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# ELTWeekly

India's first weekly ELT eNewsletter

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# ELTWeekly

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## CONTENTS

Video: Teaching ESL with Technology.....	2
Free eBook: Impact Study of British Council Teaching Centre EFL Classes.....	3
Lesson Plan: How new words are created .....	4
Download Webinar: Integrating content and language – which language?.....	5
Book of the week: ‘500 Activities for the Primary Classroom’ by Carol Read.....	6
Article: ‘Extensive reading: why it is good for our students... and for us’ by Alan Maley ...	7
Resource of the week: ESLFlow.com .....	8
Research Paper: ‘Analysis of Responses of Learners in the Learning Resource Centre’ by Dr. Ravi Bhushan .....	9
GUIDELINES FOR CONTRIBUTORS .....	15
Feedback.....	16

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## **Video: Teaching ESL with Technology**

Teaching ESL with Technology, the benefits of using technology to teach the language that's unofficially the universal language of internet.

Access the video at <http://eltweekly.com/more/2010/01/46-video-teaching-esl-with-technology/>

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## **Free eBook: Impact Study of British Council Teaching Centre EFL Classes**

This study, by Dr Simon Borg of the University of Leeds, assesses the impact that studying English has on students' lives.

Interviews were conducted with 47 British Council students in Muscat, Cairo, Rome, Madrid, Kuala Lumpur and Ho Chi Minh City. The findings suggest that learning English has a positive impact on a wide range of issues:

- Employment prospects, performance and promotion
- Access to education and professional development
- Use of technology
- Leisure activities
- Intercultural communication
- Intercultural understanding
- Confidence
- Attitudes towards English and the UK
- Access to information
- Service encounters
- Citizenship

The study thus provides clear evidence of the varied ways in which students feel that improving their command of English makes a significant contribution to their lives.

Download 'English as a Second Language in the United Kingdom ' Free eBook by visiting <http://eltweekly.com/more/2010/01/46-free-ebook-impact-study-of-british-council-teaching-centre-efl-classes/>

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## **Lesson Plan: How new words are created**

Level - intermediate and above

This lesson looks at how new words are created in English. It encourages learners to analyse words they already know and to understand more about meaning from form. It also encourages them to experiment with new words and possible meanings – an important skill in manipulating language.

### **Plan components**

Lesson Plan: – guide for teacher on procedure including answers to tasks.

Worksheets: - exercises which can be printed out for use in class. The worksheet contains:

Seven exercises exploring the way new words are formed

For more information about this topic you can visit these BBC sites:

<http://www.bbc.co.uk/worldservice/learningenglish/youmeus/lingo/index.shtml>

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv337.shtml>

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## **Download Webinar: Integrating content and language – which language?**

There are a number of ways of looking at language within specific content subjects. We can look at the subject-specific language itself which makes up much of the content curriculum of a subject-specific topic area like 'cells and tissues' in Biology. We can investigate the general academic discourse of the topic which interests us and see how it is used in class.

Lastly, we can examine the role of the non-academic language of the classroom. All of these perspectives make up the complete picture of the discourse of the language of a content subject. Knowing what language is used in these dimensions can help us plan for the development of this language both in the input and in the output of the content of the subject.

This presentation will present ways and means of identifying and organizing the language of content from these three perspectives.

Download this webinar now for your iPod / iPhone / iTunes by visiting

<http://eltweekly.com/more/2010/01/46-download-webinar-integrating-content-and-language-which-language/>

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## **Book of the week: '500 Activities for the Primary Classroom' by Carol Read**

Every primary teacher and teacher trainer will want a copy of this book!

The definitive handbook for all primary teachers and teacher trainers, written by Carol Read, a well-known primary specialist and teacher trainer and primary author.

500 Activities for the Primary Classroom is the answer to the perennial question of "what on earth am I going to do with my class tomorrow?" Aimed at teachers of children between the ages of 3-12, this is a lively, varied compendium of ideas and classroom activities.

### **Key Features**

A wide-ranging resource of activities which are easy to set up

Up-to-date approach covers current approaches in teaching children including content-based learning

Ideal for all primary-focussed teachers

Designed to be flexible to supplement a wide range of syllabus-types (story-based, grammatical, etc.)

Get more information about '500 Activities for the Primary Classroom' by visiting <http://eltweekly.com/more/2010/01/46-book-of-the-week-500-activities-for-the-primary-classroom-by-carol-read>

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## Article: 'Extensive reading: why it is good for our students... and for us' by Alan Maley

Alan says, "In this, the first of two articles for TeachingEnglish, Alan Maley considers the benefits extensive reading can bring to English language learners and teachers.

