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ELTWeekly

India's First Weekly ELT eNewsletter

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ELTWeekly

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QUOTE OF THE WEEK

“Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek.”

- Barack Obama

To leave your comment, click this link: <http://eltweekly.com/more/2009/09/eltweekly-issue32-quote-of-the-week/#respond>

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'To The Eternal Learner of English' - a poem by Dr K K Ray

These dragging, drudges, forty ticks of a minutes hand,

That brings us together

Huddled in a classroom

For this eternal cycle,

Of give and take,

In the rare commodity

One calls knowledge...

In the shivering cold,

And thundering rain,

In foggy mists,

On a mundane plane,

We interact,

On Muses delight—

To learn of happy lays,

In sorrowful strains.

We transact;

On literature,

And what it recounts-

Of lives gone awry,

Of life gone waste,

Of life spent –a- pinning,

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And the wilting of the soul away.
We transcend,
On Indo- Anglicans;
Narayan, Khushwant Singh, and Ruskin Bond
You look askance,
And I see it in your eyes,
The expectations,
The elations,
'on whom I expound'
I explain;
I am transfixed;
I am transpired,
Transformed
Into that divine being,
You would be moved to venerate,
In those transient forty ticks,
That brings us together
AND
Create bonds
That grow till eternity.....

To leave your comment, click this link: <http://eltweekly.com/more/2009/09/eltweekly-issue32-to-the-eternal-learner-of-english-a-poem-by-dr-k-k-ray/#respond>

**ELTWeekly Team would like to thank Dr. Kum Kum Ray for contributing this poem.

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VIDEO: 10 Steps to Teaching Vowels and Consonant Sounds

This is a video to demonstrate the teaching tips Jennifer listed in her blog entry at <http://englishwithjennifer.wordpress.com>

Watch the video at <http://eltweekly.com/more/2009/09/eltweekly-issue32-video-10-steps-to-teaching-vowels-and-consonant-sounds/>

To leave your comment, click this link: <http://eltweekly.com/more/2009/09/eltweekly-issue32-video-10-steps-to-teaching-vowels-and-consonant-sounds/#respond>

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ARTICLE: Education and Literacy

by G.Manuulathadevi, Asst Prof English, Jyothishmathi Institute of Technology and Science, Karimnagar

Education is not acquisition of academic qualifications. However, acquiring academic qualifications is possible through literacy, which is the very foundation of the knowledge to read and write. Here is where exactly education distinguishes itself from literacy. Education is something that comprises the highest degree of significance and widest range of meaning; it is something that is entwined with the edification of one's conduct and then realign oneself to the existing situation which eventually leads to exultation and contentment in one's life , in the absence of which, life is just a tribulation and curse.

Can literacy be totally slighted? Obviously no. I am now paraphrasing the words of great ancient poet of Sanskrit, Bharthhrthruhari who while highlighting the magnitude of literacy said.

“Literacy is a treasure that cannot be stolen by any thief;
it is prosperous, grants wealth, be a friend in a foreign
land; it is God who will take care of man; there is no
wealth that can be compared to literacy; it is
honoured by emperors; anybody who is illiterate
is a mere tetrapod.”

Alarmingly despite possessing all these merits, literacy is dishonored and discarded something as ‘Necromancy’ when a literate lacks character.

The growth of man includes his philosophical and scientific elevation. His ability to read, comprehend, retain and reproduce things which is the consequence of his honest physical labour. He may produce magnificent literature; his inventions and discoveries may glorify

his status; his knowledge may reveal his supremacy, but, nonetheless, the absence of discretion will leave no better mark on his existence except a historical tragedy.

A literate without character is a noble villain. His academic achievements can only enable him to destroy the peace of the world. He loves nights and longs for the expiry of the bright day light. Secrecy is his favorite as he lives obscure. Real education, on the contrary, moulds his character and paints the picture of his life palatable to watch and makes him believe that this life is a thrilling experience.

A mother who administers her family, being a congenial companion to her husband, affable friend to her children, and obedient daughter-in-law to her in-laws; and who ensures every member of the family everything that one human being expects from another human being; and in this way setting herself as example, trains the small group to be human, is truly educated, albeit illiterate. A common milk-man who turns up before everybody is out of bed has real education. A child who is regular to school and never bemoans the hard work he will have to do has actual education.

The world's renewed poet Words Worth illustrates the picture of education in his famous poem 'Education of Nature' According to him true education is to feel the existence of God in every object of Nature that stands as example for discipline and order.

