Lord William
Bentinck officially declared English as the medium of education in India in 1835 (Basu,
1922).

By 1850, many Indian languages were rejuvenated. Many protests occurred
during the effort to bring in vernacular medium education instead of English medium
education (Singh, 2007). William Adam, who was a British Baptist missionary, suggested
that educational institutions be established in districts and books in local languages be
published for the training of the locals. However, Macaulay differed on this issue and
William Adam’s suggestion was rejected by the government (Basu, 1922).

In 1842, the North Western Provinces were constituted. In 1843, James
Thompson was appointed as the Governor. He gathered information about the rural
education and found out that it was totally unorganized. He proposed a plan to the
government and for the first-time vernacular medium education was set up in rural areas.
This is why Thompson is known as the father of elementary education in India. Thus, the
history of mass education begins (Singh, 2007).

According to Singh (2007), in 1853 the socio-political and economic situations
changed and demand for English medium education kept rising among the Indians.
Therefore, following Macaulay’s minutes, English medium schools and colleges were
instituted on a massive scale. Until 1853, the education system in India had the following
features: Each state had different education policies. Each province and its governor had
different policies. Secondary education was on the rise. Hindus, Muslims, and Christian
Missionaries ran primary education institutions. All these institutions were not supervised
and there was no formal training for teachers. The standard of education was low in
government run schools and colleges while the standard of English medium education was high (Singh, 2007).

Modern Period (1947-till date)

Problems in Indian Education System

After the independence in 1947, the government promised to spend 6 per cent of the Gross Domestic Product (GDP) for the development of the country’s education systems but the spending always hovered around less than 4 percent (Lall & House, 2005). Lall and House (2005) attributed this to the lack of a common school system. Children were channeled into private and public schools on the basis of the ability to pay and social class.

Murarka (2013) states the policy of the Indian government regarding the medium of education in Indian universities is uncertain. According to Murarka, Mahatma Gandhi, who is the father of the nation, wanted basic education imparted through the mother tongue of the individuals in respective states. Murarka further adds that the Indian constitution provides facilities for primary education in one’s mother tongue. As noted above, before India gained the independence, many schools had introduced regional languages in their schools. Murarka argues that studying in one’s mother tongue is important because it can develop a feeling of love and respect for one’s own mother tongue. However, English has become a global language (Hammond, 2014). English has become the lingua franca even in India across the states (Khodorkovsky, 2013). If one state teaches in its own regional language, students cannot move across the Indian states for their education purposes (Gangopadhyay, 2012).
The problem of medium of instruction is still deep in universities. Generally, the medium of instruction in universities was and continues to be in English. In order to emphasize the regional languages, some states have decided to instruct their students in regional languages (Gangopadhyay, 2012). If regional languages are implemented, as mentioned above, the mobility of students across states will be curtailed and the process of education will be hampered heavily. Therefore, a dilemma exists regarding the medium of education (Murarka, 2013). Presently, the medium of instruction in Indian universities is primarily English, while primary, middle and secondary, and higher secondary schools have either regional language medium schools or English medium schools (Cheney, Ruzzi, & Muralidharan, 2005). This means that the students who are going through the regional medium schooling are at a disadvantage when it comes to the university education (Gangopadhyay, 2012).

Promoting Justice for the Poor and the Marginalized

Christ is the model from whom flows the action of promoting justice for the poor and the marginalized. It is the traditional teaching of the Catholic Church (John Paul II, 1987). “The mission of the Society of Jesus today is the service of faith, of which the promotion of justice is an absolute requirement” (General Congregation 32 of the Society of Jesus, 1975, Decree 4, no. 2). Promotion of justice for all especially for the poor and the marginalized is of paramount importance (General Congregation 32 of the Society of Jesus, 1975; General Congregation of the Society of Jesus, 1995). From the time of the former Superior General of the Society of Jesus, Fr. Pedro Arupe, the Jesuits have been insisting on the service of faith and promotion of justice. Both faith and justice are equally important. The Jesuits have been involved in promoting justice at different levels.
The internationally well-known program is the Jesuit Refugee Services (JRS). It is doing a splendid work in the field of education for the refugee children. It is extending many other helps such as working on immigration status for immigrants, getting a job for them, etc. (Gracias, 2013). Promoting faith and justice are a baptismal responsibility that all Catholic Christians are called to champion (Catechism of the Catholic Church (CCC), 1992). In the present time, it is an urgent need to promote justice in this turbulent world. It is the responsibility of both the Catholic Church and the Society of Jesus to eradicate the unjust policies, structures, and systems that disregard the dignity of all human beings in particular the poor and the marginalized. Pope Francis time and again teaches that unjust systems and structures have to be uprooted (2013, 2014, 2015). He is inviting all of us to combat the torrent of misery, injustice, and violence in the world (Francis, 2016). He calls for both prayer and action to fight against the multitude of injustices of the world.

Peter-Hans Kolvenbach in his address at Santa Clara University reiterated that the General Congregation (GC) 34 of the Society of Jesus committed the Society to the promotion of justice as a concrete, radical but proportionate response to an unjustly suffering world. Fostering the virtue of justice in people was not enough. Only a substantive justice can bring about the kinds of structural and attitudinal changes that are needed to uproot those sinful oppressive injustices that are a scandal against humanity and God. (2000, p.4)

He invited an action-oriented response to improve the lives of the poor and the needy. He asserted that GC 32 kept ‘diakonia fidei’ (service of faith) and ‘promotion of justice’ as inseparable. Therefore, service of faith and promotion of justice must go hand in hand.

Starting with the encyclical Populorum Progressio by Paul VI in 1967, John Paul II continued the concept of social justice in his encyclical Sollicitudo Rei Socialis in
1987. He says that the Church should work towards establishing social justice for the poor and the needy. According to Ziegler (2013) the term “social justice” was coined by Italian Jesuit priest Luigi Taperelli D’Azeglio in the middle of the nineteenth century. However, the concept of social justice dates back to an 1894 curial document and a 1904 encyclical by Pope Pius XI which culminated in the Catechism of the Catholic Church in 1992. Therefore, starting from Jesus to the present time the Church has been insisting on justice for the poor in general and particularly social justice for the downtrodden.

John Paul II (1999) in Ecclesia in Asia called the church to create changes in unjust structures and create equal opportunities in education for the people of God. For him commitment to social justice is important in the evangelizing mission of the Church. John Paul II (2001) reiterated that

The Church regards the social apostolate as an integral part of her evangelizing mission to speak a word of hope to the world; and her commitment in this regard is seen in her contribution to human development, her promotion of human rights, the defense of human life and dignity, social justice. (no. 13)

In Ecclesia in Europa, John Paul II (2003) emphasized the promotion of human dignity through the promotion of social justice. Ziegler (2013) mentions that Pope Benedict XVI spoke about social justice at least 48 times in his addresses and other writings. Pope Benedict XVI (2005) promulgated the Compendium of the Catechism of the Catholic Church which says that the Church “ensures social justice when it respects the dignity and the rights of the person as the proper end of society itself.” He also mentions social justice in his Caritas in Veritate (Benedict XVI, 2009) that all human beings should be treated equally particularly with regard to basic needs such as food, water, health care, education, work, and the certainty of their rights.
The Church’s teaching on social justice for the poor has been consistent and insistent, in particular providing quality education for the poor and the downtrodden as an integral part of its service to the poor (Leo XIII, 1891; Pope Pius XI, 1931b; John XXIII, 1961).

Promoting the Right of the Poor to a Quality, Holistic Education

The Code of Canon Law (1983) emphasizes that "The Christian faithful have the right to a Christian education by which they are to be instructed properly to strive for the maturity of the human person and at the same time to know and live the mystery of salvation" (no. 217). Paul VI (1967) brings out the importance of how all should be treated equally in all areas of life. He quotes St. Ambrose: “You are not making a gift of your possessions to the poor person. You are handing over to him what is his. For what has been given in common for the use of all, you have arrogated to yourself. The world is given to all, and not only to the rich” (no.23). Therefore, the Catholic Church from time immemorial has stood for the rights of the poor. It has taught its members to promote the right of the poor to a quality and holistic education. Education is the only way to eradicate poverty. Therefore, John Paul II (1991) quotes Leo XIII that “Its [the Church’s] desire is that the poor should rise above poverty and wretchedness, and should better their condition in life; and for this it strives” (n.28).

Leo XIII (1891), emphasizing the rights of the poor says, “When there is a question of protecting the rights of individuals, the poor and helpless have a claim to special consideration. The rich population has many ways of protecting themselves, and stands less in need of help” (no.29). Thus, the Catholic Church spells out clearly its stand on providing quality education for all especially the poor. Benedict XVI (2008) declared
that all steps must be taken to ensure that people of all social and economic strata have access to Catholic schools. He further adds that no child should be denied the right to his or her education.

Paul VI (1965b) is the champion of education for the poor. *Gravissimum Educationis* (Declaration on Christian education) was the encyclical of Paul VI that extensively dealt with the policies of Christian education, particularly for the poor. He articulates that it is an urgent need to educate young people and adults. The advancement in technology and scientific investigation and new means of communication offer greater opportunities to bring in positive changes. Paul VI mentions that while it is the right of all people to education still a sizable number of children and young people are “deprived of even rudimentary training and so many others lack a suitable education in which truth and love are developed together” (paragraph no.3).

Paul VI (1965b) solemnly declares that all people “have an inalienable right to education… for a true education aims at the formation of the human person in the pursuit of his ultimate end and of the good of the societies” (no.1). Hence, he mandates that people be helped to attain quality education “with the aid of the latest advances in psychology and the arts and science of teaching” (no.1). He is calling on those “who are in charge of education to see to it that you are never deprived of this sacred right” (no.1).

In his encyclical “Declaration on Christian Education” Paul VI (1965b) says that Christian schools play a vital role in forming the intellectual faculties, to form the ability to judge rightly and to prepare for professional life. Education is a birth right and this education should be used to form men and women to create a better world for everyone to live in. He lists out the characteristics of Christian schools. He emphatically asserts that
Christian schools must form human beings with all round development. The Church must create a special atmosphere animated by the Gospel spirit of freedom and charity for all people. He advises that all Christian school teachers should be trained with suitable qualifications “with pedagogical skills that are in keeping with the findings of the contemporary world” (no.8). This implies that all modern means of technology and other latest inventions that enhance effective teaching must be employed in imparting education.

In his encyclical *Divini Illius Magistri* on Christian education, Pius XI (1929) declares that many methods and means are “devised, proposed and debated, not merely to facilitate education, but to create a new system infallibly efficacious, and capable of preparing the present generations for that earthly happiness which they so ardently desire” (no.5). Such is the importance given to imparting holistic education. He ardently declares that true education should enable all to attain the sublime end for which they are created. He quotes St. John Chrysostom who said, “What greater work is there than training the mind and forming the habits of the young?” (no.8). Therefore, imparting quality and holistic education is indeed a vocation called by God. It is the mission of the Church to give education to all without exception because Christ taught us: “Teach all nations” (Mathew 28:19).

Pius XI (1929) makes this point that the Church has been involving herself in educating all people because “her mission to educate extends equally to those outside the fold, seeing that all men are called to enter the kingdom of God and reach eternal salvation” (no.26). He mandates its members to create conducive conditions in order to obtain perfect education. He proposes that all facilities be made available in order to
impart quality and holistic education. Among the conducive environment, the Pope mentions family as the first place. Family must be the first place of education. Therefore, parents play a vital role in this regard. He advises that the younger generations be trained in the arts and sciences in order to live a decent life. For this, both the family and the Church must work together. The State must support the work of the parents and the Church. In order to give holistic education, “greater stress must be laid on… apt and solid methods of teaching” (Pius XI, 1929, no. 87). Pius XI advocates that teachers be thoroughly trained to use methods that are effective and research supported. For him, Christian education takes “the whole aggregate of human life, physical and spiritual, intellectual and moral, individual, domestic and social… in order to elevate, regulate and perfect it, in accordance with the example and teaching of Christ” (no.95).

The Congregation for Catholic Education (2014) brings out the fundamental characteristics of the Catholic schools and universities in Instrumentum Laboris giving guidance to the Catholic educational institutions as to how to impart holistic educations to its members. This document bases itself on two documents, namely, Gravissimum Educationis and Ex Corde Ecclesiae which extensively deal with Catholic universities’ identity and mission. These documents give paramount significance to impart holistic education to its members. They insist that the members should be educated for life. The education the Catholic institutions give should prepare people to live their lives effectively and meaningfully.

Kurian and Lamport (2015) talk about the holistic education in their book. They say that the goal of Christian education is different because it not only instructs but also empowers the individuals by teaching skills, values, and character. It teaches secular
knowledge along with the knowledge of faith in God the creator. It enables the students to have a comprehensive knowledge of the world and the self. As indicated above from Second Vatican Council (1965) to the present time, the Catholic Church continues to lay its importance on imparting quality education to its members and even non-members.

Promoting the Utilization of Scientific Research to Guide Effective Teaching and Learning

According to Impedovo and Iaquinta (2013), teaching is “the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact.” It is the organized instruction of students to stimulate their all-round development. In order to be organized, there should be scientific researches on different and effective methods of teaching to achieve the all-round development of students.

The Catholic Church continues to read the signs of the times and teaches its members to follow its teachings. Through various encyclicals, it has given importance to education. Due to the modern needs of the times, the Church urges to make our teaching effective. For maintaining the effectiveness, she highly recommends that teachers be trained in a formal way for teachers are central to effective student learning. (Congregation for Catholic Education (CCE), 1988, 1997, 1997; Francis, 2014; Pius XI, 1929; Second Vatican Council A, 1965) In Gravissimum Educationis which is one of the main documents on Christian education, the Church emphasized that Catholic school educators utilize scientific research to guide their pedagogical practices. As mentioned in the first chapter, the Council Fathers declared that students
[M]ust be helped with the aid of the latest advances in psychology and the arts and science of teaching, to develop harmoniously their physical, moral and intellectual endowments so that they may gradually acquire a mature sense of responsibility in striving endlessly to form their own lives properly and in pursuing true freedom, as they surmount the vicissitudes of life with courage and constancy. (no.1)

The Second Vatican Council was a turning point in many ways for the education field in the Catholic Church. After the Council, the Catholic Church (Congregation for Catholic Education (CCE), 1988, 1997) emphasized the importance of effective ways of teaching in order to keep pace with the modern advancements of the world. The Church said that these effective ways must be supported by scientific research so as to give the best education possible.

The modern world is characterized by the rapid development of science and technology (Ramey, 2012). It is not a secret that technology has entered all spheres of human life. The effective use of it has enhanced the life of human beings. The advent of the computer and the Internet has been a boon in several ways. However, computers and the Internet became a common place mainly for the rich in India (Jerald, 2009). Twenty years ago, technology was used at a minimum in class rooms. From the 1990s onward, several researchers (D’Angelo & Wooley, 2007; Ferrell & Ferrell, 2002; Hicks, 2011; Keengwe, Onchwari, & Wachira, 2008; Singhal, 1997) went on to explore the benefits of using technology as an instructional tool in education. These findings inform that application of these tools can be more engaging for students to learn faster and better. Technology gave students opportunities to learn on their own and at their own pace and enabled them to construct their own understanding and knowledge of the world. It provided platforms and a variety of environments where they could be themselves and be productive in discovering and solving problems.
Technological teaching tools have proved to be efficient instructional tools and students find them conducive to learn difficult concepts with less difficulty. Technology provides meaningful learning experiences as well as increases students’ digital literacy. Several studies (Altun, 2015; Compton & Compton, 2013; D’Angelo & Wooley, 2007; Ferrell & Ferrell, 2002; Frank, 2008) also found that using technology, as an instructional tool was an effective means in teaching non-English language learners to become proficient in English in its many forms: reading, writing, speaking, and listening.

The Church was open enough to apply scientific researches for effective teaching of its members. Hunt, Wiseman, and Touzel (2009) bring out the desperate need of applying technology in teaching our children effectively. They call upon the teachers to integrate technology in order to be effective in teaching. Thus, it is an urgent need to utilize computer technology to teach all our students especially those from the poor and marginalized background for they are the most in need of our help (Solatan, 2013).

**Computer Technology for Teaching**

This section will consist of research studies related to the advantages of integrated English teaching through multimedia. Different research studies focus on particular features of the English language and show us how multimedia integrated instruction can help second language learners acquire target features better than the traditional methods of teaching English.

Learning takes place faster in a context based teaching (Frank, 2008). There are different ways of experiencing context. One can experience it in person, learn it from others, or use media. Tafani (2009) states that mass media is one of the important ways to get to know the world without moving from one place to another. In his opinion, mass
media can improve students’ creativity by bringing different contexts into the classrooms. This creativity can be of great help on learning creative writing. He says that media also can help students to be critical thinkers and to analyze their own experiences. Those are skills which are necessary for students to produce quality writing.

According to Levy and Stockwell (2013) computer-based audiovisual recordings can facilitate student learning. Moreover, Lai and Kritsonis (2006) note that computers attract everybody irrespective of age, gender, and other differences by their unique features. Most particularly, computer based teaching has enhanced learner interest irrespective of discipline. Computer technology motivates students to learn (Quindlen, 2007) more and paves the way for spontaneous interactions between students and teachers. It also creates a conducive environment for collaborative learning.

Nation and Newton (1997) propose teaching vocabulary in an innovative and technological way to enable learners to retain newly learned words. They offer multiple ways such as showing pictures, drawing diagrams, giving example sentences, stressing patterns, and giving similar synonyms to teach new vocabulary words. Computer based curriculum can incorporate all these multiple ways easily and make the learning process simpler (Li, 2010).

