

ELTWeekly

India's First Weekly ELT eNewsletter

Vol. 3 Issue#88

ISSN 0975-3036

Edited and Published by

Tarun Patel

Bhaskar Pandya

Kaushal Kotadia

Rajesh Bharvad

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Word of the week: Visual, Auditory and Kinesthetic – VAK

VAK, or Visual, Auditory and Kinesthetic, refers to one model of learning styles. The VAK model is comprised of three different learning styles, or preferred ways of learning. In some accounts, another style, tactile, is included.

Example

Dunn and Dunn's model of learning styles, which is frequently used in the American school system, is a VAK model.

In the classroom

Learners can be encouraged to think about their learning style and how it affects their work by trying a quiz to identify their preferences. If they understand how they prefer to think then they can learn how to optimise their work in the classroom, and also try alternative ways.

[retrieved from <http://www.teachingenglish.org.uk>]

English Language Teaching In Action – Disc 2: Productive Skills

BridgeTEFL's English Language Teaching In Action is a comprehensive 5-DVD set packed with 70 videos on essential topics in English language instruction. With lively games, fail-proof lessons, insightful classroom management tips, and much more, this collection has everything you need to make your teaching more effective!

Watch the video at <http://www.elweekly.com/elt-newsletter/2011/04/88-video-english-language-teaching-in-action-disc-2-productive-skills/>

Research Paper: ‘What the Learners Don’t’ Learn, Why?: An Investigative Study of the Grammatical Errors of Hindi- medium ESL learners of Uttar Pradesh’ by Dr. Praggya M. Singh

Dr. Praggya M. Singh works as an Associate Professor in English at Banasthali Vidyapith, Rajasthan.

1.0 CONTEXT OF THE STUDY

English has been a subject of great instructional concern for educators in all sectors of education in India. The recent expansion of convent and English medium schools has become a reality. This is due to the lack of public attention to English taught in Govt. aided schools. Educationists observe that the state Govt is uninterested in fulfilling the social commitment towards education. Recently, some state governments have shown apathy which has led people to believe that it is driving educational institutions towards privatization. So English medium education in India across the country has flourished through many private convent schools and English medium schools. There is a great demand for English in India but at the same time not all the state governments have spelt out a clear policy on continuing English as medium of instruction in schools. But with the proliferation of English medium schools, the following factors make English teaching and learning very complex:

The demand of English in schools is very high.

Performance in English is of fluctuating nature since it cannot be equated with the content based subjects.

It enjoys status symbol even in those places where regional language is the medium of instructions.

All these factors make English teaching-learning very complex.

However in some states, State board schools prefer Hindi language as a medium of the instruction. The news is not so good either in non-Hindi medium state. Katakam(2008) reports that in a bid to promote regional languages, the govt. of Maharashtra has recently taken a decision to support only those English-medium aided schools that were established before 1973. Still in such states, State board schools prefer regional language as the medium of instruction. For example, in Uttar Pradesh the regional language is Hindi and the medium of instruction in state board schools remains Hindi. In these schools, English gets the status of second or third language as Sanskrit is also taught along with Hindi. Sanskrit is introduced in class V and English is introduced in class VI. In 2007, a change in the curriculum has been introduced and now English is being introduced in class III in state board schools. During the 7 years of English instruction from class VI to class XII, theoretically students are introduced to the grammar- translation rules and they know only about reading and writing. The syllabus followed in these states puts an extra emphasis on acquiring the knowledge of grammar. Learning of English here means the learning and subsequent mastery of grammar .The talks about the communicative use of language are wasted upon the learners. But when they enter English medium institutions of higher education, they have to struggle with their varying degrees of English proficiency in written and spoken English. Uses of English for the learners are basically restricted to writing of examination answers in English. Left with no other English, they suffer from inferiority complex and lack of confidence. Teachers are also aware of their helpless situation as there is

hardly any opportunity to go beyond the academic ritual of completing the syllabus and counseling the students on how to pass the examinations. On the contrary, ICSE and CBSE Board schools have English as the medium of instruction. In these schools, English is used more prominently than other Boards. Students get English speaking environment in schools. They practice to use English in day to day contexts. Teachers use communicative approach and Direct method to teach English in classrooms. As a result of this difference of the medium of instruction and pedagogical approaches, the students of regional medium background seem to be hesitant to use English even for functional purposes in schools.

A regular interaction with students of North Indian Hindi-speaking states particularly Hindi- medium ESL learners of Mainpuri district of U.P has compelled the researcher to focus on the grammatical errors Hindi- medium ESL learners make. This paper discusses the study performed on the B.A.I year students of B.K.M.P.G.College Bewar Mainpuri

OBJECTIVES OF THE STUDY:

- * to evaluate the most common grammatical errors that students commit,
- * to investigate the reasons and causes of errors,

Theoretical Background:-

Theoretical Background:

Error Analysis or EA focuses on the errors learners make in language learning. The field of error analysis (EA) in Second Language Acquisition was established by Corder(1967). He observed that systematic analysis of errors make it possible to locate areas that need reinforcement in teaching. Corder (1967) states that errors are visible proof of learning. According to Corder (1967), EA has two objectives: one theoretical and another applied. The theoretical object is to understand what and how a learner learns when he studies an L2. The applied objective is to enable the learner to learn more efficiently by using the knowledge of his dialect for pedagogical purposes.

