

ELTWeekly

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PUBLISHERS



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The screenshot shows the Clarity English.com website interface. At the top left is the Clarity English.com logo. To its right is a promotional banner for 'More Clarity software!' with a 'Click here now' link. Further right is a 'Member Login' section with fields for 'Login Name:' and 'Password:', a 'Forgot password?' link, and a 'Go' button. Below the navigation bar are two main categories: 'Authoring' and 'Learning'. Under 'Authoring', there is a product 'Author Plus' described as 'Create your own interactive activities' with a 'Pro' version, and 'Results Manager' for 'Student tracking and administration'. Under 'Learning', there are six products: 'TENSE BUSTER' (Break through the grammar barrier!), 'STUDY SKILLS Online' (Academic study skills), 'Road to IELTS' (A Preparation Course, British Council), 'Active Reading' (Learning to love reading), 'Business Writing' (Core skills for business communication), and 'Clarity Organiser' (Build your own web-based course). Each product card includes 'Info', 'Price', and 'Demo' links.

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Quote of the week

“ Language is the blood of the soul into which thoughts run and out of which they grow. ”

- Oliver Wendell

Tip of the week

Facilitate the learning of English language through communicative activities

By Rajesh Bharvad

Giving the students various activities which enable them to communicate in English among the students enhance their chance to be more fluent in their use of the language. Every grammar session or the teaching of any topic should be followed by communicative activities. Such activities not only activate the interest among the students but also enhance their learning ability.

Communicative activities can vary from the topic to topic and here an instructor can use some innovative activities. It will maximize their output in terms of their learning ability.

Do you have some ELT tips to share? Please send them to eltweekly@gmail.com.

Video of the week

How to Organize Yourself When You Start Teaching English

In this week's video a Madrid teacher provides a basic orientation chat for new English teachers about how to go about organizing their thinking when they get into teaching English.

Watch the video by clicking this link: <http://eltweekly.com/more/2009/03/28/eltweekly-issue14-video-of-the-week-how-to-organize-yourself-when-you-start-teaching-english/>

Expert article

Throw Away the Course Book and Adapt Authentic Materials

By Larry M. Lynch

Use Authentic Materials?

If asked why they rely heavily on course books for English language teaching, among a variety of other reasons, one that emerges is the seeming unsuitability of available authentic materials. Principal reasons cited for this “unsuitability” can include:

- Unsuitable material level
- Too difficult
- Too long or short
- Use of grammar or language

- Irrelevancy of themes
- Not adapted for specific use
- Not adapted to student learning styles

While these factors are certainly present and accountable, they need not prohibit the use of authentic materials in the English language learning classroom. Let's briefly examine how authentic materials might be incorporated into an English language teaching curriculum or course of study.

Availability of Authentic Materials

Authentic, that is, materials produced primarily for the use of native speakers of the target language, are easily available from a number of sources for most of the world. Some more common sources include:

- Books
- Magazines
- Newspapers

- TV
- Radio
- Internet
- Videos
- audiocassettes
- Course books
- CDs
- libraries

Most of these sources are readily available even in remote or poor regions of the world. In more highly “developed” regions, they may all be potential sources of materials for the English language learning classroom.

Adapting Authentic Materials

Successfully utilizing a continuing series of authentic materials in your English language learning classroom is simply a matter of adapting those materials to suit the needs of your language learners. Some keys to successful adaptation of authentic materials include:

- converting them into workshop activities
- adjusting the length of the materials
- simplifying or explaining key language elements
- converting authentic materials into a variety of exercise types

Learners benefit from listening materials spoken at “normal” conversational speed vs. English language learner directed listening materials which have been “altered” or “slowed” to enable “improved comprehension”. All well and good, but if the learners ever need to apply that learning and listening practice in a real-life situation – they’re lost. Why? Because – no – body – talks – like – this – in – real –life – in – any - language. (gasp!)

Authentic language videos, CDs, newscasts and radio programs can provide invaluable insight into current events and cultural aspects of English-speaking countries for language teachers and learners in other parts of the world. A benefit of recorded material is the ability to be able to rewind and repeat it as many times as necessary in order to effect increased levels of listening comprehension. The impact of the imagery provided in these clips is

incalculable. Course books which are written and marketed for “use in all the world”, simply cannot hold up to this level of cultural knowledge and impact.

