

# ELT Weekly

INDIA'S FIRST WEEKLY ELT eNEWSLETTER

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## Quote of the week

“ We dissect nature along lines laid down by our native language. Language is not simply a reporting device for experience but a defining framework for it. ”

- **Anonymous**

## Tip of the week

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### Pictures in the classroom

By Tarun Patel

Activity: Building a story

Select a picture of a person going to work. After showing the picture, ask the students to give a name to the individual.

Write the name on the board and make further notes of answers to the following questions.

Is he or she married?

Has he or she got any children?

How many?

What did he or she have for breakfast?

Where is he or she going?

What is he or she going to do?

Gradually build up a story about the person in the picture. Let the students tell the story, sentence by sentence.

Make sure all the students participate.

You will have a story, created by the class, which all the students will be able to tell.

This activity is very good for building up spoken fluency and confidence. It also helps the students' creativity and their need to listen carefully to each other.

Please send your reflections on this activity. Mail it to [info@eltweekly.com](mailto:info@eltweekly.com).

## Video of the week

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### How to Teach Basic Conversational English

Teach basic conversational English to people by keeping things simple, practicing introductions that provide personal information and discussing topics relative to their homes and family. Teach English sentence structure, grammar and vocabulary with help from a teacher in this free video on education.

Watch the video by clicking this link: <http://eltweekly.com/more/2009/04/11/eltweekly-issue15-video-of-the-week-how-to-teach-basic-conversational-english/>

## Expert article

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# English Language Error Correction - A Key Language Skills Development Tool

By Larry M. Lynch

### A Lot of English Language Mistakes

English as a foreign language learners make a lot of mistakes in class, don't they? Speaking, writing, grammar and spelling errors are practically way of life with teachers and learners alike. It's a "healthy" problem though because with errors come corrections. And with correction comes learning. (J. D. Brown, 1988) The more errors learners make the more correction is done. The more correction is done, the more leaning that takes place. We most often learn much more from our mistakes than our successes. True or False?

### Why Use Error Correction?

When learners are producing language I class, whether speaking or writing, they usually want to know when they make any serious mistakes in their production. Do your learners ever ask, "Teacher, is that okay?" Certainly, they

most probably do. In that case then, some form or forms of error correction techniques should prove to be useful. While it's not typically recommended to correct learner errors while they are speaking, some speech or pronunciation correction should be done immediately after their discourse. If many of the learners produce similar speech or pronunciation mistakes on a consistent basis, a lesson on that particular aspect may well be called for. English or other foreign language learners might also self or peer correct written work and reading in class. (M. Spratt, 2003)

#### Peer Correction vs. Self-Correction

There are essentially three basic forms of error correction:

- Self-correction
- Peer correction
- Teacher correction

Of these the most effective in English or foreign language skills acquisition is self-correction. When learners realize and correct their own mistakes, they are more effectively internalizing the language. The next most desirable and effective form is peer correction. When learners are able to recognize and correct their mistakes collectively, they actually help each other to develop English language skills with less interference of their respective Affective Filters. (Krashen-Terrell, 1983) Finally, there is correction of errors by the teacher. An



effective means, but one that should be last and the least frequently used form of English or other foreign language correction. In cases where the EFL teacher may not be a native or near-native speaker, has grammar or pronunciation problems, heavy accent or speech traits or may otherwise desire to do so, recorded audio or video materials could be used to provide corrective modeling. (B. Kashru, 1983)

### Identify the Errors and Correct

Just for fun, let's try a few interesting examples. Can you identify and correct the tag question, modal and other errors in the following sentences? Also, the corrected sentences should be true.

Today is Wednesday, aren't they?

It's raining today, isn't we?

She doesn't have a book, do he?

He like coffee, do you?

Students should be allowed to fail exams.

Teachers must to study everyday.

Students can fail all their exams and pass the course, does he?

You don't must to pay the university registration fee, can't you?

Yesterday was Monday, isn't they?

So, how well do you think you did? If you have any doubts or questions, feel free to contact me. Remember, the more errors learners make the more correction is done. The more correction is done, the more leaning that takes place. Let your learners know that making mistakes in English class is okay. Errors can be highly effective learning tools. We often learn much more from our mistakes than our successes, now don't we?