So education is none other than awareness of what one ought to do and how to do. Education is culture. Education is civilization. Civilization does not mean a fashion that manifests an individual's apish desire to make oneself conspicuous in attire and scandalous appreciation of the western ways of life. It is advancement in thought and application that keeps the decorum of man while he thus moves forward, his nobility increases proportionately, and since his civilization reflects his culture, he is serious about keeping it intact.

It is sad that literacy is misinterpreted as education. Those who have academic endeavors laugh at the culture and its demands for the individuals in the society. True education is keeping one's identity; not losing it in the name of civilization by adopting foreign modes which may not suit to his life.

A scientist whose new invention is beneficial to the society may be a reject because of his personal conduct. If his knowledge of the things generates arrogance in him, he either misuses his knowledge or circumscribes it only to himself without transferring it to coming

generation. Either of these ways is precarious to the on-going procedure of the world. The affairs of the world go on well as long as they are done on give-and-take business. Great Gita proclaims: “Education which is Gnana cannot be imparted. An individual has to work indefatigably to acquire that and once this Gnana envelops an individual’s soul, he experiences only raptures in life. The verities of life appear to him not as insufferable groans but as temporary passing events, each ensuring him wisdom to comprehend the ways of God and access to His feet.”

Simple knowledge of the printed words cannot educate one’s mind and mould one’s character. For the assurance of the cloistered life people need to have education of life and responsibilities. The secrecy behind creation and of course destruction is keenness and curiosity. The inquisitiveness will make man a professional, a scientist, a reformer and a benefactor. Its connectivity with the academic excellence is null and void.

** ELTWeekly would like to thank G.Manulathadevi for contributing this article.

To leave your comment, click this link: <http://eltweekly.com/more/2009/09/eltweekly-issue32-article-education-and-literacy/#respond>

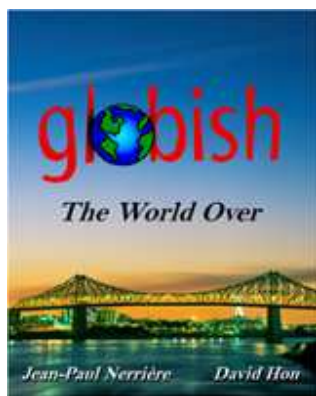
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BOOK REVIEW: 'Globish - The World Over' by Jean-Paul Nerriere and David Hon

Reviewed by **Tarun Patel**

'Globish - The World Over' is a 168-page ebook written by Jean-Paul Nerriere and David Hon. This ebook is divided into two parts - 'The Problem with Learning English' and 'Elements of Globish'. It features 23 chapters. The ISBN of 'Globish' is 978-2-212-86542-4. The price of the book is \$9.95.



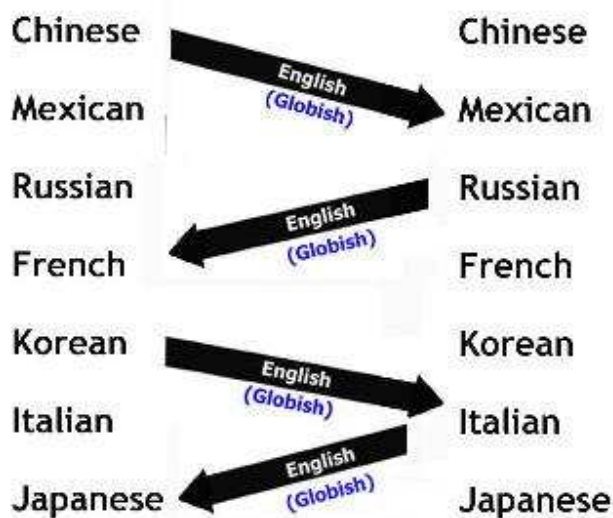
'Globish' observes how a billion people are in need of a consistent language to do business across the globe, describes how the problem is being solved by many non-native English speakers, and discusses the specific outlines of the Globish approach that is being noted as perhaps the only possibility for true Global talk.

David and Jean have written this book to aid those who use English as a tool for their communication. To form their viewpoint at the very beginning of the book, David and Jean say, "The English language seems to be the most important communication tool for the international world. But now it must be a kind of English which can be learned quickly and used very easily – not like Standard English. The people who know a little are already using what they know. It works for them – a little. But... they often have families and jobs. They cannot spend enough time or enough money to learn all of English. And English speakers think these people will "never be good enough" in English. It is a problem. We think Globish is a solution."

