

# ELTWeekly

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## Quote of the week

“We're trying to expand his vocabulary. I don't speak Czech with him at all. The best teaching policy is to speak  
English.”

**- Mary Lynch**

## Tip of the week

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### Encourage students to write

By **Rajesh Bharvad**

As we know that writing is the least favored activity by the students. However, it is the teacher's job to encourage the students to write. It can be an enjoyable task if some good and interesting tasks are given to the students. They need to be motivated and nothing can motivate them better than some interesting tasks like completing an unfinished story with their own imagination.

Similarly, some funny activities can be given to the students.

For example, ask them to communicate with their friends in writing only. They are not supposed to talk and have to communicate on a particular topic with their friends using their writing skill. They will like to communicate with their friends and for that they will write many things to their friends. Here the role of a teacher becomes very important in monitoring the task.

So just do it.....I am sure that the students will enjoy the activity.

**Do you have some ELT tips to share? Please send them to [eltweekly@gmail.com](mailto:eltweekly@gmail.com).**

## Video of the week

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### Teacher Tips for Encouraging Student Reading and Literacy

In this video a teacher talks about what the research says on encouraging reading. Her group also provides a series of tips to help parents and teachers reinforce the importance and love for reading in and out of the classroom.

Watch the video by clicking this link: <http://eltweekly.com/more/2009/03/08/eltweekly-issue12-video-of-the-week-teacher-tips-for-encouraging-student-reading-and-literacy/>

## Expert article

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### English Language Teaching and Learning: Creating a "Smart" Classroom

By Larry M. Lynch

#### The Advance of Education Technology

With education technology advancing at what sometimes seems to be an alarming rate, it's application to the English language learning classroom seems almost imminent. What is even more intriguing is our learners' ready acceptance of and adaptation to the incorporation of new technologies into their everyday lives. In many cultures worldwide, most youth above the age of 15 or so have their own personal cell phone or ipod, palm C's or multi-use mini-memory stick combo of electronics. Indeed, it seems that it's the "old fuddy-duds" who don't have cell phones and pocket-sized electronics as part of their lives. So what's a savvy Educational Administrator to do? Find ways to incorporate and take advantage of these new technologies in the English language learning classroom, that's what.

Ah, but the expense, the confusion, the hassle and did I mention the expense – of doing so. What about that? Growth hurts. If we are to maintain the field of language education in the forefront to which it belongs in this day and age of global communications, international business and global economies involving multiple countries, we must address the changing face of global commerce and communications, technology and its increasing impact on education.

### **A “Smart” Classroom**

But just what is a “smart” classroom? Opinions as to what education technology elements exist in such an entity, of course vary, but some key aspects are generally agreed upon. Let’s examine some of them and their respective purposes.

- A smart whiteboard
- Laser / digital pointer
- Printer
- Computers with multi-media software
- internet access
- CD / DVD player / recorder



- Video beam
- VHS player / recorder
- Multi-band AM / FM radio receiver
- Wide screen TV with cable station feeds
- Interface device(s) for digital feeds from Teacher to Learners
- Portable PCs, Palm Pilots or ipod devices for each language learner
- Direct server access and storage capability

Okay, so by now you should be getting the picture. While many or even all of these devices can significantly impact the English language teaching and learning process, it is ultimately the teacher who must negotiate their application to the needs of the learners to complete curriculum requirements. More education technology doesn't necessarily make for a better English language teacher or even better English language teaching, but it very well could if strategically applied.

### **English Language Teachers Must Be Better Equipped**

Initially, many of our English language learners would be better equipped to manage these new, developing technologies than a number of their language teachers. Foremost then, is to equip English language teachers with the essential knowledge and skills to cope with an infusion of high technology. Many language learners too would need to be brought up to speed on application of new technologies to English language learning. Although by no means do these new education technologies affect only English language teaching and learning classrooms. As conditions (and budgets) permit, educational administrators can and should upgrade classrooms and language teacher knowledge on the application of new education technologies.

While virtually no classrooms will likely ever contain all of the aforementioned equipment, we, as English language teaching professionals, can still learn, grow – and dream.

**Prof. Larry M. Lynch** is an English language teaching and learning expert author and university professor in Cali, Colombia. Now YOU too can live your dreams in paradise, find romance, high adventure and get paid while travelling for free.

For more information on entering or advancing in the fascinating field of teaching English as a Foreign or Second Language send for his no-cost PDF Ebook, "If You Want to Teach English Abroad, Here's What You Need to Know", immediate delivery details and no-obligation information are available online now at:

<http://betterefteacher.blogspot.com/>

Need professional, original content or articles for your blog, newsletter or website? Have a question, request, or want to receive more information or to be added to his articles and teaching materials mailing list? Then contact the author at this website for a prompt response.

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<http://EzineArticles.com/?English-Language-Teaching-and-Learning:-Creating-a-Smart-Classroom&id=242178>

\*ELTWeekly team would like to thank **Prof. Larry M. Lynch** for granting permission to reprint this article.