Warschauer and Meskill (2000) note that the use of technology in classrooms has reduced student anxiety. Li (2010) studies the results of English as a Second Language (ESL) students’ vocabulary learning through reading facilitated by a computer assisted language learning (CALL) program that enables students to learn new vocabulary words without any anxiety. Li’s (2010) study shows how technology-enhanced interventions can help students acquire second language vocabulary words. It specifically showed that
CALL programs, such as e-Lective, provided L2 learners with opportunities and enhanced the desire for extensive reading and vocabulary learning (Li, 2010).

The participants in Li’s (2010) study were twenty Chinese ESL students in Grades 9 and 10 who had lived one to six years in Canada. The participants consisted of ten boys and ten girls. They were registered either in a beginning or intermediate level class depending upon their proficiency in English. All twenty participants knew Mandarin Chinese well, and some of them also spoke dialects from Canton and Fujian (Li, 2010).

The author conducted three tests (pretests, posttests, and delayed posttests) in two different reading environments: both with and without computer mediated monolingual and bilingual dictionaries. In the first reading environment, Jia used a computer program called CALL and e-Lective which is a computer mediated tool to support academic language learning. The second reading environment was a natural reading situation where there was no computer assistance, but the students were allowed to use printed monolingual and/or bilingual dictionaries and were also allowed discussion with their peers (Li, 2010).

The study was conducted over a month-long period. The results showed that both the beginning group and intermediate group significantly gained more vocabulary in e-Lective. The conclusion of the study was that L2 learners were able to learn vocabulary words with the help of computer mediated programs and dictionaries better than through the use of traditional print-based dictionaries (Li, 2010).

Roblyer and Doering (2009) asserted that technology can motivate students to read more e-books because of the interactive and visual features embedded in them. This will eventually enhance students’ proficiency in English (pp. 293-294). Modern gadgets
such as the iPad and Kindle are very effective in that regard. Many adults seem to prefer reading printed books (Penn, 2011). However, today’s young students prefer to use computers and read or listen to e-books or audio books (Italie, 2010) for the following reasons. First, computers are colorful and attractive. Secondly, due to computers’ interactive nature, students prefer e-books to printed books. Thirdly, when one is tired, one can enable the read function which will read the text aloud. Fourthly, e-books are portable and readily accessible (Bissonnette, 2011).

Lin and Wu (2010) revealed that the use of laptops by students provided more opportunities to practice basic skills, such as speaking and listening in class. Because of laptops students were more engaged in their learning activities and teachers were able to implement a beneficial student-centered teaching method.

**Internet-based Technologies for ESL Activities**

The advent of the Internet is a boon for all fields, arts and science. Most fields are incorporating internet technology for speedy and efficient functioning. The use of the Internet is also being proven successful in second language acquisition. Internet applications such as the Google search engine, Google Docs, Wikis, Instant Messaging, and Blogging are effective teaching and learning tools (Sotillo, 2005).

Kim and Jang (2014) recommend the use of Google Docs for teaching writing to ESL students. According to Kim and Jang, Google Docs is a useful tool for collaborative online writing and editing by multiple users located in different places. A study of Google Docs was conducted on twenty international students enrolled in an academic writing course in a major mid-western university in the U.S. Kim and Jang (2014) describe how the students were taught academic writing as a process. After teaching
some techniques for academic writing, the students were asked to write an essay in response to a prompt. They were encouraged to write collaboratively with back and forth revisions.

Google Docs is a tool for online collaborative work, editing, and the tracking of changes (Kim & Jang, 2014). Although it is similar to a word processor, it is quite different from it. It enables users to save drafts online that can be retrieved from anywhere. Kim and Jang (2014) underscore how Google Docs helps different authors to write and edit the same document. This avoids the troubles of sending several drafts back and forth and certainly saves a tremendous amount of time. Kim and Jang note that Google Docs saves all previous versions. Therefore, one can go back to any version for reference or to see the evolution or the progression in the document.

Kim and Jang (2014) concluded that Google Docs helps both teachers and students give effective feedback by both peer editing and self-revision. According to Kim and Jang, Google Docs takes learning beyond the classrooms and facilitates effective writing.

With the help of technology, teaching vocabulary has become easy and effective (Constantinescu, 2007). It is easy to find apt pictures for given words on the Internet. With the help of online dictionaries and thesauruses, many sample sentences and collocates can be made available to students. Easily available online Speaking Dictionary is a great tool for a second language learner. Wichadee (2010) assess the ability of students summarizing in English before and after they were taught through Wikis which is a collective website where a large number of participants are allowed to create or modify pages using their web browser.
Wichadee (2010) employed Cluster Sampling to choose thirty-five participants from 5,223 students at Bangkok University. The researchers administered pretests (before instruction through Wikis) and post-tests (after instruction through Wikis). For both of these tests, the students were to read three short articles and write a short summary of three to five sentences for each article. The time duration for both tests was 120 minutes. To learn about the attitude of the students towards Wikis learning, the researchers constructed a 10-item questionnaire and collected their responses after the post-tests.

The results were analyzed by posing three questions. The first research question was “To what extent did the students improve their English summary writing abilities after learning through Wikis pages in groups?” The mean scores of pre-tests and post-tests were compared and the result showed that students did much better in post-tests than in the pre-tests. In the pre-test, the mean score of the students was 15.28, but in the post-test, the mean score was 21.69. This clearly shows that after instruction through the Wikis pages, students markedly improved their writing.

The second research question was “What were their attitudes towards this learning method?” The responses of the students were positive. The average mean score of the students was 4.03. Most said that Wikis pages helped them to compare the writing of their peers and that enabled them to improve their own (Wichadee, 2010).

The third research question was “What did the students get in terms of cooperative learning through wikis?” The result showed that 16 out of 35 students were positive about wikis and they seemed to have had a new learning experience: collaborative learning. On the other hand, twelve out of 35 said that they worked with their team members very hard to create the best summaries. That encouraged them to
read each other’s work and edit and polish their own writing. The rest of the participants felt that they became more responsible by posting their writing on time on the wiki pages (Wichadee, 2010).

Wikis are great tools for teaching writing to students because Wikis enable students to work in collaboration. Students knew that their work was read and they had the motivation to write well. This was possible through wikis. It also created a systematic process for writing. The only disadvantage in using wikis is that some students might find using computers inconvenient (Wichadee, 2010).

Lin and Wu (2010) conducted their study in Taiwan. They chose two classes at random. One class consisted of 44 students and the other class was comprised of 45 students. The first class was the experimental group which was given netbooks (simple laptops) for learning English. The other class was taught English by a traditional method. The authors wanted to see which class did better in learning English. They also wanted to measure the attitudes of these students towards English (Lin & Wu, 2010).

The students in the experimental group were paired up and each group was given a laptop with Windows installed in Chinese. English lessons were taught to them using the laptops. On the other hand, the students in the control group were taught the same matter in a traditional way (Lin & Wu, 2010).

The two groups were taught English for 19 weeks. Two 40-minute periods per week were devoted to teaching English. The experimental group was given laptops before the class started and they were collected back at the end of class. All the class activities were done using the laptops. By contrast, the control group was taught English
in a traditional way using textbooks, paper-based work sheets, and CD players (Lin & Wu, 2010).

The data was collected by observation, video recording, journal writings by the English language teacher, a questionnaire, personal interviews, and a final exam. The final exam had two parts: writing and speaking. They conducted activities such as creating a mini online dictionary, introducing oneself, playing a bingo game, acting out short stories, answering the question ‘What did I do last night?’, and a written suspense story (Lin & Wu, 2010).

To measure the attitudes of students towards English, students were asked to fill out a questionnaire consisting of twelve assessments of self-reports such as I like English, I like to learn English, I like to use English, I am interested in knowing information about English, I am scared by English, I like my English class, I am attentive in English class, I felt nervous in English class, I can learn English, I will be successful in my English class, English is a difficult subject, and I studied hard for the English tests. The overall Cronbach’s coefficient alpha for the questionnaire was 0.89 (Lin & Wu, 2010).

The results showed significant differences between the two groups. In the written part, the experimental group outscored the control group. With regard to listening and speaking, the experimental group performed better than the control group. The reason the experimental group did well in the final exam is attributed to the use of laptops in the class room environment (Lin & Wu, 2010).

Lin and Wu (2010) assert that in the attitude level, the students of the experimental group had more positive attitude towards English than the control group. With regard to classroom behavior, surprisingly the experimental group paid more
attention to the teacher than the control group. The common feeling is that the students who use computers in classrooms are distracted. However, according to the researchers, the students in the experimental group had a more positive attitude towards English and paid more attention than the control group since they were required to do many step by step activities on the computer.

Laptops provided students more opportunities to practice basic skills such as speaking and listening in class. It is because of laptops that students were more engaged in their learning activities and that the teachers were able to implement a beneficial student-centered teaching method (Lin & Wu, 2010).

Another online resource for teaching ESL students is instant messaging. There are many instant messaging services such as Google chat, Skype, Rediff Bol, and Yahoo instant messaging that are available for ESL teachers and students. Sotillo (2005) presented a pilot study of ESL learners to show that corrective feedback through Yahoo Instant Messages (texting, video, and audio) helped ESL learners to learn the target language better.

Sotillo (2005) conducted a case study involving 14 students and teachers. After the study, she concluded that instant messaging or computer mediated communication with corrective feedback was helpful to ESL learners. The leading Educational Technology text book on the market, introduces the concept of Technology Integration, shows pre-service teachers how to plan for Technology Integration, and offers them the opportunity to practice Technology Integration when designing curriculum to support and improve learning. Integrating Educational Technology into Teaching incorporates two complementary instructional models to create a comprehensive technology integration
A framework built on strong research and proven techniques. The Technology Integration Planning Model (TIP Model) shows teachers how to create an environment in which technology can effectively enhance learning. While the Technological Pedagogical Content Knowledge (TPACK) framework, new 5th edition, provides teachers with the knowledge and skills to overcome obstacles when integrating technology into their curriculum—across the content areas. The text balances the “why” and “how” of using technology to support and shape the future of technology in education. Roblyer and Doering (2009) firmly state that instant messaging such as Skyping is an apt tool for teaching English to students overseas because the teachers can effectively communicate with their students without being physically present. Physical absence which could be a problem for some students is ameliorated by instant messaging.

The participants in Susana’s study were instructed to use Yahoo Instant Messages (IM) with its audio and video facilities. In order to facilitate the activity Sotillo (2005) designed five 45-minute learning activities. The activities were designed so that the learners received corrective feedback instantly from the tutors. The activities included a needs assessment questionnaire, synthesizing information from newspaper and magazine articles, negotiating individual perceptions of the content of a movie, and minor repairs of technical problems with regard to the video and audio associated with Yahoo Instant Messages.

The researcher noticed that there were constant error corrections while the participants did the activities. Not surprisingly, the three native speakers of English (teachers-in training) made fewer corrections compared to the two non-native speakers. The native speaking tutors primarily focused on message meaning while the non-native
speaking tutors focused both on message meaning and grammatical structures. The results also show that the ESL learners received more indirect and implicit corrections than direct and explicit ones. The participants did not spend much time on pronunciation because they focused more on the message and the tasks on hand. The researcher noticed that the ESL learners took all the corrections provided by their teachers and applied them in their written and spoken usage of English (Sotillo, 2005).

Sotillo (2005) states that Computer Mediated Communications (CMC) have potential benefits for learning English. He, further, asserts that ESL students in the study did improve in their lexical and grammatical use of English provided by their dyad partners. It can be concluded that the instant messaging environment enabled the ESL learners to become aware of their grammatical and lexical errors and improve upon them.

An important implication of this study is that the tutors should be given training on how to give feedback. As mentioned above, the native speakers did not give much feedback to the students. It is essential that the students be given necessary feedback so as to improve their language skills.

Sotillo (2005) concluded that instant messaging or computer mediated communications with corrective feedback is significantly helpful to ESL learners.

With the advent of the Internet, the concept of the classroom has changed. Classrooms are no more confined to four-walled rooms as they used to be in a traditional classroom setup (Roblyer & Doering, 2009). Any place in the world can become a place of learning. Students can remain at home and still have discussions with their classmates and professors via blogging, Skyping, etc. They can share their opinions with others by uploading their own writing. The Internet has made the world a worldwide classroom.
Roblyer and Doering (2009) mention the concept of blogs. They point out that, using free blogs, students can publish their writing on the web. They can even pose questions to others and expect helpful answers. Hence, students can become self-publishers. It is also an incentive for students to become good writers.

Specific Computer Software Programs for Teaching English

With the advancement of technology, there are a number of computer software programs that help English language learners to learn English faster and better with less effort. Online English learning Programs are available such as Grammarly software (Qassemzadeh & Soleimani, 2016), Computer Assisted Language Learning (CALL) (Al-Khayyat, 2015), Pronunciation teaching software (Menezes, Levis, & Cabral, 2016), Rosetta Stone which is one of the best options for beginners of the English language (Sharifi, Azizifar, Jamalinesari, & Gowhary, 2015), English Live, Exceller, Transparent Language (Reviews Staff, 2016). They help English language learners to learn English easily and quickly. These programs provide personal classes to develop listening, reading, writing and speaking skills. Today’s children are adept in using technology and in fact technology appeals to them more than the traditional ways of teaching (Prigg, 2014). Therefore, through technology, much success can be achieved in helping students learn better English.

Several ESL websites are easily available on the Internet to both teachers and students which are user friendly and captivating. The following table presents websites and the features they cover.
Table 1: List of websites and the English features covered in them

<table>
<thead>
<tr>
<th>Name</th>
<th>Features covered</th>
<th>Websites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities for ESL students</td>
<td>Grammar, Vocabulary and crossword puzzles</td>
<td><a href="http://a4esl.org">http://a4esl.org</a></td>
</tr>
<tr>
<td>A guide to learning English</td>
<td>Grammar and Vocabulary</td>
<td><a href="http://esl.fis.edu/index.htm">http://esl.fis.edu/index.htm</a></td>
</tr>
<tr>
<td>Dave’s ESL café</td>
<td>General ESL Materials</td>
<td><a href="http://www.eslcafe.com">http://www.eslcafe.com</a></td>
</tr>
<tr>
<td>English as 2nd language</td>
<td>Small talks and different aspects of English grammar</td>
<td><a href="http://esl.about.com">http://esl.about.com</a></td>
</tr>
<tr>
<td>English learner</td>
<td>grammar, reading comprehension, vocabulary and listening skills.</td>
<td><a href="http://www.englishlearner.com">http://www.englishlearner.com</a></td>
</tr>
<tr>
<td>New ESL blues</td>
<td>Common errors in English</td>
<td><a href="http://www.eslbluesapps.com">http://www.eslbluesapps.com</a></td>
</tr>
<tr>
<td>ESL Gold</td>
<td>Speaking, listening, writing, grammar, pronunciation</td>
<td><a href="http://www.eslgold.com">http://www.eslgold.com</a></td>
</tr>
<tr>
<td>ESL notes</td>
<td>English through popular movies</td>
<td><a href="http://www.eslnotes.com">http://www.eslnotes.com</a></td>
</tr>
<tr>
<td>ESL America.US</td>
<td>Conversation, dictation, grammar, holidays, pronunciation, reading, life skills and vocabulary</td>
<td><a href="http://www.eslamerica.us">http://www.eslamerica.us</a></td>
</tr>
<tr>
<td>ESL Writing</td>
<td>Writing and critical thinking</td>
<td><a href="http://www.eslwriting.org">http://www.eslwriting.org</a></td>
</tr>
<tr>
<td>Randall’s ESL cyber listening lab</td>
<td>Listening and ESL English</td>
<td><a href="http://www.esl-lab.com">http://www.esl-lab.com</a></td>
</tr>
<tr>
<td>ESL Kidstuff</td>
<td>Kids English</td>
<td><a href="http://www.eslkidstuff.com">http://www.eslkidstuff.com</a></td>
</tr>
</tbody>
</table>
These websites are fairly easy to use both by students and teachers (Merritt, 2011). Each student can work at his/her own pace. As mentioned in the table above, aspects such as reading comprehension, listening comprehension, academic writing, speaking skills, and grammar are provided. There are an ample number of quizzes which can help measure one’s progress of learning. Audio and video materials are embedded at the right place for students to use them when needed. Some educational and entertainment movies are also available with their plots, character analysis, details regarding the movies to enable students to watch them and then write a concise summary of their own. This can enhance the students’ comprehension, writing, and listening abilities (Brown, 2016).

Orawiwatnakul and Wichadee (2016) conducted a study to see how effective Facebook social media is. The authors found that the use of Facebook indeed helped students to improve their critical thinking skills, concise expression of their ideas, the positive collaboration among the students, and language skills. Marwan (2015) reports that implementing project-based learning with information and communication technology in English classrooms is beneficial for English language learners. Bing-jun Ma1 (2016) came up with the idea of teaching English to students from China through visual simulation technology. After using this method for a study group, the author found that the students did well in acquiring English.

Language Lab

According to Webster’s New World College Dictionary, a language lab is “a classroom in which students learning a foreign language can practice sound and word patterns individually or under supervision with the aid of audio equipment.” Singh (2016)
concludes that well-equipped English language labs can meet all the necessary parameters of learning English effectively. Gupta and Kour (2016) did a study in Kashmir, India, with 8th and 9th grade students and confirm that children learn English effectively in technology based language labs. According to them, a language lab is a technological breakthrough to acquire better English communicative skills. From their study they conclude that learning English through language laboratories is more interesting, enjoyable and livelier. Lokmacioglu, Kucukyilmaz, and Baldede (2015) have noted that schools these days are interested in converting their classrooms into language labs for this way of learning is attractive. Gupta and Kour (2016) observe that the English language laboratory is enriching for learning communication skills because language laboratories can provide facilities to improve students’ speaking and listening capacity. They assert that the language labs can help students master pronunciation, right accent and intonation, acquire stress patterns and other aspects of phonetics of English. Language labs are useful for web-content creation and the generation of teaching materials.