So even if you can't “throw away your course book”, do realistically consider adapting more authentic materials for use in your English language learning classroom. You'll ultimately be glad you did.

Prof. Larry M. Lynch is an English language teaching and learning expert author and university professor in Cali, Colombia. Now YOU too can live your dreams in paradise, find romance, high adventure and get paid while travelling for free

For more information on entering or advancing in the fascinating field of teaching English as a Foreign or Second Language send for his no-cost PDF Ebook, “If You Want to Teach English Abroad, Here's What You Need to Know”, immediate delivery details and no-obligation information are available online now at:

<http://betterflteacher.blogspot.com/>

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Article Source: http://EzineArticles.com/?expert=Larry_M._Lynch

<http://EzineArticles.com/?English-Language-Teachers:-Throw-Away-the-Course-Book-and-Adapt-Authentic-Materials&id=241986>

*ELTWeekly team would like to thank **Prof. Larry M. Lynch** for granting permission to reprint this article.

Worldwide ELT news

[Teaching English as second language for elementary kids a challenge for district](#)

The number of students in grades kindergarten through fifth grade speaking English as a second language has increased almost 400 percent in the past four years, from just a few to more than 20.

But the school district can only afford one part-time teacher, who works with the children in both group and individual settings for 90 minutes a day. Elementary School principal Karen Maschler says it's not enough, but it's all Sauk Centre can afford.

Read the complete news item here:

<http://www.saukherald.com/main.asp?SectionID=12&SubSectionID=48&ArticleID=10211&TM=39085.64>

[Workshop on English language](#)

The English language teaching workshop organised by the Kerala English Language Teachers' Association (KELTA) at the Gazala Auditorium was inaugurated by Coimbatore Arya Vaidya Pharmacy managing director P R Krishnakumar here on Sunday.

Bhaskaran Nair, head of the department of English language teaching, Pondicherry University, and Beena Philip, Principal of the Azhchavattom College, Kozhikode, led the workshop.

Read the complete news item here:

<http://www.expressbuzz.com/edition/story.aspx?Title=Workshop+on+English+language&artid=Ez6Wa3GMZ9E=&SectionID=1ZkF/jmWuSA=&MainSectionID=fyV9T2jIa4A=&SectionName=X7s7i|xOZ5Y=&SEO=>

[Tibetan-English translator brings Bard to the Himalayas](#)

LHASA, March 24 (Xinhua) — W. Tailing, or Dreling Wangdo in Tibetan, fears his ailing heart and a cataract in his right eye might prevent him from translating “Macbeth” into Tibetan.

Five years ago, at 70, he finished translating two of Shakespeare’s other works, “Hamlet” and “Romeo and Juliet”. At 73, he began translating into English “The Love Songs of the Sixth Dalai Lama Tsangyang Gyatso (1683-1706)”, which remain popular in Tibet to this day.

Despite deteriorating health, he is also translating 1,001 Tibetan idioms into English.

Read the complete news item here: http://news.xinhuanet.com/english/2009-03/24/content_11065350.htm

[italki.com brings language teaching to market](#)

When I was visiting Shanghai-based italki.com's offices this past November (see post) it was mentioned that some exciting news was in the pipes for the massive language learning site.

Today, after completely forgetting that such newsbait had ever chummed this blogger's waters, I was given the lowdown: italki has just launched a Language Marketplace.

The new feature connects teachers and students for paid teaching of foreign languages. Teachers create a profile and set their own rates. Once approved, teachers are put in a listing that prospective students can browse for a suitable match.

Read the complete news item here:

http://asia.cnet.com/blogs/thetechdynasty/post.htm?id=63009740&scid=hm_bl

[Volunteer Teaching in Hunan](#)

THE FOLLOWING MESSAGE HAS BEEN POSTED AS A PUBLIC SERVICE. THIS IMPLIES NO ENDORSEMENT OF THE WORLDTEACH PROGRAM.

