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# ELTWeekly

India's first weekly ELT eNewsletter

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# ELTWeekly

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## News: English Language Learners and the Power of Personal Stories

Education is not the filling of a pail, but the lighting of a fire.

–William Butler Yeats

“Community organizers talk about the difference between “irritation” and “agitation.” We tend to irritate people when we push them to do what we want them to do — when we “fill up the pail,” in the words of William Butler Yeats. But we can agitate people when we challenge them to take action on something that they believe is in their self-interest. That’s when we can “light a fire.”

In my twenty years as a community organizer, my job was to listen to people’s stories, then use those stories as a way to light fires”.

Read the complete story at <http://learning.blogs.nytimes.com/2010/06/10/english-language-learners-and-the-power-of-personal-stories/>

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## Worldwide ELT Events

- THE 10TH INTERNATIONAL TEFL CONFERENCE, DAMASCUS UNIVERSITY – OCTOBER 7-9, DAMASCUS (<http://eltweekly.com/elt-events/2010/06/21/the-10th-international-tefl-conference-damascus-university-october-7-9-damascus/>)
- SIXTH INTERNATIONAL SLELTA CONFERENCE – AUGUST 27-29, COLOMBO , SRI LANKA (<http://eltweekly.com/elt-events/2010/06/21/sixth-international-slelta-conference-august-27-29-colombo-sri-lanka/>)
- CAMELTA 9TH ANNUAL CONFERE – AUGUST 16-21, YAOUNDE, CAMEROON (<http://eltweekly.com/elt-events/2010/06/21/camelta-9th-annual-confere-august-16-21-yaounde-cameroon/>)
- NATECLA NATIONAL CONFERENCE AND EXHIBITION 2010 – JULY 9-11, UNITED KINGDOM (<http://eltweekly.com/elt-events/2010/06/21/natecla-national-conference-and-exhibition-2010-july-9-11-united-kingdom/>)
- JERUSALEM: ETAI INTERNATIONAL CONFERENCE, JULY 13-15 (<http://eltweekly.com/elt-events/2010/05/15/jerusalem-etai-international-conference-july-13-15>)

Get more details at <http://www.eltweekly.com/elt-newsletter/2010/06/60-worldwide-elt-events>

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## **Video: Teaching English using Obama's speech – CNN Student News February 2, 2009**

This video demonstrates how an English teacher in Japan teaches English using Obama's speech as the material.

Watch the video at <http://www.eltweekly.com/elt-newsletter/2010/06/60-video-teaching-english-using-obamas-speech-cnn-student-news-february-2-2009>

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## **'The Role of Critical and Creative Thinking in TESL Context' by Dr. Paritosh Chandra Dugar**

The paper is an endeavor to study the role of critical and creative thinking driven especially by questioning in enhancing the efficacy of TESL and learning of L2 in India.

If we as teachers of English asked our students to tell which questions naturally occurred to them at first on looking at the title of the paper, we would, most likely, receive the following responses:

- (1) What is critical thinking?
- (2) What is creative thinking?
- (3) What is TESL context?
- (4) What is the connection between critical thinking and creative thinking?

Though these questions are different from each other, they symptomatize the onset of a common cognitive phenomenon, that is, *thinking*. Questions stimulate thinking.

Since these questions are posed by students, they need to be answered. Let us consider the first one: What is critical thinking?

The term critical thinking is variously defined. Some regard it as the “ability to think for one’s self and reliably and responsibly make those decisions that affect one’s life”; some consider it as “reasonable, reflective, and skillful thinking that is focused on deciding what to believe or do”; and a few think it to be a method of “how to think” rather than “what to think.” The following are some of the most widely-accepted definitions of critical thinking:

(1)

According to Keeley and Browne, “Critical thinking consists of an awareness

of a set of interrelated critical questions, plus the ability and willingness to ask and answer them at appropriate times.”

- (2) Richard Paul defines critical thinking as “that mode of thinking—about any subject, content or program—in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them.”
- (3) Fisher calls critical thinking “skilled and active interpretation and evaluation of observations and communications, information and argumentation.”
- (4) Moore and Parker define it more narrowly as “the careful, deliberate determination of whether one should accept, reject, or suspend judgment about a claim and the degree of confidence with which one accepts and rejects it”(Moore & Parker 72).
- (5) As defined by Halpern, critical thinking is “the use of cognitive skills or strategies that increase the probability of a desirable outcome”(Halpern 5).
- (6) In P. Chane’s view, “critical thinking is the ability to analyze facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments and solve problems”(Chane 6).
- (7) Wikipedia states that “critical thinking employs not only logic(either formal or, much more, informal) but broad intellectual criteria such as clarity, credibility, accuracy, precision, relevance, depth, breadth, significance.”