Singh (2016), the CEO of Words Worth, maintains that good English language labs are able to meet all the requirements for effective language learning. He acknowledges that parents used to value subjects such as Science, Technology, Engineering, and Mathematics (STEM), however, these days fluent knowledge of English is also identified as the hallmark of personal and professional success and, therefore, teaching English effectively to non-natives has become an important topic of the day. When only STEM was important now parents are opting for STEEM (Science, Technology, English, Engineering and Mathematics). Singh (2016) suggests from his
experience that language labs are a great aid to teach English. He further adds that language labs are ideal for using the blended methodology for enhancing the teaching experience. He shares that the use of technology continues to make a phenomenal difference in acquiring English language as a skill. It is easy to teach different aspects of pronunciation such as intonation and modulation of voice. Language labs also pave the way for interactive activities with both teachers and peers, which helps students shed their inhibitions.

According to Sumathi (2016), in a language lab-based classroom more of student-centered and content-centered learning can take place. This can create an interactive and conducive environment for students to learn English faster and better. Meenakshi (2016) gives a detailed account of how language labs are a great help to teach English to students in India. According to her, the purpose of learning English is needs-based. She presents the stages of language acquisition in 4 stages: 1. Gain knowledge; 2. Acquire proficiency; 3. Develop analytical skills; and 4. Apply in real life. This implies that the learners gradually need to keep their goal or purpose of learning English alive. Further, she affirms that all learners have different ways of learning and they have different needs. Due to the difference in learning styles, teachers ought to come up with innovative methods to cater to the needs of the students.

Sumathi (2016) considers that listening, speaking, reading and writing are the four essential skills when one learns a language. According to her, conventional teachers emphasize reading and writing skills because they are essential to pass their examinations. However, Sumathi says that teachers ought to focus on all four macro skills in order for students to succeed in life and not just pass the examinations. For this
purpose, in her opinion, a language lab is of great help. Aleman (2014) suggests that a language lab is a technological aid for learning which has many features that help a student to learn a language with proficiency to communicate.

Summary of the Review of Literature

From the review of literature, many points emerged. First, the long history of education, dating back to the time of Vedic period to the modern times, was presented. Each period in Indian history had its own education style. The Vedic period (c.1500 – 500 BCE) education laid stress on worship of God, religiousness, spirituality, formation of character, development of personality, culture, nation, and society. It was a teacher-student system. Hindu education prevailed more (Singh, 2007). The Medieval period (c.1300 – c.1800) saw more of Muslim education. Education during British period (1800 – 1947) had a mixed nature. This period saw the rise of English medium education and vernacular medium education (Singh, 2007). In the modern period (1947 – till date), there is both English medium education and vernacular medium education with more complex problems. The rich are in an advantageous position and have the opportunity to have English medium education while the poor with no other option are forced to go to vernacular medium schools (Lall & House, 2005).

Second, the call for promoting justice for the poor and the marginalized had been repeatedly articulated in Jesuit documents especially in General Congregation 32 of the Society of Jesus. The encyclicals of different Popes of the Catholic Church and the Catechism of the Catholic Church reiterate the need for promoting justice for the poor and the marginalized.
Third, the call for promoting the right of the poor to a quality and holistic education has been emphasized in the Code of Canon Law (1983). Several encyclicals by different Popes of the Catholic Church have resonated with the same sentiments (Benedict XVI, 2008; John Paul II, 1995; Leo XIII, 1891; Paul VI, 1967). The literature reviewed clearly showed the need for promoting the utilization of scientific research to guide effective teaching and learning. Documents of the Catholic Church and the Society of Jesus called for using scientific research to guide Catholic school educators in their pedagogical practices. Documents emphasized the importance of effective ways of teaching in order to keep pace with the modern advancements of the words.

Further, the literature reviewed highlighted the important role that science and technology play in the field of teaching and learning. Several researchers (D’Angelo & Wooley, 2007; Ferrell & Ferrell, 2002; Hicks, 2011; Keengwe et al., 2008; Singhal, 1997) explored the benefits of using technology as an instructional tool in education and suggested that technology ought to be used in teaching for effective learning. They maintained that technology gave students opportunities to learn on their own and at their own pace. It also provided conducive environments for easy and efficient learning.

The literature reviewed showed computer technology in particular as an important teaching tool for English language learners. Several studies (Levy & Stockwell, 2013; Li, 2010; Lin & Wu, 2010; Nation & Newton, 1997; Roblyer & Doering, 2009; Warschauer & Meskill, 2000) revealed that the use of computer technology greatly benefited ESL (English as a Second Language) students. Further, many studies (Constantinescu, 2007; Kim & Jang, 2014; Roblyer & Doering, 2009; Sotillo, 2005; Wichadee, 2010)
demonstrated that the use of the Internet technology as a proven success in second language acquisition.

In general, the literature reviewed showed that the Catholic Church and the society of Jesus have been insisting that promoting justice for the poor and the marginalized, promoting the right of the poor to a quality, holistic education, and promotion of the utilization of scientific research to guide effective teaching and learning. The purpose of this study was to investigate the benefits of the utilization of technology in the Kolkata Jesuit Juniorate Program and to see if the Kolkata Jesuit Juniorate Program was in line with the call of the Catholic Church and the Society of Jesus.
CHAPTER III
METHODOLOGY

Restatement of the Purpose

The purpose of this study was to do a qualitative investigation of the Kolkata Jesuit Juniorate Program from the perspectives of the students who went through its training and graduated from it. This study also gathered the students’ reflection about their experiences in relationship to the three interconnected variables that the study sought to address (a) the promotion of justice for the poor and marginalized, (b) the honoring of the right of the poor to a quality, holistic education, and (c) the utilization of modern research in the area of technology to guide effective teaching and learning. The researcher utilized qualitative online survey research to collect the answers to these questions. Finally, the researcher explored what benefit technology played in this entire process.

Research Design

Qualitative Research

This study of the seminarians’ experiences of the Jesuit Juniorate Program in the Kolkata Jesuit Province was conducted using a qualitative grounded theory approach through an online survey method. The survey used close-ended and open-ended questions to collect the responses of the graduates of the Kolkata Jesuit Juniorate Program. The study’s purpose and its research questions required that the researcher explore the meanings that the seminarians attribute to their experiences through a qualitative research design. According to Rubin and Rubin (2005), qualitative research is effective when the researcher is seeking to achieve a full, deep understanding of the experiences of the
participants and to probe the meta-cognitive perceptions of the participants relative to their experiences.

According to Bloomberg and Volpe (2008) and Creswell (2013), the qualitative approach to the online survey of participants is conducive to close-ended and open-ended questions and follow-up discussions with the goal of developing themes from the data. For Creswell, such an approach enables the researcher to make knowledge assertions that are supported by the constructive perspectives of the participants. Moreover, according to Creswell, within the constructive view, processes are favored over end products and the collected understandings and the implications of these understandings give rise to an evolving pattern or theory.

For Glaser and Strauss (1967), the qualitative inquiry process offers the researcher an explanatory theoretical framework. This study incorporated the constructivist viewpoint as its theoretical framework which assumes that realities are “socially and experientially based, dependent for their form and content on the individual persons or groups holding the constructions” (Denzin & Lincoln, 1994, p. 206). In addition to a constructivist perspective, this study incorporated the grounded theory approach (Charmaz, 2006; Glaser & Strauss, 1967) to produce a broad-based description of the seminarians’ experience of the Kolkata Jesuit Juniorate Program.

According to Charmaz (2006), grounded theory uses theoretical categories and their corresponding attributes through a process of coding of data and theoretical sampling. Lampard and Pole (2001) stated that this approach is “unencumbered by explicit expectations about what the researcher might find, or by personal beliefs and philosophies” (p. 206). This rationale, according to Glaser and Strauss (1967) and Martin
and Turner (1986) supported the use of grounded theory as a tool for analyzing social phenomena when little was known about the situation under investigation, i.e. the perspectives of the past students of the Kolkata Jesuit Juniorate Program.

**Online Research**

This study was a qualitative design using computer-mediated communication (CMC) that allowed computer users to interact directly with the researcher. Apart from the survey, email messaging was conducive for the users to type extended messages and then transmit them electronically to recipients to read, reply, print, forward, and file them at any time they prefer (Mann & Stewart, 2000). Using this online survey system, the researcher was able to afford some control with regard to the nature and content of the interactions of the graduates of the Kolkata Jesuit Juniorate Program. The advantages of this system had been recognized as a good method (O’Connor & Madge, 2001). This Computer Mediated Communication made it possible to survey those who were spread across the globe.

The benefits of online data collection had widened by offering an electronic extension to familiar research techniques. The CMC created space and time for reflection which would not have been possible in the case of face-to-face interview sessions (Seidman, 1998). This method was convenient, practical and a cost-efficient way of conducting surveys with selected individuals who reside in faraway places (Cohen, 1996).

**Research Setting**

This study investigated the perspectives of the graduates of the Kolkata Jesuit Juniorate Program in India. There are five Jesuit Juniorates in the South Asian
Assistancy. To each Jesuit Juniororate, the Jesuit Provincials from different provinces send their newly professed young Jesuits to learn academic English. They are known in Jesuit circles as Jesuit Juniors. They go through one year of rigorous training in their respective Juniorates. This study focused on the graduates of Kolkata Jesuit Juniorate from 2012 to 2017.

The following map locates the city of Kolkata on the Indian map:
Population

For the purpose of this qualitative study, the graduates of Kolkata Jesuit Juniorate Program from 2012 to 2017 were requested to participate in the online survey. There were 53 graduates who were still in the Society of Jesus pursuing to become Jesuit priests. They were doing their undergraduate studies in different universities in India when the survey was done.

In 2012, there were 15 seminarians, in 2013 there were 14 seminarians, in 2014, there were 14 seminarians and in 2015, there were 12 seminarians. From 2012 to 2015, a total of 55 seminarians graduated from the Kolkata Jesuit Juniorate Program. Due to personal reasons, 20 of them have left the Society of Jesus. The remaining 35 seminarians were in different places in India. The 2012 group of seminarians had completed their undergraduate studies and were undergoing their training in philosophical studies in two philosophy centers – De Nobily College, Pune, India, and Sacred Heard College, Chennai, India. The 2013-2015 seminarians were doing their undergraduate studies in different disciplines in different universities in India, namely, Loyola College, Chennai; St. Joseph’s College, Trichi; St. Xavier’s College, Palayamkotai; St. Joseph’s College, Bangalore; St. Aloysius College, Mangalore; and St. Xavier’s College, Ahmadabad. There were 18 seminarians going through their training in Kolkata Jesuit Juniorate Program as the 2016-17 group. The online survey was conducted with these 53 seminarians.

Role of the Researcher

The researcher’s interest in studying the perspectives and experiences of the graduates of Kolkata Jesuit Juniorate Program emerged from his experience of being the
dean of studies of Kolkata Jesuit Juniorate Program from 2012 -2016. The researcher graduated from the same institute in 1997 but at that time no technology was used in the teaching methodology. Throughout these years, he observed the changes that had been taking place in the methods of teaching that were being implemented in the Kolkata Jesuit Juniorate Program. The researcher noticed that the old method of teaching without technology was not sufficiently effective and when the researcher himself became the dean of the institute, he brought in technology to teach the students of the institute. Being an instrument of the research, it was important that he was aware of his own sentiments, values, and judgments related to the perspectives of the graduates of the Kolkata Jesuit Juniorate Program in order to avoid any bias in the data collection and analysis. Glaser and Strauss (1967) and Strauss and Corbin (1997) emphasized that the researcher needed to remain open and flexible, patient, and detached from preconceived ideas. Furthermore, the researcher was able to conceptualize. Piantanida, Tananis, and Grubs (2004) viewed “theoretical sensitivity / wisdom not as a methodological technique or strategy, but rather as a way of being in the inquiry, a state of mind that strives to be as fully and completely attentive as possible to the phenomenon one wants to understand” (p. 336). The researcher brought his professional and personal experiences to the research process which was accepted by Strauss and Corbin (1997) and Piantanida, Tananis, and Grubs (2004). Therefore, the researcher did not try to separate his background and experience from the research process. The researcher invited and encouraged the graduates of the Kolkata Jesuit Juniorate Program to share their perspectives and experiences of the program.
Instrumentation

The researcher developed a new instrument that captured the variables for the research. The name of the instrumentation is Kolkata Jesuit Juniorate Survey (See Appendix B) The researcher utilized an online method through email exchanges to survey the graduates of the Kolkata Jesuit Juniorate Program from 2012 to 2017. The researcher assured that the identity of the individuals would not be revealed to anybody else. He used email for follow-up questions for further clarification depending on the responses of the participants (Rubin & Rubin, 2005).

The survey questions for each research question were sent through a Qualtrics link to the participants using their email addresses. Depending on the reply of the participants, there were back and forth email exchanges between the researcher and the participants.

While developing the survey instrument, the researcher ensured that there were corresponding questions between the survey questions and research questions. The following table shows the congruence between research questions and survey questions.

Table 2: Congruence between research questions and survey questions

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Corresponding Survey Question Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What benefits do the seminarians get from the Kolkata Jesuit Juniorate Program?</td>
<td>3</td>
</tr>
<tr>
<td>2. In what ways do the seminarians perceive that Kolkata Jesuit Juniorate Program promoted justice for</td>
<td>4</td>
</tr>
</tbody>
</table>
the poor and marginalized?

3. In what ways do the seminarians perceive that the Kolkata Jesuit Juniorate Program, honored the right of the poor and marginalized to a quality, holistic education? 

4. In what ways do the seminarians perceive that the Kolkata Jesuit Juniorate program utilized scientific research to guide effective teaching and learning? 

5. In what ways do the seminarians perceive that technology was of benefit within the Kolkata Jesuit Juniorate Program? 

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>In what ways do the seminarians perceive that the Kolkata Jesuit Juniorate Program, honored the right of the poor and marginalized to a quality, holistic education?</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>In what ways do the seminarians perceive that the Kolkata Jesuit Juniorate program utilized scientific research to guide effective teaching and learning?</td>
<td>6</td>
</tr>
<tr>
<td>5.</td>
<td>In what ways do the seminarians perceive that technology was of benefit within the Kolkata Jesuit Juniorate Program?</td>
<td>7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17</td>
</tr>
</tbody>
</table>

Validity and Reliability

The instrument that the researcher used was new and was related to the Kolkata Jesuit Juniorate Program. Therefore, establishing its validity and reliability were deemed as important before it was used in the actual study. The researcher validated the survey questions with five Jesuits who were familiar with the Jesuit Juniorate Program and three professionals in the field of education and a religious nun who was familiar with the Kolkata Jesuit Juniorate Program. Construct validity was also established by finding out from the validity panel if the items used captured the different aspects of Kolkata Jesuit Juniorate Program.
Table 3: List of Validity Panel members and their expertise

<table>
<thead>
<tr>
<th>Validity Panelists</th>
<th>Background and Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Methodology</td>
</tr>
<tr>
<td>Fr. Jerome Francis SJ M.Sc. Assistant Provincial, Kolkata.</td>
<td></td>
</tr>
<tr>
<td>Dr. Fr. Julian Sahayadas SJ Ph.D. Dean of Studies, Kolkata Jesuit Juniorate, Kolkata.</td>
<td>X</td>
</tr>
<tr>
<td>Fr. Stephen Nduati SJ M.A. Doctoral Student USF</td>
<td></td>
</tr>
<tr>
<td>Fr. Louis Leveil SJ M.A. Doctoral Student JST, Berkley.</td>
<td></td>
</tr>
<tr>
<td>Dr. Fr. Daniel Kendall SJ Ph.D. Professor, Theology, University of San Francisco.</td>
<td>X</td>
</tr>
<tr>
<td>Dr. John C. Bansavich, Ed.D. Adjunct Faculty, School of Education, USF</td>
<td>X</td>
</tr>
<tr>
<td>Dr. Patricia Mitchell Ph.D. Associate Professor, Leadership Studies, Department Chair, USF.</td>
<td>X</td>
</tr>
<tr>
<td>Dr. Doreen Jones Ed.D. Adjunct Faculty SOE Former, University of San Francisco.</td>
<td>X</td>
</tr>
<tr>
<td>Sr. Priyanka Topno M.A. English Teacher, Kolkata.</td>
<td></td>
</tr>
</tbody>
</table>

After receiving suggestions and corrections from the panelists and the members of the pilot study, some corrections and modifications were made on the survey questions and the multiple choices. Initially, the format of the questions was open-ended. However, the panelists suggested that the researcher provide a multiple choice question format to make it easier for the respondents to respond. The panelists also suggested that the
researcher leave some space for any other comments or opinions the respondents might have. They further added that a scale ranging from 1 through 5 be provided for the choices in order to determine to what extent the participants liked or disliked the options provided. All the suggestions were included in the instrumentation.

Data Collection

First, the researcher contacted the Kolkata Jesuit Provincial to seek his permission to do the research with the seminarians. The Kolkata Jesuit Provincial had given his permission to do the research (Appendix A). After receiving the approval of the Institutional Review Board for the Protection of Human Subjects (IRBPHS), the researcher contacted the 53 seminarians through email who were studying in different colleges in India to seek their consent to conduct the research. Fontana and Frey (2000) have observed that a good rapport with participants would result in successful qualitative survey. Mann and Stewart (2000) were confident that doing a survey through CMC could ensure continuity of communication and sharing of participants’ perspective.

In keeping with the University of San Francisco’s policy, a request to conduct this study, with full explanation of the study, was submitted to the Institutional Review Board for the Protection of Human Subjects (IRBPHS) for its approval. Since confidentiality was important, pseudonyms were provided for all participants.

After receiving the permission of the IRBPHS, the researcher sent all participants the survey questions online through Qualtrics and gave them three weeks’ time to respond to all the survey questions. They were allowed to answer the survey questions at any time according to their convenience. The researcher checked his Qualtrics database to see if the participants had responded. Accordingly, the researcher sent out follow-up
questions for further clarification if needed. When the participants did not respond, the researcher sent a reminder email to them after five days encouraging them to participate in answering the survey questions.