**Prof. Larry M. Lynch** is an EFL Teacher Trainer, Intellectual Development Specialist, author and speaker. He has written ESP, foreign language learning, English language teaching texts and hundreds of articles used in more than 80 countries. Get your FREE E-books, English language teaching and learning information at:  
<http://betterefteacher.blogspot.com>

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

## Worldwide ELT news

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### [New methods of teaching English, Mathematics emerge - vanguardngr.com](#)

A new method of teaching and learning English Language and Mathematics, called Helen Doron English has come to limelight during a press conference organized by the Distinct Integrated Service Limited, Nigeria's national franchisor.

According to the MD/CEO, Barr. Mariam Agunbiade of Distinct Integrated Service," the concept of Helen Doron is to enable international students to speak English Language like the native speakers, stressing that Helen Doron Group which has been in operation for over 25 years is Internationally recognized and respected with franchise network in over 26 countries worldwide, especially in Europe, America and Asia.

Read the complete news item here: <http://www.vanguardngr.com/content/view/33111/79/>

### [Breaking down the language barrier - steamboatpilot.com](#)

Eveline Bacon's favorite part of the day is teaching English to non-native speakers.

Through coordinating and teaching Integrated Community's English as a Second Language classes — which began September 2008 — Bacon can reach people directly and see firsthand if her work changes lives for the better.

For some of her students recently, however, change has come, for good and bad, whether they like it or not.

Read the complete news item here:

[http://www.steamboatpilot.com/news/2009/apr/09/breaking\\_down\\_language\\_barrier/](http://www.steamboatpilot.com/news/2009/apr/09/breaking_down_language_barrier/)

### [Finland's successful language immersion could teach us a valuable education lesson - Inkeri Chisholm](#)

As the world becomes globalized, language-immersion education in our public schools is increasingly important. We need to teach our students about other cultures and languages as well as model cultural sensitivity, so they can interact successfully in culturally diverse settings.

I grew up in Oregon, and my family spoke both Finnish and English in our home. I recently spent a year teaching in an English immersion school in Espoo, Finland, a high-tech town much like Beaverton.

Read the complete news item here:

[http://www.oregonlive.com/clackamascounty/index.ssf/2009/04/my\\_turn\\_finlands\\_successful\\_la.html](http://www.oregonlive.com/clackamascounty/index.ssf/2009/04/my_turn_finlands_successful_la.html)

### [English Master Hopefuls Sought at IGSE - koreatimes.co.kr](#)

The International Graduate School of English (IGSE), specializing in educating English language experts, will recruit 50 new students for the 2009 academic year, starting April 27.

Under the plan, it will host an explanation session ? open house ? Saturday at its Library Building in Gangdong-gu, Seoul. During the event, the school will introduce its curriculum and programs and its faculty and alumni will field questions from applicants.

Read the complete news item here: [http://www.koreatimes.co.kr/www/news/nation/2009/04/113\\_42473.html](http://www.koreatimes.co.kr/www/news/nation/2009/04/113_42473.html)

### [Aviation English training set to boom - chinadaily.com.cn](#)

China may become the next battlefield for aviation English training organizations, a top executive from an international language teaching school said on Wednesday.

“The aviation English training market potential is massive in China given the country’s fast growing commercial aviation market,” said Finian Connolly, CEO of Edgewater College. Founded over 15 years ago in Ireland, Edgewater College specializes in aviation English language teaching.

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Read the complete news item here: [http://www.chinadaily.com.cn/bizchina/2009-04/01/content\\_7640109.htm](http://www.chinadaily.com.cn/bizchina/2009-04/01/content_7640109.htm)

### [Extra language risks losing children - guardianweekly.co.uk](http://www.guardianweekly.co.uk)

Many south-east Asian countries have introduced English as the medium of instruction in their state school systems, but the effectiveness and success of these projects is being challenged. Andy Kirkpatrick argues that younger children can struggle in classes where a foreign language and not their mother tongue is used for teaching. He urges the education community to think carefully about Clil's role in primary schools as part of our special debate Clil: Complementing or Compromising English Language Teaching?