(8) According to Kurfiss, “critical thinking is an investigation whose purpose is to explore a situation, phenomenon, question or problem to arrive at a hypothesis or conclusion about it”(Kurfiss 2).

(9) Paul and Binker hold, “critical thinking is disciplined, self-directed thinking. It requires thinking about your thinking while you are thinking in order to make your thinking more clear, more accurate and more defensible.”

As we look at these definitions, we may gather that critical thinking encompasses a broad range of skills and sub-skills which Benjamin Bloom tried to describe theoretically through his Taxonomy of Critical Thinking skills: “Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. Apart from this, experts like C. Wade have identified eight characteristics of critical thinking:

Critical thinking involves asking questions, defining a problem, examining evidence, analyzing assumptions and biases, avoiding emotional reasoning, avoiding over-simplification, considering other interpretations and tolerating ambiguity(Wade 26).

Besides, B.K. Beyer has emphasized two essential aspects of critical thinking: Dispositions and Criteria. According to him, “critical thinkers are skeptical, open-minded, value fairmindedness, respect evidence and reasoning, respect clarity and precision, look at different points of view and will change positions when reason leads them to do so”(Beyer 12). About criteria, he says that to think critically, criteria must be applied. “The critical thinker,” he argues, “needs to have conditions that must be met for something to be judged as believable”(Beyer 12).

The next question from students is: What is creative thinking?

In contrast to critical thinking, creative thinking is, however, not so diversely defined. The one given by Kathleen Cotton is generally considered as the most acceptable definition of creative thinking:

[Creative thinking is a ] novel way of seeing and doing things that is characterized by four components: (a) Fluency(generating ideas), (b) Flexibility(shifting perspectives easily), (c) Originality (consisting of something new), and (d) Elaboration(building on existing ideas). (Quoted in Suvarna 42)

However, functionally, the two—critical and creative thinking—do not stand in contrast to each other. Rather, they are “interrelated and complimentary aspects of thinking.” In *The Nature and Functions of Critical and Creative Thinking*, Richard Paul argues: “When engaged in high-quality thought, the mind must simultaneously produce and assess, both generate and judge the products it fabricates. In short, sound thinking requires both imagination and intellectual standards”(Paul & Elder 6).

However, the diversity with regard to the definition of critical thinking does create an ambiguity, and the students might pose the question: which of these definitions is the most relevant to our purpose? Here we need to think of the criteria by which to choose the most suitable definition . And here we need to come to the third question: What is TESL context?

The full form of TESL is Teaching English as a Second Language. To be precise, we are referring here to TESL context with regard to India, especially Rajasthan. The TESL context is built up by several aspects such as culture, level, curriculum, pedagogy, resources, teacher’s role, learner’s role, and evaluation. Our understanding of critical and creative thinking enables us to see that the aspect we should be most concerned with here is Pedagogy. No doubt, the question of pedagogy does not stand in isolation. It inevitably warrants a consideration of culture, level, teacher’s role, and learner’s role. A precise, critical consideration of these aspects demands answers to questions such as:

- (1) Who are we concerned with here? Native speakers or non-native speakers of English?
- (2) What is the educational level and age of students we are concerned with?
- (3) What is the most prevalent teaching methodology in India?

(4) Is this methodology bringing about the desired results?

In the TESL context with reference to India we are concerned with non-native speakers between 16 to 20 years of age as students of Higher Secondary at school and undergraduate courses at college. It is generally observed that the most prevalent teaching methodology is teacher-centric which encourages learning of L2 through rote-memorization rather than through thinking and understanding. It does not encourage questioning on the part of teachers as well as students. It involves imparting of knowledge about the language rather than the use of the language. In most ESL classes

In India, English is taught as a subject and not as a tool for communication. R. Joseph Ponniah points out that here “teaching is focused on to meet the requirements of examinations and to hone the communication skills of students. In most of the schools and colleges, particularly in rural and semi-urban areas, the bilingual or the translation method of teaching is adopted.” As a result, students fail to acquire fluency in the target language. They fail to develop the ability to write and speak English on their own. The teachers treat their students as “empty vessels which need to be filled.” They focus more on drilling them to memorize notes or readymade answers given by them. The individuality of the student is often ignored. As a result, the thinking abilities of students are never fully developed. As a result, they sit in the class silently with a silent mind. This approach of teaching is squarely denounced by Paulo Friere who calls it “banking approach.” Friere, instead, advocates “dialogical approach” of teaching.