## Worldwide ELT news

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### [Language Boon Or Language Barrier? - thejewishweek.com](http://www.thejewishweek.com)

When the new school year opens next September, a group of first graders whose parents hail from such far-flung places as Russia, Pakistan, Mexico, China and the Caribbean, along with others born in New York City, will put on a fashion show at school. They'll learn the names for articles of clothing, do an art project on the theme of couture and model their attire.

But rather than English or their native languages, when the children present the fashion project at their Brooklyn public school, they will be speaking Hebrew.

The students will be part of the inaugural class of the Hebrew Language Academy Charter School, slated to open next fall in the Sheepshead Bay section of south Brooklyn.

Read the complete news item here:

[http://www.thejewishweek.com/viewArticle/c36\\_a15074/News/New\\_York.html](http://www.thejewishweek.com/viewArticle/c36_a15074/News/New_York.html)

### [Should Schools Be Teaching Parents English? - babble.com.au](http://www.babble.com.au)

Immigrant parents who don't speak English can't help their kids achieve. That's the premise behind a program that's sending non-English speaking parents into primary schools to learn alongside their children.

Is this another way of helping kids succeed or another burden immigrant parents have put on society?

Thanks to funds from Toyota, the programs in seventy-five primary schools in the USA are helping kids - and parents - without pulling one cent from the taxpayers. But if the funds weren't there - and at the moment they can only support so many schools - is it worthwhile for Americans to pay out of pocket to have this program spread?

Read the complete news item here: <http://www.babble.com.au/2009/03/04/should-schools-be-teaching-parents-english/>

### [Elementary school English: Ready or not - japantimes.co.jp](http://www.japantimes.co.jp)

Poor English skills and coordination with visiting English speakers are just two of the problems worrying elementary school teachers as the government's two-year transition period to inaugurate weekly classes in the language begins next month.

"I know just enough English to understand what the foreign teaching assistants are saying, but some older teachers have no idea and they're worried," said a 29-year-old female teacher based at a public elementary school in Sumiyoshi Ward, Osaka, who wished to remain anonymous. English classes have been running inconsistently for sixth-graders at her school for four years, she added.

Read the complete news item here: <http://search.japantimes.co.jp/cgi-bin/nn20090305f1.html>

### [Scaling the language barrier - thenutgraph.com](#)

THE English language is now promoting interethnic unity in Malaysia, albeit unintentionally. Malay, Chinese and Tamil educationists who were once natural enemies have now joined forces to oppose the English for Teaching Mathematics and Science (ETeMS) policy.

Politically, leaders in the Barisan Nasional (BN) are divided on whether to continue the policy, while the Pakatan Rakyat (PR) is solidly behind the call to scrap it. However, it can't be ruled out that a new consensus may emerge after the Umno party elections.

Read the complete news item here: <http://thenutgraph.com/article-2359.html>

### [ENGLISH LANGUAGE TEACHING PROJECT AT HUAY YAI SCHOOL - pattayadailynews.com](#)

“Hello!” was the word that some of our Asian University students heard every Wednesday, for five weeks during January and February. The Community Service Committee of Asian University had organized an English-teaching project at Huay Yai School. Not only the committee members but many other students joined in this project.

Our students at Huay Yai School were from grade 4 to 6. We taught them Basic English, such as greetings, numbers, colors, time, parts of the body, etc.

The students were divided into two groups – G-6, and G 4-5. Each group was taught by a foreign teacher from Asian U, while the Asian U students sat down with the kids to help them read and write. They were happy and enjoyed this very much because the teacher and staff were very friendly.

Read the complete news item here:

<http://www.pattayadailynews.com/shownews.php?IDNEWS=0000008568>

## Worldwide ELT events

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### [British Council \(Colombia\) 12th National ELT Conference 2009, Sede Chapinero, April 23-25](#)

The British Council, in collaboration with several universities in Bogotá, a group of British publishers, the Centro Colombo Americano and ASOCOPI, is organising the NATIONAL ELT CONFERENCE 2009 with the theme: "Perspectives in Bilingualism: Current views and trends". The topic of the Conference was chosen in response to the suggestions made by participants in 2008.

The Conference will be held in Bogotá, Colombia, from April 23 to 25 2009 at the Universidad de La Salle, Sede Chapinero.

This event seeks to be a forum for researchers, teacher educators, academic coordinators, practitioners and decision makers, to share a critical and constructive assessment of current research and practice on the teaching of English. Registration for the 12th National ELT Conference is now open.

#### **Registration Instructions:**

1. Please deposit the exact amount in DAVIVIENDA (see payment options below).



2. Once you have made the payment, please go to and complete the online registration form with your contact information; please include the electronic transfer number or deposit slip number, checking that all the information has been entered correctly. Please note that your deposit slip number will be required for the registration form.

