

ISSN 0975-3036

# ELTWeekly

India's first weekly ELT eNewsletter

Volume II, Issue#55

## PUBLISHERS



TARUN PATEL



BHASKAR PANDYA



KAUSHAL KOTADIA



RAJESH BHARVAD

# ELTWeekly

---

India's first weekly ELT eNewsletter

## CONTENTS

Video: Preparing Pre-Service Teachers ... for English Language Learners.....	2
News: Word getting out about translation.....	3
eBook: The ELT bibliography (2009).....	4
Article: 'Factors and Problems of Teaching English as Second Language at Rural Areas' by Nukesh Yellapu.....	5
Research Article: 'Towards Intercultural Communicative Competence in English Language Teaching' by Saeid Najafi Sarem & Babak Qasemi.....	9
Blog: E-Learning Queen.....	17
Article: '5 YouTube Videos to Teach English Pronunciation' by Tarun Patel.....	18
Article: Stirrers and settlers for the primary classroom.....	19
GUIDELINES FOR CONTRIBUTORS .....	20

# ELTWeekly

---

India's first weekly ELT eNewsletter

## **Video: Preparing Pre-Service Teachers ... for English Language Learners**

Improving Recruitment, Development & Retention Through Effective Pedagogy – Preparing Pre-Service Teachers to Integrate Inquiry Science with Language and Literacy Instruction for English Language Learners: An Experimental Study

Trish Stoddart – University of California, Santa Cruz

Marco Bravo – Santa Clara University

Jorge Solis – University of California, Berkeley

This presentation describes the findings of a research and development project Integrating Science and Diversity Education funded by the Institute of Education Sciences that integrated the CREDE Five Standards for Effective Pedagogy (CFSEP) into pre-service elementary science education at California State University Stanislaus and San Francisco State University. Researchers conducted an experimental design study to analyze the impact of the CFSEP teacher education program on the developing beliefs and practice of novice teachers. The symposium presents the results of pre- and post-program comparisons of control and experimental group student teacher performance on a science content assessment and attitude surveys. The symposium also presents the results of classroom observations of student teacher science instruction during their student teaching practicum. The findings demonstrate that the CFSEP intervention significantly improved student teachers confidence in teaching science and their knowledge of and ability to implement culturally and linguistically responsive pedagogy in their science instruction.

Sponsored by the Center for Research on Education, Diversity and Excellence (CREDE).

Watch this video at <http://www.eltweekly.com/elt-newsletter/2010/03/55-video-preparing-pre-service-teachers-for-english-language-learners/>

# ELTWeekly

---

India's first weekly ELT eNewsletter

## News: Word getting out about translation

“IT MIGHT seem like advances in language translation technology will soon cancel out the need for kids to learn foreign languages, but there are no signs that human translators will be out of a job just yet.

The field of machine translation (MT) has been around for years but it has improved significantly over the past decade. Now it is being merged with other technologies to give us the promise of highly convenient yet reasonably accurate tools that will allow us to decipher a range of foreign languages.

At the recent Mobile World Congress in Barcelona, Google chief executive Eric Schmidt demonstrated a new prototype of his firm's visual search application, Google Goggles.

It works with the company's MT technology, Google Translate, to make a smartphone application that can read a foreign language text taken by a camera photo, such as a menu or street sign, and get it translated instantly.

Google has also confirmed that it is working on a mobile speech-to-speech translation application that it expects to become available within a couple of years.”

Read the complete article at <http://www.eltweekly.com/elt-newsletter/2010/03/55-news-word-getting-out-about-translation>

# ELTWeekly

---

India's first weekly ELT eNewsletter

## **eBook: eBook: The ELT bibliography (2009)**

This general English language teaching (ELT) bibliography is designed to help English language teaching professionals select resources for the classroom, self-access centre, library or teachers' resource collection. This general list focuses on actual teaching and learning resources, for example coursebooks, graded readers and examination preparation material.

Download 'The ELT bibliography (2009)' by visiting <http://www.eltweekly.com/elt-newsletter/2010/03/55-ebook-the-elt-bibliography-2009>

## **Article: 'Factors and Problems of Teaching English as Second Language at Rural Areas' by Nukesh Yellapu**

With the long and varied experience of teaching English to young students in rural areas of Andhra Pradesh at +1 level, the columnist would like to share some of the vengeances and their probable remedies in teaching English as second language. The main aim of the essay is to dispel the illusion of English language learning. It tells that English can be learnt comfortably even by the people who were born and bred up in adverse conditions.