In the absence of thinking (self-directed or critical and creative thinking) most students are unable to do anything on their own in a language class. Thinking is crucial to learning a language. Thinking implies involvement of the entire personality in the learning process. As Kabilan rightly observes, “To become proficient in a language learners need to use creative and critical thinking through the target language.” Teaching students “how to think” rather than “what to think” is a way of recognizing their individuality and their potential for thinking and learning on their own and demanding accountability from them and thereby motivating them to learn the application of their knowledge.

If our understanding of TESL context makes us recognize the importance of thinking in TESL, it must provide us the criteria by which to choose the definition(s) of critical thinking most relevant to our purpose. Do not the following criteria seem most plausible here?:

(1) The definition should encompass the commonest aspects/characteristics of critical thinking.

(2) The definition should be pragmatically applicable to the specific TESL context.

By these criteria the following definitions turn out to be the most suitable:

(1) Critical thinking is the ability to analyze facts, generate and organize ideas, defend opinion, make comparisons, draw inferences, evaluate arguments and solve problems.

(2) Critical thinking is disciplined, self-directed thinking. It requires thinking about your thinking while you are thinking in order to make your thinking more clear, more accurate, and more defensible.

Now, if we recognize the importance of critical and creative thinking in learning a language, we should equally recognize the importance of questioning in developing and using the former. For if we look at the definitions including the chosen ones, we find questioning to be one of the commonest aspects and requirements of thinking. The reason being, thinking is best driven by questions and not by answers. In the *Critical*

*Thinking Handbook, Basic Theory and Instructional Structures*, it is argued that “Questions define tasks, express problems and delineate issues. Answers, on the other hand, often signal a full stop in thought...only students who have questions are really thinking and learning. Students need question to turn on their intellectual engines and they need to generate questions to get their thinking to go somewhere.” True, questions provide direction to vague, confused, and chaotic thinking which tends to degenerate into daydreaming and fantasizing—purposeless thinking. Questions create cognitive pressure on students to think in a precise and clear manner, to look for the right expression, to defrost their vocabulary, and to apply the grammatical knowledge of the target language.

Prominent scholars like Paul Friere and Benjamin Bloom have acknowledged and emphasized the vital role of questioning in the students’ construction of knowledge in any subject as well as in learning a language by both native and non-native speakers. If Bloom has created a Taxonomy of Questions based on his Taxonomy of Critical Thinking Skills, Friere has gone to the extent of introducing the “Pedagogy of Questions” and Richard Paul has come up with his idea of Socratic Questioning. Friere considers questioning as crucial and integral to his dialogical approach of teaching. This approach, in direct contrast to “banking approach” and “didactic approach”, recognizes the individuality of students and stimulates their active learning. Friere’s concept of

the “Pedagogy of Questions,’ as M.K. Kabilan explains, “requires posing questions to learners and listening to learners’ questions. This is a practice which forces and challenges the learners to think creatively and critically, and to adopt a critical attitude to the world.”

Looked at from the teacher’s perspective, questioning as a method of critical and creative thinking may prove both diagnostic and curative. Seen from the student’s angle, questioning is both the cause and the effect, the process and the product of thinking.

Inspired by the ideas and concepts of Friere and Bloom and motivated by his own experience of teaching English in various colleges of Rajasthan, the author of this paper conducted two modest experiments in the undergraduate classes of his college to find out whether a strategic employment of questioning really improves the writing skills and interpretive skills of students in qualitative and quantitative terms.