In the initial chapters of this ebook Jean and David have talked about the demographics that the English language dominates as a most widely used language.

To describe this dominance they have put the following image, which is an self-explanatory example of wide spectrum of English language.

Language Used In Business Communication



According to David and Jean, 'Globish' is a language that enables people to satisfy all their communication needs in 1500 words. They say:

“Globish is correct English”

“Globish spelling is English spelling”

“Globish sounds like English”

“Globish uses the same letters, markings and numbers as English”

“Globish uses the basic grammar of English, with fewer Tenses, Voices, and Moods.”

Globish has 1500 words, expandable in four ways:

- different use of same word,
- combinations of words,
- short additions to words,
- and Phrasal Verbs.

They have also talked about the limitations of Globish and enlisted all 1500 words which form Globish.

In the later chapters of the book the authors have focused on other aspects of Globish which are very interesting for everyone who uses English.

They have made this book easy to read by explaining all the technical words appropriately.

IT would be worth spending \$9.95 to read this book which has come with a new concept and could make a BIG story in terms of communication.

You can buy this ebook from Jean's website: <http://www.globish.com>

Author Biographies

Jean-Paul Nerrière

As a vice-president of IBM Europe Middle East & Africa, Jean-Paul Nerrière was noted worldwide for his foresight in urging IBM to sell services instead of “selling iron”. With IBM USA as a Vice President in charge of International Marketing, he was also using and observing English – daily – in its many variations. Nerrière's personal experience the world over enlightened him to a not-so-obvious solution to the global communication problem – Globish. Recently this has resulted in his best-selling books on Globish in French, Korean, Spanish and Italian, and the word Globish being known everywhere.

Nerrière has also been knighted with the Légion d'honneur, the highest award France can give.

David Hon

As a young man, David Hon jumped off helicopters in Vietnam and taught English in South America. He had an MA in English and thought that someday he would write about English as an international communication tool.

However, a different direction, into the computer age, led Hon to develop the world's first realistic medical simulators. He won international awards and created a successful company, Ixion, to produce those computerized simulators.

A short time back, he came upon Nerrière's Globish ideas, and Hon knew that this book in Globish was the one he had intended to write long ago.

To leave your comment, click this link: <http://eltweekly.com/more/2009/09/eltweekly-issue32-book-review-globish-the-world-over/#respond>

ARTICLE: 5 Ways to Handle a Heterogeneous Language Class

By **Tarun Patel**

In my ELT and Communication skills classrooms, I have to face the students with varied linguistic backgrounds. They belong to different part of the country and have been using their mother tongue during their elementary education.

This brings a big challenge for me - as a language teacher. In the same class I have students who could be put under the label of 'advanced' and also I have students who could be called at 'elementary level'.

Based on my 5 year experience of handling such learners, here are five tips to deal with them:

- 1. Teach 5 words a day:** Make it a routine for them to learn at least 5 new words everyday. Ask the students to find out at least 5 new words from the dictionary or some other resources. Learning new words will help them advance quickly and get into the stream of learning smoothly.
- 2. Keep them involved:** Keep the classroom alive with constant interaction with the learners. You - as a teacher, speak less and make your learners speak more. Ask a lot of questions. Confuse them - as much as you could - and make them speak and interact with you and the other students in the class.
- 3. Make them read:** Give them plenty of reading materials in the forms of short stories, news articles related to the field of their interest, quotations etc. Reading will empower them thoughts and ideas which will urge them to come out and use the language. Also reading helps them learn correct and appropriate forms of language and enables them to become flawless users of language.
- 4. Connect them - make pairs:** Depending upon their level divide students and then make pairs wherein one student is good at language and the other needs support to be good.

Allow them to interact during the classroom session. This will help the second category student improve upon his linguistic skills with the help of his peer.

5. Make them speak - short presentations: Motivate your students to deliver short presentations. This will remove the stage fright from their mindset and make them comfortable at using the language. Allowing the use of visual aids will help them speak confidently as they have something at their help. They can be involved in poster presentations, picture presentations or some such similar theme.

These techniques have worked for me in my language classrooms, please do let me know what results you get when you apply them with your students

About Tarun Patel

Tarun Patel (<http://tarunpatel.net/blog/>) is an ELT and Communication skills teacher, working with Charotar University of Science & Technology (CHARUSAT - <http://charusat.ac.in/>). He has been dealing with the Language learning processes for last seven years. 'Technology in Teaching English' is his favorite game and has presented several papers in national and international conferences on the same theme. He is the founder editor of ELTWeekly (<http://eltweekly.com>), India's first weekly ELT eNewsletter which reaches in more than forty countries and benefits more than one thousand teachers of English and Communication Skills. Have a look at his personal blog <http://tarunpatel.net/blog>.