Sercome (2000) explains that EA serves three purposes: First, to find out the level of language proficiency the learner reach; Second, to obtain information about common difficulties in language learning ,and ,third, to find out how people learn a language.

Brown (1994: 204) has stated that EA emphasizes the significance of errors in learners' interlanguages system. The term interlanguage introduced by Selinker (1972) refers to the systematic knowledge of an L2 which is independent on both the learner's L1 and target language. Nemser (1974) has termed it as 'Approximate system', and Corder (1967) termed as 'Idiosyncractic Dialect'. In other words, it refers to a separateness of a second language learners system that has a structurally intermediate status between the native and target language learners.

Significance of error analysis:-

EA plays a significant role in language teaching, but it also has certain limitations. First, too much attention to learners' errors can make correct utterance in second

language go unnoticed. Second, EA is the overstressing of production data. Third, it fails to account for the strategy of avoidance. Fourth, EA can focus on specific languages rather than viewing universal aspects of language.

EA helps both the learners and the teachers to get an overall knowledge about the students' errors. EA helps the teacher to know about the learner's progress as students' errors are considered as valuable feedbacks. EA is further important because some errors need to be handled otherwise they will become fossilized.

METHODOLOGY OF RESEARCH

1. The Research Method

The research uses a descriptive method to classify and describe the grammatical errors in students writing at degree level.

2. Participants

110 students participated in the study. All students belonged to Hindi-speaking families and had had Hindi-medium education. The students had learned English as a compulsory paper (General English) for one year. The contents of the syllabus was predominantly grammatical.

3. Procedure

The sample consisted of 110 students of B.K.M.P.G. College Mainpuri. The total strength of B.A. I year was 205. However, only those students were taken as purposive samples who had had Hindi-Medium educational background and Hindi-speaking families. It was also taken care of that the students did not score above 60% in Intermediate examination.

An objective type achievement test containing *Fill in the Blanks, Multiple Choice questions and Do as Directed* was administered on the sample

After the test the students were interviewed personally with open-ended questions on the type of teaching pattern, classroom atmosphere, students' interest and various psychological factors.

Analysis of errors:-

Data Interpretation

Based on the test administered, it was found that determiners, Modals, Articles, Prepositions, Tense were the problematic areas of concern to the learners.

The analysis and interpretation of data collected in this study has been presented under the following sub-heads:-

- 1- errors in Determiners.
- 2- errors in Modal Auxiliaries.
- 3- errors in Articles.
- 4- errors in Prepositions
- 5- errors in Tense and Concord

The following tables deal with percentage of errors in grammar exercise test taken by the students accompanied with bar diagram.

Tables 1.1- 1.6 show the analysis of errors based on the type of error and the percentage of errors committed by the students in the test.

Formula for the calculation of % of errors:

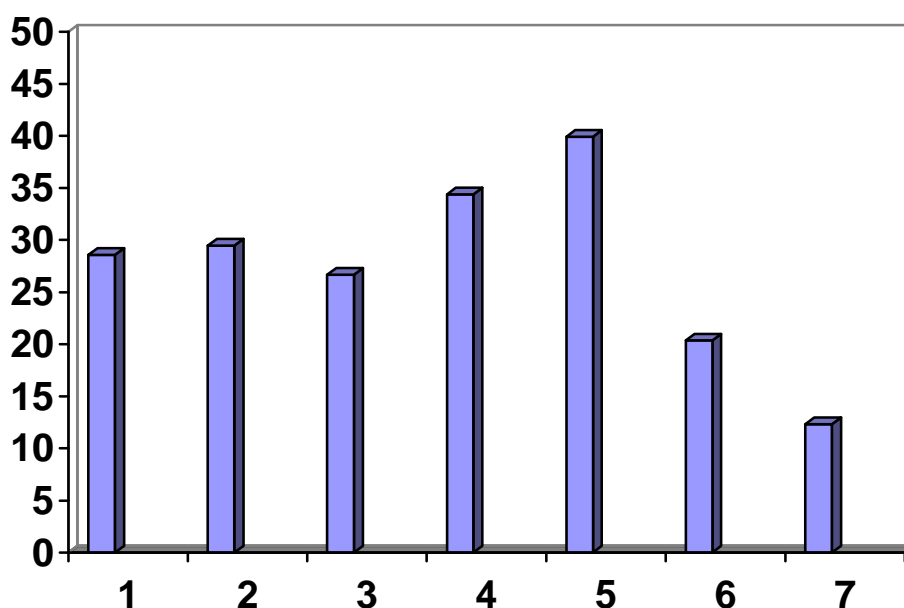
No. of students committing errors in a particular topic

Total no. of participats $\times 100$

Taking the percentage, the results showed that three most common errors that the participants made were in Concord (39.91%), followed by prepositions[34.38%]and modal auxiliary[29.77%].

Table 1 Total % of Errors in grammar Exercises

S.No.	Topics	Percentage of Errors
1-	Determiners	28.57%
2-	Modal Auxiliary	29.77%
3-	Articles	26.66%
4-	Prepositions	34.38%
5-	Concord	39.91%
6-	Tense	20.36%
7-	Punctuation marks	12.33%



x axis

=topic, y axis=% of errors in all bar diagrams.