Seniors: Spend a year in Hunan, China with WorldTeach.

About the China Year Program

We are moving into our sixth year partnering with the Hunan Department of Education in China, where we have sent over two hundred volunteers to teach English in the public schools of Hunan province. There is currently a huge demand for English teachers in China. In many parts of the country, only students from the most elite schools have the opportunity to learn English from a native speaker. The WorldTeach Hunan Program was established to bring volunteer English teachers to a broader range of students through the Province's public schools.

Read the complete news item here: <http://www.international.ucla.edu/article.asp?parentid=106228>

Worldwide ELT events

[KSAALT 2nd Annual Conference, Kingdom of Saudi Arabia, May 7](#)

Kingdom of Saudi Arabia Association of Language Teachers - KSAALT is accepting abstracts for the 2nd annual conference to be held on May 7, 2009.

The flagship theme is: EXEMPLARY TEACHING: THEORY AND PRACTICE. The sub-themes are:

- Technology and Language Learning
- Best Practices
- Theory and Research
- Content and Language Integrated Learning.

GUIDELINES FOR PARTICIPANTS

Submissions should clearly indicate which sub-theme will be addressed.

Please indicate clearly which format the presentation will take:

- (a) A paper (35 minutes, + 10 minutes Q&A);
- (b) A panel discussion (35 minutes, + 10 minutes Q&A);
- (c) A workshop (45 minutes);
- (d) A workshop (100 minutes) (the double-session needs to be clearly motivated.)

Abstracts should be no more than 200 words. Please submit one copy of the abstract with contact information including name, current school/institution, phone, and e-mail (and bio-data of maximum 30 words, written in the 3rd person), and one copy without contact information. The title should be 8 words or less. The description should be typed and double-spaced. Acronyms and/or abbreviations should be spelled out. Please do not copy and paste the document in the body of the email.

The deadline date for submissions is March 17, 2009 to address: conference@saudiarabiansaalt.org. All abstract submissions will be notified by April 1, 2009, and the registration fee will be waived for the presenter. One presentation equals one waived registration. Several people presenting, for example, will have only one registration waived. Please indicate what your technology needs are. A computer and projector with Microsoft Office 2007 will be in each room. Other needs need to be specified. On the day of the presentation, no photocopier will be available; presenters need to bring 30 handouts and one copy for the

registration desk. Please indicate if you would like to include your email address in the conference program as well.

For further details and pre-registration, please visit: <http://www.saudiarabiansaalt.org/conference.html>

[The International Conference on Applied Linguistics: Developments, Challenges, and Promises, Tehran, September 26-27](#)

The International Conference on Applied Linguistics: Developments, Challenges, and Promises will be held in Tehran's Milad Tower Conference Hall on September 26-27, 2009. The conference aims at exploring some vital issues in applied linguistics that have shaped, and are still shaping the identity of the profession. Applied linguists from across the globe are invited to contribute to a lively debate that would include ideas from some of the prominent figures of the field.

Different themes will be explored in the course of the two-day conference: applied linguistics and its definitions; globalization and its impact on ELT; applied linguistics and English as the world's lingua franca; post method era and teacher qualifications; and research debates in applied linguistics.

The keynote speakers for the conference are (alphabetically arranged):

- Professor David Block, University of London

- Professor Guy Cook, The Open University
- Professor Hossein Farhady, American University of Armenia
- Professor Barbara Seidlhofer, University of Vienna
- Professor Henry Widdowson, University of Vienna

The deadline for abstract submission is June 14, 2009. Notification of acceptance will be sent by July 10.
Early registration deadline is August 5.

Submission

The whole submission process is electronic. For each submission make sure you have the following pieces of information ready so that you will not spend time composing them online.

Title of your presentation (maximum of 12 words)

A 30 word biodata written in third person

A 50 word summary of the abstract that briefly introduces your presentation topic

A 250 word abstract that clearly states your topic of presentation and its significance

Upon the completion of your electronic submission, a message will be sent to your email to acknowledge the receipt of your abstract. Only one submission will be accepted for each presenter.