To leave your comment, click this link: <http://eltweekly.com/more/2009/09/5-ways-to-handle-a-heterogeneous-language-class/#respond>

RESEARCH PAPER: Significance of Group Works in Heterogeneous Classroom

By **Dr N V Bose**, Institute of Language teaching, Jamnagar, Gujarat - India

Abstract

The use of group works in the second language classroom has been supported by both theoretical and pedagogical arguments. The language generated in group work sessions is near to real life and not mere reproduction of utterances provided by the teachers. In a large group, the majority of students remain silent or will not get chance to interact with either their friends or teachers in English. Most of the energy is spent in controlling the class or assessing learners' written work. This is true in our Indian schools. Even after the introduction of Functional Approaches in our schools the teaching context remains largely as same as it was in the past. This paper looks into the significance and possibilities of conducting group works in heterogeneous second language classroom and thereby improves their competence in English.

Introduction

New trends in language teaching have raised awareness about meaningful classroom interaction in Second Language Learning contexts. Functional Approaches to language teaching especially Communicative Language Teaching (CLT) advocate group works as one of the meaningful activities which facilitate the use of real language among learners. One of the reasons for the widespread interest in group activities is the recognition that a group has greater resources than any single individual alone.

Group Dynamics

There are two types of groups which the language teachers might use in a communicative classroom. They are heterogeneous and homogeneous groups. In heterogeneous groups students of different ability levels work together and solve a given language task. In homogeneous groups students that are similar work together. Heterogeneous groups have

an advantage over the homogeneous as the mixed ability groups provide opportunities for the less able to be helped and for the able to develop qualities of leadership, thus benefiting both. In a heterogeneous group, the second language classroom can thus turn out to be such a pleasant and inspiring environment that the time spent there is a constant source of success and satisfaction for teachers and learners alike. This learner group, made up of mixed ability, is a powerful social unit, which is in many ways bigger than the sum of its parts. (Dornyei 2003) Heterogeneous groups can considerably influence the rate of learning and the quality of time spent in class. A group becomes a 'good group' when it has become a psychological reality for insiders and outsiders alike. Ehrman and Dornyei (1998: 72) identified the following characteristic features of a 'group'.

1. There is some interaction among the groups.
2. Group members perceive themselves as a distinct unit and demonstrate a level of commitment to it.
3. Group members share some purpose or goal for being together.
4. The group endures for a reasonable period of time.
5. The group has developed some sort of a salient internal structure which includes:

The regulation of entry and departure into/from the groups

Rules and standards of behavior for members;

Relatively stable interpersonal relationship patterns and an established leadership hierarchy.

some division of group roles;

6. Finally, as a direct consequence of the above points, the group is held accountable for its members' actions.

Heterogeneous groups in a language classroom are real ones in psychological sense as they display all the above features.

Group works in ESL Classroom

Interaction is the key element in a second language classroom. The teacher, as an instructor, a facilitator or as an observer needs strategies in order to encourage an appropriate interaction among language learners. Group dynamics come as an important aid to language teachers who deal with multiple intelligences which are closely related to learners' learning strategies. Group dynamics allow students to reveal subconsciously or unconsciously who they are, what they expect from life, their knowledge of the world and how far they want to interact with their peers. Teachers also benefit from group work as it allows them to work with students in a small group setting rather than teaching in class as a whole. Dividing ESL class into groups helps teachers give more time to their students to practice language. Another specific goal of group works is to provide learners with the knowledge and understanding of subject matter, while at the same time focusing more on group dynamics where they are given direct experience to behave and react in a group situation. Moreover, group works enable second language learners to acquire relevant skills of communication, skills of discussion and argument, skills of interactive learning and cooperative inquiry and to develop appropriate attitudes to learning and teaching.

Language learning is more effective if the learners are actively involved in the process. The degree of learner activity depends on the type of tasks and materials they get and of course the cooperative style of teachers. Tasks based on authentic materials are ideal for group works. These materials reflect the real language and the tasks built on it help learners interact actively. A few sample tasks for group work are listed below.

Sample tasks

1. Share News.

Discuss a recent news item in the whole class and assign the groups bring clippings from Newspapers related to the news discussed. Ask the groups share their findings with other groups and write a report to the whole class.