Most of the students accomplish their schooling in their mother tongue i.e. Telugu. Though they have attained heaps of marks in core subjects, they remain very poor at English still. The students have an unknown fear and fever over English all these years. Now, let us examine some of the various factors which make English as a souring grape for rural students even today.

To begin with, the first and the fore most factor is the socio-cultural and financial background of the family. As most of the parents are illiterate, they cannot directly take part in the daily routine of their children though they aspire for their childrens' future prospect. Hence, the students' performance lacks parental supervision and guidance which is very necessary at this part of their education. The illiterate parents cannot realise what their children pursuing neither they do afford time to consult the teacher about the progression in studies of their children. Every minute during the day time is valuable for them as they have to struggle to get their livelihood. The boy or girl is also sent for work on wages at the specified time of the year which affects their education very dearly.

An interesting observation studies that the performance in English of the students whose parents are employees and belong to higher middle class is better than that of the students whose parents are illiterate and belong to lower middle class. The probable reason perhaps is that the parents in the first case can spare time to consult the teacher about the on going of their children once a while and can guide them if necessary. Thus there has emerged an undesirable difference between the two classes.

Consequently, It is established in rural areas as a proven fact to say that English is tough to study and understand despite the fact that English is the easiest language in the world to learn.

But it was also proved every now and then that the students from the second group also showed greater interest and expertism in English Language Learning. The credit goes to the student and their teacher who was successful in inculcating curiosity among the students in spite of their financial irregularities and improper brought up. So, mere poverty cannot create a gulf between students and their English language efficiency.

The second major problem is the inefficiency of the teachers. These students generally pursue their studies in Government public schools in which the medium of instruction is Telugu, their mother tongue. The methodology of ELT in these schools is bilingual or translation method. The teachers simply translate every thing into their mother tongue and explain them on the name of bilingual or translation method. Though this method offers them sound knowledge in the content, it prevents them in acquiring communication abilities in English which has become the norm of the day. The teacher here plays more as a translator than a genuine English teacher. Hence, virtually, there is no much difference between a telugu teacher and an English teacher.

The English teachers at these schools are untrained and more over they are unaware of the current trends and techniques of ELT.

The reason for these unskilled English teachers may be as a result of the Government policy of promoting school teachers as Junior Lecturers in colleges. The Andhra Pradesh Government used to have a strategy of promoting school teachers as Junior Lecturers. A certain quota or amount of teachers were recruited as JLs on promotion. It enabled a school teacher who taught any subject (not English, mandatory) was entitled to be promoted as Junior Lecturer in English provided that the teacher has a post graduation certificate in English. The columnist personally knew a teacher who taught Science at school for 20 years and held various positions in District school administration became a Junior Lecturer in English later; and even worse case was that another teacher who taught Hindi for more than two decades happened to be a JL in English. Fortunately, The Government has decided to drop this G.O. very recently.

The case with many of the private English medium schools in rural areas is no better than this. The situation is even worse with them. The teachers who teach English are those who persuaded their schooling in English medium and failed in Intermediate and so. The columnist doesn't consider this is the case with every organization, but with most of them. Definitely, this kind of teachers make English as a nightmare to students and they instigate students to habituate by-heart method which deprived students the communication abilities in English. Thus English appeared or is rather made as a dreadful demon or a dangerous monster for long years in Andhra Pradesh.

Another probable reason is that the modal of the final English examination paper. It has not been designed in a manner that it helps students to have an authority over English language rather it make the students to take it for granted. The examinations used to be content based where the students were supposed to write 3 essays in the exam. Thus students were forced to adopt by-heart method. Their memory works helps than their intelligence there. They reproduce the essays in the examination.

The other factor which affects English language learning is the educational system itself . There are primarily four skills involved in English language learning i.e. Listening, Speaking, Reading and Writing (LSRW). The students of Andhra Pradesh have been tutored and trained well enough in reading and writing for long ages. But Listening and Speaking skills which play a greater role in communication have been neglected and ignored. Thus our educational system lacks an important dimension . It enables the students to concentrate on reading and writing only. The final examination does also test them mainly on how good their memory is. The examinations are not language-oriented. Even parents are craving for marks than knowledge.