For further details and pre-registration, please visit: <http://www.appliedlinguistics.ir/>

3rd INTERNATIONAL CONFERENCE - LANGUAGE AND CULTURE: NEW CHALLENGES FOR THE TEACHERS OF EUROPE, Lithuania, 8 – 9 October

THEMES:

LANGUAGE TEACHING

TEACHER TRAINING

LINGUISTIC STUDIES

INTERCULTURAL STUDIES

LANGUAGE PROJECTS

KEYNOTE SPEAKERS:

- MARIO RINVOLUCRI

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- Dr. EMILIJA SAKADOLSKIS

Vice-president of the Lithuanian Education Council

- Prof. Dr. ANNELIESE FEARNES

Expert in teaching foreign languages for specific purposes, co-author of „Handbuch des Fachsprachenunterrichts“

University of Applied Sciences, Konstanz, Germany

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ORGANIZERS:

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Vilnius University

CONFERENCE FORMATS:

Plenary speeches

Presentations

Workshops

FEES:

Speaker's fee - € 90

Visitor's fee - € 15

Fees will be paid on arrival.

SUBMISSION DEADLINE: Proposals for contributions should be received by 1 June 2009. Presenters will be notified of the acceptance of their proposals by 1 July 2009.

For further details and pre-registration, please visit: <http://www.uki.vu.lt/en/register/>

[The 19th Annual IATEFL-H Conference, BUDAPEST, 2-4 OCTOBER](#)
[The 19th Annual IATEFL-H Conference, BUDAPEST, 2-4 OCTOBER](#)

The organizing committee of the 19th annual IATEFL Hungary Conference cordially invites the members of IATEFL-Hungary and all English teachers around the world to take part in their annual conference in Budapest, 2-4 October 2009.

The title of the conference is: 'Global skills for global needs: facing challenges in 21st century classrooms'

In our globalised world English is the language which reaches across cultures. Thus, language educators cannot ignore the many various contexts in which English is used, taught and learned when thinking about the pedagogical implications that govern everyday practice. We invite you to think together with us and explore the ramifications of English as the world language and to find solutions for possible tensions between global and local issues. Are schools ready for the challenge? Find out yourself.

If you are interested in the topic of the conference and would like to meet your colleagues at a relaxed and professionally refreshing event, join us in October.

For further details and pre-registration, please visit: <http://iatefl.hu/content.php?id=0177>

Book of the week

Easy & Engaging ESL Activities and Mini-Books for Every Classroom:
Terrific Teaching Tips, Games, Mini-Books & More to Help New
Students from Every Nation Build Basic English Vocabulary and Feel
Welcome!

By Kama Einhorn

Book Details

- Reading level: Ages 4-8
- Paperback: 64 pages
- Publisher: Teaching Resources (June 1, 2001)
- Language: English
- ISBN-10: 0439153913
- ISBN-13: 978-0439153911
- Price: \$8.76

Book Description

Meets TESOL Standards!

Great ideas for assessing your ESL student's needs, communicating with the child's family, and more! Plus vocabulary-building mini-books.

About the Author

Before coming to Scholastic as an editor, Kama Einhorn was an ESL-program coordinator for K 8 in San Francisco for four years. She received her Masters degree in literacy in 1997. Kama lives in New York City.

Readers' Reviews

J. Vickery, South Korea

As a teacher of young learners, I struggle to find resources that truly meet the needs of my students, most of whom are just beginning to read and write in English. This book, however, has proven to be a goldmine. Kids and parents alike love the make-and-take books, while I love the flexibility of each unit. I've used the simple drawings to make charts, flashcards, games, etc. to accompany thematic units and have even used a few of the worksheets to review basic concepts with older kids. I'm giving the book a four instead of a five because the unit topics are quite basic. Once students know colors, numbers, letters, shapes, body parts, basic

food items, and basic school terminology, this book basically goes back on the shelf until you get your next room full of beginners. But if you teach young learners with limited language skills, this book is a must have.

