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eBook: English as an International Language

This concise volume from 1978 is pre-‘World Englishes’ and before the acceptance of Kachru’s model of the inner, outer and expanding circles of English language use. Nevertheless, it is clear that the book’s authors were fully engaged with the diversity of English language use and the practical needs of learners. Mark Lester and others debate what might constitute International English and its value globally, while Peter Strevens and John Norrish challenge attitudes to local forms of English, arguing for their integration into ELT.

Download ‘English as an International Language’ eBook for free by visiting

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ELT Resource: English To Go

English To Go Ltd ("ETG") sells digital English as a Second Language (ESL) solutions. English-to-go uses the Internet to deliver:

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Video: David Crystal on English idioms by Shakespeare

In the present video Prof. Crystal throws light on the English idioms by William Shakespeare.

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Book: 'The Internet and the Language Classroom' by Gavin Dudeney

by **Gavin Dudeney**

Book Details

Paperback: 182 pages

Publisher: Cambridge University Press; 2 edition (March 19, 2007)

Language: English

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ISBN-13: 978-0521684460

Editorial Reviews

'The Internet and the Language Classroom' certainly lives up to the promise on the sub-title: "a practical guide for teachers". Many of the activities can be adapted for the Business English classroom.' – BESIG Business Issues Newsletter

'At a time of near-inflationary publication of books about information and communications technology, this title is noteworthy because of its exhaustive list of 54 practical activities for exploiting the internet in foreign language teaching.' - Language Teaching Journal –This text refers to an out of print or unavailable edition of this title

Customer Reviews

Miguel Mendoza

“Excellent book. The first pages (Guidelines) serve as the basis to understand what Internet is all about and how it can be used in ELT . It's got tips, hands-on sections and Website FAQs. They're a must for newbies like me. For us, EFL/ESl teachers, this book is an excellent resource to start our journey towards the integration of ICT

into the language classroom. Wonderful activities, smartly organized by levels and themes.”

A Customer

“I bought this book despite the comments made by the reader from SÃO PAULO, and therefore had some hesitations in using it in my classrooms. However, I found the book to be incredibly informative and chock full of useful and practical ideas that can be easily implemented into the classroom. It is written in such a clear way that there's no need to have any in-depth internet knowledge at all. A god send for the likes of me. I would recommend this book without hesitation to any teacher wanting to utilise the capabilities of using the internet in the classroom. I'm not sure what problems are often in Brazil encountered, but I had no trouble at all. All of the pages listed in the book led to straight to the sites they were supposed to. I have already started an email exchange with another school. I'm not sure what problems are often in Brazil encountered, but I had no trouble at all.”

'The Internet and the Language Classroom' by Gavin Dudeney is available at http://www.amazon.com/Internet-Language-Classroom-Cambridge-Handbooks/dp/0521684463/ref=sr_1_4?ie=UTF8&s=books&qid=1258799580&sr=1-4

To leave your comment, click this link: <http://eltweekly.com/more/2009/11/41-book-the-internet-and-the-language-classroom-by-gavin-dudeney/#respond>

Research Article: 'The English Language of Novices Interface the Native English Speakers in a Teaching Centre' by Aadhi Ramesh Babu & A. Komuraiah

This paper focuses on the problems faced by non native English speaking students studying abroad at English speaking universities. It points out the difficulties that Indian students are facing many problems when they participate in group work activities with the native English speakers and offers some recommendations on how these can be overcome. The English language speakers, though they are native or non-native English speaking students, must have good command of English and also they should know how to use the teaching techniques. In some instances, due to cultural differences and differences in expectations, these teachers are not as effective as they could be. For this purpose, the group work and interaction in English will improve their skills in a proper way that enables the learners in listening and speaking.

Group discussions and debates are very important tasks that will permit the students speaking skills. In English classroom, it is a familiar technique to English teachers. The educational benefits range from 'improving the quality of student listening and student speaking' and they will help and motivate students in language learning. By participating in group work, the students will obtain meanings, conversational interactions, and high-quality thoughts. These benefits will apply to the teacher training context also. It is very beneficent to both the teachers and learners; they can share their opinions and knowledge. Supporting the idea of learners combining to share ideas, Bailey states that "A crucial component of this course design was a creation of a class community in which peers could learn both with and from one another."