Data Analysis

In line with the grounded theory method, the researcher analyzed the data that was collected. The participants responded to the survey questions via the online Qualtics survey. Therefore, there was no need for the researcher to transcribe. The responses of the participants were automatically recorded in the Qualtrics database. For the open-ended questions, the researcher created a Word document and pasted the answers and each participant’s response was identified by a pseudonym. The researcher read the open-ended survey question responses several times and after understanding the responses, he categorized them into themes related to the perspectives and experiences of the graduates of the Kolkata Jesuit Juniorate Program. In fact, there were only a few open-ended responses, therefore, codifying these responses did not require much effort. The detailed steps of the process are explained below.

Glaser and Strauss (1967) believed that coding would help the researcher to discover the various levels of meaning, both the explicit and the implicit meanings in the data. According to them coding was a process for both categorizing qualitative data and for describing the implications and details of these categories. They said that initially one did open coding considering the data in minute detail while developing some initial categories. They, further, described that later one moved to more selective coding where one systematically coded with respect to a core concept. The researcher used this concept
of Glaser and Strauss for codifying. Qualtrics maintained anonymity of the respondents and, therefore, it made it easy for the researcher to keep the anonymity.

The analysis of data for each research question was as follows:

Research Question (1)
What benefits do the seminarians get from the Kolkata Jesuit Juniorate Program?

Data for answering this research question came from survey question 3. To answer this question, the researcher collected the answers of the participants from Qualtrics and analyzed the participants’ experience of the benefits of Kolkata Jesuit Juniorate Program. This helped to determine the participants’ experience of the benefits of Kolkata Jesuit Juniorate Program.

Research Question (2)
In what ways do the seminarians perceive that Kolkata Jesuit Juniorate Program promoted justice for the poor and marginalized?

Data for this question was gathered from survey question 4. The researcher gathered the answers from Qualtrics and tabulated answers to analyze the perceptions of the seminarians regarding how the Kolkata Jesuit Juniorate Program promoted justice for the poor and marginalized. The analysis was based on the different groups and their perceptions. At the end of this, the researcher summarized and included the responses provided in the “Any other” section provided at the end of the survey question 4.

Research Question (3)
In what ways do the seminarians perceive that the Kolkata Jesuit Juniorate Program supported the right of the poor and marginalized to a quality, holistic education?
Data for this question came from the survey question 5. The process was repeated as in Research Question 2.

Research Question (4)
In what ways do the seminarians perceive that the Kolkata Jesuit Juniorate Program utilized scientific research to guide effective teaching and learning?

Data for this question came from survey question 6. The data analysis process was same as in the case of Research Question 2.

Research Question (5)
In what ways do the seminarians perceive that technology was of benefit within the Kolkata Jesuit Juniorate Program?

Data for this question came from survey questions 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, and 17. The researcher, with the help of Qualtrics, analyzed the answers and determined to what extent and which computer program helped the participants to learn English effectively. Graphs were presented to differentiate the answers of the participants.

Background of the Researcher
The researcher is a Jesuit since 1994 in Kolkata Jesuit Province, India. He completed his primary and secondary education in the state of Tamil Nadu, India. The researcher underwent his primary and secondary schooling in Tamil medium. Since 1994, he has been trained by the Jesuits starting from one year of Pre-Novitiate (mostly learning English), two years of Novitiate (deep spiritual formation), One year of Juniorate (learning academic English). He, then, did 3 years of undergraduate studies in Economics, two years of Master’s in Philosophy, two years of Regency (teaching
computer skills at Loyola High School in Dar es Salaam, Tanzania, four years of theology studies in Delhi, the capital city of India after which he was ordained a Catholic priest. He, then, taught for two years in Kolkata Jesuit Novitiate for the Novices. Following two years of teaching experience, he did his Master’s in TESL with DML (Teaching English as a Second Language with the emphasis in Digital Media and Learning) at the University of San Francisco. Then, he served four years as the Dean at Kolkata Jesuit Juniorate.

The researcher himself graduated from the Kolkata Jesuit Juniorate Program in 1997, however, the methodology that was used to train the researcher was very different and no technology was used back then. On the other hand, when the researcher himself was the Dean at Kolkata Jesuit Juniorate Program, he utilized technology extensively to train the students at Kolkata Jesuit Juniorate Program. Therefore, the researcher was aware of both the old system and its methods of teaching and the new methods of teaching English.

The researcher was well aware of the setting of the Kolkata Jesuit Juniorate Program. Having served as the Dean of studies at the Kolkata Jesuit Juniorate Program, the researcher had sufficient knowledge of the problem that this study sought to address. At the time of study, he was pursuing a doctoral program in the Department of Leadership Studies in the University of San Francisco. His focus was on Catholic Educational leadership. His interest in training young seminarians by innovative methods led to his interest in studying teaching English to Indian vernacular medium students through technology. The researcher’s hopes were that findings from this study will help
improve the training of young seminarians in India and the lay vernacular medium students.
CHAPTER IV
DATA ANALYSIS AND RESULTS

An Overview of the Chapter

This chapter presents the analysis and results of the data collected for the study entitled “Teaching English to Indian Vernacular Medium Students through Technology: A Qualitative Study of the Kolkata Jesuit Juniorate Program.” The purpose of this study was to identify the benefits and challenges of the Kolkata Jesuit Juniorate Program from the perspectives of the students who experienced it and graduated from the program. The study gathered the students’ reflections about their lived experiences with regard to the three variables: (a) the promotion of justice for the poor and marginalized, (b) the honoring of the right of the poor to a quality, holistic education, and (c) the utilization of modern research in the area of technology to guide effective teaching and learning. The study also explored what benefits the students received as a result of technology integrated teaching in Kolkata Jesuit Juniorate Program.

In its entirety, the study had five research questions that aimed to gather information from the graduates of the Kolkata Jesuit Juniorate Program to know their overall experience of the teaching pedagogy of Kolkata Jesuit Juniorate Program in particular regarding the technology integrated English teaching. The questions follow:

1. What benefits do the seminarians get from the Kolkata Jesuit Juniorate Program?
2. In what ways do the seminarians perceive that Kolkata Jesuit Juniorate program promoted justice for the poor and marginalized?
3. In what ways do the seminarians perceive that the Kolkata Jesuit Juniorate program, supported the right of the poor and marginalized to a quality, holistic education?
4. In what ways do the seminarians perceive that the Kolkata Jesuit Juniorate program utilized scientific research to guide effective teaching and learning?

5. In what ways do the seminarians perceive that technology was of benefit within the Kolkata Jesuit Juniorate program?

Response Rate

The study took place in India (Loyola College, Chennai; St. Joseph’s College, Trichi; St. Xavier’s College, Ahmadabad; St. Aloysius College, Mangalore; and D’Nobili College, Pune. These are the colleges where past graduates of Kolkata Jesuit Juniorate Program are currently pursuing their undergraduate studies). The researcher used online survey method through Qualtrics. Fifty three participants were given the Qualtrics link which contained the questionnaire and all the 53 participants completed the survey (N=53).

Demographic Information

Figure 2 shows the demographic information about the participants. As mentioned above, all the participants are seminarians of the Society of Jesus. From the academic years 2012-2013, 2013-2014 and 2014-2015, 11 participants from each academic year took the online survey. From 2015-2016 academic year, seven participants took the online survey. From 2016-2017 academic year there were 13 participants who took the online survey.
Figure 1: Number of participants according to academic years in the Kolkata Jesuit Juniorate Program.

Findings for Research Questions

As stated above, the overarching purpose of this study was to gather the perspectives and experiences of the past graduates of the Kolkata Jesuit Juniorate Program regarding its benefits. To capture their views regarding the Kolkata Jesuit Juniorate Program, the study was subdivided into five research questions which the online survey sought to answer. The findings are presented in the following section.

Findings for Research Question 1

What benefits do the seminarians get from the Kolkata Jesuit Juniorate Program?

This question sought to gather the benefits of Kolkata Jesuit Juniorate Program from the perspectives of its past graduates (seminarians). Data accrued using one survey item (3). The question was, *In your opinion, what were the benefits you gained from Kolkata Jesuit Juniorate Program?* This survey item had five options: (1) "I learned
academic English in a systematic manner. And I learned how to write essays and paragraphs.” (2) “I learned many computer skills needed for me to do my University studies.” (3) “I learned to debate well in English and my English grammar improved.” (4) “Kolkata Jesuit Juniorate Program helped me to achieve overall development.” (5) “Any other.” A Liker-type scale with five choices was provided and respondents were directed to choose their most appropriate response to each of them. The choices presented were strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree and strongly disagree. Analysis of the responses to this question showed that all participants (100%) chose strongly agree for 1, 3 and 4 options. For the second option, 52 (98.11%) of the respondents chose strongly agree while one chose somewhat agree. Figure 3 presents a pictorial form of the responses of the participants (N=53).

Figure 2 The benefits of Kolkata Jesuit Juniorate Program
Table 4: The benefits of Kolkata Jesuit Juniorate Program according to the perspectives of its past graduates

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Strongly disagree (1)</th>
<th>Somewhat disagree (2)</th>
<th>Neither agree nor disagree (3)</th>
<th>Somewhat agree (4)</th>
<th>Strongly agree (5)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I learned academic English in a systematic manner, and I learned how to write essays and paragraphs.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>53</td>
<td>53</td>
</tr>
<tr>
<td>2</td>
<td>I learned many computer skills needed for me to do my University studies.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>52</td>
<td>53</td>
</tr>
<tr>
<td>3</td>
<td>I learned to debate in English well and my English grammar improved.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>53</td>
<td>53</td>
</tr>
<tr>
<td>4</td>
<td>Kolkata Jesuit Juniorate Program helped me to achieve overall development.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>53</td>
<td>53</td>
</tr>
<tr>
<td>5</td>
<td>Others</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

This table presents a numerical presentation of the responses of the past graduates of Kolkata Jesuit Juniorate Program regarding the benefits that the participants received from Kolkata Jesuit Juniorate Program. Options one to four received positive response from all the participants. One participant reaffirmed the overall benefits he received from Kolkata Jesuit Juniorate Program in the “Others” space.

Findings for Research Question 2

In what ways do the seminarians perceive that Kolkata Jesuit Juniorate Program promoted justice for the poor and marginalized?

This question particularly sought to find the ways in which Kolkata Jesuit Juniorate Program promoted justice for the poor and marginalized. One online survey gathered data for this question (4).

Survey Item 4 read, *Describe how Kolkata Jesuit Juniorate Program helped you to promote justice for the poor and the marginalized especially through the tuition ministry, Sunday ministries, awareness programs?* To facilitate an easy way to respond to
this question, a Likert-type scale provided five options: strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree and strongly disagree. There were five options provided for the participants to choose, one or more. Options: 1. “Kolkata Jesuit Juniorate Program helped me to work for the poor through teaching spoken English to poor neighborhood children.” 2. “Kolkata Jesuit Juniorate Program offered opportunities to go out to villages to extend my pastoral help to the poor and interact with them.” 3. “Kolkata Jesuit Juniorate Program gave me the best English education possible.” 4. “Since I was from a vernacular background I did not know English well, but Kolkata Jesuit Juniorate Program helped me to improve my English skills greatly.” 5. “Any other.”

Options one to four received strongly agree response from 49 (92.45%) participants. Of the 49 participants, 47 were from vernacular medium and the remaining two did not provide any answer as to which medium they were from. On the other hand, four participants who were from English medium background chose strongly agree for options one through three, however, for option four they chose strongly disagree. None of the participants wrote anything in Any other column.
Findings for Research Question 3

In what ways do the seminarians perceive that the Kolkata Jesuit Juniorate program supported the right of the poor and marginalized to a quality, holistic education?

The basis for this question was that education in India has become a justice issue. The poor do not get quality education while the rich go to English medium schools and get quality education. Therefore, the participants who were mostly from vernacular medium schools and did not receive quality education were the ones asked to share their opinions on how Kolkata Jesuit Juniorate Program supported the right of the poor and marginalized to a quality and holistic education. To collect data for this research question, one survey item (5) was posed for the past graduates of Kolkata Jesuit Juniorate Program. The survey item (5) provided seven answer choices for the participants to
choose one or more choices. The choices were: 1. “I received the best English education possible from Kolkata Jesuit Juniorate Program.” 2. “I was taught by well qualified and experienced teachers.” 3. “I was given all round education (balanced academics, spiritual, physical, moral, social, and psychological education).” 4. “I was given personal care and attention.” 5. “The most modern means were used to teach us.” 6. “I did not receive quality and holistic education from Kolkata Jesuit Juniorate Program.” 7. “Any other.” A Likert-type scale of five choices – strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree and strongly disagree – was used. For the answer choice one, all 53 (100%) participants responded strongly agree. For answer choice two, 51 (96.22%) responded with strongly agree while the remaining chose somewhat agree. Answer choice three received strongly agree response, from 52 (98.11%) participants while one did not provide any answer. Answer choice four, similar to answer choice three, received strongly agree response from 52 (98.11%) participants and one did not give any answer. Forty three (81.13%) responded strongly agree for the answer choice five while nine of the participants responded somewhat agree and one of them said neither agree nor disagree. The answer choice ‘I did not receive quality and holistic education from Kolkata Jesuit Juniorate Program’ received strongly disagree from 37 (69.81%) participants while 16 (30.18%) responded somewhat disagree. In the seventh option, ‘Any other’ no participants wrote anything.
Figure 4: Perceptions of the graduates of Kolkata Jesuit Juniorate Program as to whether or not they received a quality and holistic education.
Table 5: Numerical data for research question 3.

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Strongly disagree (1)</th>
<th>Somewhat disagree (2)</th>
<th>Neither agree nor disagree (3)</th>
<th>Somewhat agree (4)</th>
<th>Strongly agree (5)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I received the best English education possible from Kolkata Jesuit Juniorate Program.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>53</td>
<td>53</td>
</tr>
<tr>
<td>2</td>
<td>I was taught by well qualified and experienced teachers.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>51</td>
<td>53</td>
</tr>
<tr>
<td>3</td>
<td>I was given all round education (balanced academics, spiritual, physical, moral, social, and psychological education)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>4</td>
<td>I was given personal care and attention.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>5</td>
<td>The most modern means were used to teach us.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>9</td>
<td>48</td>
<td>53</td>
</tr>
<tr>
<td>6</td>
<td>I did not receive quality and holistic education from Kolkata Jesuit Juniorate Program</td>
<td>37</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>7</td>
<td>Any other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Showing Rows: 1 - 7 Of 7

The table above presents numerical representation of the responses given by the past graduates of Kolkata Jesuit Juniorate program how it supported the right of the poor and marginalized to a quality, holistic education. As it can be seen from the table that all participants agreed that the Kolkata Jesuit Juniorate Program promoted the right of the poor and marginalized to a quality, holistic education.

Findings for Research Question 4

In what ways do the seminarians perceive that the Kolkata Jesuit Juniorate program utilized scientific research to guide effective teaching and learning?

Data to answer this question were collected using survey item 6. Item 6 inquired from past graduates of Kolkata Jesuit Juniorate Program in what ways Kolkata Jesuit Juniorate Program used scientific research to teach them English. They were given four answer choices to choose from. The answer choices were 1. “The method of teaching was systematic and specific” 2. “Computer technology was used to teach English.” 3. “Multimedia components were used to make my English learning easy.” 4. “Any other.”
A Likert-type scale with 5 choices (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree and strongly disagree) was provided and each respondent was instructed to choose one or more answers.

For the answer choice, *the method of teaching was systematic and specific*, 52 (98.11%) respondents chose *Strongly agree* and one respondent chose *Somewhat agree*. For the second answer choice *Computer technology was used to teach English*, 40 (75.47%) participants chose *Strongly agree* and eight (15.09%) of them went with *Somewhat agree* option and five (9.43%) of the participants said *Neither agree nor disagree*. The third answer choice *Multimedia components were used to make my English learning easy*, received *Strongly agree* response from 40 (75.47%) participants while it received *Somewhat agree* from six (11.32%) participants and seven (13.20%) participants responded with *Neither agree nor disagree*. In the *Any other* space no participants wrote any comments.

*Figure 5: Response of the participants as to how Kolkata Jesuit Juniorate Program used scientific research to teach English.*
Table 6: Statistical data for research question 4.

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Strongly disagree (1)</th>
<th>Somewhat disagree (2)</th>
<th>Neither agree nor disagree (3)</th>
<th>Somewhat agree (4)</th>
<th>Strongly agree (5)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The method of teaching was systematic and specific.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>52</td>
<td>53</td>
</tr>
<tr>
<td>2</td>
<td>Computer technology was used to teach English.</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>8</td>
<td>40</td>
<td>53</td>
</tr>
<tr>
<td>3</td>
<td>Multimedia components were used to make my English learning easy.</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>6</td>
<td>40</td>
<td>53</td>
</tr>
<tr>
<td>4</td>
<td>Any other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 6 represents a numerical data as to how the participants (N=53) responded for the survey item 6 which asked, “From your perspective, in what ways did Kolkata Jesuit Juniorate Program use scientific research to teach you English? Please check all that apply.” Options one and three received a positive response from all the participants. Options two and four also received a general positive response except a few participants who responded “neither agree nor disagree.”

Findings for Research Question 5

In what ways do the seminarians perceive that technology was of benefit within the Kolkata Jesuit Juniorate program?

The basis for this question was that the seminarians were taught English through technology. Therefore, in their perspective, this question sought to know what benefits they received by using technology. To collect data for this research question 11 survey items (7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17) were posed to the seminarians who are graduates of Kolkata Jesuit Juniorate Program from academic years 2012 to 2017.