3. If you are invited by any of the sponsors of the 12th National ELT Conference, please specify that in the appropriate field.

**Dates and Fees:**

Individual Registration: \$ 227,000 EACH

Groups of 5-9 people: \$ 200,000 EACH (23 February - 29 March)

Groups of more than 10 people Or Individual fee for members of ASOCOPI: \$ 185,000 EACH (30 March - 13 April)

Late Registration: \$ 280,000 EACH

Second Presenter: \$ 114,000 EACH

The cost of registration includes the National ELT Conference proceedings on CD.

For further details and pre-registration, please visit: <http://www.britishcouncil.org/colombia-eltconference.htm>

Preparing Language Teachers for the 21st Century: Sixth International Conference on Language Teacher Education, The George Washington University, May 28 - 30

Designed for practitioners and researchers involved in the preparation and ongoing professional development of language teachers, LTE 2009 will address the education of teachers of all languages, at all instructional and institutional levels, and in many national and international contexts in which this takes place including: English as a Second or Foreign Language (ESL/EFL) instruction; foreign/modern/world language teaching; bilingual education; immersion education; indigenous and minority language education; and the teaching of less commonly taught languages.

Pre-Conference Workshops have been reduced to \$50 each (before April 1) and take place on Thursday, May 28, 2009. The fee will go up to \$75 for registrations after April 1.

**Plenary Speakers:**

Second Language Teacher Education in Times of Change: Jack Richards, The Regional Language Center

Teacher Cognition and Communicative Language Teaching: Simon Borg, University of Leeds

The Moral Lives of Teacher Educators: Bill Johnston, Indiana University

A Sociocultural Perspective on Language Teacher Education: Karen E. Johnson, The Pennsylvania State University

For further details and pre-registration, please visit: <http://nclrc.org/lte2009/>

2009 Language and Language Teaching Conference (LLTC), Thailand, August 14

The Language and Language Teaching Conference (LLTC), originally Southern Thailand English Language Teaching Conference, will be organized every two years. It will serve as a meeting place for regional, national, and international language and language teaching professionals and scholars to exchange ideas and practices and disseminate their research about issues and concerns in language and language teaching. Featuring an inspiring, thought-provoking keynote speech, paper, poster and workshop sessions, and excellent book exhibits, the LLTC promises plenty of opportunities for developing and fostering networks both at a casual and at a professional level.

### **Conference Themes:**

The conference focuses on all issues related to language and language teaching. The followings are some of the possible themes:

- Applied Linguistics
- Assessment and Evaluation
- Discourse and Interaction Analysis
- Foreign Languages and Linguistics
- Language Acquisition
- Language and Ideology
- Language, Culture, Socialization, and Pragmatics
- Language Pedagogy
- Language Varieties
- Literature and Literary Education
- Materials Development
- Reading, Writing, and Literacy

- Speech/ Pronunciation/ Listening
- Teacher Education
- Technology in Language Teaching
- Translation and Interpretation

**Date and Venue:**

The conference will be held on August 14, 2009 at the J.B. Hotel, Jootee-Anusorn Rd, Hat Yai, Songkhla 90110 Thailand

**Session Formats:**

- Papers (30 min: 25 min for presentation and 5 min for questions and answers)
- Workshops (60 min)
- Posters (60 min)

Paper acceptance notification: March 27, 2009

Language of Conference: All sessions will be conducted in English.

For further details and pre-registration, please visit:

[http://www.libarts.psu.ac.th/index.php?option=com\\_content&task=view&id=620&Itemid=37](http://www.libarts.psu.ac.th/index.php?option=com_content&task=view&id=620&Itemid=37)

**'Tasks: context, purpose and use' - 3rd Biennial International Conference on Task-Based Language Teaching, Lancaster, September 13-16**

Under the auspices of the International TBLT Consortium and the Department of Linguistics and English Language, Lancaster University

The first international TBLT conference was hosted in 2005 at the University of Leuven in Belgium and the second international conference on TBLT was hosted in 2007 at the University of Hawaii, Honolulu. As in the two previous conferences, we look forward to bringing together researchers and educators from around the world to share and learn from one another's innovations and research in task-based language teaching.

The conference will be held in the university's well-equipped conference suite. The nearby city of Lancaster has a distinguished historic castle and boasts several jewels of Georgian architecture. It is within 30 minutes of the Lake District, beloved of walkers, fell runners, rock climbers, painters, poets and writers. The campus is also close to a spectacular coastline stretching from Glasson Dock, a couple of miles away, through Morecambe Bay to the coast of the Southern Lakes, and also lies within easy reach of the Pennines and the Yorkshire Dales.