### What is Extensive Reading (ER)?

Extensive Reading is often referred to but it is worth checking on what it actually involves. Richard Day has provided a list of key characteristics of ER (Day 2002). This is complemented by Philip Prowse (2002). Maley (2008) deals with ER comprehensively. The following is a digest of the two lists of factors or principles for successful ER:

1. Students read a lot and read often.
2. There is a wide variety of text types and topics to choose from.
3. The texts are not just interesting: they are engaging/ compelling.
4. Students choose what to read.
5. Reading purposes focus on: pleasure, information and general understanding.
6. Reading is its own reward.
7. There are no tests, no exercises, no questions and no dictionaries.
8. Materials are within the language competence of the students.
9. Reading is individual, and silent.
10. Speed is faster, not deliberate and slow.
11. The teacher explains the goals and procedures clearly, then monitors and guides the students.
12. The teacher is a role model... a reader, who participates along with the students."

Read 'Extensive reading: why it is good for our students... and for us' by Alan Maley by visiting <http://eltweekly.com/more/2010/01/46-article-%E2%80%98extensive-reading-why-it-is-good-for-our-students%E2%80%A6-and-for-us%E2%80%99-by-alan-maley/>

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## **Resource of the week: ESLFlow.com**

ESLFlow.com was created in 1998 as a resource for researching ESL/EFL ideas and creating lessons/courses as quickly as possible.

Peter Snashall, the founder of this portal, initially used the Internet due to a lack of resources at the school where he once worked. This is, of course, the situation faced by many teachers around the world.

And increasingly this site has become an experiment in the creative possibilities offered by advanced search techniques. It is also an attempt to offer unencumbered information organisation, layout and navigation. The site is totally a work-in-progress and makes no pretence to being comprehensive. Rather it aims to explore the endless possibilities offered by the Net...and the direction of the site shifts from month to month as new possibilities spring out of the Net (or my own mind!!).

The site features contents in the following categories which makes it a useful tool for teaching English at all levels which are listed on ELTWeekly blog.

For more information about this resource, please visit

<http://eltweekly.com/more/2010/01/46-resource-of-the-week-eslflow-com/>

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## **Research Paper: 'Analysis of Responses of Learners in the Learning Resource Centre' by Dr. Ravi Bhushan**

By **Dr. Ravi Bhushan**, Assistant Professor & Head, Learning Resource Centre, Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan (Sonipat), Haryana.

Learning Resource Centre at Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan (Sonepat), Haryana was established in August 2007. This paper raises the following issues:

1. Are learning resource centers successful/failure.
2. f they are successful, what and how much learners benefit from it?
3. If they are failures, what are the reasons that make the learning resource centre unviable.

This paper reports on the performance of thirty learners (30) over a period of 15 hours in a Learning Resource Centre (Language Lab). The data in Learning Resource Centre was collected at two stages i.e. at the 1st hour and at the 15th hour, when the learners leave the learning resource centre. The interpretation of the data together with questionnaires and structured interviews with learners reveals the following:

- A. There is a sense of fear at the beginning of the use of learning resource centre.
- B. Fear gives way to cautious reciprocation to what the learning material demands.
- C. Progressively learners understand the advantages of the learning resource centre and begin to like it and learn from it.

Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat), is a young women's university, established by the government of Haryana in November 2006. It became a sub-center of the University of Cambridge in August 2007. The prime motto, rather the fundamental vision of the university is to empower and add value to the lives of women/girl students. One of the means to achieve this grand objective is through improving the communication skills of the students, grooming them for better job opportunities in their future careers.

There are approximately 3000 girl students enrolled in the different courses run by the university. The good thing is that proficiency in English language has been made compulsory for all of them. Teaching of English is divided in two parts. On the one hand, in order to cater for their aesthetic sensibilities, conventional items like prose, poetry, fiction etc are taught in a classroom. On the other hand, to hone their communication abilities, training is imparted through learning resource centre.

### **Objectives of Learning Resource Centre:**

- To improve communication competency of the learners.
- To prepare the target learners for job market.
- To prepare the target learners for international certificate courses like Business English Certificate.

### **Three fundamental issues pertaining to the viability of Learning Resource centers:**

A. Are Learning Resource Centers successful or failures:

Undoubtedly language resource centers are successful. At least language resource centre at Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur kalan (Sonipat), is a grand success. In terms of proficiency enhancement of any language, the role of language resource centre is paramount. It gives learners a structured pattern of language acquisition. The paraphernalia makes the whole process standardized and easy to acquire. Language resource centre at Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur kalan (Sonipat), is a success because this is the first of its kind and the first instance for the learners to learn English this way. The response is overwhelming. The data shows that once the learners come out of the language resource centre, they try to identify themselves with the speakers and the dialogues they come across while in the language resource centre. The data indicate that after the learners

put in certain number of hours in a language resource centre, there is a marked improvement in their pronunciation.