All good language teaching needs to be based on content that engages the learner, and in this sense Content and Language Integrated Learning (Clil) represents good practice.

There is, however, a Clil continuum. At one level, a class of upper-secondary geography students might be taught using Clil.

Read the complete news item here: <http://www.guardianweekly.co.uk/?page=editorial&id=1001&catID=22>

## Worldwide ELT events

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### [The 2009 Asia TEFL International Conference, Thailand, August 7-9](#)

The Asia TEFL International Conference Committee is now accepting presentation proposals for its 7th conference to be held in Bangkok, Thailand. The official language for the conference, including presentations and submissions, is English. Under the Conference theme of “Collaboration and Creativity in English Language Teaching and Learning in Asia,” proposals are being accepted in the following content areas:

#### **Subtopics (Content Areas)**

The Conference Organizing Committee invites abstracts and presentation proposals on the following subtopics (content areas):

#### **Approaches and Methodologies**

- Curriculum / Materials
- Distance Education
- Education / Language Policy

- International / Intercultural Communication
- Language Acquisition
- Material Writing and Design
- Multiple Intelligences and Learning Styles
- Teacher Education
- Teaching Young Learners
- Testing, Assessment, and Evaluation
- The Use of IT in Language Teaching
- Using Local Literatures in English or translations for teaching English

### **Types of Presentations**

Presentations may be made in one of four forms:

- Colloquium (60 min.): Panelists (and audience) participate in the discussion.
- Workshop (60.): Audience actively participates in the presentation.
- Demonstration (30 min.): Presenter shows a technique to the audience.
- Research Paper Presentation (30 min.): Presenter reports research and results.

Speakers



Invited Speakers: Six to eight internationally renowned scholars will each give a 50-minute plenary presentation as well as a 30-minute concurrent session presentation. The Conference will also feature six or eight well-known speakers from the Asian region. These featured speakers will give 40-minute presentations on topics related to the Conference theme.

### **Registration Fees**

Thailand TESOL members: US \$100

Asia TEFL members: US \$100

Non-members: US \$110

For further details and pre-registration, please visit:

<http://www.asiatefl.org/2009conference/conference2.html>

### **C/ESL 2009, Taiwan, May 16-17**

The Language Center of National Central University has held the “Chinese/English as a Second Language Conference on Reading and Writing Instruction” bi-annually since 2003. We are pleased to announce that this, the 4th C/ESL Reading and Writing Conference (or C/ESL 2009), is the first to be an international

conference. The invited and keynote speakers will be leading international scholars, and anyone who is interested in Teaching Chinese/English as a Second Language is cordially invited to the meeting.

**Keynote Speaker: Carol A. Chapelle**

Carol Chapelle is Professor of TESL/Applied Linguistics and Chair of the Cross-disciplinary Linguistics Program at Iowa State University. She has served as President of the American Association for Applied Linguistics (AAAL), Editor of TESOL Quarterly, and Chair of the TOEFL Committee of Examiners. She is current Co-Editor of the Cambridge Applied Linguistics Series of Cambridge University Press. She is widely recognized as the pre-eminent scholar in the field of CALL.

**Registration Dates:** from 2009/03/12 to 2009/05/01

\*Due to the complicated application procedures to visit Taiwan, attendees from Mainland China, Hong Kong and Macao should complete their registrations before April 15, 2009.

**Registration Rates:**

Early Registration (3/12-4/15): Regular NT\$1500, Student NT\$600

Registration between 4/16-5/01: Regular NT\$2000, Student NT\$800

For further details and pre-registration, please visit: <http://www.lc.ncu.edu.tw/CESL2009/>

## LANGUAGE AND CULTURE: NEW CHALLENGES FOR THE TEACHERS OF EUROPE,

Vilnius, Lithuania, October 8-9

### THEMES:

- LANGUAGE TEACHING
- TEACHER TRAINING
- LINGUISTIC STUDIES
- INTERCULTURAL STUDIES
- LANGUAGE PROJECTS

### KEYNOTE SPEAKERS:

- MARIO RINVOLUCRI

EFL teacher, teacher trainer and writer at PILGRIMS, UK

mario@pilgrims.co.uk; www.pilgrims.co.uk; www.hltmag.co.uk

- Dr. EMILIJA SAKADOLSKIS

Vice-president of the Lithuanian Education Council

- Prof. Dr. ANNELIESE FEARNES

Expert in teaching foreign languages for specific purposes, co-author of „Handbuch des Fachsprachenunterrichts“