2. Debate a topic

The teacher could brief a controversial topic to the whole class. Ask the class to work in groups of four and two students from the same group take one side of the issue and the other two take the opposite side. Then they switch the roles and argue the opposite side. Finally all members of groups can arrive at a consensus about the topic and prepare a report on it.

3. Complete cartoon dialogue.

The groups could be asked to discuss and fill in the bubbles of the cartoon and each group would share their filled up bubbles with other groups. Later they could write a new dialogue in their own words based on the cartoon making necessary changes. A sample task is given below.



Conclusion

The group works free the teacher from her usual role of instructor-corrector-controller, and allows her to move freely round the class, giving help where needed, assessing the performance of individual students, noting language mistakes for future remedial work, devoting a little more time to slower learners. (Ur,Penny.1981). There can be a few anticipated problems with group works in a heterogeneous class. There can be certain confusion in organizing groups initially, disciplinary problems or use of native language. But these problems will be temporary as they can be overcome by thoughtful organizing of groups. Once they used to such activities group works will certainly help second language learners come out with their own imaginative language.

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ELTWeekly would like to thank **Dr N V Bose for contributing this research paper.

RESEARCH ARTICLE: The Ubiquity of the English Language and the Cruxes in Learning it as a First Language in India

By **Aadhi Ramesh Babu**, Asst. Professor in English in Kamala Institute of Technology and Sciences, Huzurabad, Karimnagar, Andrapradesh - Gujarat

India is a vast country with different languages in different parts of the country. These regional languages differ from each other so much that it is not possible to communicate with people of other regions without a common language. India is on the road to become a strong and prosperous nation in the world. For all this, there is need of a common language i.e., English. It is this language which is understood almost all over the region in addition to national language of Hindi, all schools and colleges teach English and mostly have it as a medium of instruction.

No one denies the importance of English language in the present time as global language. It is clear that the English language has become more dominant around the world. In some countries it is used as the mother tongue and, other countries learn it as second language in their schools like India and Africa. This is made English widespread. In addition, many reasons which contributed to rising of English spreading. For example, use it for communication between people around the world, as well as, it is language of modern times. On other hand, English is the language of science and technology. There is no doubt that, the English is language of communication between the people with different cultures. It is also the language of computers that help to communicate with the people around the world through Internet technology and e-mail. People who know English can deal with the Internet, which is regard information and communications revolution.

I would like to mention a few points in this paper on how the first language is used in foreign language learning, specially the focus on English language, in India. It's not prohibited to use mother tongue language in class while dealing with English teaching but it should be the last means. Because it's better to use visual aids, flash cards or anything else that reduces the difficulties, and as teachers we can accept learners' mother tongue use. However, research shows that the first language has a small but important role to play in communicating

meaning and content. This role is important across all four strands of a course. In a well balanced foreign or second language course, there are roughly equal opportunities for learning through these four strands:

1. Meaning focused input - learning through listening and reading
2. Meaning focused output - learning through speaking and writing
3. Language focused learning - learning through deliberate attention to language features
4. Fluency development in target language - learning through working with known material across the four skills at a higher than usual level of performance.

Use of L2 (English)

Research has shown that the first language of learners can play a constructive role in some of these strands and the aim of this article is to look at some of this research and to clearly identify those parts of a language course where there is value in using the L1. Before doing this, let us look briefly at ways of increasing the use of the L2.

When teaching a foreign language, the students should be exposed to as much comprehensible input as possible. The teacher should keep speaking English in the classroom and make him/herself understood that he/she expects the same from the students. At the beginning, they will have problems understanding the teacher but later on, they, at least some of them, will do their best to answer the teacher's questions in English. What I find especially worth mentioning is that the students take it easier and don't show enough enthusiasm to learn English when it is not spoken in the classroom by the teacher.