In the first experiment conducted on 5.9.09 in the First Year B.A. class, the students were given simple topics (like My Friend, My Neighbour, My Face, My Teacher, My College etc.) for writing as many simple sentences as possible within the allotted time of 5 minutes. On the completion of the task each student was asked to read aloud her sentences. It was found that most students were unable to write more than 3-4 meaningful sentences. Only 2 out of 18 students could go upto 5-7 sentences. Then the author asked them to ask questions beginning with What, How, Why, Who, When, and Where related to their individual topics and try again if they could write a little more within the allotted time of 5 minutes. This time no student came up with less than 12-15 sentences.

The maximum was 17. The following is an example of a student who wrote on “My Friend.” The questions she posed are on the left side and her sentences are on the right:

#### **Questions beginning with “What”**

#### **Sentences**

- |                                     |  |
|-------------------------------------|--|
| 1. What is my friend’s name?        | My friend’s name is Rekha Verma.               |
| 2. What does she do?                | She is studying in B.A. I year.                |
| 3. What does her father do?         | Her father sells fruit.                        |
| 4. What is her father’s name?       | Her father’s name is Suresh Verma.             |
| 5. What are her hobbies?            | Her hobbies are playing, reading, and talking. |
| 6. What does she like the most?     | She likes perfume the most.                    |
| 7. What does she do in the morning? | She does yoga in the morning.                  |

8. What does she do in the evening? She goes for a walk in the evening.

#### Questions beginning with “Where”

9. Where does she live? She lives in Hiran Magri, Sector-5.

10. Where does she study? She studies at my college.

11. Where does she go in the evening? She goes to a park in the evening.

#### Questions beginning with “How”

12. How does she talk? She talks very loudly.

13. How does she look like? She looks very beautiful.

#### Questions beginning with “Who”

14. Who is my best friend? My best friend is Rekha Verma.

15. Who is her sister? Sunita is her sister.

#### Yes-No type Questions

16. Is she helpful? Yes. She is very helpful.

17. Is she a good girl? Yes. She is a good girl.

This experiment involved creative thinking in its initial phase.

In the second experiment, conducted on 15.9.09 in the class of Final Year B.A. students, the students were exposed to the title of a famous novel by Ernst Hemingway, *The Old Man and the Sea*. Then, the author began to have a dialogue with a group of 5 students by posing questions to them to elicit their intelligent guesses about the context of the novel:

A: What's your guess? Where does the old man live?

S: I am not sure. Maybe he lives at the seashore or maybe elsewhere.

A: All right. Let's consider your first guess. If he lives at the seashore, what do you think should he be doing there?

S: Maybe he is catching the fish as a fisherman. Maybe he is doing nothing.

A: Why do you think he is doing nothing?

S: Because he is old, and old people do nothing.

A: Is it true of all old people?

S: Oh, no. I don't mean that.

A: Suppose he is a fisherman, doesn't he have difficulty in catching the fish because he is old?

S: Yes. If he is very old, it must be very difficult.

A: And suppose he is alone. Then?

S: Then, it must be very, very difficult.

A: What problems do you imagine does a fisherman who is very old and alone have to face in in catching the fish?

S: Old people are not physically strong. They get tired. They can't catch big fish. Going to sea is very risky for them.

A: Do all old people who are physically weak are mentally and morally weak too? What about their will power or courage?

S: No. I don't think so. Some of them may have strong will power.

A: Suppose this old man has a strong will power.

S: Then he will be able to catch the fish.

A: Good, good. Now, would you read the novel and find out for yourself if you have made right guesses?

This was an experiment that involved the earliest stages of critical thinking.

The outcome of the two experiments validate the assumption that questioning does stimulate critical and creative thinking and that critical and creative thinking does enhance the efficacy of TESL and learning of L2. However, no sweeping generalizations are claimed here because of the experiments being quasi in nature and for lack of extensive empirical evidence. Nonetheless, it may be safely stated that questioning as a pedagogic device essentially aiming at stimulating critical and creative thinking in adult learners is an idea worth-exploiting in the TESL context.

In a broader and perhaps more important perspective, the importance of turning students into critical and creative thinkers has to do a lot with the foundations required for a strong and healthy democracy in which citizens have the ability to discover fallacies in the political rhetoric of demagogues, to challenge the status quo, the received dogmas and doctrines and the unjust authorities. Besides, the education in critical and creative thinking provides students with tools needed for independent and life-long learning. The strong sense critical thinkers possessing the qualities of fair-mindedness, honesty, integrity, unbiased attitude, respect for other' viewpoints are more likely to work towards social justice and equality.