J. Marren, Glen Ridge, NJ USA

I recently taught ESL in China for a few weeks and found this book incredibly useful. Although marketed as being for grades 1-4, I found this book helpful for even high school students—it depends more on the level of language proficiency than anything else. For example, I used the “parts of the body” page to review what my students already knew, and then they filled in more complicated words such as thigh, shoulder, ankle, etc. The money page has very realistic drawings of the various coins, all of which were new to my students. The food pages were very helpful before moving on to more complicated lessons on ordering in a restaurant. A great book for a modest price!

Violet P. Ocampo, Los Angeles, California

Although this book is more for children, there are some pages I was able to use for my adult ESL course. There are some nice diagrams along with good ideas on how to begin a level one class.

Cool ELT resources

Cambridge Messages

Attractive and innovative, Messages is the perfect course to motivate lower-secondary students. Teacher and students are rewarded by immediate results with every 'Step'. Level 1 assumes students have studied English at primary school, but gives full coverage of all basic language areas.

The free workbook Audio CD has been expanded to include a wealth of fun interactive CD-ROM exercises. Take a tour of the CD-ROM

Videos for use with all levels accompany the course. There are two videos, one for use with Levels 1 and 2 and one for Levels 3 and 4. The videos contain entertaining documentary sequences reflecting life in Britain and the US. An EAL (English as an Additional Language) Teacher's Resource CD-ROM is now available to supplement the course.

Exmptore Cambridge Messages at <http://www.cambridge.org/elt/messages/>

LanguageGames.org

Have fun playing while learning languages with www.languagegames.org online games! Is it possible to learn while playing games?

Of course it is! The games you will find here are much more effective at helping you acquire foreign language skills than other types of exercises. See by yourself!! When solving the series of crosswords LanguageGames.org team prepared, you'll always be aware of your progress. This is very important for a foreign language student.

Explore LanguageGames.org at <http://www.languagegames.org/la/>

[Englishpage.com](http://www.englishpage.com)

Englishpage.com is the premier Internet resource for intermediate and advanced English learners around the globe. Visitors are typically well-educated business people and professionals between the ages of 18 and 35 looking to improve their English for career advancement.

Every month, Englishpage.com receives millions of visits from over 180 countries worldwide.

Englishpage.com offers content for ELT professionals in the following categories:

- Weekly Lesson
- Grammar Book
- Vocabulary

- Verb Tenses
- Conditionals
- Modals
- Gerunds
- Prepositions
- Mini-tutorials
- Irregular Verbs
- Reading Room
- Listening Lounge
- Games
- Student Forums
- English Schools.

Explore Englishpage.com at <http://www.englishpage.com>

Word of the week: metathesis

metathesis • \muh-TATH-uh-sis\ • noun

Meaning:

a : a change of place or condition

b : transposition of two phonemes in a word

c : a chemical reaction in which different kinds of molecules exchange parts to form other kinds of molecules.

Example:

When I listened to the recording of the child's speech, I noticed several instances of metathesis.

To know more about the word 'metathesis', please visit: <http://www.merriam-webster.com/cgi-bin/mwwodarch.pl?Feb.09.2009>

ELT cartoon of the week

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“Nobody understands the apostrophe.”

Research paper

The Attitudes of ELT Students towards the Internet in Doing Their Homework

By Atamturk, Nurdan

Abstract

Educational technology has been gaining importance in English language teaching since with the help of technological tools teaching and learning became more effective. This study which is descriptive in nature, is designed to investigate the present attitudes of ELT students towards the Internet in doing homework, their technological literacy and the level their instructors use technological tools in their classes. The participants of this study are prospective teachers who are studying in ELT department at the Near East University. Investigation shows that they resort to the Internet mostly whilst doing homework, they have good computer skills and they have positive attitudes towards technology. (Contains 2 tables.)

To access the full paper, please visit: <http://www.eric.ed.gov/ERICWebPortal/Home.portal>

Subscriber space

Is behaviourism creeping back?

By Mohamad N. Keramati

University of Ershad Damavan University – Tehran

Abstract

Recent models of language learning, like connectionism and competition models with reinforcement learning algorithms, inspired by one of the fundamental law of behaviourism – association between input and response – are now having their advocates. The question which strikes the mind is whether or not behaviourism is making a come back with the new models of language learning like connectionism. This study intends to find the answer to this question. The author first starts with the principles of behaviourism and reviews the strong impacts of behaviourism in education. Reviewing the principles of connectionism and competition model, the author argues that despite similarities between the new models and behaviourism, they are epistemologically different from behaviouristic view of language learning. It is further claimed that behaviourism, despite being discredited now, had never left the ground and their presence in the field has been very strong.