University of Applied Sciences, Konstanz, Germany

- Prof. Dr. THIERRY LEBEAUPIN

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Institute of Foreign Languages,

Vilnius University

## CONFERENCE FORMATS:

- Plenary speeches
- Presentations
- Workshops

## FEES:

Speaker's fee: € 90

Visitor's fee: € 15

Fees will be paid on arrival.

For further details and pre-registration, please visit: <http://www.uki.vu.lt/en/register/>

## ELT event updates

1. “Shirpur Education Society’s Institute of Technology”, Shirpur, District Dhule, Maharashtra, organized a two day national conference on “soft skills” on 14-15 March 2009.

Professor Dr. Z. N. Patil of The English and Foreign Languages University, Hyderabad, delivered the keynote address on “Aspects of Spoken Communication Skills” and coordinated panel discussions on both the days.

Resource persons included Professor Meenakshi Raman from Rajasthan, Professor Pahare and Ms. Choubey from Madhya Pradesh. The conference was attended by more than 150 teachers and students.

2. “Shirpur Education Society’s H. R. Patel Mahila College” organized a two day national conference on “Innovations in ELT in 21st Century” on 24-25 March 2009.

Professor Dr. Z. N. Patil of The English and Foreign Languages University, Hyderabad, delivered the keynote address on “Teacher as Innovator” and coordinated the panel discussion on both the days. Resource persons included well-known ELT experts like Professor Sulabha Natraj from Gujarat, Dr. Anil Paliwal from Rajasthan, Dr. Shivaji Kushwaha from Chattisgarh, Dr. Prashant Mishra from Madhya Pradesh, Dr. B. S. Jadhav from Maharashtra, Tarun Patel from Education Campus Changa, Gujarat and Mr. Masood Malik from Jammu and Kashmir. The conference was attended by over 110 teachers from across the country.

## Book of the week

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### **Teaching Content to English Language Learners**

By **Jodi Reiss**

#### **Book Description**

Teaching Content to English Language Learners, by Jodi Reiss, shows content-area teachers how to transform second-language learning theories into useful tools for ensuring the success of their ELL students. The book's three parts present easy-to-incorporate techniques to make content more accessible, strengthen vocabulary, and increase student participation. The book offers: \*practical strategies for building on common classroom techniques and activities to increase teaching effectiveness for language-learning students \*techniques to recognize cultural differences, develop alternative assessments, and adapt written assignments and oral language for ELLs \*abundant models, graphics, and authentic examples that show how to help students build content-area fluency as well as general language skills

#### **From the Back Cover**

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parts present easy-to-incorporate techniques to make content more accessible, strengthen vocabulary, and increase student participation.

### **The book offers**

- practical strategies for building on common classroom techniques and activities to increase teaching effectiveness for language-learning students
- techniques to recognize cultural differences, develop alternative assessments, and adapt written assignments and oral language for ELLs
- abundant models, graphics, and authentic examples that show how to help students build content-area fluency as well as general language skills

### **Book Details**

- Paperback: 144 pages
- Publisher: Pearson ESL (November 26, 2004)
- Language: English
- ISBN-10: 0131523570
- ISBN-13: 978-0131523579
- Price: \$34.67

### **Customer Reviews**

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**Mubarak Alkhatnai**

“This book goes along the same line of those books that tell you pre-made recipes on how to teach language. All the techniques and strategies presented don’t take the student’s perspective into concern. They are mostly teacher-oriented and may work for some situations but not for a changing climate like the language classrooms.”