Lastly, critical thinking in the present information-age needs to be an integral part of education for it will enable the educated people to cope with rapidly changing world. On this point the author shares the belief of Deborah Gough and many other present-day educators that “specific knowledge will not be as important to tomorrow’s workers and citizens as the ability to learn and make sense of new information.”

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## **Article: 'Teaching Spoken English for Non-native Students: Problems, Solutions and Techniques' by A. RAMESH BABU**

How an English teacher would teach spoken English for the regional medium students? Teaching English in India as a second language is difficult or easy? There is no way students can become fluent faster unless they are exposed to the language they are to learn. This paper aims to provide English Language teachers with a range of techniques to encourage students to speak in English in the language classroom. Teaching spoken English to the non-native students is a Herculean task. The paper gives not only the full details how to provide other facilities which will help to students to speak in English and provides guidance them towards learning including grammar and speaking but also some suggestions and techniques that help the students in learning a language.

It is not so easy job to teach spoken English for non-native speakers. Most of the students habituated to speak in their regional languages because they learn many words in their home while they are in home. In urban areas there are babies who learn English at home besides other languages. However the majority are usually fluent in their mother tongue alone. The learners feel that it is very comfortable language to speak. English medium background students use English for writing examinations, but they, most of the times, use their mother tongue for speaking. Some students are unwilling to speak English in the classroom. Lack of motivation throws the students from the school. The rural medium background students are not motivated by the teachers towards the communication in English and in most of the cases, they are trying to finish the syllabus. The theoretical education in India is the main reason for this and it does not allow the students to speak in English. It is completely different from the text teaching to spoken English. Unlike the other classes, while teaching spoken English, the teachers should talk less and listen more from the students then only the students might participate actively. The teacher must step back and observe, sometimes acting as referee or monitor. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task.

Motivating students towards speaking in English is a half success. Many students in India are good at English grammar and writing part, but some of them do not show confidence to speak in language. Mother tongue language indirectly interferes while they speak. That's where spoken English classes come into their rescue. What is done is to

make them to speak as much as they can in English. This is done using various techniques such as discussions, debates, prepared speeches and presentations, participating in situational dialogues, and many more exercises. This improves their confidence levels and spoken English.

When a teacher first begins teaching spoken English, he may not have the clue what he is doing. Some of the teachers are still between the devil and the deep sea what to teach whether grammar or written English for spoken English. Though grammar is important for a language, it is not necessary thing to speak in any other language. The learner may divert his concentration to grammar if the teacher teaches it. Before going to start the lessons, teacher should have a perfect plan for teaching spoken English. The teacher should assist students to get to know each other early in the course. Students will feel more confident and more able to take risks if they know the group and feel comfortable with them. Student motivation is important in acquiring any knowledge or skills. The teacher has to motivate them to speak in English. The motivation will make the students become confident in learning a language.

There are many methods to teach spoken English. Especially the grammar based method and communicative method. Which method does an English teacher follow to teach spoken English? “Any method good or bad, links up the teacher and the pupil into an organic relationship with constant mutual interaction...Every teacher and the Educationalist knows that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right method of teaching and the right kind of teachers” (J.C. Aggarwal, 1984: 113-114). To teach spoken English, it is better to teach through the direct method. Dialogues cover a wide range of everyday situations. Through the dialogues, the learners can improve their language much. While making requests, asking questions, permission, agreeing, disagreeing, and inviting, it is important to consider who the participants and what their relationship is. The teacher must observe whether the situation is formal or informal. Let the learners’ by heart or remember it. They have to repeat the same statements many times in the spoken English class. Then only teacher gets success.

There are many problems that the learners are facing while learning a language. Here I am going to give some important points that will help the teachers to eradicate the problems.