Though the chances are equal to all the participants, who will speak better? Native speaker or non-native speaker, everyone knows the answer is obviously native speaker. Native English speaker can speak appropriately and clearly and we are not going to say that the non-native English speaking learner can't speak properly. Native speakers of English as learners or teachers usually demonstrate good Standard English, along side with idiomatic language

and slang. If the native speakers dominate in a group work or teacher training centre, the opportunities to benefit from the class community may be severely limited, so it is the responsibility of the native speakers who should give the chance to the non-native speakers to speak in English and motivate them.

We, as teachers, conducted a project to the English language novices and native speaking learners to search out the differences in their English. Both groups felt that the native learners were exerting more control over the interaction than the non-native learners. As a result the following questions came out:

- 1) In a teacher training context where native speakers and non-native speakers work together in small groups, do the native learners dominate or not?
- 2) If they do, what elements support non-native speakers to participate effectively?
- 3) Can we see the non-native speakers' participation more effective than native speakers?
- 4) Either novice of English language or native English speaking learners have more ideas but who will speak out fluently.

Teaching is an art and teaching English to non-native learners is very difficult thing. Swaffar claims that "teaching is a dynamic." What are the most important problems in the field of language teaching? Mackey argues is that "much of the field of language method has become a matter of opinion rather than of fact." So we conducted a group activity to the learners in the teacher training centre to overcome the problem. The activity with twenty students was audiotape recorded, transcribed and analyzed to determine if native speakers dominated the activities. The students were taken the instructions how to be in group discussion and they were asked to make recommendations on how these types of activities could be structured to better meet the students' learning needs.

The total participants were twenty members, twelve of whom were non-native students and eight of whom were native students. Of the twenty students, fourteen took part in the actual classroom. Later the project separate group discussions were held to investigate students' impressions about contributing to group work activities and what factors dictated their level of participation. In group discussions, they produced deeper responses regarding group work interaction. Six additional students, who are very much interested non-native learners' parties, joined with them.

There is no need to ask the questions of native speaker domination on the non-native speakers. But the same questions were asked to both the parties. It was thought that the non-native students might feel inhibited talking about the topics with a native speaker classmate present, so one non-native classmate introduced the questions and took part in the subsequent discussions. In the native students group discussions we introduced the questions. They were asked a few questions of group work interaction:

- 1) How did you feel about working in groups that were a combination of non-native English speaking teacher/learners and native English speaking teacher/learners?
- 2) Did you ever feel uncomfortable working in groups that were a combination of non-native English speaking teacher/learners and native English speaking teacher/learners?
- 3) If so, can you give more details about the situation or situations?
- 4) What suggestions could you make to remedy these types of situations?

Analysis of the information is very central thing in probing the answers from any activity. To examine the information, the teachers should observe that how many number of words produced by each participant in each activity. We should look at the average number of words per turn produced by each participant in each activity and total number of turns taken by each participant in each activity. Though the learners get the more time, do they utilize it or not. The thing is neither native learners nor non-native learners spoke for any extended time should be taken into mind.

We are giving a detailed examination of all the factors that are given above. The teacher and a class observer made contributions to the work group. In all the activities the native speaker participants are nominated as A1, A2 respectively, the non-native participants are designated as B1, B2 respectively. The total number of turns for each participant is compared to the amount of time each participant spent speaking in each activity. When the group was ready to start, the native speakers dominated the non-native learners speaking.

Participation was recorded:

The consequential discussions were also taped and transcribed. The issues frequently referred to in all the conversations were then isolated. Some of the important topics raised were the following:

1. Accepting group work
2. Previous experience towards group work
3. Difficulties with communication strategies and language proficiency
4. Cultural influences
5. Subject knowledge.

All these topics will now be discussed in more detail.