In India it is too tough to learn any foreign language, particularly English because the learners want to speak in their mother tongue. We all know that it is very comfortable language to speak and I would like to give some techniques to improve the use of English. Most of the students speak in their mother tongue outside of the classroom. They are not using L2 in the colloquial language. Where learners have little opportunity to meet and use the L2 outside the classroom, it is very important that the use of English is maximized in the classroom. One obvious way to do this is carry out classroom management in the L2, English. Classroom management involves things like telling the class what to do (take out your books, turn to page 7), controlling behaviour (be quiet), explaining activities (get into pairs). The teacher has to make the class interesting by giving the tasks. Vocabulary,

grammar, and communicative speeches are generally useful to the students. If the use of English in classroom is done in a planned, consistent way, classroom can be a very effective opportunity for learning through meaning focused input. Through observation the functions and forms of the language of classroom management, classroom based research would be to identified and it is a classified list of useful sentences that make use of generally high frequency words and grammatical structures. I think that in this way the role of the L1 in classroom management can be minimized and the role of the L2 increased and of course in classrooms where the learners all share the same the first language or national language, or local languages like Telugu, Tamil, Malayalam in India, there is a tendency for tasks which should be done in the second language, such as conversation activities, situation dialogues, discussion of intensive reading, preparation for writing etc to be done in the L1.

Should English Language teachers use the mother-tongue in the classroom? The rationale for not using the mother tongue was a mixture of pedagogical and pragmatic. Let me substantiate why I tell you to use L 1 in the class. There are many reasons for this L1 use.

Comparing English grammar with the mother tongue's grammar can be very positive for some learners.

Beginners will probably progress at a quicker pace if the use of the mother tongue is allowed in the classroom.

Translation exercises may also be the perfect practice when there is a grammar point that is causing trouble to students.

It is more natural to use the L1 with others who have the same L1.

It is easier and more communicatively effective to use the L1.

Using the L2 can be a source of embarrassment particularly for shy and mute learners and those who feel they are not very proficient in the L2.

There are however some times when use of the L1 can have very positive effects on learning and we will now look at these in relation to the four strands.

First language use and meaning focused input and output

There's no doubt that learning another language is challenging. Especially if you don't live in the country where the language is in daily use and you are not exposed to it on a daily basis.

It's a fact that if you were suddenly transported to a country where you had no knowledge of the language you would soon start to pick up basic phrases and words. I agree with our colleagues on the matter for using mother tongue which is sometimes really necessary, especially when we do not have the suitable equivalent of the English words. Of course some teachers recommend using synonym or antonym in English to avoid using mother tongue which is also very useful method but there comes time when we are at our wits end and whatever we explain the learner doesn't get the meaning. We know that there is no real synonym word in English language and synonyms have near but not exact meaning of the same word. Here the teacher's role, his wide knowledge and experience in teaching English and finally suitable materials chosen for the learner can be very useful. Some English teachers in India allow their students to use a bilingual dictionary when they can't convey the meaning in English but it should be the last choice, only for jargons and expressions not used or found in mother tongue.

Meaning focused tasks can carry a heavy cognitive load. Not only do learners have to focus on what to say or what is being said, they also have to focus on how to say it or how it is being said. The learners discuss a task in their first language before they had to carry it out in writing in the second language. That is, if they think in their first language, they have the opportunity to fully understand the content and they can write with proper ideas. The first language discussion of the task had some interesting features.

The learners were all very actively involved in coming to grips with the ideas.

Secondly, the first language discussion included quite a lot of the second language vocabulary which would be used in the later task.

They cannot think with critical ideas in foreign language so the first language is better.

Thus the discussion not only helped learners to get on top of the content, but it also helped them gain control of relevant L2 vocabulary in a very supportive L1 context. I think there a danger that the students might habituated to speak in their mother tongue and too much practice is surely needed but if the learners who did the preparatory L1 discussion in groups did much better on the L2 written task than other learners who did preparatory L2 discussion even though that discussion was in the same language as the subsequent written task. There is thus a useful role for the L1 in helping learners gain the knowledge needed to reach a higher level of L2 performance.

Use the first language and focus on target language learning

There are numerous ways of conveying the meaning of an unknown word. These include a definition in the second language, a demonstration, a picture or a diagram, a real object, L2 context clues, or an L1 translation. In terms of the accuracy of conveying meaning, none of these ways is intrinsically better than any of the others. It all depends on the particular word concerned. However, studies comparing the effectiveness of various methods for learning always come up with the result that an L1 translation is the most effective¹ This is probably because L1 translations are usually clear, short and familiar, qualities which are very important in effective definitions². When the use of an L1 translation is combined with the use of word cards for the initial learning of vocabulary, then learners have a very effective strategy for speeding up vocabulary growth³. Although there are frequent criticisms raised of learning L1-L2 word pairs, these criticisms are not supported by research. The research shows the opposite, the direct learning of L2 vocabulary using word cards with their L1 translations is a very effective method of learning.