Consequently, result oriented teaching has been adopted in schools. Students are guided and specially trained to concentrate only on the areas where they can score better. Hence, they neglect the other two basic skills.

Listening is the one basic skill which makes speaking possible.

Nobody can speak a language without listening to it. Even an infant starts speaking in a particular language after listening to it for many months. It is why an infant who is deaf by birth remains dumb too. Since he is not able to listen to, he cannot speak in it.

Thus, our young students are deprived of speaking abilities because they have not been properly guided in listening skill. This may be the proper reason why they have not been able to speak in English in a proper manner. They have become adept only at writing and reading of English. With the advent of Information Revolution or software booming in Andhra Pradesh a few years back and its impacts like highly perked opportunities in Multi Nation Companies, people came to recognise the importance of English language.

Communication in English has been playing a major role in business world too. Despite the marks and percentage, the communicative abilities fetched them opportunities. The people who were poor at their speaking skills were deprived of their wonderful chances of making their life beautiful. It is not exaggerating to say that today every family has at least one foreign returned or foreign-dwelling.

Knowing the growing demand for good English, Andhra Pradesh State Council of Higher Education started working on it. They included a Comprehensive Course in Listening and Speaking at degree level of late. The syllabus for degree students in all universities has been changed entirely where students are tested both on paper and in person. Their speaking and listening skills are nurtured with the help of audio and video devices. The paper has two parts as Theory and Practical. Practicals have been introduced for the first time at this level. The concept of Language Labs have been introduced.

This new way of teaching has been appreciated and welcomed by every teacher, student and parent. The students are exciting to learn things in this new way. Instruction has been changed from teacher-centric to student-centric. This concept encouraged and helped student to talk in the class. He can actively participate in the class room activities with his/her peer group. Student Talk Time ( STT) should be higher than Teacher Talk Time(TTT).

Fortunately,It started working positively. The students' level of understanding English enhanced slowly with this mammoth effort. The students are gradually picking up the ability of speaking in English within a less time.

This system starts working more effectively when the ratio of computer and student is 1:1. The system does not make it's impact on students when thirty or forty students are taught with a single computer. Special training should be offered to the teachers who have to work with the new system. However, the ideology and effort should be appreciated in any way.

This is high time that the Board of Intermediate Education, Andhra Pradesh adopted this kind of practice. In this system ,we cannot find any difference between the students who belong to various groups in learning English neither their socio-cultural and financial backgrounds do play a major role .Let us hope these days will come soon.

## **Research Article: 'Towards Intercultural Communicative Competence in English Language Teaching' by Saeid Najafi Sarem & Babak Qasemi**

There have been reformulations of the different components of knowledge that underlie Canale and Swain's influential model of communicative competence, the model, in its slightly modified form by Canale (1983), still forms the conventional framework for curriculum design and classroom practice associated with communicative language teaching in many educational contexts.

The notion of communicative competence described in the model entails four competencies, which are commonly referred to as grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. The first and foremost is grammatical or formal competence, which refers to the Chomskyan concept of linguistic competence; it is the native speaker's knowledge of the syntactic, lexical, morphological, and phonological features of the language, as well as the capacity to manipulate these features to produce well-formed words and sentences. It provides the linguistic basis for the rules of usage which normally result in accuracy in performance.

The second, sociolinguistic competence, deals with the social rules of language use, which involve an understanding of the social context in which language is used. Such factors as the role of the participants in a given interaction, their social status, the information they share, and the function of interaction are given importance. Social context here refers to the culture-specific context embedding the norms, values, beliefs, and behavior patterns of a culture. Appropriate use of the language requires attention to such constructs.

Next comes discourse competence, which is the ability to deal with the extended use of language in context. This is ordinarily achieved through the connection of a series of sentences or utterances to form a meaningful whole. These connections are often quite implicit: ideas are linked to each other based on general knowledge of the world as well as familiarity with a particular context. Where these conceptual and experiential bonds are weak or inadequate, the meanings inferred from them are likely to be erroneous. Studies in contrastive rhetoric provide ample evidence for culture-specific thought patterns and organization differences that lead to serious misunderstandings. In such cases, formal

cohesive devices normally used to establish overall coherence among propositions fall short of achieving adequate interpretation.