Survey item seven asked the seminarians how Microsoft Power Point helped them to learn English. The question read, please describe how Microsoft Power Point helped
you to learn English. Please check all that apply. The participants were given five options from which they could choose. The options were: 1. “Microsoft Power Point had audio visual effects, so it was easy to learn.” 2. “Microsoft Power Point helped me to conduct quiz competitions effectively and through this activity I learned English.” 3. “Microsoft Power Point was an interactive teaching and learning tool.” 4. “Microsoft Power Point made my English learning interesting.” 5. “Any other.” A Likert-type scale of five choices – strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree and strongly disagree – was used.

For option choice one “Microsoft Power Point had audio visual effects, so it was easy to learn,” 46 (86.79%) participants answered with Strongly agree and eight (15%) participants said somewhat agree and one participant expressed Neither agree nor disagree and one participant chose Somewhat disagree. Answer choice 2 “Microsoft Power Point helped me to conduct quiz competitions effectively and through this activity I learned English,” received Strongly agree response from 44 (83%) participants and it received Somewhat agree response from eight (15%) participants. One participant responded with Neither agree nor disagree. For answer choice 3, “Microsoft Power Point was an interactive teaching and learning tool,” 45 (84.9%) participants chose Strongly agree while eight (15%) participants chose Somewhat agree. 46 (86.7%) participants said Strongly agree for answer choice 4 “Microsoft Power Point made my English learning interesting” while seven (13.2%) of the participants said Somewhat agree. There were no comments from any participants in “Any other” option.
Figure 6: Response of the participants as to how Microsoft Power Point helped them to learn English.

Table 7: Participants’ response regarding the usefulness of Microsoft Power Point

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Strongly agree (1)</th>
<th>Somewhat agree (2)</th>
<th>Neither agree nor disagree (3)</th>
<th>Somewhat disagree (4)</th>
<th>Strongly disagree (5)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Microsoft Power Point had audio visual effects, so it was easy to learn.</td>
<td>46</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>56</td>
</tr>
<tr>
<td>2</td>
<td>Microsoft Power Point helped me to conduct quiz competitions effectively and through this activity I learned English.</td>
<td>44</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>3</td>
<td>Microsoft Power Point was an interactive teaching and learning tool.</td>
<td>45</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>4</td>
<td>Microsoft Power Point made my English learning interesting.</td>
<td>46</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>5</td>
<td>Any other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Showing Rows: 1 - 5 Of 5
Summary of participants’ response for survey item 7 which asked, “Please describe how Microsoft Power Point helped you to learn English. Please check all that apply.” The table above presents a numerical presentation of the response of the participants. As it can be observed, the average response of the participants indicated to a positive trend regarding the usefulness of Microsoft PowerPoint.

Survey item eight sought to gather data on how Microsoft Word helped the participants to learn English and how they are at present using it in their undergraduate studies. The question read: Please describe how Microsoft Word helped you to learn English and how you are using it in your undergraduate studies. Please check all that apply. The participants were given five answer choices such as 1. “Microsoft Word helped me to organize my thoughts easily when I wrote my essays and paragraphs.” 2. “Learning Microsoft Word was a great help for I am using it extensively to do my University work.” 3. “Microsoft Track Changes feature was a great help to keep track of my mistakes and it helped me to overcome my grammar errors.” 4. “Microsoft Word helped me to improve my English writing style.” 5. “Any other,” where the participants could write anything else they wanted regarding the question. A Likert-type scale with five choices - strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree and strongly disagree - asked each participant to choose the most appropriate responses.
Figure 7: Shows the response of participants (N=53) to what extent Microsoft Word helped them to learn English and to what extent they are using Microsoft Word in their undergraduate studies.

As the figure shows, more than half of the participants, 38 (71.69%) strongly agree with the answer choice one, “Microsoft Word helped me to organize my thoughts easily when I wrote my essays and paragraphs.” 15 (28.3%) of the respondents chose Somewhat agree option. Answer choice 2 “Learning Microsoft Word was a great help and I am using it extensively to do my University work,” received Strongly agree response from 46 (86.79%) participants. Seven (13.2%) of the participants chose Somewhat agree. The third answer choice, “Microsoft Track Changes feature was a great help to keep track of my mistakes and it helped me to overcome my grammar errors” saw Strongly agree response from 31 (58.49%) participants while six (11.32%) of them said...
Somewhat agree and 16 (30.18%) of them said Neither agree nor disagree. For answer choice four “Microsoft Word helped me to improve my English writing style” 35 (66.03%) participants said Strongly agree while 15 (28.30%) said Somewhat agree and three (5.66%) of the participants chose Neither agree nor disagree. One participant wrote in the fifth “Any other” option that 2016 – 2017 group was not taught much computer skills as compared to the previous groups.

**Table 8: Numerical data of how participants responded on how Microsoft Word helped them to learn English and how they are using it in their undergraduate studies.**

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Strongly agree (1)</th>
<th>Somewhat agree (2)</th>
<th>Neither agree nor disagree (3)</th>
<th>Somewhat disagree (4)</th>
<th>Strongly disagree (5)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Microsoft Word helped me to organize my thoughts easily when I wrote my essays and paragraphs.</td>
<td>38</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>2</td>
<td>Learning Microsoft Word was a great help for I am using it extensively to do my University work.</td>
<td>46</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>3</td>
<td>Microsoft Track Changes feature was a great help to keep track of my mistakes and it helped me to overcome my grammar errors.</td>
<td>31</td>
<td>6</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>4</td>
<td>Microsoft Word helped me to improve my English writing style.</td>
<td>30</td>
<td>15</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>5</td>
<td>Any other</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Survey item nine sought to gather data on how the participants’ teaching practice using technology in the Kolkata Jesuit Juniorate Program helped to gain confidence in acquiring academic English. The question read, *in what ways did your Teaching Practice using technology in the Kolkata Jesuit Juniorate Program help you to gain confidence in acquiring academic English? Please check all that apply.* The participants were given five answer choices such as 1. “Using Microsoft Power Point for my teaching practice was greatly helpful.” 2. “Using Video Camera was a great tool for my personal evaluation.” 3. “Using the Internet for doing research for my teaching practice helped me
both in teaching practice and learning English.” 4. “Using audio visual aids for teaching practice enabled me and my fellow students to learn English better.” 5. “Any other.” A Likert-type scale with five choices (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree and strongly disagree) asked each participant to choose the most appropriate responses.

**Figure 8: Participants’ response regarding teaching practice using technology**

As shown in the figure above, for answer choice one “Using Microsoft Power Point for my teaching practice was greatly helpful” 47 (88.67%) participants chose **Strongly agree** and remaining six chose **Somewhat agree**. For answer choice two “Using Video Camera was a great tool for my personal evaluation” all 53 (100%) participants said **Strongly agree**. Forty eight (90.56%) participants strongly agreed with answer choice three “Using the Internet for doing research for my teaching practice helped me
both in teaching practice and learning English.” The remaining five (9.43%) participants chose Somewhat agree. For answer choice four “Using audio visual aids for teaching practice enabled me and my fellow students to learn English better” 49 (92.45%) participants chose Strongly agree option while four (7.54%) participants said Somewhat agree. None of the participants wrote any comments in the fifth “Any other” column.

Table 9: Numerical data of participants’ response regarding teaching practice using technology

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Strongly agree (1)</th>
<th>Somewhat agree (2)</th>
<th>Neither agree nor disagree (3)</th>
<th>Somewhat disagree (4)</th>
<th>Strongly disagree (5)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Using Microsoft Power Point for my teaching practice was greatly helpful.</td>
<td>47</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>2</td>
<td>Using Video Camera was a great tool for my personal evaluation.</td>
<td>53</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>3</td>
<td>Using the Internet for doing researches for my teaching practice helped me both in teaching practice and learning English.</td>
<td>48</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>4</td>
<td>Using audio visual aids for teaching practice enabled me and my fellow students to learn English better.</td>
<td>49</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>5</td>
<td>Any other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The table above presents a numerical presentation of the response of the participants regarding their teaching practice using technology. As it can be observed, options from one to four received a positive response from all the participants.

Survey item 10 sought to gather data on how audio recording programs such as Nuendo and Audacity helped the participants to improve their English language skills. The question read, how did audio recording programs such as Nuendo, Audacity help you to improve your English language skills? Please check all that apply. The
participants were given five answer choices such as 1. “Nuendo was easy to learn and record my oral reading and play it back for my self-evaluation.” 2. “Audacity was simple enough to record my reading practice and see my progress in public reading skills.” 3. “Nuendo and Audacity were cost effective and I did not have to put in a lot of effort to learn them.” 4. “Any other.” A Likert-type scale with five choices (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree and strongly disagree) asked each participant to choose the most appropriate responses.

Figure 9: Participants’ response regarding audio recording programs such as Nuendo and Audacity and how these helped them to learn English.

As shown in the figure above, for answer choice one “Nuendo was easy to learn and record my oral reading and play it back for self-evaluation” 39 (73.58%) of 53 participants said Strongly agree. 13 (24.52%) participants said Somewhat agree while
one (1.88%) participant said *Neither agree nor disagree*. For answer choice two “Audacity was simple enough to record my reading practice and see my progress in public reading skills” 40 (75.47%) of the 53 participants chose *Strongly agree* option while 13 (24.52%) other participants said *Somewhat agree*. In responding to option three “Nuendo and Audacity were cost effective and I did not have to put in a lot of effort to learn them” 40 (75.47%) of the 53 participants chose *Strongly agree* option and 11 (20.75%) other participants said *Somewhat agree* while two (3.77%) others chose *Neither agree nor disagree*. There were no comments in the “Any other” space from any of the 53 participants.

*Table 10: Numerical representation of the response of the participants regarding how Nuendo and Audacity helped them to learn English.*

<table>
<thead>
<tr>
<th>Field</th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nuendo was easy to learn and record my vocalized reading and play it back for my self-evaluation.</td>
<td>39</td>
<td>13</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>2. Audacity was simple enough to record my reading practice and see my progress in public reading skills.</td>
<td>40</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>3. Nuendo and Audacity were cost effective and I did not have to put in a lot of effort to learn them.</td>
<td>40</td>
<td>11</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>4. Any other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The table above presents a numerical presentation of the response of the participants regarding the audio recording software programs: Nuendo and Audacity. Except three, all the other responses indicated a positive response. Only three of the participants responded ‘neither agree nor disagree.’

Survey item 11 sought to gather data about the ways in which the Online Dictionary helped the participants to learn English. The question read, *In what ways did the Online English Dictionary help you to learn English? Please check all that apply.*
The participants were given five answer choices such as 1. “Online English Dictionary was easily accessible on my computer.” 2. “Online English Dictionary was helpful in both learning the meaning and pronunciation.” 3. “Online English Dictionary has both phonetic symbols and audio facility. I could easily learn how to pronounce a new word.” 4. “Accessing Online English Dictionary was faster and easier compared to printed dictionaries.” 5. “Any other.” A Likert-type scale with five choices (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree and strongly disagree) asked each participant to choose the most appropriate responses.

*Figure 10: Participants’ response regarding the usefulness of Online English Dictionary in learning English.*

As shown in the figure, for answer choice one, “Online English Dictionary was easily accessible on my computer” 30 (56.60%) participants chose *Strongly agree*
and 22 participants (41.50%) chose Somewhat agree and one participant chose Neither agree nor disagree. For answer choice two “Online English Dictionary was helpful in both learning the meaning and pronunciation” 48 (90.56%) of the 53 participants chose Strongly agree option while 5 (9.43%) other participants said Somewhat agree. In responding to option three “Online English Dictionary has both phonetic symbols and audio facility. I could easily learn how to pronounce a new word” 46 (86.79%) of the 53 participants chose Strongly agree option and 7 (13.20%) other participants said Somewhat agree. Option four, “Accessing Online English Dictionary was faster and easier compared to printed dictionaries” received 35 (66.03%) Strongly agree response from the participants while 17 (32.07%) out 53 participants responded Somewhat agree. One participant did not choose any option. One participant had made a comment in the “Any other” space that sometimes the Internet service had not been good so the participant had difficulties in accessing the Online English dictionary.

**Table 11: Numerical data of participants’ response regarding the usefulness of Online English Dictionary in learning English.**

<table>
<thead>
<tr>
<th>Field</th>
<th>Strongly agree (1)</th>
<th>Somewhat agree (2)</th>
<th>Neither agree nor disagree (3)</th>
<th>Somewhat disagree (4)</th>
<th>Strongly disagree (5)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Online English Dictionary was easily accessible on my computer.</td>
<td>30</td>
<td>22</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>2. Online English Dictionary was helpful in both learning the meaning and pronunciation.</td>
<td>48</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>3. Online English Dictionary has both phonetic symbols and audio facility. I could easily learn how to pronounce a new word.</td>
<td>46</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>4. Accessing Online English Dictionary was faster and easier compared to printed dictionaries.</td>
<td>35</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>52</td>
</tr>
<tr>
<td>5. Any other</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

The table above presents a numerical presentation of the responses of the participants regarding the usefulness of the Online English Dictionary. Options one to
four received a positive response from all the participants. Only one participant said that he was not given a good computer to use.

Survey item 12 sought to gather data about the ways in which the English movies that they had watched every weekend on their computer with their headphone helped them to learn English. The question read, *in what ways did the English movies that you watched every weekend on your computer with your headphone on, help you to learn English? Please check all that apply.* The participants were given five answer choices such as 1. “The English movies I watched were entertaining and at the same time they helped me to learn different ways of speaking English” 2. “By watching those English movies, I was able to learn new words, phrases, and clauses” 3. “The headphone I used was a great help in listening to the words clearly that the actors were uttering” 4. “Learning English through watching English movies was fun” 5. “Any other.” A Likert-type scale with five choices (*strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree and strongly disagree*) asked each participant to choose the most appropriate responses.
Figure 11: Participants’ response regarding the ways in which the English movies helped them to learn English

As depicted in figure 10, for the answer choice one, “The English movies I watched were entertaining and at the same time they...” 51 (96.22%) of 53 participants said Strongly agree. The remaining two (3.77%) chose Somewhat agree. The answer choice two, “By watching those English movies, I was able to learn new words, phrases, and clauses...” received Strongly agree response from all 53 (100%) participants. In the same way, answer choice three, “The headphone I used was a great help in listening to the words clearly that the actors were uttering,” too received Strongly agree response from all 53 (100%) participants. Fifty two (98.11%) of 53 participants said Strongly agree for answer choice four “Learning English
through watching English movies was fun.” One participant did not choose any answer from the Likert-type scale. In the fifth option space, no participant wrote anything.

Survey item 13 sought to gather data about the ways in which the use of LCD Projectors in class enabled them to understand clearly what was taught to them. The question read, *in what ways did the use of the projector in class enable you to understand clearly what was taught to you? Please check all that apply.* The participants were given four answer choices such as 1. “Projector was a great learning and teaching tool” 2. “I could understand clearly what the teachers were saying because I could see everything as it was projected on the screen” 3. “The visual effect made a stronger impression” 4. “Any other.” A Likert-type scale with five choices (*strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree and strongly disagree*) asked each participant to choose the most appropriate responses. The following figure represents the response of the 53 (N=53) participants.

*Figure 12: Participants’ response regarding the usefulness of LCD projectors*
All 53 (100%) participants said *Strongly agree* for answer choice one “Projector was a great learning and teaching tool.” Answer choice two, “I could understand clearly what the teachers were saying because I could see everything as it was projected on the screen” received *Strongly agree* response from 51 (96.22%) while two (3.77%) participants said *Somewhat agree*. For answer choice three, “The visual effect made a stronger impression” 51 (96.22%) said *Strongly agree* and one (1.88%) participant *Somewhat agree* and one participant did not choose any choice. In the fourth option, no comment was made by any participant.

*Table 12: Numerical presentation of the responses of the participants for item number 13*

<table>
<thead>
<tr>
<th>Field</th>
<th>Strongly agree (1)</th>
<th>Somewhat agree (2)</th>
<th>Neither agree nor disagree (3)</th>
<th>Somewhat disagree (4)</th>
<th>Strongly disagree (5)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Projector was a great learning and teaching tool.</td>
<td>53</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>2. I could understand clearly what the teachers were saying because I could see everything as it was projected on the screen.</td>
<td>51</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>3. The visual effect made a stronger impression.</td>
<td>51</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>52</td>
</tr>
<tr>
<td>4. Any other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The table above presents a numerical presentation of the responses of the participants regarding the usefulness of projectors in teaching. The responses revealed a positive trend.

Survey item 14 sought to gather data about how the participants used the Internet technology to learn English in the Kolkata Jesuit Juniorate Program. The question read: “Please describe how you used the Internet technology to learn English in the Kolkata Jesuit Juniorate Program? Please check all that apply.” The participants were given seven answer choices such as 1. “I consulted a lot of ESL (English as a Second Language) websites for learning English” 2. “I used the Internet for reading the online English
newspapers and learned standard English” 3. “I consulted standard academic essays for writing the essays that I was required to write” 4. “I used the Internet in preparing for my Practice Teaching class.” 5. “I used the Internet for preparing quiz competitions in English” 6. “I used the Internet for any doubts that I had” 7. “Any other.” A Likert-type scale with five choices (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree and strongly disagree) asked each participant to choose the most appropriate responses. The following figure represents the response of the 53 (N=53) participants.