1) Acceptance of group work:

The discussions revealed that there were positive attitudes among the majority of the non-native speaking students towards work group activities. The group work will give the positive points to both the learners, who might acquire the second language. Luft explains “working in a group promotes unity.” Rabow also emphasizes “the idea of using discussion to encourage learning and the students’ enjoyment of learning. It seems that this is not a Western educational idea that is being imposed on international students.” many non-native learners accepted that they like the group work, and also they do not have these kinds of activities in their teaching situations. If the class room with minimum members, the students will surely enjoy it. The group work is an involvement of the students in their own learning process, Rabow and co-members say “that is crucial to the true acquisition of the material.”

2) Previous Experience towards group work:

We find many new things in language while practicing the work with group members. The promotion of group work activities in the formal educational system of other countries seems to be an important issue, as familiarity and past experience with this style of learning were identified by the discussion participants as significant. Several students indicated that previous experience with working in small groups was a very important factor. Some European students mentioned they had participated quite often group activities at university and in the public school system in their countries. This is in sharp contrast to the Asian students’ previous educational experiences. Besides the positive points, there are some negative things by the group work. Some of the well-known persons mention that group work is a problem in communication for the non-native speaking learners. They did not catch the native speaking learners words and unable to follow them.

The discussion of the native speaking students revealed that they expected the non-native speaking students to be more comfortable and forthcoming in the small group activities. The fact that some students had little or no experience with this type of learning and that the situation would be threatening to the novices of the English language, had not occurred to them. We think that there should be more awareness in the minds of native students regarding the different educational systems that exist in other countries.

3) Difficulties with some aspects of communication and language proficiency:

In communication analysis, taking turn is well known from one to one. Most of the non-native students, mainly the Asian students, were unsure about it. Some of them expressed unfamiliarity with the communication strategy. Thus not knowing when or how to take a turn is seemingly a factor that may inhibit non-native learner participation.

4) Cultural influences:

The native speakers and non-native students made several mentions of the unique cultural values of their respective nationalities as probable influences on their levels of group work contributions. The way different cultures view silence in a conversation proved also to be a key issue. For native students, they were unaware of the fact that in some cultures silence is highly valued. While the Indian students were unaware that silence is not highly prized in conversations among native English speakers and often Europeans.

5) Subject Knowledge

With the group discussion, both the native and non-native learners get the subject knowledge. Zuenlger examined the interaction and found “subject knowledge to be a noteworthy factor.” Her results revealed that non-native learners’ active participation in conversations could be explained by the amount of subject or discourse knowledge the students had. We have evidence that a non-native speaker’s active conversational involvement can be explained as a function of relative knowledge of the topic or discourse domain. It is important to consider topic knowledge as relative since knowledge is negotiated. Most of the native speaking learners think that the non-native learners have very less knowledge about the teaching English. Furthermore, though native speakers do not have the subject knowledge, they speak effectively because they might have communication ability.

Recommendations:

Many valuable recommendations were put forward by the learners. However, a complete listing is beyond the scope of this paper. In what follows, the most frequently raised issues were compiled. These will touch on:

1. The lecturer's role in the classroom.
2. The benefits of pre-teaching non-native learners the principles of successful group work.

1) The lecturer's role in the classroom:

A large impact on the learners is the teacher's or lecturer's role. All the learners are not attentive in the whole class room. Some non-native speaking students suggested that lecturers should organize students into groups. One lecturer was specifically mentioned by students who liked this system. They said that they need the group work to discuss in English and they enjoyed that very much. However some native speaking learners felt this idea was perhaps inappropriate in all the cases. Some non-native speaking students also agreed with this opinion, and told that the duty should be on the learner side. The learners should join and talk with the teachers.

2) Pre-teaching the principles of successful group work to non-native speaking learners:

Participants, who have lack of previous experience in language, get the confidence by practicing in group work. It plays significance role in the learners' learning. They will learn many things by the pre-teaching. Most of the non-native speaking students supported this idea completely. One student commented that it helped them in language learning. They will improve their language by active learning through their own exploratory teaching experience. Experience shows that the principles usually help in introducing modern tendencies for English language teaching. In the final account the teachers will demonstrate a fine blend of the modern and traditional features and this is to be expected as normal and justified.