Table 1-1 indicated the total number of errors in grammar exercise committed by the students. According to the objective, we considered the errors that are committed most frequently by the students. The results showed that the highest error (39.91%) were committed in the concord and the lowest error (12.33%) in punctuation. The remaining areas of errors have been represented in the bar diagram-1.1

The tables on the next page reflect more details.

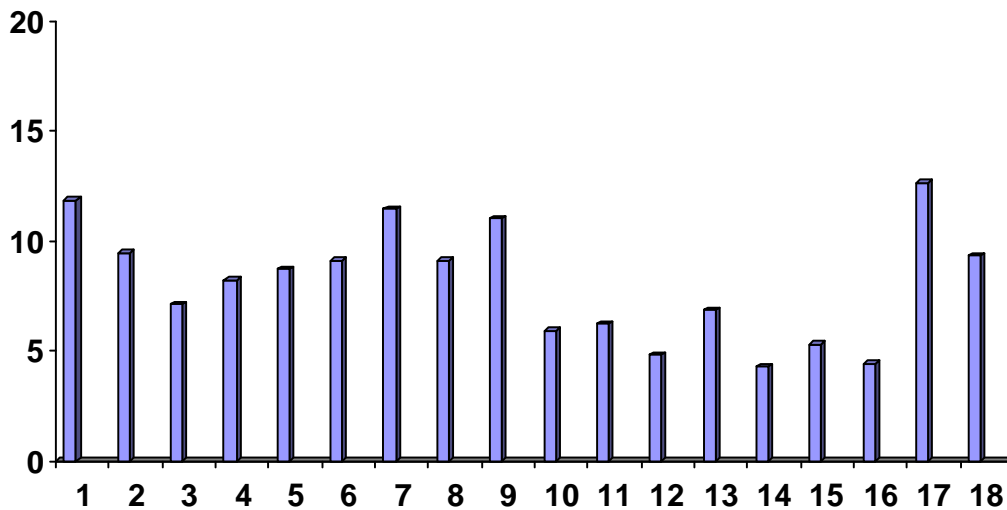
Table 1.2 Total % ERROR IN DETERMINERS

S.No.	Determiners	Percentage of Errors.
1-	Some	11.83%
2-	Any	9.46%
3-	Much	7.13%
4-	Many	8.23%
5-	Nearest	8.72%
6-	Next	9.13%
7-	Little	11.46%
8-	A Little	9.13%
9-	The little	11%
10-	Elder	5.92%
11-	Eldest	6.23%
12-	Oldest	4.83%
13-	Each	6.88%
14-	Every	4.31%
15-	Either	5.33%
16-	Neither	4.46%

17-	Further	12.66%
18-	Farther	9.33%

The results of the table show that the most problematic determiners are further, some and Little.

Among all determiners tested 12.66% Students wrongly answered the exercises on ‘further’ , the total no. of such students being 14. Remaining areas of difficulty have been indicated trough the bar diagram1.2



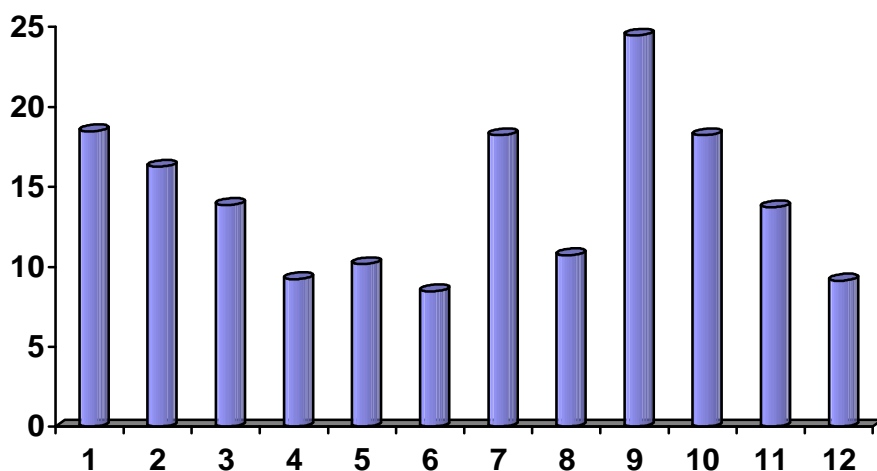
Modal Auxiliaries

Table – 1.3

S.No.	Modal Auxiliaries	Percentage of Errors.
-------	-------------------	-----------------------

1-	May	18.46%
2-	Might	16.26%
3-	Must	13.86%
4-	Need	9.23%
5-	Shall	10.17%
6-	Should	8.46%
7-	Will	18.23%
8-	Would	10.72%
9-	Has/have	24.46%
10-	Had	18.23%
11-	Can	13.72%
12-	Could	9.13%