**Figure 13:** Participants’ response regarding the usefulness of the Internet

As presented in the above figure, for answer choice one, “I consulted a lot of ESL (English as a Second Language) websites for learning English” 41 (77.35%) participants said *Strongly agree* while 6 (11.32%) said *Somewhat agree* and the remaining six
(11.32%) said *Neither agree nor disagree*. Answer choice two, “I used the Internet for reading the online English newspapers and learned standard English” received *Strongly agree* response from 39 (73.58%) participants and six others said *Somewhat agree* while the remaining eight (15.09%) said *Neither agree nor disagree*. Answer choice four, “I consulted standard academic essays for writing my essays that I was required to write” received *Strongly agree* response from 39 (73.58%) participants and 13 (24.52%) of them said *Somewhat agree* and one (1.88%) participant said *Neither agree nor disagree*. For answer choice four, “I used the Internet for preparing for my Practice Teaching class” 44 (83.01%) chose *Strongly agree* and eight (15.09%) other participants chose *Somewhat agree* and the remaining one (1.88%) said *Neither agree nor disagree*. Answer choice five, “I used the Internet for preparing quiz competitions in English” received *Strongly agree* response from 44 (83.01%) participants and the remaining nine (16.98%) participants said *Somewhat agree*. For answer choice six, “I used the Internet for any doubts that I had” 38 (71.69%) participants said *Strongly agree* and 11 (20.75%) said *Somewhat agree* and remaining four (7.54%) said *Neither agree nor disagree*. No participant wrote any comments in the seventh *Any other* space.
Table 13: Numerical presentation of the response of the participants regarding the Internet and its usefulness in learning English.

<table>
<thead>
<tr>
<th>Field</th>
<th>Strongly agree (1)</th>
<th>Somewhat agree (2)</th>
<th>Neither agree nor disagree (3)</th>
<th>Somewhat disagree (4)</th>
<th>Strongly disagree (5)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I consulted a lot of ESL (English as a Second Language) websites for learning English.</td>
<td>41</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>2. I used the Internet for reading the online English newspapers and learned standard English.</td>
<td>39</td>
<td>6</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>3. I consulted standard academic essays for writing my essays that I was required to write.</td>
<td>38</td>
<td>13</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>4. I used the Internet for preparing for my Practice Teaching class.</td>
<td>44</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>5. I used the Internet for preparing quiz competitions in English.</td>
<td>44</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>6. I used the Internet for asking any questions that I had.</td>
<td>38</td>
<td>11</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>7. Any other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The table above presents a numerical representation of the responses of the participants regarding the use of the Internet for learning English. The table indicates that the average responses were positive, however, 14 responses indicated neither agree nor disagree response.

Survey item 15 sought to gather data from the participants as to how Microsoft Publisher helped them improve their English writing style. The question read, *Did Microsoft Publisher help you to improve your English writing style?* The participants were given three answer choices such as 1. “Yes, Microsoft Publisher helped me to improve my English writing style for I used it to write English articles for the wall magazine called “Juniors Xpress”” 2. “No, Microsoft Publisher did not help me to improve my English writing style” 3. “Any other.” The following figure represents the response of the participants (N=53). A Likert-type scale with five choices (*strongly*)
agree, somewhat agree, neither agree nor disagree, somewhat disagree and strongly disagree) asked each participant to choose the most appropriate responses.

Figure 14: Participants’ response regarding Microsoft Publisher and its usefulness in improving their writing style

For the answer choice one, “Yes, Microsoft Publisher helped me to improve my English writing style. I used it to write English articles for the wall magazine called Juniors Xpress” 39 (73.58%) of the participants said Strongly agree and 11 (20.75%) of them said Somewhat agree the remaining three (5.66%) participants said Neither agree nor disagree. For answer choice two, “No, Microsoft Publisher did not help me to improve my English writing style” 38 (71.69%) participants said Strongly disagree and eight (15.09%) said Somewhat disagree and the remaining five (9.43%) said Neither
agree nor disagree and two participants said strongly agree. No comments were made in Any other space by any of the participants.

Table 14: Numerical representation of the Participants’ response regarding Microsoft Publisher and its usefulness in improving their writing style.

<table>
<thead>
<tr>
<th>Field</th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes, Microsoft Publisher helped me to improve my English writing style for I used it to write English articles for the wall magazine called “Juniors Xpress.”</td>
<td>39</td>
<td>11</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>2. No, Microsoft Publisher did not help me to improve my English writing style.</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>53</td>
</tr>
<tr>
<td>3. Any other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The table above presents a numerical presentation of the responses of the participants regarding the software ‘Microsoft Publisher.’ Except seven responses, all the other responses indicated a positive trend.

Survey item 16 sought to gather data from the participants, regarding the names of the Plays they performed during their time in Kolkata Jesuit Juniorate Program. The question read, What English plays did you perform during your time in Kolkata Jesuit Juniorate Program? Please mention them. The participants from 2012-13 academic year said that they had performed “Fiddler on the Roof” and “A Christmas Carol.” The participants from 2013-14 academic year said that they had performed “My Fair Lady” and “Romeo and Juliet.” The group from 2014-15 academic year said that they had performed “Julius Caesar.” Participants from 2015-16 academic year said that they had performed “Beauty and the Beast” and “A Pilgrim’s Progress.” Finally, the participants form 2016-17 academic year said that they had performed “Caiaphas.”
Survey item 17 sought to gather data from the participants whether the different Plays they performed helped them to improve their English proficiency. The question read, *Did these English plays help you to improve your English proficiency?* The participants were given three answer choices such as 1. Yes, I grew in confidence and I overcame stage fear and my English proficiency greatly improved 2. No, I did not learn much English from these plays 3. Any other. The following figure represents the response of the participants (N=53). A Likert-type scale with five choices (*strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree and strongly disagree*) asked each participant to choose the most appropriate responses.

*Figure 15: Participants’ response regarding how the English plays they performed helped them to learn English and gain confidence.*
Table 15: Participants’ response regarding the English plays they staged while they were in Kolkata Jesuit Juniroate Program

<table>
<thead>
<tr>
<th>Field</th>
<th>Strongly agree (1)</th>
<th>Somewhat agree (2)</th>
<th>Neither agree nor disagree (3)</th>
<th>Somewhat disagree (4)</th>
<th>Strongly disagree (5)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes, I grew in confidence and I overcame stage fear and my English proficiency greatly improved.</td>
<td>51</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>2. No, I did not learn much English from these plays.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>43</td>
<td>53</td>
</tr>
<tr>
<td>3. Any other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Showing Rows: 1 - 3 Of 3

The table above presents a numerical presentation of the responses of the participants regarding their experiences of the English plays they performed and how those plays helped them to learn English and grow in confidence. As it can be seen, all the responses indicate that all the participants were helped positively to learn English and grow in confidence.

Summary of Research Findings

In summary, findings from the study showed that, in general, there is a positive response about the program of Kolkata Jesuit Juniorate Program which utilized technology to teach English to the Jesuit seminarians. The response of the seminarians (participants) regarding the benefits that they received from the pedagogy of the Kolkata Jesuit Juniorate Program was positive. The participants strongly felt that the pedagogy of Kolkata Jesuit Juniorate Program promoted justice for the poor and marginalized through its methods of teaching and its outreach programs.

The participants also strongly agree that the Kolkata Jesuit Juniorate Program supported the right of the poor and marginalized to a quality, holistic education. They also agree that it utilized scientific research to guide effective teaching and learning for
the participants. Ninety percent of the participants strongly agree that the Kolkata Jesuit Juniorate Program used technology in an innovative manner to teach English to its students. In particular, Microsoft Word, Microsoft Power Point, Nuendo, Audacity, Microsoft Publisher, English movies, video cameras, and Internet Technology, were extensively used to teach English. The response of the respondents shows that they were receptive.

The study identified that the 2016-17 group responded that they were not given much opportunity to utilize technology and therefore a few of them were negative in their response that they were not given sufficient opportunities.
CHAPTER V
SUMMARY, DISCUSSIONS, CONCLUSIONS, IMPLICATIONS, & RECOMMENDATIONS

Summary of the Study

The educational system in India is inadequate to meet the modern needs of the Indian students (Lall & House, 2005). The vernacular and English medium schooling style has placed many students at a disadvantage. The vernacular medium students are not able to do their university studies as well as they would like to, because the medium of instruction in Indian Universities is English (Dravid, 2013). It is, therefore, an injustice done to the Indian vernacular medium students. Promotion of justice has been the teaching of the Catholic Church from the time of its founder Jesus Christ (Benedict XVI, 2005, 2009; Francis, 2013, 2015; John Paul II, 1981, 1990, 1991, 1994, 1995, 1998, 1999, John XXIII, 1961, 1963; Paul VI, 1964). The Society of Jesus has been following the teachings of the Catholic Church by reinstating “faith that does justice” (GC 31, 1967; GC 32, 1975; GC 33, 1983; GC 34, 1995).

The Catholic Church has been tirelessly working in order to promote justice by promoting the right of the poor to a quality and holistic education (John XXIII, 1963; Pius XI, 1929; Francis, 2015; Farrell, 1970). They insisted that the poor and the marginalized have an inalienable right to quality and holistic education that develops the mind, heart, body, and soul. This is why the Catholic Church and the Society of Jesus (Second Vatican Council, 1965; GC 34, 1995) urged Catholic schools to utilize scientific research to train teachers and guide their pedagogical practices in order to give quality and holistic education to the poor and the marginalized.
The last two decades have seen technology rapidly advancing in all spheres of life and computers and the Internet have become easily accessible to mainly the rich (Jerald, 2009). These modern technologies are being used to instruct students effectively (Hicks, 2011; Ferrell & Ferrell, 2002; Singhal, 1997) who are able to pay the exorbitant tuition fees (Jerald, 2009). Several studies (Compton & Compton, 2013; D’Angelo & Wooley, 2007; Frank, 2008) discovered that utilizing modern technology as an instructional tool was an effective way of teaching English to speakers of other languages, to become proficient in English skills such as: reading, writing, speaking and listening.

As a response to the inadequate educational system of India and to be in line with the teachings of the Catholic Church and the Society of Jesus, Kolkata Jesuit Juniorate Program from the academic year 2012-13, has been extensively using modern technology to teach English to the Jesuit seminarians. Therefore, the study was conducted among the seminarians who had studied in Kolkata Jesuit Juniorate Program from the academic years 2012 to 2017. The study employed an online survey to collect data that included a researcher-constructed online survey aiming to gather data that would lead to a more comprehensive understanding of the research problem (Creswell, 2014). The research was conducted among the graduates of Kolkata Jesuit Junioate Program. The researcher sent out an online survey to the graduates of Kolakta Jesuit Juniorate Program. The survey was created at USF web-based Qualtrics, and a link was emailed to the participants so that the participants were able to complete the survey.

The data collected through the online survey was systematically and statistically analyzed using the Qualitics Software Program provided by the University of San Francisco. These findings are summarized and discussed in the following pages to
establish and construct a new paradigm to teach English innovatively to the Indian vernacular medium students.

Discussions

Discussions for Research Question 1

What benefits do the seminarians get from the Kolkata Jesuit Juniorate Program?

The data collected to answer this question revealed that all 53 (100%) respondents strongly agreed that they learned English in a systematic manner and they learned how to write essays and paragraphs. Of the 53 respondents 52 (98.11%) strongly agreed that they learned many computer skills needed for their University studies. Even the remaining one person said that he somewhat agreed that he learned many computer skills needed for his University studies. Therefore, 100% of the participants agreed that they all learned many computer skills needed for their University studies. In addition, all 53 (100%) participants strongly agreed that they learned to debate well in English and their English grammar improved greatly and all said that Kolkata Jesuit Juniorate Program helped them to achieve overall development.

Collectively, these findings indicated a positive trend that they all received these benefits from the Kolkata Jesuit Juniorate Program. Findings also indicated that the Kolkata Jesuit Juniorate Program imparted teachings that prepared them sufficiently well for the University studies which were in the English medium. The data revealed that the Kolkata Jesuit Juniorate Program not only taught English but also computer skills and skills needed for overall development of its students. In line with the teachings of the Catholic Church and the Society of Jesus (Second Vatican Council, 1965; GC 34, 1995), the Kolkata Jesuit Juniorate Program educated its students. The one participant who did
not strongly agree that he learned many computer skills perhaps was not given sufficient opportunities. It also could be that not all students are interested in learning English through technology. The researcher assumed that all were positive about using technology in learning English, however, the data did not show that. Therefore, in the future, this needs to be taken care of so that all students are equally given opportunities to learn computer skills and those who do not prefer technology some other means will have to be provided to them. Overall, the data revealed that the program should continue to do as it has done thus far.

Discussions for Research Question 2

In what ways do the seminarians perceive that Kolkata Jesuit Juniorate Program promoted justice for the poor and marginalized?

This question was aimed to discern concrete ways in which Kolkata Jesuit Juniorate Program promoted justice for the poor and marginalized. The data revealed, that in order to keep in line with the teaching of the Catholic Church to promote justice for the poor and marginalized (Benedict XVI, 2005, 2009; John Paul II, 1981, 1990, 1991, 1994, 1995, 1998, 1999, John XXIII, 1961, 1963; Paul VI, 1964; Francis, 2013, 2015), the Kolkata Jesuit Juniorate Program taught its students to work for the poor through teaching spoken English to poor neighborhood children who did not have access to learn English. Of the 53 (N=53) participants 52 (98.11%) participants strongly agreed that the students of Kolkata Jesuit Juniorate Program were taught to teach English to poor neighborhood children who did not have access to learn English. Item 3 of the survey revealed that of the 53 participants, 47 participants were from vernacular medium background which means to say that 88.67% of participants were from a poor
background and did not have opportunities to learn English. We could conclude that the participants knew sufficiently well what it meant to be taught English. Given this background, the Kolkata Jesuit Juniorate Program imparted life value to teach others who were unfortunate as a way to promote justice. In addition, all 53 (100%) participants strongly agreed that they were encouraged to go to villages to extend their pastoral help to the poor and interact with them as a way to bring up their standard of living and make them feel happy interiorly. Hundred percent participants strongly agreed that they received the best English education possible from the Kolkata Jesuit Juniorate Program.

The data indicated that the Kolkata Jesuit Juniorate Program was strictly following the teachings of the Catholic Church and the Society of Jesus in promoting justice for the poor and marginalized. Further, it revealed that by giving the best education possible, the Kolkata Jesuit Juniorate program taught its students to teach others who were not privileged. From the response of the students, we can surmise that being helped is as important as helping others. The finding aligned well with the teachings of the Catholic Church (Benedict XVI, 2005, 2009; Francis, 2013, 2015; John Paul II, 1981, 1990, 1991, 1994, 1995, 1998, 1999, John XXIII, 1961, 1963; Paul VI, 1964) and the Society of Jesus (GC 34, 1995) which called for promoting justice for the poor and marginalized. The findings also aligned with the problem statement of this study that the economically poor students are in need of quality education (Second Vatican Council, 1965). Furthermore, findings agreed with the call that is propagated in Gravissimum Educationis (Declaration on Christian Education) of the Second Vatican Council, (1965).
A deeper analysis of the data indicated that the Kolkata Jesuit Juniorate Program on the one hand educated students who were mostly from vernacular medium background and on the other hand it taught them to teach others who were poor. The data also revealed that it was possible to train poor students to bring out the best in them.

Despite these positive aspects, some interesting questions could be asked, “Why were the majority of students or seminarians from vernacular background? Why were the Jesuits not getting students from English medium background? Was there something missing in the program that the Kolakta Jesuit Juniorate Program did not offer?” From the researcher’s experience, all the rich students who had opportunities to study in English medium got better jobs and easily lived comfortable lives. On the other hand, the poor students who did not get opportunities to go to English medium schools felt the need to learn English and help the other poor students. One way that they followed was to become priests and serve the poor.

Discussions for Research Question 3

In what ways do the seminarians perceive that the Kolkata Jesuit Juniorate Program, supported the right of the poor and marginalized to a quality, holistic education?

In *Gravissimum Educationis (Declaration on Christian Education)*, the Second Vatican Council, (1965) mandated Catholic school educators to utilize scientific research to guide their pedagogical practices in order to support the right of the poor and marginalized to a quality, holistic education. Following the mandate, the Kolkata Jesuit Juniorate Program worked out a new syllabus and revamped the infrastructure and utilized modern means to teach its students. All 53 (100%) participants (N= 53)
responded that they received the best English education possible from Kolkata Jesuit Juniorate Program. The data indicated that the participants were satisfied with the way the Kolkata Jesuit Juniorate Program taught them English and prepared them for their University studies.

Fifty one (96.22%) of 53 participants strongly agreed that they were taught by well qualified and experienced teachers. The remaining two somewhat agreed. Therefore, the data pointed out that 100% of the participants agreed that the Kolkata Jesuit Juniorate Program had qualified and experienced instructors to teach English according to the mandate of the Catholic Church and the Society of Jesus. Fifty two (98.11%) participants strongly agreed that they were given all round education such as balanced academics, spiritual, physical, moral, social and psychological education. The data indicated that the participants were not only interested in learning English alone but were also interested in spiritual growth, physical exercises, social and psychological awareness. The data further revealed that the participants wanted to learn all the skills possible to grow into persons who would like to have an all-round development.

Ninety eight percent of the participants strongly agreed that they were given personal attention and care. The data gave an important insight on how our institutions should keep to the right number of students in a class so that personal attention and care can be given, which is an important aspect of education. This way, each student would feel that he or she is important and a lot of positive energy could be harvested and turned into justice building initiatives. Of the 53 participants, 43 (81.13%) of them strongly agreed that the most modern means were used to teach the students. However, nine (16.98%) participants only agreed somewhat. Although 81.13% shows a positive trend,
still a further analysis of the nine participants’ responses revealed that the group of 2016-17 academic year answered, somewhat agree. In addition, one participant said neither agree nor disagree. This meant that compared to the previous academic years, 2016-17 academic year students were not introduced to modern means of learning as much as the previous groups. It can be concluded that lack of modern means in class rooms could adversely affect the learning of students. The researcher also found out that not all students were

For the option choice, “I did not receive quality and holistic education from Kolkata Jesuit Juniorate Program” 37 (69.88%) of the participants, strongly disagree and 16 (30.18%) other participants said, somewhat disagree. Collectively, findings revealed that the Kolkata Jesuit Juniorate Program provided a quality and holistic education. In sum, 100% of the participants were satisfied with the way that the Kolkata Jesuit Juniorate Program imparted education to them. The result stood out positive from the perspectives of the past graduates of the Kolkata Jesuit Juniorate Program. This implied that the Kolkata Jesuit Juniorate Program should continue to teach the way it was teaching and perhaps extend this model of teaching to lay students rather than limit it to the seminarians. The researcher firmly believes that technology integrated teaching is more appealing to most students and this way of teaching is effective.