**Plenary Speakers**

Geoff Brindley

(Macquarie University, Australia)

Zoltán Dörnyei

(University of Nottingham, UK)

Bernard Mohan

(University of British Columbia, Canada)

Lourdes Ortega

(University of Hawaii, USA)

For further details and pre-registration, please visit: <http://www.lancs.ac.uk/fass/events/tblt2009/index.htm>

**3rd Conference on college English, National Chengchi University, Taipei, Taiwan, April 11**

National Chengchi University is proud to announce the 3rd Conference on College English, a stimulating and rewarding academic forum for the presentation and discussion of College English issues. Under the heading College English, we include such programs as Freshman English and Practical English, and indeed any program at a university or college, in which English is taught to non-native speakers.

This year, we are pleased to welcome an international keynote speaker, Dr. Paul Kei Matsuda (see the Call for Papers for details). It is hoped that researchers and teachers outside Taiwan will also take the opportunity to offer papers.

The conference has now become an annual institution, and this year it will build on the themes explored in the previous two conferences. In the first conference, topics included the role of College English as a General Education subject, and the concomitant expectation that we must go beyond the English teaching brief, and help our students to learn important life skills such as civic responsibility. Needed changes to College English curricula, due to the trend towards longer mandatory English programs at Taiwan universities, were also the subject of fruitful discussions. In 2008, the accent was again on the proliferation and growing importance of College English courses, and how innovative pedagogical research can support the changing expectations and needs of learners and other stakeholders.

This year's conference theme, Opportunities and Challenges for Teaching and Learning, is intended to reflect an even broader focus for discussion and presentation. Contributions on specific aspects of teaching any of the four skills are just as welcome as papers on more holistic approaches. Other areas of interest include cross-cultural issues, motivating less enthusiastic students, and handling large student numbers, as well as curriculum and policy issues, which might include the use of 1L in the classroom, Needs Analysis, and learner assessment, to name a few. The use of technology in teaching, including of course Data-Driven Learning and the use of corpora, is another fruitful area. Here are some further suggested topics.

For further details and pre-registration please visit: <http://flc.nccu.edu.tw/Conference/3rd/index.html>



## Book of the week

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### Why Is English Like That?: Historical Answers to Hard ELT Questions

By Norbert Schmitt

#### Book Details

- **Paperback: 256 pages**
- **Publisher: University of Michigan Press/ESL (February 10, 2006)**
- **Language: English**
- **ISBN-10: 0472031341**
- **ISBN-13: 978-0472031344**
- **Price: \$27.50**

#### Book Description

Why is "night" spelled with "gh"? Why can't sentences end with prepositions? Why does English have so many words that express the same ideas? Questions like these can be difficult for teachers to answer when they do not know the historical background of the English language. *Why Is English Like That?* gives teachers a brief and accessible history of the English without assuming any prior knowledge of the subject.

The book outlines the historical events that shaped English; describes how its grammar, vocabulary, spelling, and pronunciation developed over time; and highlights the "quirks" and "exceptions" in English that can be explained on a historical basis. By understanding how the English of today evolved from the English of past times, both teachers and students will be more comfortable with the many conventions of the English language.

*Why Is English Like That?* also contains reproducible grammar and vocabulary exercises that will help teachers incorporate some of this historical knowledge into classroom activities. This book was written with English language teachers in mind, and the exercises are designed for ESL/EFL students, but it may also be used by teachers in training (L1 and L2).

### **About the Author**

Norbert Schmitt is an instructor in Applied Linguistics, and Richard Marsden is a specialist in historical linguistics, University of Nottingham (UK).

**Review by Planaria J. Price**

“I haven't been this excited about a book since I read "Everything is Illuminated." And this one is non-fiction!! This well-written, extremely detail-filled book is an English teachers' dream come true. It not only gives us clear and fascinating answers to all the difficult questions students ask about our crazy language: the weird spelling, myriad vocabulary, irregular verbs, etc, but it even has reproducible lessons at the back of each chapter. Filled with marvelous statistics and readable charts, it's the first non-fiction book I have ever read, cover to cover. It will be an asset and joy to teacher and student and a great read for any curious soul. Hooray!!!”

## Cool ELT resources

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### **English Teaching Professional Magazine**

The English Teaching Professional magazine is a practical bi-monthly, colour, print magazine for English language teachers and ELT professionals around the world.

#### EDITORIAL CONTENT

Each issue is packed with a wide range of feature articles covering practical techniques for teaching, written by leading authors, experts and professionals. In each issue, we also provide reviews of the latest books and products, competitions, practical tips, and advice on personal and professional development. Each issue of ETp includes sections devoted to Teaching Young Learners, Business English, and Technology, together with interesting and useful articles relevant for all teachers. We have subscribers in over 110 countries around the world who value the magazine as a great resource that offers ideas and tips for everyday teaching together with new routes for their teaching development.

Explore English Teaching Professional magazine at <http://www.etprofessional.com>

### **BBC's Teaching English Website**

Teaching English is produced by the British Council with content and editorial support from the British Broadcasting Corporation. Both organisations receive funding from the UK government for their work in promoting English, supporting English language teaching (ELT) and providing information and access to ELT products, services and expertise from the UK. The Teaching English project is non-commercial and as such all content and material on the site is free to access.