Research Paper

Background

Behaviouristic view on language learning and teaching, which had its roots in structural linguistics of Bloomfield and the general principles of language learning of behaviouristic psychology of Watson, Thorndike and Skinner, was a dominant learning and teaching approach for few decades in the USA during the 1940s and 1960s. Three general principles of language learning have been identified in this framework (Dakin, 1973): the law of exercise which indicates that language learning is promoted if the learner repeats the responses to the stimuli. Here, practice plays a fundamental role. The law of effect which places importance on reinforcing the correct or native like response and on correcting the non-native like responses. Here reinforcement, such as approval of correct responses strengthen the association and is necessary to learning. These two principles had been proposed by Thorndike. And, the principle of shaping which mentions that learning will be rapid and smooth if the complex behaviour are broken into smaller units and are learnt bit by bit. Behind all these principles is the assumption that language learning, like other types of learning, takes the form of habit formation (Ellis, 1994). At the heart of behaviourism, we have the classical conditioning of Pavlov – a habit is an automatic response to a stimulus, reinforcement of Thorndike “stimulus-response bond would be formed whenever a reinforcement followed emission of the response in the presence of stimulus” (Anderson, 1995) and generalization of Watson, a conditioned emotional response will become generalized, and operant conditioning of Skinner, a stimulus defines the situation for a response (Anderson, 1995).

Based on the disciplines which influenced behaviourist language learning, Lado (1957) proposed Contrastive Analysis (CA) and claimed that it is possible to predict and describe patterns that will cause difficulty in learning by comparing L1 and L2 systematically. He proposed that the “pedagogical material should be based on this kind of comparison”. Following principles of structural linguistics, CA proposed a bottom-up priority for analysis, moving from phonology to morphology to syntax. The same was claimed to be priority for language learning. Following principle of behaviourist psychology, the proponent of CA assumed that language acquisition involved habit formation in the process of Stimulus – Response – Reinforcement (S-R-R). In other words, learners imitate and repeat (law of exercise) the language they hear (linguistic input or stimulus), and when they are reinforced for that response (law of effect), learning takes place. That is, a permanent modification takes place in the behaviour. Another assumption of CA is the notion of transfer in learning which means that the prior knowledge or the old habit interferes with the new one. If it facilitates learning of the new item, it is called positive transfer and when it inhibits the learning of the new item, it is called negative transfer. According to Lado (1957) the easiest L2 structures are those which exist in the L1 with the same form, meaning and distribution and the most difficult L2 structures are those which have partial similarity, not equivalence, with those of L1. The CA approach was not adequate for the study of SLA, partly because of its link to the behaviourism whose central claims have been criticized seriously by Chomsky’s (1959) review of Skinner’s verbal behaviour and partly because the claims made by CA were not supported by analysing the learners’ errors. Although behaviourist views in language learning which emphasized only the external behaviours have been criticized, the new-behaviourists’ like Hull, Tolman, and Bloom recognized the internal characteristics of the learners.

New-behaviourism

The new-behaviourist, Hull, was the first behaviourist who recognized the importance of learner's internal characteristics such as motivation. Anderson (1995) mentions that the main goal of "Hull and other theorists was to develop a systematic theory of classical conditioning to explain all behaviour – human and animal" (p. 16). The fundamental issue for Hull was to connect learning and motivation. He believed that learning was insufficient for behaviour and therefore we need to have motivation. Skinner (1953) echoes the same concept when he talks about the learners' self-control and self monitoring used as reinforcers for learning. What Hull wanted to do – relating internal characteristics to external characteristics – was done by new behaviourist Benjamin Bloom. Bloom and Krathwohl (1956) linked internal and external behaviours in their very influential taxonomy of learning. For them learning is observable behaviours at three levels of cognitive, affective and psychomotor. The importance of cognition has even been recognized by new-behaviourist Edwin Chase Tolman as early as 1948. But, his finding was not recognized then, due to the Skinner's argument that studying behaviour was more useful. The influence of new behaviourists in current educational practice like, learning outcomes, curriculum planning, assessment and teacher's role in the classroom (Jordan, A., Carlile, O., and Stack, A., 2008) is both influential and undeniable. Bloom's taxonomies, particularly in cognitive domain, which deals how internal knowledge can be revealed by external behaviour (i.e., learning a grammatical rule moves from recognising the rule to being able to use it appropriately in the right place at the right time) have been used extensively in curriculum development on how to sequence the instructional objectives. Relating cognitive development and behaviour has had direct implications for classroom teachers. They could construct activities to allow the learners to practise the behaviours and of