## Cool ELT resources

### **ELTgames.com**

ELTgames.com features 100 activities written by professional ESL/ELT writers. No downloading PDFs - just choose, print and go. Quick and easy to use, even over a dial-up connection. The games are written keeping the following areas in mind:

- Elementary GRAMMAR GAMES
- Pre-intermediate GRAMMAR GAMES
- Intermediate GRAMMAR GAMES
- Upper Intermediate GRAMMAR GAMES
- Elementary - intermediate CONVERSATION
- Intermediate - advanced CONVERSATION
- Explore ELTgames.com at <http://eltgames.com/>

### **ESL Printables**

ESL Printables is a website where English Language teachers exchange resources: worksheets, lesson plans, activities, etc.

Their collection is growing every day with the help of many teachers. If someone wants to download he / she has to send one's own contributions too. Explore ESL Printables at <http://www.eslprintables.com>

### **Instant Ideas**

Instant Ideas has been supplying a weekly pack of up-to-the-minute, authentic teaching materials covering topics of real interest since 1996.

The contents of the pack are written and prepared by TEFL professionals with over a decade of experience in the sector.

There is no contract to sign, no minimum membership period and no up-front payments. We rely on the quality of our product to keep clients, not legal documents.

Explore Instant Ideas at <http://www.instant-ideas.com>

## Word of the week: symbiosis

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- \sim-bee-OH-sis\

1 : the living together in close association of two dissimilar organisms especially when mutually beneficial

2 : a cooperative relationship

Example: A perfect symbiosis was at work between the café's co-owners, with Stephanie creating the menu and Maria doing the bookkeeping.

To know more about the word 'symbiosis', please visit: <http://www.merriam-webster.com/cgi-bin/mwwodarch.pl?Mar.30.2009>

## ELT cartoon of the week

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"Of students surveyed, 64% prefer English and 32% prefer math. The fact that these numbers do not add up to 100 may help explain why."

# Research paper

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## **An Analysis of the Multiword Lexical Units in Contemporary ELT Textbooks**

By **Hsu, Jeng-yih**

### **Abstract**

Over the past decade, the importance of multiword lexical units has been receiving an extraordinary amount of attention, and is now almost a must-have component in the practice of English language teaching. The field of English for Business Purposes was among the first to recognize the uniqueness of multiword units, establishing the initial attempt to accommodate longer lexical items in coursebooks. A bigger scale attempt began in the year 2003 when major commercial textbook writers started to face such “lexical chunk” phenomenon by wholeheartedly incorporating “exercises” or “activities” targeting multiword lexical phrases. It is now routine to see ELT textbooks designing tasks for a variety of multiword lexical units (MLUs): lexical collocations, fixed/semi-fixed expressions, and idioms. The current study intends to examine multiword lexical units enthusiastically promoted by textbook publishers from a more cautious perspective. A profile of multiword units is established, based on three series of contemporary ELT textbooks published between 2003 and 2005, including Communication Strategies (Paul,

2003), Touchstone (McCarthy, McCarten, & Sandiford, 2005), and Totally True (Huizenga & Huizenga, 2005). Within this profile, major multiword lexical units are recorded, categorized, and compared.

This study aims to report whether:

- (1) there are types of multiword lexical units considered most important and should be taught immediately;
- (2) there is a suggested acquisition order for multiword lexical units; and
- 3) there is an agreed-on collection of common multiword lexical units among these textbooks.

By presenting the analysis of multiword lexical units from the latest published textbooks, this study offers possible direction for choosing ideal coursebooks. (Contains 5 footnotes, 10 figures, 2 tables, and 2 appendixes.) [This paper was published in: Proceedings of the 23rd International Conference on English Teaching and Learning in the Republic of China, (pp. 363-381), Wenzao College of Foreign Languages, Kaohsiung, Taiwan.]

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

## Subscriber space: Research article by Mukesh Modi

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### **Inducing Uniformity in ELT through DLL**

**By Mukesh Modi, Head, Dept. of English, D.M.Patel Arts and S.S.Patel Com. College, Ode. (Anand) Gujarat, India.**

It's only since recently that specialists and professionals are prepared in Indian Universities and colleges to teach English language to the varied degree of this large country. Most of the times, it is assumed, even today the practice is going on, unfortunately, even today. In most of the undergraduate colleges in India 'General English' or 'Compulsory English' is supposed and is taught by a degree holder in M.A. in English. Sometimes that M.A. in English might have studied one or two papers in Post-graduation on the theory, structure and usage of linguistic, grammar etc. But surely the emphasis is never on English Language Teaching as A Second Language or Foreign Language. And ironically most of the teachers in colleges have to teach English Language to vast number of students, which may include communication skills classes, again in which they are not systematically trained!