As part of a pilot project, the site also features a variety of teaching materials produced by selected UK publishers.

**This site is divided into four main sections which mirror the purposes described above:**

**THINK:** where you can find teachers' articles on different aspects of teaching, from classroom practice to learning theory

**TRY:** where you can find lesson plans, quizzes, ideas for activities and other materials which you can download to use in class

**TALK:** where you can keep your own personal blog, join discussion forums and form groups around particular areas of interest.

**TRANSFORM:** where teachers can get help and advice on their professional development (training, qualifications, personal development, specialist areas, etc) and policy makers can find information about the products and consultancy services that the British Council can offer from the ELT constituency in the UK.

Explore BBC's Teaching English Website at <http://www.teachingenglish.org.uk>

## [ENGLISHTEACHING.CO.UK](http://www.englishteaching.co.uk)

Since its launch on 21 April 2000, englishteaching.co.uk (aka fretweb) has become one of the UK's premiere online resources for Teachers of English Language and Literature at secondary level.

englishteaching.co.uk provides and publishes editable and printable teaching resources, worksheets, lesson plans and schemes of work. All materials are developed and produced by practising subject specialists and, as an online resource, englishteaching.co.uk's collection of materials is ever-expanding.

As a busy, practising teacher, Chantel Mathias, (the site's founder and editor), realised the potential of the Internet in creating an online cooperative for busy classroom teachers. Teaching colleagues throughout the UK similarly realised this potential and the sharing and cooperation was huge. It is this same sprit of sharing and professionalism that remains central to our subscription-based site and the pioneering £ARN + LEARN scheme today.

From April 2000 to December 2001, the site was designed, maintained, funded and edited solely by Chantel Mathias but the idea behind FRETWEB steadily came to fruition thanks to the excellent teaching resources, lesson plans and schemes of work submitted for publication by FRETWEB's generous contributors.

As of January 2002, access to FRETWEB's Secure Site was by subscription. At the same time, FRETWEB's new and exciting £ARN + LEARN scheme was launched. Our ethos of sharing remains central to this scheme: teachers produce and share their resources and talents and we share the site's subscription income in the form of a no nonsense, upfront fee.

Explore <http://www.english-teaching.co.uk>

## Word of the week: lexical

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**lexical** • \LEK-sih-kul\

Meaning:

1: of or relating to words or the vocabulary of a language as distinguished from its grammar and construction

2: of or relating to a lexicon or to lexicography

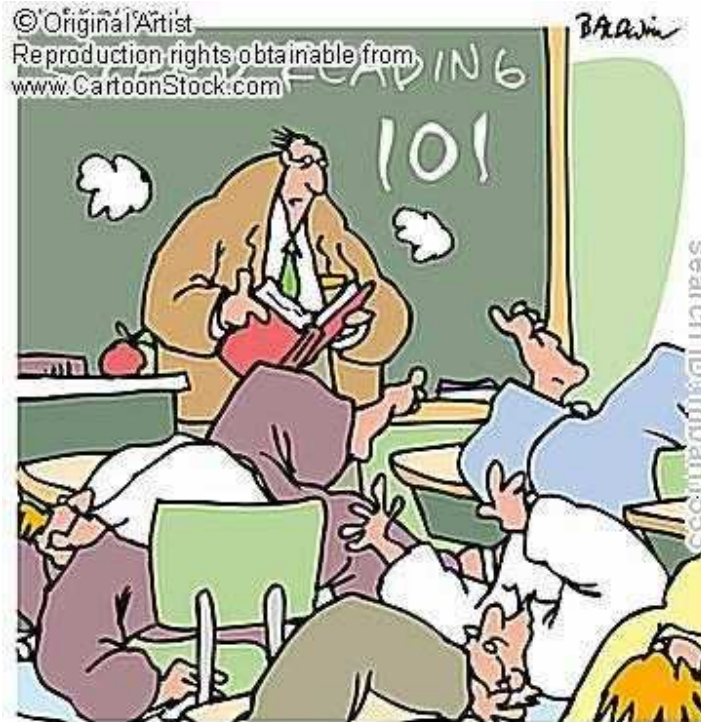
Example: As stated in the catalog, the university's second-year language courses were designed to emphasize lexical skills.

To know more about the word 'lexical', please visit: <http://www.merriam-webster.com>



# ELT cartoon of the week

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“Am I going too fast for you?”

## Research paper

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# Teaching English at a Distance in China's Radio and Television Universities

By Xiao, Junhong

### Abstract

English language teaching (ELT) has played an important role in the Chinese Radio and Television Universities (RTVU) network since its establishment in the late 1970s. Based on a literature review and reflection from an insider's perspective, this paper gives a full account of the RTVU distance ELT model, examining how it supports autonomous language learning, how autonomy features in its English courses/programmes and how well the students respond to the model. It also discusses issues related to the improvement of the model, including student support, course production, curriculum design, course assessment, and staff development. It is argued that ELT in RTVUs should not be ignored in the international academic community although not much is known about it outside China, and that the RTVU model may be of practical relevance to other open and distance learning contexts. (Contains 1 figure.)