The last component in the model is strategic competence, which is defined as the ability to cope in an authentic communicative situation and to keep the communicative channel open. This requires the knowledge of communication strategies that one can use to compensate for imperfect knowledge of rules or for factors such as fatigue, inattention, and distraction which limit the application of such rules.

## FOREIGN LANGUAGE LEARNING AS ENCULTURATION

The communicative approach considers target language-based communicative competence to be essential in order for foreign language learners to participate fully in the target language culture. As such, the target language culture and its inhabitants, the native speakers, are elements crucial to the success of the teaching model. Learners are not only expected to acquire accurate forms of the target language, but also to learn how to use these forms in given social situations in the target language setting to convey appropriate, coherent, and strategically effective meanings for the native speaker. Thus, learning a foreign language becomes a kind of enculturation, where one acquires new cultural frames of reference and a new world view, reflecting those of target language culture and its speakers. Proponents of this view perceive foreign language teachers as 'Gatekeepers' who equip their learners with the four competencies of communication with a view towards enabling them to gain access to educational or economic opportunities within the target language setting.

As various communicative features underlying the sociolinguistic, discourse, and strategic competencies in the target language culture are different from those in the learner's own culture, it is suggested that teachers develop target language communicative competence in learners by integrating language and culture. This is found to be both 'pedagogically and educationally sensible', as it is said to offer 'a multidimensional perspective or experience' for the learners (Porto 1996). Integrating language and culture is seen by some as fundamental purpose of language learning for it gives learners experience of another language, and a different way of coping with reality. It also enables them to use the language as it is used by its native speakers. In the case of English, for instance, EFL teachers are asked not only to familiarize their students with the cultural characteristics of Britain but also to increase their awareness of the cultural diversity of the country, while at the same time teaching a standard variety of English so as not to offend the native speakers, and to be understood by them (Bex 1994). This, in fact, lead many ELT educators to train their students to improve their sociolinguistic competence in English or, worth, to 'act' in English, as they are believed to 'need to become English-speaking people who speak their

native language, assuming the body language, intonation, and life view of English speakers' (Latulippe 1999).

Having thus reviewed the basic tenets of the communicative orthodoxy, we question the validity of the pedagogic model whose focus is on native speaker competence in the target language setting. This is discussed in reference to ELT under three different headings, by examining their utopian, unrealistic, and constraining essence of the notional communicative competence from the view point of English as International Language (EIL).

### UTOPIAN VIEW OF COMMUNICATIVE COMPETENCE

Communicative competence, with its standardized native speaker norms, as is utopian as the notion of the idealized native speaker-listener: it was the concern with meaning which gave rise to attempts to take issue with Chomsky's construct of linguistic competence. The ideal native speaker-listener was considered to be a nonexistent abstraction, and emphasis was placed instead on the real native speaker-listener in relation to language use or language performance. Hence, it became necessary to integrate the linguistic code with a small 'c' concept of culture, referring to daily customs and ways of life and mainstream ways of thinking and behaving. Members of a given culture, according to this view, are said to behave and to interpret the behavior of others in reference to the communicative systems they have available to them. It is this monolithic perception of language and culture that has made the current native speaker-based model of communicative competence utopian in character. Languages, English included, often have several dialects. One cannot claim that there is one correct and appropriate way to use English, in the sense that one set of language patterns is somehow inherently superior to all the others. If certain language patterns are preferred over others, this is certainly done according to social values and not according to linguistic norms. If preferred language patterns, commonly associated with accuracy and appropriacy, are the outcome of judgements of social acceptability within the English-speaking culture, along the lines of Kachru's (1986) 'Inner Circle' contexts (e. g. England), it follows that it will be linguistically invalid to impose such patterns on Kachru's 'Outer Circle' countries (e. g. India), where English is used as a second language by millions of English-speaking bilinguals, let alone their transfer to 'Expanding Circle' countries (e. g. Turkey), where English is not even a second language.