Bar-diagram 1.3

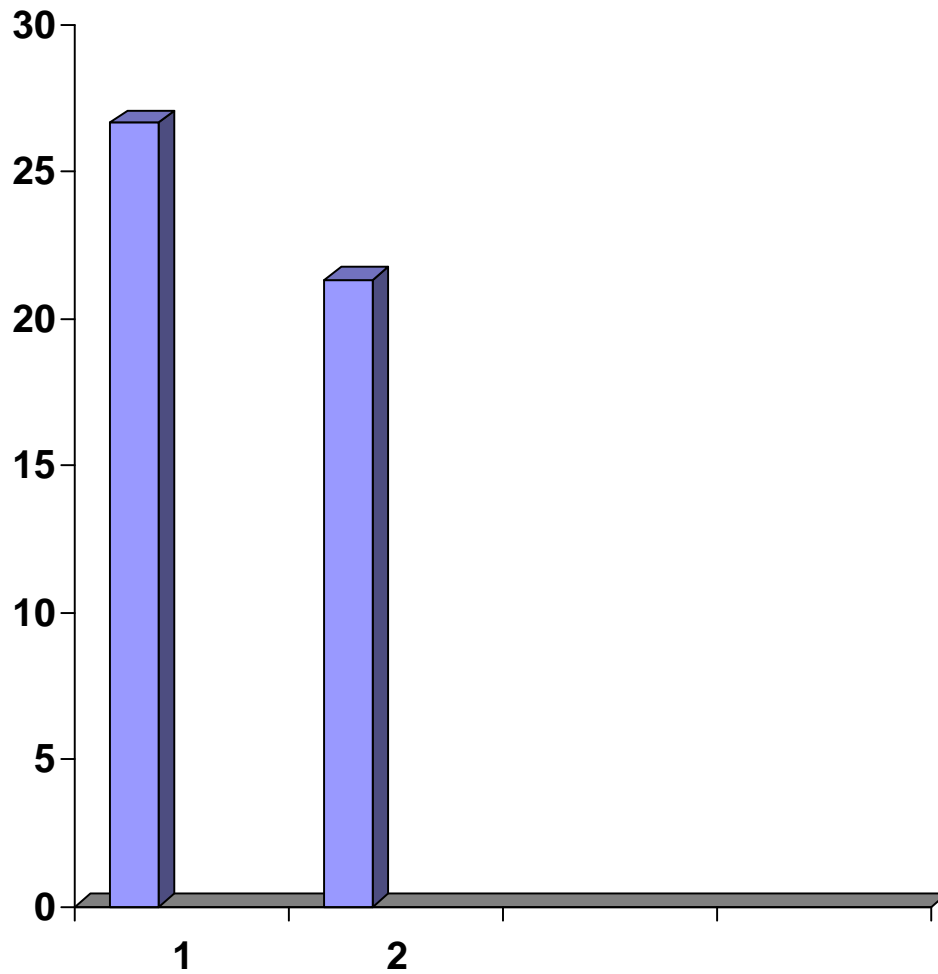


Most of the students have been found to have committed errors in Has/have , Had and May. Ironically these are the most commonly used modal auxiliaries.

Table- 1.4

S.No.	Articles	Percentage of Errors.
1-	Definite Article	26.66%
2-	Indefinite Article	21.33%

Bar-diagram 1.4



The % of errors in the both the Articles is more or less similar.

Approximately 24 students wrongly attempted the exercises on definite articles and 19 the indefinite articles.

Table – 1-5

S.No.	Concord and Tense	Percentage of Errors.
-------	-------------------	-----------------------

1-	Concord	39.91%
2-	Present tense	5.44%
3-	Past tense	8.59%
4-	Future tense	6.33%