course check these behaviours when they wanted to assess the learners' performance (Jordan, A., Carlile, O., and Stack, A., 2008).

One of the goals of education has always been modification of behaviour or learning outcome, i.e., positive feedback of the teacher to young learners or certification at higher levels. Learners' outcome refers to both external and internal behaviour, with external behaviour being more straightforward and easily observable, and internal behaviour being more complex and not directly observable. Learning outcome is explicit statement of what a learner can do if, for example, completes a course of study. Learning outcome has been one of the major contributions of behaviourism to the present educational practice, particularly in removing the earlier mystique and vague explanation of the same phenomenon (Jordan, A., Carlile, O., and Stack, A., 2008).

The influence of new-behaviourism in language assessment has also been influential. We know that authentic test task is the one which approximate the real life task or Target Language Use (TLU) task (Bachman, L. and Palmer, , 1996) or is "the performance of behaviour stated in learning outcome under the same condition as those under which they were learnt" (Jordan, A., Carlile, O., and Stack, A., 2008). As an example, if we expect the students write a topic sentence, the test task should be in a way that the students actually write a topic sentence rather than being able to explain what the characteristics of a good topic sentence are. The implication of learning outcome in assessment has also led to the development of the criterion referenced testing where the learners are expected to achieve an already predefined learning outcome. Earlier norm referenced assessment compares the performance of the learners with one another and in relation to a norm. That is, the distribution of the scores or performance of the

learners should be in a way to form a normal distribution. In other words, there will be some students who are below the mean score. Whereas in criterion referenced testing, it is possible that all learners meet the criterion and be judged as performing at a satisfactory level. The shift to criterion referenced testing is a surely of benefit to the learners. New-behaviourist principles have also been used in formative assessment where the role of feedback, seen as reinforcement, has been emphasized.

Behaviourist view on language learning is now discredited, but various elements of behaviourist thinking are making a come back. Even as recent as 2000, Eric Kandel won the Nobel Prize in Medicine for his discovery of the molecular basis of three related forms of learning: Sensitization, habituation, and classical conditioning (Kendel, et al., 2000 in Poirier, 2006). In addition connectionist models with reinforcement learning algorithms, inspired by Skinnerian reinforcement learning mechanism have now found support among scholars (Poirier, 2006). In the following section, a review of Connectionism and Competition model will be presented. There, the behaviourist features will be pointed out.

Connectionism

Connectionists like Piaget view mind as a module. But, they differ from Chomsky's modularity in that for them language faculty is not a module. They distance themselves from Chomsky's innatist approach to language learning too. Like behaviourist, they focus on the strength of association between stimuli and responses. Reviving parallel distributed processing (Rumelhart &McClelland, 1986) of psychology, connectionists believe that brain is

like a computer that would consist of neural networks – complex clusters of links between information nodes. These links of connections become activated or weakened through activation or non-activation, respectively. For them learning is seen as the process of association between the stimulus and response. They believe that human mind has an innate capacity to make these associations. “As learners are exposed to repeated patterns of units in input, they extract regularities in the pattern; probabilistic associations are formed and strengthened” (Torike, 2005). So, for them the notion of innateness is not seen as an innate capacity to learn the abstract rules of language. To use the concrete example of Lightbown and Spada (2006) when a child hears a word in the context of specific object, event or person, an association is created in the mind of the child. The association will be stronger if the frequency of input and nature of feedback should be more. The child has an innate capacity to make these associations. Therefore, whenever the child hears that word, it brings to her mind that object and whenever she sees the object, it brings to her mind that word. Eventually any characteristics of that object or event may trigger the retrieval of the associated word. Language acquisition is, therefore, seen as a result of these types of associations rather than the construction of the abstract rules.