Conclusion:

The native speaking learners are in the minority (only eight) in the teacher- training context, they seem to dominate small group activities when interacting with non-native speaking learners. Though the non-native speaking learners were highly motivated, these kinds of things happened sometimes. This work attempts to identify some of the factors that

discourage non-native speaking students from participating in small group work. The factors examined were;

- (a) The participants desire to be involved in small group activities.
- (b) The amount of previous experience they had with small group work.
- (c) Difficulties with some aspects of English discourse and concerns about language proficiency.
- (d) The part cultural influences played in their interaction in groups.

Based upon participants' suggestions regarding factors and the following strategies for improvement were discussed and put forth as recommendations that are listed below;

1. The role of the lecturer in the teacher training classroom
2. The advantages of pre-teaching the tenets of successful group work to NNS teacher/learners.

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Research Paper: 'Correlating the Performance of ESL Students in Reading Comprehension Passages with Their Reading Habits' by N.Pratheeba

by **Dr.N.Pratheeba**, Lecturer in English, Kamaraj College of Engineering and technology, Virudhunagar, Tamilnadu, India.

Abstract

Tackling reading comprehension passages is an onerous task for any student. But reading comprehension passages are an essential part of any competitive examination, be it, IELTS, TOEFL, CAT, MAT, SAT etc. The ability of the student to solve any reading comprehension passages renders a great difference in the life of the student. For it is the deciding factor to get a seat in a coveted company or an esteemed institution. Reading helps to widen the horizon of the knowledge of any student. Reading habits of students play a major role in enhancing the proficiency of the students in the target language. Time and again, it has been reported that the communicative competence of any student is directly proportional to the comprehensible output received by the student by means of his reading habit. Students who have a greater exposure to comprehensible input usually perform well in reading comprehension passages. To be more precise, strategies can be taught to the average student in the form of explicit instruction. This paper attempts to lay bare the fact that tackling reading comprehension passages has a direct relationship with the reading habit of the students.

KEYWORDS: reading comprehension, free voluntary reading, sustained silent reading, autonomous acquirers, free voluntary surfing, comprehensible input

1. INTRODUCTION:

Tackling reading comprehension passages is an onerous task for any ESL student. But reading comprehension passages are an essential part of any competitive examination, be it, IELTS, TOEFL, CAT, MAT, SAT etc. The ability of an ESL student to solve any reading comprehension passages renders a great difference in the life of the student. For it's the

deciding factor to get a seat in a coveted company or an esteemed institution. Reading helps to widen the horizon of the knowledge of any student. Reading habits of students play a major role in enhancing the proficiency of the students in the target language. Time and again, it has been reported that the communicative competence of any student is directly proportional to the comprehensible input received by the student by means of his reading habit.. The present research work is based on the hypothesis that autonomous acquirers of the target language who have greater exposure to comprehensible input by means of their reading habits perform better than the students who are devoid of such valuable comprehensible input. This paper attempts to lay bare the fact that tackling reading comprehension passages has a direct relationship with the reading habit of the students.

2. PROFICIENCY IN SECOND LANGUAGE ACQUISITION:

Several studies in second language acquisition have confirmed that reading in the second language inevitably leads to a greater proficiency in the target language. Reading exercises in the form of SSR (sustained silent reading), USSR (unaided sustained silent reading) and FVR (free voluntary reading) naturally enhance the requisite skills to tackle reading comprehension passages.

Free voluntary reading , in one way or other helps to enhance vocabulary, reading comprehension, grammar, and writing not only among first language acquirers but also among second language acquirers.(ElleyandMangubhai,1983;Krashen,1993;Cho and Krashen,1994)Free voluntary reading is very useful in English as a foreign language situation where other sources of input may not be readily available.(Krashen,1997).However, most of the EFL students do not seem to take the advantage of the power of reading that can help in a long way to boost their communicative competence. Cho and Krashen have also demonstrated how the narrow reading of easy, interesting reading material like the Sweet Valley Series helps to enrich the language competence of adult ESL acquirers.