Bar-diagram 1.5

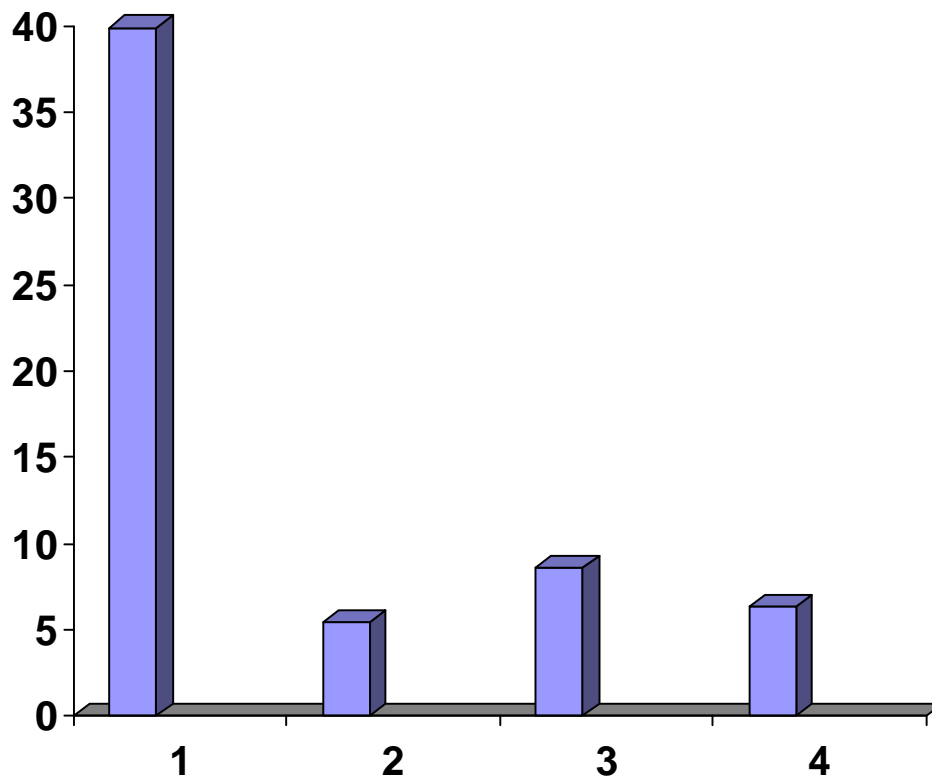
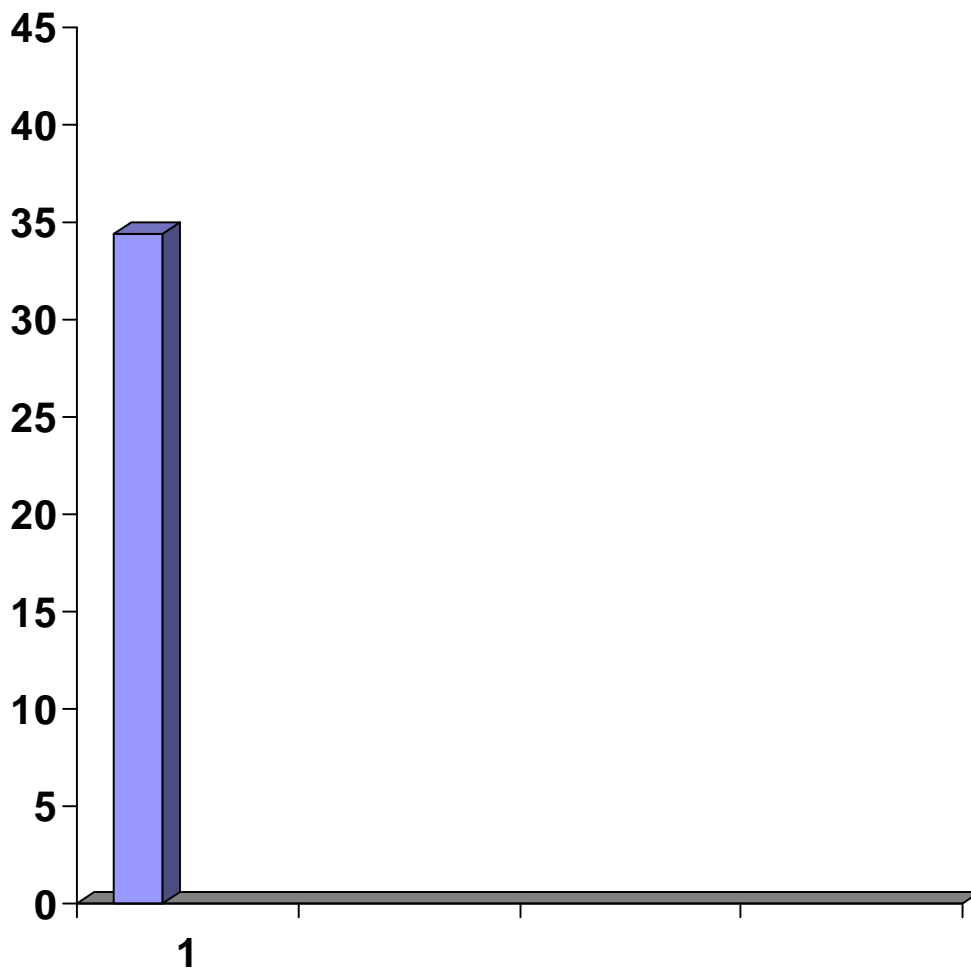


Table – 1.6

S.No.	Preposition	Percentage of Errors.
1-	Preposition	34.38%

Bar-diagram 1.6



Evidently, Concord seems to be the most problematic topic . The maximum number of errors is in Concord (39.91%) **followed by Prepositions(34.38%)**

Reasons of Errors

Data Interpretations

To find out the reasons of errors, personal interviews were taken .The reasons were categorized into 3 dimensions: psychological, pedagogical and idiosyncratic.

The detailed graphical representation of the responses for these reasons are as follows:

Table 1.7 - Pedagogical reasons

S No	Reasons	Percentage
A1	Wrong way of teaching	50%
A2	Unfriendly nature of teacher	40%
A3	High sounding words used by teacher	60%
A4	Fear of teacher	20%
A5	Uninteresting classes	66%

Description of table :

Reason A1 Wrong way of teaching

According to the analysis 50% respondent stated that the teachers use wrong way of teaching(lecture method, teaching hurriedly, touching upon the topic) and because of that sometime they are unable to understand certain points. Still in India, institutions follow the lecture or one way method, in which teacher gives the lectures on the topic and the students are always busy in writing notes

Reason A2

40% respondents stated that sometimes the teacher does not behave politely and friendly with them and because of that the students very rarely discuss their problems with the teachers. It is estimated from the result that if the teacher is strict then there would be less scope for student's development.

Reason A3

60% students expressed that sometime teachers use difficult language and high sounded words in the class which is not understood by the learners

Reason A4

According to 20% students they are afraid of their teachers because they are scolded by the teacher for not answering properly. As a result they are unable to share their problems regarding understanding grammatical concepts .

Reason A5

Scoring shows that 66% of students reveal that sometimes the class is very uninteresting and because of that they feel drowsy in grammar classes and are

unable to understand the concept and meaning. The main reason behind this is large number of students

Table 1.8:-Idiosyncratic Reasons

S No.	Reasons	Percentage
B1	Lack of interest	15%
B2	Find the topic too boring to read	50%
B3	Dull and passive response	60%
B4	Carelessness of students	83.3%
B5	Negative thinking	26.6%

Description of table no 1.8:-**Reason B1**

15% respondent stated that sometimes teachers skip the complete explanation .This creates lack of interest in students and they are not fond of learning or reading grammatical concepts.