#### Creation of Environment for Learning:

Most of the students do not get the opportunity to speak in English because their environment brings them to speak in the local language so the teacher should support them to speak in English. They have to provide the atmosphere and make spoken English classroom environment as a speaking box. More opportunities for speaking English outside the class can also be created. Group activities encourage the students to speak and their speech should be recorded which helps them in learning language. They may also be asked

to carry out and record interviews with foreigners who are visiting or living around. But here the teacher should be very careful about the group work because the students may use their mother tongue. In group interaction as a teacher, you have to introduce yourself and ask all students to introduce themselves. “When organizing pair work and group work, make sure that every student’s participation is necessary for the task to be completed. It is best if each participant has “unique, essential information” or distinctive role to play” (Nation, 1997). Provide the group with a list, with pronunciation guides and preferred names. Make the effort to learn the names of all students in your tutorial groups – even if you have to get everyone to wear name-tags for the first few sessions. The teacher should also provide handout to the students that set out clear expectations about how they need to participate and what outcomes are sought from the session. He should provide early and frequent formative feedback to all students on their understanding of the subject matter and in relation to their communication and interpersonal skills. This will help students to learn each others names too.

**Change Students’ Negative Beliefs and Attitudes towards Mistakes and Boost Students’ Self-confidence:**

Whenever the students do mistakes, it is the teacher’s duty to give suggestion to them and have to change their negative beliefs and attitudes towards the mistakes that done by them. Teachers can discuss with ‘students the value of language use even if it is not fluent and accurate’ (Nation, 1997). When students are rewarded for successfully conveying a message, they will gradually change their perceptions about mistakes and language use. When the students learn the language, they can be awarded. But in spoken English class, the teacher must encourage them to speak and try to kill their shyness and stage fear. By boosting their self confidence, the teacher can easily get success.

**Encourage the Equal Support in the Classroom:**

Many times the students who have speaking skills get the choice of speaking. Teachers have to encourage all the learners equally. Indeed the teacher has to give the choice to the non-native speakers. When a non-native speaker speaks in English fluently, the class can be called a good class. A.B.M. Tsui (1996:160) suggests that “allowing students to check their answers with their peers before offering them to the whole class also encourages students to speak up.”

**Attend to Individual Students’ Needs and Ability:**

All the students’ knowledge is not same so that they may not perform as teacher expects, so the teacher should not expect every student to perform at the same level. Different kinds of tasks can be devised to suite different levels. Alternatively, task demands can be adjusted

according to individual levels of oral competence. It is thought that once a student has a learning problem, it is best to allow the student to try to solve the problem on their own in the first place. When the problem is too challenging for the student to solve, support can be provided. The above list is made with the amount of support increasing from the first to the last solution.

#### Good Interaction:

Like other classes, there should be a good interaction between teacher and students in spoken English classes. Firstly teacher can make his participants to come out and speak whatever they can irrespective of the grammatical errors. "It is essential to concentrate on classroom interaction that goes on between and among teachers and students in order to gain insights and increase our understanding of classroom learning and teaching. Examples include how teachers ask questions and correct errors, what effect the type of task might have on learning, and whether reading aloud or silent reading in class results in more learning" (R. Allwright and Bailey, 1991). Here the teacher has to explain the answers in oral form. If it is in form of written form, there is, perchance, the learners may forget some structures in spoken form.

#### Use Simple Language:

Communication is a two way process. If the speaker speaks with difficult language, the opponent may not understand it so teacher should avoid using long convoluted sentences which may work in written text where the reader can review the sentence several times to decode its meaning. However, this is not an option with spoken language and therefore it is difficult for students to review meaning.

#### Lower Students' Anxiety in the Classroom:

It is very important aspect in spoken English. The students' shyness and stage fear should be overcome. According to D. J. Young (1991), teachers can start with finding out what students are anxious about. Then teachers can help them ease some of their irrational fears and teach them strategies such as self-talks and doing relaxation exercises to deal with fears.

#### More time Allotment for the Students:

In most of the time, because of heavy work load, the teacher can not concentrate on all the students but it is better to allot more time for the students. This can be done by giving students more preparation time. Alternatively, allow them to perform oral tasks without time pressure (R. Ellis, 2005) by giving them enough time to plan for and perform a task at the same time. When the students participate in language classes actively, they indirectly get

self confidence from it. Larsen-Freeman says that “students are more responsible managers of their own learning” (D. Larsen-Freeman, 1986). If the learners have the pressure, they can not participate actively in language classes. Widdowson says that “When learners write under pressure, they may call upon systematic resources from their native language for the achievement and synthesis of meaning” (H. Widdowson, 1990).

### Conclusion

This paper has focused on the problem of students who face the problems when they are learning English. It also focuses on how the teachers have to provide the facilities to the students to learn English. Some useful suggestions and techniques are also given. Teachers need to use the techniques in spoken English classes.

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