3. LAYOUT OF SOLVING READING COMPREHENSION PASSAGES:

Tackling a reading comprehension Students must be able to identify the topic of the given passage. They must be able to distinguish the main ideas and supporting ideas of the given passage. They must vary their speed of their reading to find out the answer. They must be able to distinguish between real facts and opinions coined by the author. If the student is able to mind map the mindset of the author of the given passage, then definitely the student can perform excellently in the given exercise. Students must have a very good vocabulary for a

complete comprehension of the given passage. It is hypothesed that tackling reading comprehension passages has a direct relationship with the reading habit of the ESL students.

4. METHOD: It is a well known fact that students who have a greater exposure to comprehensible input usually perform well in reading comprehension passages. The present research work is based on the hypothesis that autonomous acquirers of the target language who have greater exposure to comprehensible input by means of their reading habits perform better than the students who are devoid of such valuable comprehensible input.

4.1. PARTICIPANTS:

The proficiency of the ESL student in India is much diversified in the sense that some of them have access to the language right from their kindergarten. Some students learn English as their second language only from third grade. The medium of instruction for the other subjects in their school curricula is their mother tongue. Yet there is another batch of students who switch over to the medium of instruction in English from grade six though they have studied English as their second language from grade three. The researcher had chosen a heterogeneous pack of thirty students coming from the above discussed backgrounds as the participants of the present study. The participants can be considered as advanced ESL learners as they have finished twelve years of schooling and enrolled themselves as first year engineering students. They are required to complete a paper entitled 'Technical English' in their first semester.

4.2QUESTIONNAIRRE:

A questionnaire bearing the following questions was distributed to the students under study and their reading habit was assessed. The score of the students was taken as 10 marks if they had ticked the Always box for a particular question. The score of the students was taken as 5 marks if they had ticked the Sometimes box for a particular question. The score of the students was taken as 3 marks if they had ticked the Never box for a particular question.

1) Do you read science fiction?

Always ? Sometimes ? Never ?

2) Do you read editorials in newspapers?

Always ? Sometimes ? Never ?

3) Are you in the habit of reading scientific journals?

Always ? Sometimes ? Never ?

4) Do you read comics?

Always ? Sometimes ? Never ?

5) Do you read short stories?

Always ? Sometimes ? Never ?

6) Do you read historical novels?

Always ? Sometimes ? Never ?

7) Do you read didactic literature?

Always ? Sometimes ? Never ?

9) Do you read sports magazines?

Always ? Sometimes ? Never ?

10) Do you read film magazines?

Always ? Sometimes ? Never ?

11) Do you read any novels?

Always ? Sometimes ? Never ?

The maximum mark scored by the student in the above questionnaire was 83 and the minimum mark scored by one of the students was 30. So one can say that the class consists of a heterogeneous pack of readers who can be segregated into poor readers, average readers and good readers.

4.3 Performance in reading comprehension passages:

The same set of students was asked to solve a series of reading comprehension passages of general interest. Every week, they were asked to solve one comprehension passage. The students under study were asked to solve five passages over a time period of five weeks. Since reading comprehension passages are the determinants of a person's career, this study

has correlated the performance of the students in solving reading comprehension passages with that of their reading habits. All the passages had the right mixture of inferential and referential questions which tested the reasoning ability of the concerned students. In addition to that, the students were asked to answer some objective type of questions that tested their overall level of comprehension. Every comprehension passage had questions totaling to 20 marks. The overall performance of the student was assessed by totaling their scores in all the five passages. Thus the total score in solving the given five comprehension passages to each student was 100 and the total marks scored by the students in solving the five reading comprehension passages was computed by adding the individual passage score. The total of the student's score was taken into consideration and it was correlated with their corresponding score in the questionnaire.

4.5 FINDINGS AND INFERENCES:

The objective of this research work is to develop a correlation analysis that would analyze the relationship between the two variables under consideration in order to predict or estimate the extent to which they are dependent upon one another. Though scatter diagrams, correlation graphs, Karl Pearson's coefficient of correlation can be found out to determine the correlation between the variables the researcher has specifically computed Spearman's rank correlation for the purpose of determining, if at all, there is a relationship between the reading habit of the ESL learners and their performance in reading comprehension passages. The ranks of the 30 students have been computed and the difference in the rankings has been computed. The marks gained by the students in the questionnaire have been converted to 100. The performance of the same students in five different reading comprehension passages had been added up to give a total score of 100. Each comprehension passage has been evaluated for 20 marks. The performance of the ESL learners in solving the five reading comprehension passages was ranked. In the same way, the corresponding marks of the student obtained in the questionnaire was also ranked. The difference in the ranks was found out and Spearman's rank correlation was computed.