Reason B2

The data in table no. 1.8 indicates that for 50% respondents studying grammar is so tiresome and because of it they never concentrate on it by heart and mind and want to give it up.

Reason B3

60% students give dull and passive response in the class which demotivate teacher to teach or to give extra knowledge about the topic.

Reason B4

Scoring shows that 83.3% students are careless towards their study. Grammatical concepts needs the highest degree of concentration, so the reading of grammatical concepts calls for an attention. But the students do not give that attention to grammatical concepts and as a result their struggling with grammatical concepts continues.

Reason B5

26.6% students think negatively that they won't be able to understand grammatical concepts. The absurdity and complexity of grammatical concepts scare them and they give it up. When they get less marks , they think it better to read some other subject than to read grammar because by devoting the same to some other subjects they will be able to get good marks. Not only this , they also think that because they are unable to understand grammatical concepts they will never able to learn English .

Table 1.9:- Psychological reason

S No	Problems	Percentage
C1	Lack of confidence	100%

Description of table 1.9:-**ReasonC1**

The data in the table indicates that 100% students lack confidence. When teacher asks questions , the students are unable to give answer because of lack of confidence and hesitation. Sometimes they feel inferior to English medium students. They always worry that the students may laugh at them when they speak. Moreover, they are not confident in whatever they think and hence remain quite in the class.

In the light of above analysis and interpretations , the objectives of the study have been successfully accomplished

Conclusion

Grammar has been found to be generally tough, but the toughest of all grammatical concepts are Concord, Prepositions and Modal Auxiliaries.

The reasons for these errors have been attributed to

- Lack of confidence. Evidently, all students lacked confidence
- Because of the large number of students, the classes become uninteresting.

Students themselves admitted their carelessness in attending classes regularly and attentively.

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Appendix

Test paper

Attempt all questions.

1. Put in some or any

- (1) We didn't buy _____ flowers.
- (2) This evening I'm going out with _____ friends of mine.
- (3) Have you seen _____ good films recently?
- (4) I did not have _____ money, so I had to borrow _____

2. Fill in the blanks using much or many.

- (i) He always spends too _____ time playing computers.
- (ii) _____ of the food was inedible.
- (iii) She gave _____ - of her paintings to her friends
- (vi) How _____ questions could you answer.

3. Put in each or every-

- (i) There were four books on the table _____ book was a different colour.
- (ii) The Olympic Games are held _____ four years.
- (iii) _____ parent worries about their children.
- (iv) In a game of tennis there are two or four players.

4. Complete the sentences using 'little', 'a little' and 'few', 'a few'

- 1- Ann is very busy these days. She has _____ free time.
- 2- The weather has been very dry recently. We've had _____ rain.
- (3) I've got _____ friends.
- (4) There are _____ good teachers left

5. Complete the sentences using 'further' and 'farther' 'Later' and 'Latter'.

- 1- Monchester is _____ from London than Oxford.
- 2- I will give your _____ details later.
- (3) He studied French and German; the former language he speaks very well, but the _____ one only imperfectly.
- (4) Mohan and Sohan went together. The former was my friend _____ my cousin.

6. Put either..... or and neithernor in blank places.

- (i) I wasn't good football match. Team played well.
- (ii) I don't like _____ of them.
- (iii) I invited Diana and Mike to the party. But _____ came.
- (iv) There are two chairs here. You can take _____ of them.

7. Complete the sentences with can/can't/could/couldn't + the following:

Come, wait, hear, run, eat, stay, sleep, go, play, smell

- 1- He plays the flute and he _____ the piano.
- 2- I don't mind we _____ to the cinema
- 3- When Tim was 16, he _____ 100 meters in 11 second.
- 4- This is a wonderful place. I _____ here for ever.

8. Read the situation and make sentences from the words in bracket use might.

- 1- I **can't** find Jeff anywhere. I wonder where he is
 - (a) (he go shopping)
 - (b) (he play tennis)
- 2- I'm looking for Sarah. Do you know where she is?
 - (a) (She/watch/TV/in her room)
 - (b) She go out.
- 3- I can't find my umbrella. How you seen it?
 - (a) it/be/in the car.
 - (b) You leaves/in the restaurant last night.
- 4- Why didn't Dave answer the doorbell? I'm sure he was at home at the time.
 - (a) (he/go/to bed early)

(b) he/not/hear/doorbell)

(c) (he/be/in the shower)

9. Complete the sentence with the help of need/needn't

- 1- We _____ go into details now.
- 2- She's thirsty. She _____ a drink.
- 3- you _____ whisper. Nobody can hear us.
- 4- I _____ scarcely add that you will be missed.

10. Complete the following sentences with the help of will/won't/would/wouldn't.

- 1- The nurse said she _____ look after the patient.
- 2- I _____ give you a nice gift on your birthday.
- 3- He _____ return home and read newspaper daily.
- 4- They _____ boast of their wealth and prosperity.

11. Fill in the blanks with the help of shall/should /shouldn't

- a- He said that he _____ go to America next week.
- b- Heavy items _____ be placed over head lockers.
- c- _____ I open the window?
- d- You _____ sign the documents.