Who then is the 'real' native speaker-listener typifying accurate and proper language use, if not another abstraction, or an idealization? Paikeday (1985) in his book entitled *The Native Speaker is Dead!*, shows native speakership as a linguistic myth, and argues that its true meaning is neither more nor less than a proficient user of the language. Rajagopalan (1999), noting the growing the critique of the native speaker concept in ELT circles, calls the construct 'at best a convenient myth the linguists have got used to working with and at worst

the visible tip of an insidious ideological iceberg' (p. 203). In the same vein, Krash questions the notion of native speakership by birth or education or membership in a native speaker community, and posits a conceptual framework where the competence of the bilingual nonnative speaker who operates at the border between the two languages is taken as a pedagogic model. This involves 'adaptability to choose which forms of accuracy and which forms of appropriateness are called for in which social context of use' (1995:10). Yet many stereotypes are still being perpetuated in the EFL materials of Britain and the United States due to communicatively-oriented considerations of use taking precedence over those of usage. Only by producing instruction of materials that emphasize diversity both within and across cultures can one perhaps avoid presenting English meanings in fragmented and trivialized ways, where communicative functions are conceived as simple speech acts realized through specific structures, and where situational content generally portrays an idealized image of the English-speaking culture. It is perhaps time to rid the ELT field of its educational vision and practices based on a utopian notion of communicative competence involving idealized native speaker norms in both language and culture. Nevertheless, this will be difficult to achieve, as 'generations of applied linguistic mythmaking in the indubitable superiority and the impregnable in infallibility of the "native speaker" has created stereotypes that die hard' (Nayar 1994:4).

#### UNREALISTIC VIEW OF COMMUNICATIVE COMPETENCE

Communicative competence, with its standardized norms, fails to reflect the lingua franca status of English: social and economic globalization has necessitated the use of an international means of communication in the world. English has become the language of international communication. It was estimated as early as 1985 that the number of people who used English world wide either as their native or nonnative language was one and a half billion. English is likely to remain the basic international medium of communication well into the twenty-first century and within a short period of time the number of people who speak English as a nonnative language may well exceed the number of its native speakers. Even now English is the world's primary vehicle for storing and transmitting information. An estimated 75% of the world's mail is in English. 80% of computer data is in English and 85% of all information stored or abstracted is in English (Thomas 1996).

Given the lingua franca status of English, it is clear that much of the world needs and uses English for instrumental reasons such as professional contacts, academic studies, and commercial pursuits. In this context, much communication in English involves (and will increasingly involve) nonnative speaker-nonnative speaker interactions. How relevant, then, are the conventions of British politeness or American informality to the Japanese or Iranians say when doing business in English? How relevant are such culturally-laden discourse samples as British railway time tables or American newspaper advertisements to industrial engineers

from Romania and Egypt conducting technical research in English? How relevant is the importance of Anglo-American eye contact, or the socially acceptable distance for conversation as properties of meaningful communication to Finnish and Italian academicians exchanging ideas in a professional meeting? Such samples point to the need for a radical rethink in terms of a modified and expanded definition of the traditional notion of communicative competence.

#### CONSTRAINING VIEW OF COMMUNICATIVE COMPETANCE

Communicative competence, with its standardized native speaker norms, circumscribes learner and teacher autonomy: the idea that the language presented in the classroom should be as authentic as possible, so as to represent the reality of native speaker language use, has been one of the tenets of the communicative approach. Real communicative behavior in this context is defined strictly in terms of the parochial milieu and the fuzzy notion of the native speaker. As such, the multiplicity of uses of English around the world involving encounters not only native speakers and nonnative speakers, but also nonnative speakers and nonnative speakers, is not even recognized. In the same vein, corpus descriptions of English contain databases of native speaker usage, influencing model situation in ELT course books which involve interactions of native speakers with native speakers.

Clearly, with authenticity being dependent on the authority of the native speaker the notion of learner autonomy suffers dramatically, as it focuses on the activation of learners' own experience in the use of language as part of their learning. As Widdowson (1998) observes the language which is real for native speakers is not likely to be real for nonnative speakers. For language to be authentic in its routine pragmatic functioning, it needs to be localized within a particular discourse community. It follows that the more the language is localized for the learners, the more they can engage with it as discourse.