We get some support from studies of dictionary use. Learners' dictionaries can be classified into two major types - those that only use the L2 (monolingual dictionaries like the Oxford Advanced Learners Dictionary, the Cambridge Dictionary, and the Longman Dictionary of Contemporary English), and those that make use of the L1 (bilingual or bilingualised dictionaries). A bilingualised dictionary is a monolingual dictionary with L1 translations included. Monolingual dictionaries usually contain a wealth of useful information and in an attempt to make them accessible for lower proficiency learners, the definitions are often within a controlled vocabulary. The definition vocabulary usually consists of around 2000 words. Thus to use a monolingual dictionary effectively learners need to have an effective receptive vocabulary of 2000 words. Most learners of English as a foreign language in India do not achieve this until they have been studying English for seven to eight years. It is not surprising then that surveys of dictionary preference and learner use show that learners strongly favour bilingual or bilingualised dictionaries. To effectively use a monolingual dictionary, learners need to have a large enough vocabulary

(I think at least 2500 words) and need to be able to interpret definitions, which are much more difficult than L1 synonyms.

The L1 clearly has a very important role to play in the deliberate learning of vocabulary. Different languages borrow a lot of words from English and in the same way the English language is also borrowed from various languages like, Greek and Latin. "Encouraging

learners to notice this borrowing and to use the loan words to help the learning of English is a very effective vocabulary expansion strategy. This involves deliberately exploring L1 and L2 relationships. Even greater help is available where the L1 has a family relationship with English as is the case with languages like Spanish and Swedish⁴"

Use the first language and develop your communication skills effectively in target language.

Fluency development tasks need to involve language items that are already familiar to the learners, need to involve largely familiar content, and need to include some kind of encouragement to perform faster than usual. This encouragement can take the form of time pressure as in practicing in situational dialogues, role plays and group discussions. The L1 can have a small role to play in preparing the learners for such tasks to make sure that the material they are working with is truly familiar. This preparation can involve helping learners recall L1 stories and information that they work with in the L2, or getting learners to use the L1 to discuss and become very familiar with L2 input, such as newspaper articles, TV news reports, short factual texts, that is then used as the basis for L2 fluency tasks.

L1 and L2

There is no doubt that L1 is a useful tool to the students. In most of the roles of the L1 that we have looked at, there is the common theme that the L1 provides a familiar and effective way of quickly getting to grips with the meaning and content of what needs to be used in the L2. "It is foolish to arbitrarily exclude this proven and efficient means of communicating meaning. To do so would be directly parallel to saying that pictures or real objects should not be used in the L2 class 5" All the arguments against L1 use similarly apply to the use of pictures, real objects, and demonstration.

Let us now conclude by looking at ways of avoiding over-use of the L1 and encouraging L2 use.

Encourage the use of foreign language learning

We all know that English is spoken as a second language in India. The students think that it is very difficult for them to learn. So I think that teachers need to encourage

learners to use the L2 as much as possible especially in classes where learners all share the same first language or national language. It practices not only the students listening, but also improves their orally English language. As English teachers, we could try to use English, of

course when you deal with some difficult Grammar. The following range of options is based on the idea that there are several reasons why learners use the L1 when they should be using the target language. These reasons include low proficiency in the L2, the naturalness of using English to do certain jobs, shyness in using the L2, or simply a lack of interest in learning the L2. Here are some of the ways of dealing with these obstacles to L2 use.

1. Native language always wants to interfere in learners communication, avoid it.
2. Prepare learners for tasks by pre-teaching the language items such as language games debates and group discussion and skills needed.
3. Use staged and graded tasks that bring learners up to the level required
4. Tell learners to act as if to be English speakers.
5. Make the L2 an unavoidable part of the task. Retelling activities, strip stories, completion activities, and role plays all require for the learners.
6. Repeat tasks to make them easier.
7. Tell learners of the learning goals of each task so that they can see how using the L2 will help them achieve a clear short term learning goal.
8. Discuss with the learners the value of using the L2 in class.
9. Inform them to speak in English outside of the classroom.
10. Set up a monitoring system to remind learners to use the L2. In group work speaking tasks this can involve giving one learner in each group the role of reminding others to use the L2.
11. Use non-threatening tasks. Learners can choose their own groups, the teacher can stay out of the groups, allow learners to prepare well for the tasks, don't use tasks that put learners in embarrassing situations, and choose interesting, non-threatening topics.
12. Choose manageable tasks that are within the learners' proficiency.

If encouraging second language use is a problem, several of these different solutions may need to be used. These solutions cover a range of affective, cognitive, and resource approaches and thus can be seen as complementary rather than as alternatives.