What are the areas of concern as a product of the existing phenomenon of teaching English by apparently non-professionals? How does the process of ELT suffer a major setback due to such state of reality? Following are some of the grave concerns and variations which imply that there is no 'accepted uniformity' in teaching ELT, and that is why Digital Language Laboratory is a call of the hour:



Read the rest of article on ELTWeekly blog at <http://eltweekly.com/more/2009/04/11/eltweekly-issue15-subscriber-space-research-article-by-mukesh-modi/>

## Subscriber space: Research paper by Milan Pandya

### **The need of technology in teaching-learning environment: Present Status and Future Perspectives**

**By Milan Pandya, Gujarat, India**

#### **Abstract**

Globalization and technological change processes that have accelerated in tandem over the past many years created a new global education system “powered by technology, fueled by information and driven by knowledge”. The use of technology in education has become an integral part of today’s educational phenomenon. It is creating a new learning environment in which student is now having the chance to learn through computer-application based courses of studies. This is an era where technology and teacher education go hand in hand. The use of technology in teaching mediums is taken very seriously governments and education systems around the world. It is like a combination of heart and brain which creates a new life. It becomes too important to be aware of the current status of this discipline and its future directions.

This paper throws light on the emergence of information technology and teacher education [ITTE] followed by the paradigms for research and development work in ITTE. It also projects our knowledge about ITTE in the current scenario and shows a way towards the research needs in the field for the ubiquitous development.

This paper touches all mentioned aspects of ITTE on a surface level. It shows how this discipline evolved and what are the possible areas that can be explored and endeavored. This paper becomes significant in terms of consideration of the brief past, its current status and future perspectives in ITTE.

Read the rest of paper on ELTWeekly blog at <http://eltweekly.com/more/2009/04/11/eltweekly-issue15-subscriber-space-research-paper-by-milan-pandya/>

# Subscriber space: Research paper by Mohammad Bagher Shabani & Saeed Najafi Sarem

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## **The Study of Learning Strategies Used by Male/Female Monolingual and Bilingual Speakers as EFL Learners**

**By Mohammad Bagher Shabani & Saeed Najafi Sarem, Ilam University**

### **Abstract**

This study was an attempt to investigate the learning strategy use of monolinguals and bilinguals in approaching English as a foreign language. It is also an attempt to compare the strategy use of male and female bilinguals. For this purpose, 30 Persian-speaking monolinguals (15 males and 15 females) and 30 Kurdish-Persian speaking bilinguals (15 males and 15 females) were selected from among Iranian EFL learners studying English Literature at Ilam State and Azad universities. They were asked to fill out Oxford's (1980, 1990) the Strategy Inventory for Language Learning (SILL). The result of the independent t-test revealed that there wasn't any significant difference between the two groups in their strategy use. The results of the chi-square test also indicated that there was not any significant difference in the strategy use for individual items between the two groups except for three items. After that, running the independent t-test showed that the difference between male and female bilinguals'

strategy use was statistically significant in favor of male bilinguals. The use of separate t-tests for the six categories of the SILL indicated that the strategy use was again statistically significant in favor of male bilinguals. Then, the use of chi-square test showed that for 12 items on the SILL the difference between the strategy use of male and female bilinguals was statistically significant in favor of males.

**Keywords: Language Learning Strategies (LLS), Monolingual, Bilingual**

## YES, We Want To Hear From YOU!

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

Send us an email with your suggestions, testimonial or enhancement.

Send all emails to:

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

Also you can leave your feedback at <http://eltweekly.com/more/feedback/#respond>

## ELTWeekly TEAM

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The **ELTWeekly** Newsletter is an initiative of Tarun Patel, Bhaskar Pandya, Kaushal Kotadia and Rajesh Bharvad.

You can write to the ELTWeekly team at [info@eltweekly.com](mailto:info@eltweekly.com).

Visit us at <http://eltweekly.com>