It is becoming increasingly apparent that real communicative behavior ought to be redefined in relation to the reality of English as an International Language, entailing not only the uses of English that are real for its native speakers in English-speaking countries, but also the uses of English that are real for its nonnative speakers in communities served by languages other than English. Only then can we speak of autonomous language learning, taking into account the meaningful background provided by the indigenous language and culture of the learner.

Native speaker-based authenticity further restricts the nonnative speaker teachers' autonomy on two accounts. First, with English embedded in the native speaker culture its teaching remains inseparable from teaching native speaker culture. As such, learners' own culture is peripheralized, if not completely ignored. Yet this is the area where nonnative speaker teachers are at their best, due to the linguistic background and life experience they share with their students. Instead of developing new systemic data in relation to the learners'

already established familiar schematic knowledge, as is the case with native language learning processes, they feel intimidated by native speaker norms of use and usage, and also find themselves in the potentially awkward position of equipping their students with aspects of the native speaker's sociolinguistic and strategic competencies.

Secondly, as multicomponent language users, in whom the co-existence and interaction of two languages is a fact of life, nonnative speaker teachers are hindered from raising multicomponent minds due to the educational system's obsession with the often monolingual native speaker. Rarely are goals set, or situations and roles devised that are appropriate for foreign language learners; seldom are language corpora used that entail interactions between nonnative speakers; virtually no teaching method is utilized taking into consideration the learner's native language.

As a reaction to restrictions on learner and teacher autonomy based on the adherence to the notion of native speaker-based authenticity, several attempts have been made to deculturize or nativize English in various degrees. One common approach has been to design instruction of materials where cultural content chiefly comes from the familiar and indigenous features of the local setting so as to motivate the students and enhance their language learning experience. This has been done, albeit on a small scale, in a number of countries. In addition to educators' efforts to incorporate the local cultural background into the language learning process, language learners themselves have developed varieties of English, such as Dutch English or German English, barring a measure of each country's particular cultural and linguistic background and unique experience with English as well as manifesting certain distinctive features in the areas of pronunciation, lexis, syntax, and pragmatics (Berns 1988).

Although attempts to deculturize or nativize English have a number of educational merits, they are not too different from communicative orientations to teaching English through the generally unrealistic, often idealized, and at times monolithic norms of the native speakers and their culture(s). As such, they fall short of recognizing the international status of English, and fail to provide an alternative to the conventional view that a language cannot be thought separately from its culture. This view is certainly sensible in the case of foreign language instruction, yet it fails miserably when it comes to teaching an international language, whose culture becomes the world itself.

## CONCLUSION

The conventional model of communicative competence, with its strict adherence to native speaker norms within the target language culture, would appear to be invalid in accounting for learning and using an international language in cross-cultural settings. A new pedagogic model is urgently needed to accommodate the case of English as a means of international and intercultural communication. This model should take into account the following criteria:

1. Successful bilinguals with intercultural insights and knowledge should serve as pedagogic models in English as an International Language (EIL) rather than the monolingual native speaker.
2. Intercultural communicative competence should be developed among EIL learners by equipping them with linguistic and cultural behavior we should enable them to communicate effectively with others, and also by equipping them with an awareness of difference, and with strategies for coping with such difference (Hyde 1998).
3. The EIL pedagogy should be one of global appropriacy and local appropriation, in that it should prepare learners 'to be both global and local speakers of English and to feel at home in both international and national cultures' (Kramsch and Sullivan 1996:211).
4. Instructional materials and activities should involve local and international contexts that are familiar to language learners' lives.
5. Instruction of materials and activities should have suitable discourse samples pertaining to native and nonnative speaker interactions, as well as nonnative and nonnative speaker interactions. Discourse displaying exclusive native speaker use should be kept to a minimum, as it is chiefly irrelevant for many learners in terms of potential use in authentic settings (Widdowson 1998).

It is time for ELT to consider the implications of the international status of English in terms of appropriate pedagogies and instructional materials that will help learners become successful by lingual and intercultural individuals who are able to function well in both local and international settings.