B. If Learning Resource Centers are successful, what and how much learners benefit from them?

It goes without saying that learners are greatly benefited from a language resource centre. The difference between the two stages i.e. pre and post language resource centre is quite obvious. It clearly indicates that language resource centre gives a tremendous ignition to the desire of a learner to speak English. The learner's accent, pronunciation, stress, tone etc are controlled and modified according to the standard pattern.

In order to analyze the success of a language resource centre, I have collected the data of 30 students. These 30 students were selected at random and they were observed over a period of 15 hours. The comparison was made between the stage when they just started using the language resource centre and the stage they reached at the end of the 15th hour.

**The procedure adopted for collecting such data is as following:**

Listening for specific information test was administered.

Students were asked to listen and were made to respond to the questions given.

A list of words spoken in Received Pronunciation was transmitted for listeners.

Then they were asked to repeat the pronunciation.

Whatever was spoken by the learners, it was recorded and listened by the teacher.

The tests were repeated once again, the responses were once again recorded and corrected.

This way all the responses were compared over a period of time.

It was found that there was a marked change in the pronunciation, stress and intonation.

Based on the above test, it can be concluded that even the slow learners perform very well when they are exposed to learning resource centre. Because in a learning resource centre the individual space allotted to each student gives enough opportunity to a learner to feel confident to make mistakes without being ridiculed by others.

C. If learning resource centers are failures, what are the reasons that make the learning resource centre unviable?

Learning resource centers are not failures but there are certain limitations which at times hamper the smooth and targeted performance of a learning resource centre.

The limitations faced by the learning resource centre at BPS Mahila Vishwavidyalaya, Khanpur Kalan are varied; a few of these are as follows.

The first and foremost problem is that of uninterrupted power supply. At times the electricity supply is so low that it becomes totally impossible to run any system.

Faulty equipment dampens the whole process.

The demand for English learning is so high that it is in fact very difficult to accommodate each and every student of the university. Moreover teaching/non teaching staffs too want to come to the learning resource centre.

The trained manpower/teachers are not very large in number which at times affects the quality of instruction.

Computer literacy of the students is very poor, which is a stumbling block in the handling of learning resource centre paraphernalia.

At times many functions of the teacher's console do not work properly, which defeats the very purpose of smooth transference of data from the teacher to the learners.

It becomes imperative to carry out a comparative study of teaching through learning resource centre and conventional mode. It is observed that there are certain advantages of conventional teaching which are really not covered under teaching through learning resource centre.

### **Advantages of conventional teaching:**

Eye contact is maintained between the teacher and the student. Teaching is synchronized with the student's mind. Immediate remedial action such as repeating the material already taught or altering the pace of teaching can be executed.

Doubts on the part of the student are immediately cleared by the teacher.

The teacher does not spend time grappling with technology.

Rapport and bonding develops between the teacher and the student through regular face to face interactions in class. The teacher acts as a role model for the student, thereby enhancing the learning process.

Based on this comparative analysis of two types of teaching of English, some questions were asked to the students in the form of a structured interview; a few of them are as following:

Do you feel the need of learning English?

Response: Single answer was, yes.

Do you consider learning resource centre, a success or failure?

Response: Definitely, a success.

Are you satisfied with the learning material used in a learning resource centre?

Response: the response was mixed, 60% said yes and 40% were in a dilemma

Are you satisfied with the pronunciation and the teaching style of the teachers?

Response: Again the response was mixed.

e. Do they feel confident in using the learning resource centre equipment?

Response: Gradually fear gives way to smooth handling of the equipment.

Based on the interpretation of the data together with the questionnaires and the structured interviews with learners reveal the following:

There is a sense of fear at the beginning in the use of learning resource centre.

Fear gives way to cautious reciprocation to what the learning material demands.

Progressively learners understand the advantages of the learning resource centre and begin to like it and learn from it.

Though, initially the students are hesitant and afraid of even touching the state of the art learning resource centre paraphernalia, but gradually it was observed that the learners adopt the technology and started participating in the process of learning English through learning resource centre. They respond and reciprocate favorably to the demands of the learning material. The responses of the learners indicate that, learning resource centre really helps in expediting the whole process of teaching English language. The learners show a marked change in their behavior towards learning of English skills, especially listening and speaking.

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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](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).

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## This is what our readers say:

Hello, Mr. Tarun patel, I have received ur recent work which is praiseworthy and utilitarian .Thanks a lot !All issues r very much interesting for language learners and teachers .God bless U and ur team ! – **neeharika rawat**

Its really a wonderful vision. Its very useful to the teachers' community. Thnkn you very much. – **G. NAGESWARARAO**

Dear Tarun and the team

thank you for being so prompt in sending us the new issues. It is great to learn about teachit & english Next.

regards - **Dr. Ravi Bhushan**

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- \* We want to know what you want to know about.
- \* We want to know the topics you want.

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