12. Complete the sentences. Use the verb in brackets + just/already/yet.

A ↘

↙ B

1- Would you like something
to eat?

No, thanks _____

(I/just/have/lunch)

2- Do you know where Julia
is?

Yes, _____

(I/see/her)

3- What time is David
leaving?

(he/leave)

4- What's in the newspaper
today?

I don't know _____

(I/not/read/it)

13. Each item has four alternative answers; put the most appropriate alternative in gaps.

(i) The train won't leave _____ an hour.

- (a) by
- (b) in
- (c) for
- (d) until
- (ii) _____ tomorrow I hope to have the secret plans for you.
- (a) at
- (b) by
- (c) untill
- (d) since
- (iii) We won't be ready to blow up the rock _____ 20th century.
- (a) by
- (b) for
- (c) at
- (d) since
- (iv) You must signal our agent _____ 12.00p.m.
- (a) on
- (b) since
- (c) for
- (d) at

14. Choose the most appropriate word.

(a) When I was 14, I went $\left. \begin{array}{l} \{ \\ \} \end{array} \right\} \begin{array}{l} \text{on} \\ \text{in} \end{array}$ a trip to Agra.
at

(b) Julia's grandmother died $\left. \begin{array}{l} \{ \\ \} \end{array} \right\} \begin{array}{l} \text{on} \\ \text{in} \end{array}$ the age of 79
at

(c) She wouldn't like to $\left. \begin{array}{l} \{ \\ \} \end{array} \right\} \begin{array}{l} \text{in} \\ \text{at} \end{array}$ a cruise.
on

(d) He spends most of his time talking $\left. \begin{array}{l} \{ \\ \} \end{array} \right\} \begin{array}{l} \text{at} \\ \text{on} \end{array}$ the phone.
in

15. Choose the correct verb to complete the sentences. Tick your choice.

1- War and Peace [is/are] a great novel by Tolstoy.

2- Each of my brothers [was/were] educated.

- 3- Padma and Vijaya [is / are] sisters.
- 4- The author and editor [have / has] invited me to dinner.




16. Complete the sentences using verbs given in brackets.

- (a) It _____ (rain) for two hours.
- (b) _____ you _____ (swim).
- (c) Hello, Tom _____ (I/look) for you. Where have you been?
- (d) Linda is a teacher _____ (she /teach) for ten years.

17. Put the verb in the correct form- positive, negative or question.

- (i) We went to the cinema but the film wasn't very good. We _____ (enjoy) it.
- (ii) Tim _____ some new clothes yesterday two shirts, a jacket and a pullover. (buy).
- (iii) _____ yesterday? 'No, it was a nice day' (rain).
- (iv) The party wasn't very good, so we _____ long. (stay).

18. Put the verb into correct form, past continuous or past simple.

<p>1</p>  <p>I <u>didn't</u> (see) Sue in town yesterday, but she _____ (not / see) me. She _____ (look) the other way.</p>	<p>2</p>  <p>I _____ (meet) Tim and Jane at the airport a few weeks ago. They _____ (go) to Paris and I _____ (go) to Rome. We _____ (have) a chat while we _____ (wait) for our flights.</p>	<p>3</p>  <p>I _____ (cycle) home yesterday when a man _____ (step) out into the road in front of me. I _____ (go) quite fast, but luckily I _____ (manage) to stop in time and _____ (not / hit) him.</p>
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19. Complete the sentence with either the future perfect or the future perfect continuous for each situation.

- (a) Before he gets home from school tonight peter _____.
- (b) By the time the least runners start, the ones at the front _____.
- (c) I started writing this book 3 years ago next month. By next month I _____.
- (d) By the time the software goes on scale, the company _____.

20. Use punctuation marks in the underlined places.

- (i) Oh dear _____ what am I going to do _____.
- (ii) Hush _____ Do be quiet.
- iii) Congratulations _____ when are you getting married.
- (iv) When you are ready _____ we shall go.

Article: 'The Status of English Language Teaching in Pakistan' by Syed Ali Waqas

In Pakistan with its 63 year's history and a colonial past the role of English has been a controversial one. To quote Rahman, successive constitutions of 1956, 1962 and 1973 all articulated the desire to replace English by Urdu in all domains but for all practical purposes. Today English remains a second language in Pakistan. It is the language of government, business, technology and law. As Haque (1983) points out the anchorage of English in Pakistan is that the constitution and the law is codified in English.

The medium of instruction in most of Pakistan's schools is Urdu but students have a choice to take their Matric (10th class), Intermediate, Graduate and Postgraduate examinations in Urdu or English. English, however is taught as a compulsory language from class VI to the BA Graduate level in Pakistan's schools and colleges. The exception is now both Punjab and Sindh. The Provincial Government of Punjab, made English a compulsory subject from class one in early 1994. January 1995 the Sindh provincial government also announced its policy of introducing English as a compulsory subject from class one.

Considering the gigantic number of students that will study Compulsory English at various levels in Pakistan, investment in the training of English teachers to teach English efficiently is a worthwhile one. This will help teachers teach English through modern accepted methods of teaching language adapted to Pakistan's local conditions.