To access the full paper, please visit: <http://eric.ed.gov>

## Subscriber space

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### Teachers' Training in Sudan

By **Dr Ahmed Gasm Alseed**, Associate Professor- Applied Linguistics, Faculty of Education-University of Gezira -SUDAN

#### **3-Evaluation of Teachers' Training in Sudan:**

Research in this area is very important because it draws the attention to the shortcomings of the existing English language teacher training. It can eventually contribute to stop the deterioration of English language in Sudan. This decline puzzles most of the educationists who try to find a justification to the causes behind it. One of these is Corbuth 1975, cited in Gareeb Allah 2000:1. He attributed the successive drop of standard in English language in schools and universities in Sudan to the following factors:

1. Arabacization as it reduced the student's exposure to English.
2. Decline of the students' motivation, as there was less need for English than used to be before Arabacization.
3. Loss of expatriate staff.
4. Decline in the standard of teaching.

5. Decline in libraries and general availability of books.

Al. Busairi 1997 explained the successive drop of standards in English in schools and all universities in Sudan by accusing the teacher training, syllabuses, text books, teaching methods and Arabacization.

Gareeb Allah 2000:1 dues the drop of standard in English language in Sudan to lack of training and distribution of untrained teachers in the basic level schools which caused a remarkable decline in the standard of English. He also puts forward the solution as:

“In order to stop this.... We have to start with the basic level because it is the level in which the learners depend on the teacher in all the educational processes. He claims that the basic level teachers need a collaborative training programme to meet the needs and interest and ability of the young learners”.

It is necessary to give this stage such priority, but this does not mean we need not give teachers of English in other high stages nearly , if not , the same care and interest. This is because the learning process is a chained process which goes in a cycle and recycles direction. A defect at any stage will reflect in a way or another a negative effect on the other stages.

Thus, it is agreed on that as Gareeb Allah (2000:2) States it:

“..... one might single out the lack of professional training which account for the decline in the quality of teaching of English language”

He also draws the attention to the increase in the number of students without improvement in teacher training which affected the standard of English.

One might admit that there are institutions which are concerned with English language teacher training. There are the faculties of education distributed in different parts of the country. But the task is not being carried adequately. This study on the programme was applied in Khartoum University for basic level teachers of English. He came out with many shortcomings in that programme.

Here are some of them:

1. The teaching methods which has been used by trainers and teachers were not effective because they teach about the language and not the use of language. They provide the information but they do not put them in situation to use the language spontaneously for communicative purposes. Consequently these results in what Gareeb Allah (2000:3) called “Ability Gap” which makes the teachers:
2. Answer questions about grammatical structures but can not answer question about them selves.
3. Form the present continuous and the passive, but can not inform you that they were late for school because their father car “is being repaired”.
4. Know the question words but they can’t ask questions.

5. Tell you about the three ifs, but cannot tell you about their three best friends.

To overcome this problem Gareeb Allah (2000:4) suggests that:

“As responsible teachers’ trainers and teachers, we must make sure that this gap does not exist. In order to prepare the trainees to use language for communicative purposes, planners and material writers should consider:

3. What sort of teacher is needed?
4. What aspect of language are to be included in the programme.
5. What sort of theory (knowing what).
6. How to prepare the trainees for school.

In other words, if progress is to be achieved in the field of ELT, educationists should make changes in the field of teacher training programmes of English language because as stated by Gareeb Allah (2000:5):

“...What happens to children of schools depends largely on the quality of education of the teacher his training, his attitudes and the conditions in which he works.”

He defined two aspects of teacher training. But he insisted on the professional skills rather than the academic ones. He adds that all these skills (theory of knowledge and professional practice) will be together with language awareness. "Therefore, trainees should be well educated concerning the knowledge of various aspects of language, linguistic theories which are relevant to the field of English language teaching.

The teacher's job then is to help the learners to learn, to use his knowledge, for promotion of learning acquisition and appropriate communication with others. The efficient teacher will integrate his theory, practice with his attitudes.

Gareeb Allah ( 2000:10) claims:

"... Need to be learners themselves during their training course... Trainees need to watch, observe, teach, re-teach, evaluate, discuss as well as how to make use of material and media in the classroom."

Unfortunately, the existing teacher training programmes for the English language teachers at the basic level at the Faculties of Education are inadequate .

There are certain features which can support this claim:

1. Trainees spend most of the time attending lectures and taking notes. This builds in a passive attitude towards language teaching. They will teach young learners the way they have been taught.



2. This is chiefly because teacher trainers are often not themselves experts in teaching English to young learners. Or they are newly appointed teacher assistants or lectures who received no teacher training courses or have no experience.