#### REFERENCES

- Berns, M. 1998. 'The Cultural and Linguistic Context of English in West Germany'. *World Englishes* 7/1:37-49.
- Bex, A. R. 1994. 'The problem of culture and English language teaching in Europe'. *IRAL* 32/1:57-67.
- Canale, M. 1983. 'From communicative competence to communicative language pedagogy' in J. C. Richards and R. W. Schmidt (eds.). *Language and communication*. London: Longman.
- Crystal, D. 1985. 'How many billions? The statistics of English today'. *English today* 1:7-11.

Hyde, M. 1998. 'Intercultural competence in English language education'. *Modern English Teacher* 7/2:7-11.

Kachru, B. 1986. *The Alchemy of English*: Oxford Pergamon Press.

Kramersch, C. 1995. 'The privilege of the nonnative speaker'. Plenary address at the Annual TESOL Convention, April, Long Beach, California.

Kramersch, C. and P. Sullivan. 1996. 'Appropriate pedagogy'. *ELT Journal* 50/3:199-212.

Latulippe, L. 1999. 'Lessons learnt from being a students again'. *TESOL Matters* 9/2:13.

Nayar, P. B. 1994. 'Whose English is it?' *TESL/EJ* [On-line serial], 1/1, F1. URL: <http://berkeley.edu/~cwp/TESL-EJ.html>.

Paikeday, T. M. 1985. *The Native Speaker is Dead!* Toronto and New York:PPI.

Porto, M. 1996. 'Integrating the teaching of language and culture'. *IATEFL Newsletter* 132:14-15.

Rajagopalan, K. 1999. 'Of EFL teachers, conscience, and cowardice'. *ELT Journal* 53/3:200-6.

Thomas, L. 1996. 'Language as power: A linguistic critique of US English'. *The Modern Language Journal* 80/2:129-40.

Widdowson, H. G. 1998. 'Context, community, and authentic language'. *TESOL Quarterly* 32/4:705-16.

# ELTWeekly

---

India's first weekly ELT eNewsletter

## **Blog: E-Learning Queen**

The blog E-Learning Queen focuses on distance training and education, from instructional design to e-learning and mobile solutions, and pays attention to psychological, social, and cultural factors. This edublog emphasizes real-world e-learning issues and appropriate uses of emerging technologies.

Susan Smith Nash is the author of this blog.

Visit E-Learning Queen at <http://elearnqueen.blogspot.com>

# ELTWeekly

---

India's first weekly ELT eNewsletter

## **Article: '5 YouTube Videos to Teach Pronunciation' by Tarun Patel**

Hi everyone,

As we know Internet has brought in greater flexibility for educators, especially for the language teachers.

Today I am going to focus on 5 highly useful YouTube videos to teach English pronunciations.

Here we go with the videos

Video#1: Pronunciation – several sounds/ words – English Meeting ESL Lesson

This video accompanies the Shoutcast 2 English Meeting video lesson.

It featured a focused pronunciation lesson for North American English by EnglishMeeting with Dave Sonda.

To read the complete article and watch the videos, please visit

<http://www.eltweekly.com/elt-newsletter/2010/03/55-article-10-youtube-videos-to-teach-english-pronunciation-by-tarun-patel/>

# ELTWeekly

---

## India's first weekly ELT eNewsletter

Article: Stirrers and settlers for the primary classroom

“Teaching in the primary classroom is very different from teaching teens or adults because of the amount of energy children have! Knowing how to channel this energy, or when to ‘stir’ and when to ‘settle’ children will help you achieve balanced lessons without children becoming over-excited on the one hand or bored on the other.

Teachers need to take many factors into consideration when planning a balanced primary lesson and it is important to plan varied lessons.

- Different kinds of activities to practise the different skills need to be balanced against each other.

- Teachers need to be aware that children have a much shorter concentration span than adults and this will affect the number of different activities we plan for a single lesson.

- Pace and timing are important considerations – at primary level it is better to use short, sharp activities so that children can sustain their attention. If concentration flags, change the activity. Teachers need to plan a balance of ‘heads up’ and ‘heads down’ activities, alternating the interaction patterns between individuals/pairs/groups and whole-class activities.”

To read the complete article, please visit <http://www.eltweekly.com/elt-newsletter/2010/03/55-article-stirrers-and-settlers-for-the-primary-classroom/>

# ELTWeekly

---

India's first weekly ELT eNewsletter

## 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](mailto: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](mailto:info@eltweekly.com).