In some countries, English and the first language are in competition with each other and the use of English increases at the expense of the L1. Teachers need to show respect for the learners' L1 and need to avoid doing things that make the L1 seem inferior to English. At the same time, it is the English teacher's job to help learners develop their proficiency in English. Thus, a balanced approach is needed which sees a role for the L1 but also recognizes the importance of maximizing L2 use in the classroom. In fact, using mother tongue in the ELT class is not a sin; if it helps you make your students understand better. But conducting all the classroom activities in mother tongue all the time doesn't seem justifiable to the students who are learning English as their second language. In this regard, what I suggest you is use mother tongue if you think that it is really difficult to explain in English but at the same time you need to make sure that you are not encouraging your students use their mother tongue all the time.

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4. Ringbom, H. The Role of the First Language in Foreign Language Learning. Clevedon: Multilingual Matters, 1987.
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** ELTWeekly would like to thank Aadhi Ramesh Babu for contributing this research paper.

To leave your comment, click this link: <http://eltweekly.com/more/2009/09/eltweekly-issue32-research-paper-the-ubiquity-of-the-english-language-and-the-cruxes-in-learning-it-as-a-first-language-in-india/#respond>

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WORLDWIDE ELT EVENTS

First International Conference on Foreign Language Learning and Teaching (FLLT 2009), Bangkok, Thailand , 16-17 October

The FLLT 2009 Conference intends to provide a forum for academics in the fields of foreign language learning and teaching to report theoretical and empirical developments in their areas of specialty and to exchange ideas through paper presentations and posters. The conference aims particularly to promote collaboration between researchers in foreign language learning and classroom practitioners, both of whom can significantly inform and enrich each other through dissemination of their research findings. Papers from all theoretical frameworks are welcome. The language for paper and poster presentations is English. Abstracts will be reviewed for clarity of the theoretical framework and methodology, originality and significance, and overall presentation and organization. Each paper is allotted 20 minutes for the oral presentation and 10 minutes for questions. For posters, please consult the guidelines for poster submission.

The FLLT team says, "We welcome abstracts of approximately 300-450 words in any of the following areas:

The Acquisition of Foreign Language Syntax/Phonology/Pragmatics/Syntax-Semantics Interface

- The Role of Input in SLA
- L2 Processing
- Functional Approaches to SLA
- Typological Universals and SLA
- Foreign Language Learning Strategies
- Foreign Language Skill Development
- Self-Access Learning/Autonomous Learners
- English for Specific Purposes

- The Application of English for Career Development
- Language Testing and Evaluation
- Teacher Education and Foreign Language Learning.”

Keynote speakers for the conference are:

- Prof. Anne Burns, Department of Linguistics, Macquarie University, Australia
- Prof. Gita Martohardjono, the City University of New York Graduate Center, USA
- Prof. Shelly Wong, President of TESOL (USA), George Mason University, USA
- Prof. John McRae, Language in Literature Studies, the University of Nottingham, UK.

For further details and pre-registration, please visit: <http://www.flt2009.org/>

International Conference on English Language & Literature Today, Amravati, Maharashtra, India, November 12-13

International Conference on English Language & Literature Today'09. The Two-Day Conference is for scholars, teachers & students of English, worldwide.

Organized by: Vidya Bharati College, Amravati.

Deadline for abstracts/proposals: 15 September 2009

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5th International Symposium on Teaching English at Tertiary Level, The Hong Kong Polytechnic University, October 15-17

The 5th International Symposium on Teaching English at Tertiary Level is jointly organised by the Department of English, The Hong Kong Polytechnic University and the Department of Foreign Languages, Tsinghua University, Beijing, China. It aims to provide a platform for academics to discuss and review various issues related to teaching English at tertiary level.

The organising committee of the symposium is now accepting proposals for papers. The symposium welcomes papers related to teaching English at tertiary level. The conference language will be English.

Issues and questions that the symposium will address:

- English for Academic/Specific Purposes
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- English across the curriculum at tertiary level
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Publication: All presented papers will be considered for the Proceedings of the 5th International Symposium on Teaching English at Tertiary Level.

Registration Fee: The registration fee will be HK\$800 for regular participants and HK\$300 for students.

Send submissions to:

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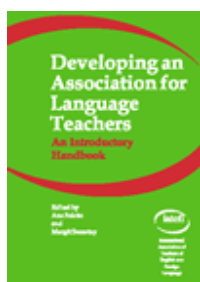
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