So, what is needed is a small amount of theory to show the reasons for what one does in the demonstrations. What makes the problem more serious and striking is that even the students who are being appointed to be qualified at faculties of Education, can not respond correctly to simple question based on textbooks designed for beginners. They can neither read very easy, simple English sentences nor can they even write correctly.

#### **4 Recommendations**

1- We have to accept changes in the field of teacher training programmes in Sudanese faculties which leads to changing the concepts because the traditional methods by which the past generation of teachers had been trained are no longer recommended. But such teachers can not cope with the new approaches which reflect the new concepts to language learning therefore new programmes should be designed for English language teachers who are expected to teach according to the new trends.

2-And to put this concept into practice, the courses of T.T.P need to be designed in sessions to give the trainees self confidence and dignity. Trainees need to watch good teaching, peer, and micro or macro leaching, real teaching or video demonstrating lessons.

3-Training should change their knowledge about teacher training attitude; they have to become a bit more open towards group work, self-reflection and thinking about trainees professional development.

## Subscriber space

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### Use of Audio-Visual Aids in Teaching English, Part 2

By Nikunj Lad

#### ADVANTAGES & DISADVANTAGES OF THE TEACHING AIDS

As we all that, each and every coin, situation, object, person and thing has two sides good and bad. In the same way, the use of audio-visual aids has advantage and disadvantages. But much depends upon the classroom teacher, the selection of the teaching aid, its efficient handling ,its appropriate use at the right moment are points to be keep in the mind.

#### ADVANTAGES

- For the teacher they are friends in need.
- They bring the whole world in the classroom and impart knowledge of English among trainees, teachers and students.
- They can be used at all levels of education.

- Teacher can prepare as well as create materials according to the needs of the students.
- They stimulate the pupil's interest and make teaching very effective.
- They make difficult points easy and the pupils are able to grasp the subject matter easily.
- The teacher can avoid the use of another language and give audio as well as visual
- The teacher can lessen the burden as s/he has to talk/discus/speak less in the classroom.
- The teacher can present and demonstrate situations, Objects and actions in the classroom.
- They create curiosity among the students and at the time students become more attentive.
- They can never substitute the teacher but can positively supplement the teacher's classroom activities.

#### DISADVANTAGES

- They need the mechanical facilities in particular education institute.
- The teacher' knowledge about the various teaching aids must be there.
- They need strong preparation while teaching in the classroom. In other words we can say that they require pre - preparation strongly on teacher's side.
- The teacher can not teach entire book so s/he has to choose some important points.

- Sometimes they can break the classroom atmosphere.

Though, there are some disadvantages of the use of audio visual aids, the teacher can not neglect or can't afford to neglect the use of audio visual aids because they are more useful than any other ways of teaching in the classroom.

## **VARIOUS AUDIO VISUAL AIDS**

### **RADIO**

Radio is the oldest audio aid and its cost is so normal that each and every educational institute meet the expense of it. The radio can be used in the teaching of:

- Pronunciation, stress, rhythm and intonation.
- Grammatical patterns like (sentence structures, different tenses structures)
- Reading comprehension.
- Recitation of poetry.
- Listening of stories, letters, etc on radio enhance listening skill which is foundation skill of language.

It appeals to the ears only; there is no visual appeal so sometimes this medium becomes monotonous.

### **TAPE RECORDER**

It covers many aims and purposes of language. It records the speech of a speaker and the same speech can be played back. Even Students can record their own speech and listen at convenient time and place and find out their mistakes & even make their speech & pronunciation correct. That is why a tape-recorder is preferred to a radio. It would be beneficial if both a radio and a tape recorder are kept in a language laboratory. It is really a useful device to motivate pupils in developing correct speech habits.

### BLACKBOARD

Can you image a classroom without a blackboard? It is the easiest available aid. For one or the other reason the mechanical devices fail. The verbal aids are not found to be sufficient. Under these circumstances, the blackboard is the ever ready tool for the classroom operations. It is the constant companion and never failing friend of the teacher. The teacher can exploit the blackboard for much reason like:

- S/he can write explanations of words, phrases, tense, etc.
- S/he may draw a picture and explain the situation.

The blackboard work reflects the abilities of the teacher.

### PICTURES

Today we are living in the 21st century which is consider an age of technology. There are many sources from which we can collect pictures. Internet is mines of pictures where each and every type of pictures is easy to access.

They have great educative value and at the same time easily available. According to Ruskin, "a room without pictures is like a house without windows.

- The pictures will help the teacher in enriching and illustrating the conversations and thus make the teaching successful and fruitful.
- The pictures create and establish a direct link between object and the concepts conveyed by them so students can understand the matter very well.
- Vocabulary can be taught very effectively by pictures.
- Unnecessary verbal explanations can be safely avoided.
- The use of pictures is necessary at all the stages, particularly at the early and middle stages.

Pictures can be used by various ways;

- They can be used for the introductory talk of the lesson.
- They can be used for aesthetic training.