Discussions for Research Question 4

In what ways do the seminarians perceive that the Kolkata Jesuit Juniorate Program utilized scientific research to guide effective teaching and learning?

The study sought to gather information from the seminarians as to how the Kolkata Jesuit Juniorate Program was faithful in utilizing scientific research to guide
effective teaching and learning. The data revealed that the Kolkata Jesuit Juniorate Program’s method of teaching was systematic and specific. Fifty two (98.11%) out of 53 strongly agreed that the method of teaching of Kolkata Jesuit Juniorate Program was systematic and specific. One participant somewhat agreed that the method of teaching of Kolkata Jesuit Juniorate Program was systematic and specific. Therefore, overall, 100% of the participants agreed that the method of teaching of Kolkata Jesuit Juniorate Program was systematic and specific.

Further data was collected from the participants whether the Kolkata Jesuit Juniorate Program used computer technology to teach English. The data revealed a mixed feeling of the participants. Forty (75.47%) participants strongly agreed that the Kolkata Jesuit Juniorate Program used computer technology to teach English. Eight (15.09%) other participants somewhat agreed with the same. However, the remaining five (9.43%) participants neither agreed nor disagreed. Further analysis of the data revealed that the participants from academic years 2012-13 to 2015-16 were provided with sufficient computer technology to learn English. However, the students of academic year 2016-17 responded that they were given limited access to computer technology. Further clarifications from the participants revealed that the administrative team got changed in the 2016-17 academic year. Therefore, the new administration, for unknown reasons, did not emphasize computer technology as the previous administration did.

More findings regarding the use of multimedia components to make students’ English learning easy revealed similar mixed feelings of the participants as that of the above. Forty (75.47%) out of 53 participants strongly agreed that Kolkata Jesuit Juniorate Program used multimedia components to make students’ English learning easy. In
addition, six (11.32%) other participants somewhat agreed that the Kolkata Jesuit Juniorate Program used multimedia components to make students’ learning easy. Thus, a total of 86.79% agreed to the fact that Kolkata Jesuit Juniorate Program made multimedia components as part of its teaching aid for teaching English to its students. On the other hand, seven (13.20%) participants neither agreed nor disagreed that the Kolkata Jesuit Juniorate Program utilized multimedia components for teaching English. The data showed that all groups from academic years 2012-13 to 2016-17 did not receive the same kind of training. As the administrative team was changed, the emphasis on using multimedia components also changed. This implied that there ought to be a policy which should guide the administration of Kolkata Jesuit Juniorate Program not to change the teaching methods and aids that were successful in the past.

Discussions for Research Question 5

In what ways do the seminarians perceive that technology was of benefit within the Kolkata Jesuit Juniorate Program?

This question was asked to the participants because they were taught academic English through technology. Survey item seven specifically asked the participants how Microsoft Power Point helped them to learn English. Hundred percent of the participants agreed that Microsoft Power Point had audio visual effects, so it was easy for the participants to learn English. Audio visual teaching has been effective (Gangwer, 2009), hence, participants’ answers attest to this. The data had three double entries. One participant somewhat disagreed and one other participant neither disagreed nor agreed. It was unclear why the two participants did not see Microsoft Power Point having audio visual effects and why it did not help them to learn English well. It could be concluded
that from the data that there were some students who did not like to use Microsoft Power Point as a learning aid.

Fifty two (98.11%) of the participants agreed that Microsoft Power Point helped them to conduct quiz competitions effectively and through this activity they learned English. The analysis of the data revealed that the participants were given ample amount of opportunities to use Microsoft Power Point in the Kolkata Jesuit Juniorate Program and that the participants utilized this teaching tool to the best of their abilities to conduct quizzes and improve their self-confidence. By teaching practice and conducting quizzes using Microsoft Power Point, the participants increased their knowledge of English and grew in confidence to speak English in public.

The study’s finding further indicated that Microsoft Power Point was an interactive teaching and learning tool. Out of 53 participants 44 of them strongly agreed that Microsoft Power Point was an interactive teaching and learning tool while the remaining eight participants somehow agreed with the same. All in all, the 53 (100%) participants agreed that Microsoft Power Point was an interactive teaching and learning tool. These findings affirmed what many scholars (Levy & Stockwell, 2013; Altun, 2015; Compton & Compton, 2013; D’Angelo & Wooley, 2007; Ferrell & Ferrell, 2002; Frank, 2008) underlined, that computer technology enhanced the learning of students. Findings also affirmed that computer based teaching can facilitate students’ learning (Levy & Stockwell, 2013). Findings were equally congruent with the suggestions of other scholars (Lai & Kritsonis, 2006; Quindlen, 2007) who said that Computer technology motivates students to learn.
The study’s findings indicated that 100% of the participants agreed that Microsoft Power Point made their English learning interesting. Nation & Newton (1997) offer exciting and innovative ways to learn English through technology such as showing pictures, drawing diagrams, animated conversations, etc. As Warschauer & Meskill (2000) noted the findings revealed that by engrossed and interested learning, the anxiety level of students was greatly reduced.

Findings regarding the usefulness of Microsoft Word in learning academic English revealed that 71.69% of the participants strongly agreed that Microsoft Word helped them to organize their thoughts easily when they wrote their essays and paragraphs as compared to the use of paper and pen. Twenty eight percent of the participants somewhat agreed to the same. Therefore, 100% participants agreed that Microsoft Word helped them to organize their thoughts easily in order to write their essays and paragraphs. Findings also further revealed that 86.79% of the participants strongly agreed that learning Microsoft Word was a great help to do their University work and 13.3% of the participants somewhat agreed that Microsoft Word is useful in doing their University work. This again means that 100% participants agreed that learning Microsoft Word was useful and helped them to do their University work. It was remarkable to notice that these participants, who did not know any English or computer skills, now, after having gone through the program of Kolkata Jesuit Juniorate, were able to say that they were doing well in their University studies.

More data collected from the participants indicated that 58.49% of the participants strongly agreed that ‘Microsoft Track Changes’ feature was a great help to keep track of their grammatical mistakes in writing English and it helped them to overcome their
grammatical errors. Eleven percent of the participants somewhat agreed to the same. All in all, 69.81% agreed that ‘Microsoft Track Changes’ feature indeed helped them to keep track of their mistakes in English writing and this awareness did help them to grow out of their grammatical errors. Further analysis of the data revealed that 30.18% of the participants neither agreed nor disagreed that ‘Microsoft Track Changes’ helped them improve their English writing style. More reading of the data helped to find out that participants from the academic year 2016-2017 neither agreed nor disagreed that Microsoft Track Changes helped them to refine their English writing. Their passive response indicated that they were not taught how to use the Microsoft Track Changes. These findings could be an invitation to administrators to organize similar kinds of courses and trainings for all groups.

Overall, 94.33% of the participants agreed that Microsoft Word helped them to improve their English writing style. A few (5.66%) participants said they neither agree nor disagree. Possible reasons for this passive response could be that they were not totally interested in learning English through technology or they were not given equal amount of opportunities to use this program.

As part of their English learning, the participants were given opportunities to do teaching practice to their own classmates using technology in Kolkata Jesuit Juniorate Program. When asked how that kind of teaching practice using technology helped them to acquire academic English, they gave different answers. Microsoft Power Point was one of the teaching aids and 88.67% of the participants strongly agreed that using Microsoft Power Point for their teaching practice was greatly helpful and the remaining 11.33% of
the participants also somewhat agreed that Microsoft Power Point was a great teaching aid.

The participants also confirmed that using a video camera during their practice teaching was helpful for their personal evaluation. All 53 (100%) participants strongly agreed that using a video camera for personal evaluation was commendable. Data regarding the use of the Internet technology for doing research for their teaching practice and learning English revealed that 90.56% of the participants strongly agreed that the Internet technology was a great help both in teaching practice and learning English. The remaining 9.43% too, somewhat agreed to the same. Thus, 100% participants viewed and experienced the Internet technology as a great teaching and learning aid, in particular, for teaching English and learning it as well.

Regarding how the use of audiovisual aids for teaching practice enabled them to learn English better, 49 (92.45%) of 53 participants strongly agreed that audiovisual aids helped them to enhance their teaching style as well as learn English in an innovative manner. As small as 4 (7.54%) participants somewhat agreed to the same. Again, all the 53 participants were positive about using the audiovisual aids for both teaching and learning English. Therefore, these findings affirm that using technology to teach English and allowing students to use technology for their practice teaching resulted in a positive outcome of learning English in a better way. These findings could be seen as an invitation to administration to enhance technology in their program.

Audacity (Schroder, 2011) and Nuendo were great audio recording programs. The researcher collected data as to how these programs helped the participants in the process of their learning English. The data revealed that for the participants Nuendo was easy to
learn and record their oral reading and play it back for their self-evaluation. Seventy three percent (39) of the participants strongly agreed that Nuendo was a good learning aid in order to enhance their oral reading skills while 24.52% (13) of the participants somewhat agreed. In sum, 52 (N=53) participants stated that Nuendo was a great audio recording program and it helped them to enhance their oral reading skills. The remaining one participant neither agreed nor disagreed. No obvious reason was stated for his passive response.

Further data regarding Audacity, another audio recording program like Nuendo, was collected from the participants and all of them (100%) agreed that Audacity was simple enough to record their reading practice and see their progress in public reading skills. Of the 53 participants, 40 (75.47%) strongly agreed that Audacity was a great tool to record oral reading and observe their progress and 13 (24.53%) somewhat agreed to the same. This data revealed that all participants utilized both Nuendo and Audacity for improving their oral reading skills. Except for two participants, all the others (96.22% of the participants) found these programs helpful in improving their oral reading skills.

The participants were asked to give their experience of using an Online English Dictionary. The data revealed a mixed feeling of the participants. Only 30 of 53 participants said that the Online English Dictionary was easily accessible on their computers. The remaining 22 participants somewhat agreed that the Online English Dictionary was easily accessible. The data revealed that the Internet facility was not steadily available and that disrupted the use of the Online English Dictionary. In addition, some of the computers that the participants were using were outdated and therefore Online English Dictionaries could not be effectively used. Although all participants did
not have equal amount of accessibility to the Online English Dictionary, 48 (90.56%) participants strongly agreed that Online English Dictionary was helpful in both learning the meaning and pronunciation of new English words. The rest of the participants (9.43%) did agree with a lesser degree as compared to the 48 participants.

The data regarding the Online English Dictionary further revealed that the participants noticed the Online English Dictionary having both phonetic symbols and audio facility. A good percent (86.79%) of the participants strongly agreed that they could easily learn how to pronounce a new English word. The remaining 13.20% also were positive about the Online English Dictionary, however, not as strong as the others. Still, a deeper analysis of the data revealed that all participants were positively influenced by the Online English Dictionary in their process of learning English.

The responses of the participants regarding which was better: Online English Dictionary or the printed dictionaries, the researcher received interesting data. Only 66.03% of the participants strongly agreed that the Online English Dictionary was faster and easier. Thirty two percent of the participants did agree that the Online English Dictionary was faster and easier but there seemed to be some hesitation. Further inquiry and analysis revealed that some participants were not adept in using this technology. They were not sufficiently taught how to use it. Additional information came to the limelight, that the Internet connection was not up to the mark and therefore some of them lost patience and went back to refer to the printed dictionaries. The data revealed that all participants ought to be taught how to use these learning aids prior to allowing them to use them. In addition, the administrators may have to ensure that the Internet connection is at its best in order for students to have access to online English dictionaries.
Data regarding the watching of the English movies revealed that the movies they watched were entertaining and at the same time the movies helped the participants to learn different ways of speaking English. Out of 53 (N=53), 51 (96.22%) participants strongly agreed that the movies they watched in Kolkata Jesuit Juniorate helped them to learn different ways of speaking English. The remaining two participants somewhat agreed. Thus, all 100% participants agreed that the English movies they watched helped them to learn English. Further findings revealed that the participants were also able to learn new words, phrases and clauses by watching those movies. All participants strongly agreed that those movies helped them to learn new words, phrases and clauses.

When asked about the use of headphones, all the participants strongly agreed that the use of headphones helped them in listening to the words clearly spoken by the actors. This reveals that instead of allowing the students to watch on a bigger screen, each student should be given a computer with good quality headphone and be allowed to watch movies at his own pace. Watching movies in common could be a distraction and at the same time the students who are learning English might not grasp all the words as they would do in the case of using a headphone.

The movies that were shown were English movies. Normally, young people did not enjoy classical movies (Castillo, 2016). In that context, the participants of this study were asked if they enjoyed those classical movies. Out of 53 (N=53), 52 participants strongly agreed that learning English through watching English movies was fun. Only one participant did not give any response. Thus, the data indicated that such practice should be continued. It also affirmed that students ought to be given different ways of learning such as learning English through movies.
Further findings on the Research Question 5 indicated that the use of the LCD projectors in class enabled the participants to understand clearly what was taught to them. Hundred percent of the participants agreed that the LCD Projector was a great learning and teaching tool. The result was congruent with the study of Fleming (2017) which suggested that audio visual learning styles are the best form of learning and teaching. Out of 53 (N=53), 51 (96.22%) participants strongly agreed that because of the use of the LCD Projectors in class they could understand clearly what the teachers were teaching, since they could see what was projected on the screen. This implied that participants were at ease with that kind of teaching. The administration ought to continue such a pedagogical teaching methodology. Further analysis of the data indicated that due to the use of LCD Projectors in class, the visual effect made a stronger impression which again re-emphasized what Fleming (2017) established in her article.

More findings on another component of Research Question 5 regarding the use of the Internet technology to learn English in Kolkata Jesuit Juniorate Program indicated that 88.67% of the participants consulted a lot of ESL (English as a Second Language) websites for learning English. A few participants (6) neither agreed nor disagreed regarding the consultation of the ESL websites. Further clarification from the participants revealed that the Internet connectivity was not steady and therefore they would lose their patience and go away.

As part of their reading habits, the participants were allowed to read the Online English newspapers such as Times of India and The Telegraph. Eighty five percent agreed that they used the Internet for reading the Online English newspapers and learned standard English. Six participants somewhat agreed that they too used the Internet to read
the online newspapers in order to enhance their English reading comprehension. This finding showed a positive attitude and a positive result in using the Internet online English newspapers. However, there were eight participants who neither agreed nor disagreed that they used the Internet for reading the Online English newspapers. The data revealed that not all the participants were excited to read the Online English newspapers. Therefore, these findings should remind the administrators of the Kolkata Jesuit Juniorate Program to be mindful of those students who are not too eager to use the Internet and provide alternative means or else make some other changes in order to include those students who may not be interested in utilizing the Internet technology.

When asked if the participants consulted standard academic essays online for writing essays on their own, 98.11% of the participants agreed that they did use the Internet to consult standard academic essays for the writing that they were required to do as part of Kolkata Jesuit Juniorate Program. Only one participant neither agreed nor disagreed. Hence, the Internet can be a great resource for most students who are looking to write essays on their own by comparing and contrasting the essays that are available online. The data implicitly revealed that the administrators of Kolkata Jesuit Juniorate Program ought to continue such a practice and if needed they should provide direct links where they could easily find peer reviewed essays to ensure quality reading.

The Kolkata Jesuit Juniorate Program allowed its students to do Practice Teaching on previously announced topics (Juniorate Dean, 2012). This was considered as a way of giving confidence, as well as a learning tool for teaching others. When the participants were asked if they used the Internet for preparing their Practice Teaching class, 98.11% of the participants agreed that they used the Internet for preparing their Practice
Teaching. This data again revealed that the Internet technology has a direct positive relationship in learning the English language.

Weekly quiz competition was part of the academic activities of the curriculum of the Kolkata Jesuit Juniorate Program (Juniorate Dean, 2012). The students had to prepare quiz competitions. When asked if the students used the Internet to collect their materials for their quiz competition, 100% participants agreed that they used the Internet to collect their materials. The data succinctly indicated that the Internet is without doubt a concrete tool for learning English. Except four for participants, the remaining 49 (92.45%) participants agreed that they used the Internet for asking any questions they had. Therefore, from the data it could be logically concluded that the Internet technology is a great tool for learning English. In fact, it is very helpful for personal learning. This way, each student can learn at his / her own pace.

The students of Kolkata Jesuit Juniorate Program were taught Creative Writing. They were asked to practice their creative writing by publishing their articles in a wall magazine called “Juniors Xpress.” As part of their learning to write articles and designing the pages, they were taught to use Microsoft Publisher (Juniorate Dean, 2012). When asked if Microsoft Publisher helped them to improve their English writing style, 94.33% of the participants gave a positive response. Only 5.66% responded with neither agree nor disagree. That is to say, that they were passive and were not eager to say anything about the use of Microsoft Publisher.

For the option “No, Microsoft Publisher did not help me to improve my English writing style” 86.79% (46) of the participants disagreed with the statement. Only 5 (9.43%) participants responded passively. They neither agreed nor disagreed with the
statement. More findings revealed that the students from 2016-17 academic year were not taught Microsoft Publisher. The data, overall indicated a positive result. Therefore, Microsoft Publisher should be taught to all students of Kolkata Jesuit Juniorate Program as a tool for enhancing their writing style. Such tools can enthuse students to both write well and present their writing in a creative design.

The calendar of the Kolkata Jesuit Juniorate Program (2012) indicated that each year the students of Kolkata Jesuit Juniorate Program are to stage one or two classical plays as part of their learning English. The findings indicated that the participants had performed the following plays: A Christmas Carol, My Fair Lady, Romeo and Juliet, Julius Caesar, Beauty and the Beast, A Pilgrim’s Progress and Caiaphas. Hundred percent of the participants responded that they grew in confidence and they overcame stage fear and their English proficiency greatly improved by performing these plays. The response of the participants revealed that students learning English ought to be given a variety of opportunities to learn English, such as learning through computer technology, performing plays, etc. No participant said that he did not learn English through the plays they had performed.