It is to be noted that English is taught by immersion in private schools in Pakistan, which cater to a small percentage of the school going populations of the country. The graduates of these elite schools and colleges man jobs in the civil service, army and judiciary in Pakistan. The demand for English in Pakistan is growing as public perception increases that proficiency in English is a requisite for white collar jobs in Pakistan.

Article Source: <http://EzineArticles.com/5596679>.

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Research Paper: 'The Daily Newspaper and the English Text books: A Study' by Dr. Shree Deepa

Dr. Shree Deepa works with the University of Hyderabad.

English Text books are indispensable entities in the language class room. Newspapers are mere 'aids' or additional decorative material. Text books are printed and published in different editions and remain in print for years. One edition of the text book lasts for a particular period of time and to introduce new and spanning information is almost impossible and the syllabus designers need to wait to incorporate the latest notes. The situation hard to ignore is that all the prescribed text books are a collection of prose, short stories and some poetry. The skills of the language are taught drawing from these selected texts. These texts are often battered through the years and the 'experienced' teacher would have usually lost the interest in 'teaching' from such a text. The teaching process in such a class room is often monotonous and dull bereft of life.

For ages newspaper dailies have been used, misused and abused as a language learning tool by the English teachers. These dailies contain a variety of articles that can be used to teach English language as a skill subject. English is a skill rather than a content subject and this paper discusses and gives examples of using the dailies to teach the language skills drawing from the newspapers. These dailies are cost effective teaching tools. This paper is a humble effort to prove that the dailies can replace the conventional text books at school level and also discusses the 'Newspaper in Education Programme' conducted by the newspaper offices. The effectiveness of such programmes is also indisputable. In other words the

usefulness of the dailies at the annual internal school curriculum and external promotional levels are to be deliberated.

The activities in this research paper are designed for students at secondary level.

1. Teaching (appendix 1) reading skills using newspaper (scanning):

Objective: To enable students to scan for a particular piece of information quickly.

Materials / Text: Any medium sized article from the day's newspaper, preferably the classifieds column or the television listings.

Teaching, learning points will include appropriate questions asking for factual information dispersed in the whole text.

The same text can be used to impart, teach listening skills. The students will listen to the read out information instead of reading.

2. Teaching writing skills (appendix 2) using the newspaper:

Objective: To enable the students to express their opinion on a particular issue in the form of a formal letter.

Materials/ Text: Any major event or headline making news item.

The students will be asked to write a letter to the editor expressing their opinion.

3. Teaching speaking skills (appendix 3):

Objective: To enable students to express their opinion on a particular picture verbally and substantiate.

Materials/Text: Any picture from the newspaper.

In this manner all the language skills that are taught using a traditional textbook can be taught in the classroom with the help of the daily newspaper.

Approaches and Methods:

The approach will have to be interactive at various levels and student-centered;

The students interact with the teacher

The teacher interacts with the students and the text

The students interact with the text

The students act on the text and then react to the text.

The role of the Teacher:

In the Students centered teaching students are seen as active participants shaping their own learning, with the teacher cast in the role of a Resource Person or facilitator. Resource persons are not instructors but creators of an environment in which learners learn and learn how to learn. If learning is based on doing a task then Resource Person will have to involve the learners in selection of the task and solution of the task to sustain their motivation.

The role of the Student:

Students are the doers and take an active role in the learning process. Students are also encouraged to describe and evaluate the process they undergo, and to reflect upon whether the learning strategies, adopted were effective, and to consider their reactions to them. It invites learners to express how they feel about what they have

been doing. Thus there is emphasis on self-evaluation. Learners are encouraged to examine and evaluate their complete assignments with the help of a friend or Resource person in order to see how they might be improved.

The other advantages of this approach:

- (a) Brings freshness and novelty in teaching English language skills with the change in the text everyday.
- (b) The texts are Realia.
- (c) Trains the student in current affairs and prepares them for competitive examinations
- (d) Cost effective compared to the textbooks
- (e) Breaks Monotony
- (f) Generates and sustains the interest of the teacher and the student.
- (g) Element of surprise generated and sustained in the language class room.

Limitations of the approach:

- (a) Training the teachers and changing their mind sets about text books.
- (b) Some amount of chaos may be a part of the class room.
- (c) Regarding the acquisition of text books.

Active participation of students can be achieved in Discussion method of teaching. Discussion is the most flexible and powerful form of teaching. More than any other method it is sensitive to the student's needs and interest. Teaching through

some form of dialogue, where it is a dialogue between two people or an interaction involving more than two, is a very ancient tradition. Discussion is a strategy of achieving instructional objectives that involves a group of persons usually in the roles of a Resource person and participants, who communicate with each other, using speaking, nonverbal and listening processes. The broad objectives of these methods are to allow students to articulate themselves in an organized manner on any topic. It helps students to achieve a practical understanding of group dynamics. Allows students to share in the responsibility of presenting, explaining and understanding ideas and enable them to have some measure of responsibilities of their own learning. Provide students the opportunity to discuss and try out different learning strategies and study habits. Identify and practice important skills. It gives students an opportunity to consolidate their knowledge of ideas and concepts by trying them out and using the relevant terminology in discussion with their friends and facilitators.

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ELTWeekly

India's First Weekly ELT eNewsletter

Vol. 3 Issue#88 April 25, 2011

The Hindu, Hyderabad, 05-02-2008, Metro plus, pp-4 The Hindu, Hyderabad, 06-02-2008, pp-1.

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