To test whether the observed correlation coefficient was significant or not, the researcher has used t-test and calculated the test statistic with $(n-2)$ degrees of freedom. The calculated value turned to be 1.9173. But the table value turned out to be 1.282 for the corresponding $(n-2)$ degrees of freedom. As the calculated value is more than the table value, the researcher had rejected the null hypothesis at the given level of significance. This has led the researcher to infer that there is relationship or correlation of statistical significance

between the two variables (the marks scored by the students in the questionnaire under consideration and their collective performance in solving the five reading comprehension passages) under consideration as proposed by the alternative hypothesis.

5. CONCLUSION:

From the above study, it is inferred that reading serves as the major driver for the academic level of achievement of students; in this case, the performance of the students in tackling reading comprehension passages. A comparison of the marks of the students showed that the good ESL readers were able to photocopy the idea structure of the author into their minds. On the other hand, an average reader was able to travel half way through. And a bad reader was not able to fly up the rest. As the overall score of the students' in solving the five comprehension passages has been taken into correlation with their corresponding scores in the questionnaire that exposed their reading habits, it can very well be concluded that, in general, the reading habit of the students affects considerably their performance in solving any reading comprehension passage.

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- Mrs. N. Pratheeba has done her M.A. in English from Annamalai University in the year 1995 and M.Phil in the year 2002 from Madurai Kamaraj University, Madurai. She has been conferred with PhD degree in English in the month of December 2008 by Madurai Kamaraj University, Madurai, Tamilnadu, India. After serving as an English faculty for a brief period in Addis Ababa, Ethiopia, she has worked in Sri Kaliswari College, Sivakasi as the HOD of

English Department from the year 2000-2007. She has many publications in Journals and conferences to her credit. She has also published a book entitled “Technical English” for students of engineering colleges. At present, she is employed at Kamaraj College of Engineering and technology. Her area of interest is English Language Teaching.

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GUIDELINES FOR CONTRIBUTORS

- 1. Papers / Articles:** All articles should be computerized using double-spacing, including tables, references and footnotes. Submission of manuscripts should be done in electronic form only. Electronic version of the article/research paper should be e-mailed to the Editor, ELTWeekly at info@eltweekly.com.
- 2. Abstracts:** An abstract in approximately 200 words should assist the article.
- 3. Abbreviations:** No stops are needed between capitals e.g. ELT, IELTS.
- 4. Figures and Tables:** Tables should be numbered sequentially with Arabic numerals.
- 5. Notes:** Notes should be consecutively numbered and presented at the foot of the page.
- 6. References:** References in the text should follow the author-date system. The complete reference list should be given at the end of the article. They should be in alphabetical order.
- 7. Book Reviews:** Book reviews must contain the name of the author and title / subtitle of the book reviewed, place of publication and publisher and date of publication.
- 8. For Event Submissions:** Please submit your event details at least 30 days prior to the event.
- 9.** For a **more detailed stylesheet**, please write to The Editor, ELTWeekly at info@eltweekly.com.

ELTWeekly

India's first weekly ELT eNewsletter

This is what our readers say:

Dear Tarun and team, its really great that you all are putting great effort to have a weekly almost regularly. The articles published are of contemporary relevance and without the monotony. Wish you all the best. – **MUKESH MODI**

ELT Weekly is doing a wonderful job by bringing people together and by promoting the cause of ELT. All kudos for the team of ELT Weekly. – **DR. RAVI BHUSHAN**

Yesterday while i was searching for ELT journals i saw ELTWeekly, after went through #29th issue i realized that i missed a lot without seeing the Weekly. Any how it is a tool to give valuable information of language learners and research scholars. I thank to Patel for facilitating this weekly. I request patil to display information about monthly, quarterly and half yearly journals details. -
DASHARATHAM

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