Implications

Based on the findings from this study and the discussions that followed, many important implications arose. They are presented here. The first implication is that the Indian vernacular medium students have to be given opportunities in order to learn academic English well. They ought to be prepared for the University level studies where the medium of instruction is English. The old chalk and board method alone has not been effective in teaching these students sufficiently well.
The second implication is that an innovative method of teaching academic English is on high demand and well received by a large student body. However, the fact is, these are not made available to all. The economically well-off students have access to such innovative methods of teaching and learning and they are ahead while the economically deprived students are lagging behind.

The third implication is that computer technology is a viable option for utilizing the innovative methods of teaching and for enhancing the learning styles of ESL students. Computer technology is a vast field. Therefore, only selected software programs can work for students in a given context. Hence, the administrative team ought to carefully choose the right educative software programs.

Recommendations

Recommendations for Future Research

Based on the findings of this study, the following recommendations are made for future discovery or research in the area of teaching English through technology to Indian vernacular medium students.

1. Conduct a study replicating this study in India with lay students (both boys and girls) rather than the seminarians.
2. Conduct a study with Indian boys and girls from English medium background and vernacular medium background separately and see the progress of each group in acquiring the English language.
3. Conduct a study replicating this study with only Indian lay boys.
4. Conduct a study replicating this study with only Indian lay girls.
5. Conduct a study replicating this study with only Indian nuns who are learning English.

Recommendations for Future Practice

Along with the Catholic Church, the Society of Jesus has been reiterating that the poor have to be given equal opportunities to be educated. Therefore, there should be a detailed syllabus drawn for the Kolkata Jesuit Juniorate Program and made public so that the program is not run by the whims and fancies of the administrators. At present, there is no prescribed list of software programs to be taught to the students. Perhaps, it is necessary that a list of software programs be prepared and made available to both students and staff so that all are aware what should be covered. All groups need to be given certain basic training in the prescribed programs. If a particular group is more receptive than the others, then more software programs could be taught.

Currently there is no follow up program for these students who graduate from Kolkata Jesuit Juniorate Program. They all study in different universities. Bringing the students back once again on a regular interval and updating their knowledge would be appreciated and their progress could be measured in a tangible manner.

Closing Remarks

The findings from this research pointed to three main directions. First, they pointed that the Indian vernacular medium students are in desperate need of learning academic English in order to do their University level studies well. However, the present Indian education system does not help them sufficiently. Therefore, there ought to be an innovative and accessible method to teach English to these students.
Second, technology integrated teaching of English has received much appreciation from the participants. Therefore, more modern technology can be employed to enhance both teaching and learning. The findings clearly indicated that the participants were eager and enthusiastic in learning English through technology. It does not mean that the old ways of teaching English should be replaced with technology. There ought to be an eclectic method which combines in a balanced way both the old chalk and board method and the technology integrated method.

Third, clear indications emerged that there were some students who were passive regarding the use of technology. This is a point for reflection as to what could be done for those students. This also indicated that not all students were highly enthusiastic about technology integrated teaching and learning. Therefore, over emphasis on technology integrated teaching might not bring expected results. As the data indicated, methods such as staging plays and watching English movies can be utilized more as all participants responded positively.

One conclusion that can arise from this finding is that technology integrated teaching is much appreciated by most participants. Therefore, more focus can be given to this area. A second conclusion is that not all participants are totally for this kind of teaching and learning method. Therefore, more options ought to be given to students whose learning styles are different.

On the whole, looking at the findings from this study, there is more optimism that the graduates of Kolkata Jesuit Juniorate Program have a positive attitude toward the technology integrated teaching. Therefore, such kind of teaching pedagogy should be
continued with more openness for possible improvement and modifications for a better learning for students.
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Appendix A: Indian map with its states and their respective languages

Appendix B: Kolkata Jesuit Provincial’s letter

7th March 2017

Maria Joseph Savariappan, SJ
Ph.D Student
Loyola House Jesuit Community
University of San Francisco
San Francisco, CA

Dear Maria Joseph S,

I am happy to learn you have planned an interview based study of the graduates of the Jesuit Juniorate Dhyan Ashram, Kolkata from 2012 to 2017. I understand this is a field project of your dissertation for Ph.D at USF.

I hereby grant you the necessary permission to meet and interview the graduates who have gone through the newly introduced English Learning Program at Dhyan Ashram, Jesuit Juniorate, Kolkata, India.

I wish you a fruitful study

With sincere gratitude

[Signature]

Jeyaraj Veluswamy, SJ
Provincial
Calcutta Jesuit Province
March 5, 2017

Dear Fr. Provincial,

Greetings to you.

I am Maria Joseph Savariappan, currently doing my Doctorate at the University of San Francisco. I am looking at the area of teaching English through technology to Indian vernacular medium students.

Therefore, I am writing this email to request you to allow me to interview the graduates (past Juniors) of Kolkata Jesuit Juniorate Program for the purpose of my dissertation. I am planning to do an online interview with the past graduates of Kolkata Jesuit Juniorate Program from the year 2012 to 2017. I am doing an evaluation of the Kolkata Jesuit Juniorate program from the perspectives of its graduates. From 2012, the Kolkata Jesuit Juniorate Program introduced English teaching through technology. Therefore, my intention is to know the experiences and opinions of the graduates of Kolkata Jesuit Juniorate Program.

Before I interview them, as per the rules of the Institutional Review Board for the Protection of Human Subjects (IRBPHS), I am required to obtain your permission to interview your subjects (graduates of Kolkata Jesuit Juniorate Program). Therefore, I kindly request you to grant me your permission to interview the graduates (from 2012 to 2017) of Kolkata Jesuit Juniorate Program.
Sincerely,
Maria Joseph Savariappan SJ,
Loyola House Jesuit Residence.
2600 Turk Blvd,
San Francisco, CA 94118
415-688-5307
APPENDIX C: KOLKATA JESUIT JUNIORATE SURVEY

I am Fr. Maria Joseph Savariappan SJ. I am currently doing my Doctorate in Education at the University of San Francisco, California, United States of America. In partial fulfilment of the requirements for the degree of Doctor of Education, I have to write my dissertation. The title of my dissertation is “Teaching English to Indian Vernacular Medium Students Through Technology: A qualitative Study of the Kolkata Jesuit Juniorate Program.” For this purpose, I have decided to do an online survey. I am seeking the opinions and perceptions of past graduates of the Kolkata Jesuit Juniorate Program from 2012 - 2017.

From 2012 onwards, the Kolkata Jesuit Juniorate Program started utilizing technology integrated teaching methodology. Therefore, I felt that it is time to do a systematic study of the program to evaluate it from the perspectives of its past graduates in terms of their learning experience in Kolkata Jesuit Junorate Program. Please be assured that all your responses will be held in highest confidence. You will remain completely anonymous. Your participation in the study is absolutely voluntary. Be assured that your sharing of your opinions, perceptions and experiences will greatly help improve the program of Kolkata Jesuit Juniorate. There are no perceived risks in participating in this survey.

Thank you for participating in the study. I greatly appreciate your availability.

Maria Joseph Savariappan
Q1 Which year did you graduate from Kolkata Jesuit Juniorate Program?

- 2012 - 2013
- 2013 - 2014
- 2014 - 2015
- 2015 - 2016
- 2016 - 2017

Q2 In what medium did you do your schooling from K-12?

- Vernacular Medium
- English Medium
- Other _____________________
Q3 In your opinion, what were the benefits you gained from Kolkata Jesuit Juniorate Program? Please check all that apply and indicate to what extent.

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Strongly disagree (1)</th>
<th>Somewhat disagree (2)</th>
<th>Neither agree nor disagree (3)</th>
<th>Somewhat agree (4)</th>
<th>Strongly agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I learned academic English in a systematic manner. And I learned how to write essays and paragraphs.</td>
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<tr>
<td>2. I learned many computer skills needed for me to do my University studies.</td>
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<tr>
<td>3. I learned to debate in English well and my English grammar improved.</td>
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<tr>
<td>4. Kolkata Jesuit Juniorate Program helped me to achieve overall development.</td>
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<tr>
<td>5. Others</td>
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</tr>
</tbody>
</table>
Q4 Describe how Kolkata Jesuit Juniorate Program helped you to promote justice for the poor and the marginalized especially through the tuition ministry, Sunday ministries, awareness programs? Please check all that apply and indicate to what extent.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree (1)</th>
<th>Somewhat disagree (2)</th>
<th>Neither agree nor disagree (3)</th>
<th>Somewhat agree (4)</th>
<th>Strongly agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Kolkata Jesuit Juniorate Program helped me to work for the poor through teaching spoken English to poor neighborhood children.</td>
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<tr>
<td>2. Kolkata Jesuit Junioate Program offered opportunities to go out to villages to extend my pastoral help to the poor and interact with them.</td>
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<tr>
<td>3. Kolkata Jesuit Junioate Program gave me the best English education possible.</td>
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<td>4. Since I was from a vernacular background I did not know English well, but Kolkata Jesuit Juniorate Program helped me to improve my English skills greatly.</td>
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<td>5. Any other</td>
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</tbody>
</table>
Q5 Describe whether or not you received a quality and holistic education from Kolkata Jesuit Juniorate Program. Please check all that apply and indicate to what extent.

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree (1)</th>
<th>Somewhat disagree (2)</th>
<th>Neither agree nor disagree (3)</th>
<th>Somewhat agree (4)</th>
<th>Strongly agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I received the best English education possible from Kolkata Jesuit Juniorate Program.</td>
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<tr>
<td>2. I was taught by well qualified and experienced teachers.</td>
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<td>3. I was given all round education (balanced academics, spiritual, physical, moral, social, and psychological education)</td>
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<td>□</td>
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<tr>
<td>4. I was given personal care and attention.</td>
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</tr>
<tr>
<td>5. The most modern means were used to teach us.</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>6. I did not receive quality and holistic education from Kolkata Jesuit Juniorate Program</td>
<td>□</td>
<td>□</td>
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<tr>
<td>7. Any other</td>
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</table>
Q6 From your perspective, in what ways did Kolkata Jesuit Juniorate Program use scientific research to teach you? Please check all that apply and indicate to what extent.

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree (1)</th>
<th>Somewhat disagree (2)</th>
<th>Neither agree nor disagree (3)</th>
<th>Somewhat agree (4)</th>
<th>Strongly agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The method of teaching was systematic and specific.</td>
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<tr>
<td>2. Computer technology was used to teach English.</td>
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<tr>
<td>3. Multimedia components were used to make my English learning easy.</td>
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<td>4. Any other</td>
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</tbody>
</table>

Q7 Please describe how Microsoft Power Point helped you to learn English. Please check all that apply and indicate to what extent.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree (1)</th>
<th>Somewhat agree (2)</th>
<th>Neither agree nor disagree (3)</th>
<th>Somewhat disagree (4)</th>
<th>Strongly disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Microsoft Power Point had audio visual effects, so it was easy to learn.</td>
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<tr>
<td>2. Microsoft Power Point helped me to conduct quiz competitions effectively and through this activity I learned English.</td>
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<tr>
<td>3. Microsoft Power Point was an interactive teaching and learning tool.</td>
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<tr>
<td>4. Microsoft Power Point made my English learning interesting.</td>
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<tr>
<td>5. Any other</td>
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</tbody>
</table>
Q8 Please describe how Microsoft Word helped you to learn English and how you are using it in your undergraduate studies. Please check all that apply and indicate to what extent.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree (1)</th>
<th>Somewhat agree (2)</th>
<th>Neither agree nor disagree (3)</th>
<th>Somewhat disagree (4)</th>
<th>Strongly disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Microsoft Word helped me to organize my thoughts easily when I wrote my essays and paragraphs.</td>
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<tr>
<td>2. Learning Microsoft Word was a great help for I am using it extensively to do my University work.</td>
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<tr>
<td>3. Microsoft Track Changes feature was a great help to keep track of my mistakes and it helped me to overcome my grammar errors.</td>
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</tr>
<tr>
<td>4. Microsoft Word helped me to improve my English writing style.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5. Any other</td>
<td></td>
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</tr>
</tbody>
</table>
Q9 In what ways did your Teaching Practice using technology in the Kolkata Jesuit Juniorate Program help you to gain confidence in acquiring academic English? Please check all that apply and indicate to what extent.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree (1)</th>
<th>Somewhat agree (2)</th>
<th>Neither agree nor disagree (3)</th>
<th>Somewhat disagree (4)</th>
<th>Strongly disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using Microsoft Power Point for my teaching practice was greatly helpful.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Using Video Camera was a great tool for my personal evaluation.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Using the Internet for doing research for my teaching practice helped me both in teaching practice and learning English.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Using audio visual aids for teaching practice enabled me and my fellow students to learn English better.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. Any other</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Q10 How did audio recording programs such as Nuendo, Audacity help you to improve your English language skills? Please check all that apply and indicate to what extent.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree (1)</th>
<th>Somewhat agree (2)</th>
<th>Neither agree nor disagree (3)</th>
<th>Somewhat disagree (4)</th>
<th>Strongly disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nuendo was easy to learn and record my vocalized reading and play it back for my self-evaluation.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Audacity was simple enough to record my reading practice and see my progress in public reading skills.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Nuendo and Audacity were cost effective and I did not have to put in a lot of effort to learn them.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Any other</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Q11 In what ways did the Online English Dictionary help you to learn English? Please check all that apply and indicate to what extent.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree (1)</th>
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<th>Neither agree nor disagree (3)</th>
<th>Somewhat disagree (4)</th>
<th>Strongly disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Online English Dictionary was easily accessible on my computer.</td>
<td></td>
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</tr>
<tr>
<td>2. Online English Dictionary was helpful in both learning the meaning and pronunciation.</td>
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</tr>
<tr>
<td>3. Online English Dictionary has both phonetic symbols and audio facility. I could easily learn how to pronounce a new word.</td>
<td></td>
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</tr>
<tr>
<td>4. Accessing Online English Dictionary was faster and easier compared to printed dictionaries.</td>
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</tr>
<tr>
<td>5. Any other</td>
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</tr>
</tbody>
</table>
Q12 In what ways did the English movies that you watched every weekend on your computer with your headphone on, help you to learn English? Please check all that apply and indicate to what extent.

<table>
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<tr>
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<th>Strongly disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The English movies I watched were entertaining and at the same time they helped me to learn different ways of speaking English.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. By watching those English movies, I was able to learn new words, phrases, and clauses.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. The headphones I used were a great help in listening to the words clearly that the actors were uttering.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Learning English through watching English movies was fun.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. Any other</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
</tbody>
</table>
Q13 In what ways did the use of the projector in class enable you to understand clearly what was taught to you? Please check all that apply and indicate to what extent.

<table>
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<th>Somewhat disagree (4)</th>
<th>Strongly disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Projector was a great learning and teaching tool.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. I could understand clearly what the teachers were saying because I could see everything as it was projected on the screen.</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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</tr>
<tr>
<td>3. The visual effect made a stronger impression.</td>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Any other</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Q14 Please describe how you used the Internet technology to learn English in the Kolkata Jesuit Juniorate Program. Please check all that apply and indicate to what extent.

<table>
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<th>Strongly disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I consulted a lot of ESL (English as a Second Language) websites for learning English.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2</td>
<td>I used the Internet for reading the online English newspapers and learned standard English.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3</td>
<td>I consulted standard academic essays for writing my essays that I was required to write.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4</td>
<td>I used the Internet for preparing for my Practice Teaching class.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5</td>
<td>I used the Internet for preparing quiz competitions in English.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6</td>
<td>I used the Internet for asking any questions that I had.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7</td>
<td>Any other</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Q15 Did Microsoft Publisher help you to improve your English writing style? Please check all that apply and indicate to what extent.

<table>
<thead>
<tr>
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<th>Somewhat disagree (4)</th>
<th>Strongly disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes, Microsoft Publisher helped me to improve my English writing style for I used it to write English articles for the wall magazine called &quot;Juniors Xpress.&quot;</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. No, Microsoft Publisher did not help me to improve my English writing style.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Any other</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Q16 What English plays did you perform during your time in Kolkata Jesuit Juniorate Program? Please mention them.

Q17 Did these English plays help you to improve your English proficiency? Please check all that apply and indicate to what extent.

<table>
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<th>Neither agree nor disagree (3)</th>
<th>Somewhat disagree (4)</th>
<th>Strongly disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes, I grew in confidence and I overcame stage fear and my English proficiency greatly improved.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. No, I did not learn much English from these plays.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Any other</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
To: Maria Joseph Savariappan  
From: Terence Patterson, IRB Chair  
Subject: Protocol #810  
Date: 03/29/2017  

The Institutional Review Board for the Protection of Human Subjects (IRBPHS) at the University of San Francisco (USF) has reviewed your request for human subjects approval regarding your study.

Your project (IRB Protocol #810) with the title *Kolkata Jesuit Juniorate*
Program Online Survey has been approved by the University of San Francisco IRBPHS as Exempt according to 45CFR46.101(b). Your application for exemption has been verified because your project involves minimal risk to subjects as reviewed by the IRB on 03/29/2017.

Please note that changes to your protocol may affect its exempt status. Please submit a modification application within ten working days, indicating any changes to your research. Please include the Protocol number assigned to your application in your correspondence.

On behalf of the IRBPHS committee, I wish you much success in your endeavors.

Sincerely,

Terence Patterson, EdD, ABPP
Professor & Chair, Institutional Review Board for the Protection of Human Subjects
University of San Francisco
irbphs@usfca.edu
USF IRBPHS Website