### FLANNEL BOARD

This is a new aid which is origin of Great Britain & the U.S.A.it is called a flannel board because it is a board which is covered with felt or flannel of suitable colour .it is very helpful in teacher words, stories and oral composition.

The teacher should make sure that the pictures to be displayed on the board are attractive and sufficiently large to be clearly seen by all who are looking.

### FLASH CARDS

Flash cards are like playing cards. They can be 15 inches long and 2 or 3 inches wide. They are made of soft paper, on them pictures of objects and action with illustrative words written below them. For example, a card has picture of parrot and the word parrot is written below the picture.

### MODELS: STATIC & WORKING MODEL

The teacher can use different models while teaching in the classroom. When the teacher is not able to present the real objects s/he can use models. For example teacher cannot bring factory in the classroom. So in such situation, by showing the model of a factory, his/er purpose can be served. Today working models are easily & teachers can use very effectively.

But here, the teacher should show only good models which are exact and accurate. They should never give a wrong impression to the pupil. So they must be a true of the original.

### CHARTS

Charts convey ideas more effectively. They give exact visualization of the subject matter. The teacher can prepare the chart to present different grammatical structures, drilling material, etc. it can be written or drawn on thick paper



sheet. But here it is necessary for the teacher to see that charts are clear and intelligible. Moreover, they should fit the age and standard of the class for which they are used.

### FILMSTRIPS

Filmstrips can be used for teaching sentences, oral & written composition and life of people in other countries. Some of the lessons can be conveniently illustrated with their help. While teaching a lesson, the teacher can project relating to it and give an explanation.

### LANGUAGE LABORATORY

Like flannel board Language Laboratory is a recent innovation. A.S. Hays says in his book, *Language Facilities*, "a Language Laboratory is a class room containing equipment designed & arranged to make foreign language learning more effective than is usually possible without it."

As far as possible, a Language Laboratory should be in every school. Its reason is that it has many advantages. Referring to them A.L. Kohil writes; Firstly it relieves the teacher from the task of providing linguistic models by themselves. Secondly, in a single period each student has enough listening & speaking practice. Thirdly, each student can work on his own pace. Fourthly, the student can make self correction by listening to the correct responses on the tape.

### ELECTRONIC/DIGITAL DICTIONARY

From many years students, teachers, lecturers, etc have been using big dictionaries with much weight. Sometimes it is very monotonous & hard to find out word meaning. But now-a-days new device is introduced by U.K. which is known as electronic/digital dictionary. It looks like small calculator. But here I would like to mention that this new device is much in practice. It provides various types information's like word meaning, antonyms, synonyms, sentence examples, phrasal verbs idioms, expressions, pronunciation, etc. it has limited information's which may lead students to incomplete meaning.

### TELEVISION

Television is the common instrument which we find in each & every home. Channels like B.B.C., N.D.T.V. India, CNBC, DISCOVEY, ETC help to cultivate speaking and listening skills. The educational programmes are also telecast from respective centres. Now –a days institute like IGNOU giving lot of maths, science, language programmes on television, students can learn so many things.

### COMPUTER

Computer is a more interactive aid compared with others, such as tape recorder, film projectors, and such frequent utensils – marker and white board. Books and recording can tell a student what the rules are and what the right solutions are, but they cannot analyze the specific mistakes the student has made and act in response in a compartment which leads him not only correct solution The computer may act as a teacher or tutor, providing material, guiding a student how to learn it, and giving more information and explanations. In teaching grammar computers play a much more relevant role. The enormous amount of specific software that has been created for

learning English includes the possibility of teaching and training the skill of speaking and listening. Many other advantages of computer as a teaching aid are also flexibility for the students so they can work at their own speed, at the time that is best for them. Another significant benefit obtained from computer is that it can be a very affective and efficient reference book. It can also be utilized to communicate visually with students. So it is imperative that the computer as a teaching aid be designed well from the start. Computer must bridge different learning styles to be fully effective; therefore, it should offer different types of examples and ways to solve the problems. Instructors and students using and web-based learning must be sure to give frequent feedback.

### LINGUAPONE

It is very much like a gramophone. It is of great utility in teaching English pronunciation. The pronunciation and accent of the English teachers are awfully defective. In comparison to them, the records of the standard speakers prove far more efficacious for teaching English pronunciation. They train the ears of the pupils and enable them to produce accurate sounds. They can be of great help to teachers themselves, who can improve their own pronunciation. Besides teaching correct pronunciation, linguaphones are used to teach grammatical structures, poetry reading, etc.

### CONCLUSION

Language, so far as we know, is something specific to humans, that is to say it is the basic capacity that distinguishes humans from all other living beings. Teaching aids play important role in teaching English but here I would like to mention that Indian Schools are not in a position to make use of these aids because they have no fund

s at their command. Under these circumstances, only one option is open to them. They should make an efforts to get money from the Government.

**Reference Book:**

Teaching of English in India by P.D.Pathak

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