The claim that learning is not innate nor rule based is supported by computer simulations. In learning irregular verbs, it is known that children go through three phases: first they produce the correct form of irregular verb, i.e. went. In the second phase, they over-generalize the regular past tense ending to irregular verbs, i.e., goed, known as U-shape curve of learning for irregular verbs, and in the third phase, they produce irregular form correctly. Rumelhart and McClelland (1986) demonstrated that a computer that is programmed with a “patterned associative network” can learn to associate English verb bases with their appropriate past tense forms without any a priori

rules, and that it does so with much the same learning curve as the one exhibited by children learning their L1. Pinker (1991) argued that irregular verbs are retrieved from an associative memory, like what connectionists have described, but regular verbs are produced by learners as a result of suffixation rule. However, N.C. Ellis and Schmidt (1997) investigating the claim made by Rumelhart and McClelland (1986) using regular and irregular plural morphology, supported the claim made by Rumelhart and McClelland. They concluded that associative mechanisms are all that we needed in order to explain the acquisition of plural morphology. Their finding did not support Pinker's finding that regular morphology of past tense was rule-governed and the irregular associative.

Competition model (Bates and MacWhinney 1981; MacWhinny 2001) of language learning offers a theory of performance in contrast with Chomsky's theory of competence. Competition model challenges Chomsky's deterministic model of language learning, innate hypothesis. Besides, they claim that language learning is non-modular and is not domain specific (Jordan, 2004). Relevant to the discussion in this paper is two of the theoretical commitments. The first one is the connectionist model which competition model uses to model the interaction between lexical mappings. There, they reject nativist view and argue that brain relies on a type of computation that emphasises patterns of connectivity and activation. The second one is that of input-driven learning. According to this commitment, learning is explained in terms of input rather than innate principles and parameter. Cue validity is the key construct in this explanation. The basic claims of competition model is that cues such as stress, intonation, rhythm, morphological marking, and word order are available in input and language processing involves competition among these cues. Different types of cues interact dynamically every time children or adults hear a sentence. Word order or first position of nouns is very strong cue for English Speakers. However, strong cue in one

language might be weak cue in another. Transfer of L1 cues strengthen to L2 is something which is likely at early stages of SLA when the systems differ. Research in this issue is, however, not conclusive (Torike, 2005).

Conclusion

Connectionists are Piagetian in that they have modularity of mind in common with Piaget. But, unlike Piaget, they are innatist like Chomsky in believing that mind is predisposed to find the regularities, though their notion of innateness is different for that of Chomsky. Moreover, like Behaviourist they believe in strength of association between stimulus and response and they have an empiricist approach to learning. That they are not regarding learning as being innate, and the emphasize they put on input rather than innate distance them from Chomsky and make them closer to behaviourism. However, despite the fact that they reject innateness in the sense that Chomsky uses, I would like to argue that connectionists differ from behaviourists in fundamental ways: they consider causal explanation and try to overcome all theoretical bias.

I would also like to argue that despite the strong criticism on behaviourism, they have had important and powerful influence on education and learning. The two principles of the law of effect and law of exercise of Thorndike have their strong presence in the recent education. The presence of some of the features of behaviourism in new models of learning, like connectionism, is an evidence of the fact that exclusion of behaviourism from education is neither possible nor recommended. Learners and learning are so complicated that probably one model would not be able to accommodate all the complications. This reminds me of Romi's story of the blind men describing an elephant. I

hope the analogy does not offend the creators of the theorists of the models of learning. The problem lies in the size of the elephant which is as big as life itself. We are concerned with a complicated issue of learners and learning and it seems that each of these theories are shedding light to one dimension of these complicated phenomena. Rather than attempting to deny one theory over the other, perhaps, we need to merge these theories with one another to tackle the complex phenomena.

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