

ELT Weekly

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PUBLISHERS



TARUN PATEL



BHASKAR PANDYA



KAUSHAL KOTADIA



RAJESH BHARVAD

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Quote of the week

“Poetry should help, not only to refine the language of the time, but to prevent it from changing too rapidly.”

- T. S. Eliot

Word of the week: extremophile

extremophile • \ik-STREE-muh-fyle\ - noun

meaning: an organism that lives under extreme environmental conditions

example: "Cold-loving extremophiles could show us what kinds of creatures might live ... in parts of the solar system previously thought uninhabitable."

To know more about the word 'extremophile', please visit: <http://www.merriam-webster.com/cgi-bin/mwwodarch.pl?Apr.01.2009>

Video of the week

Anecdotes in the ELT classroom: Sue Kay & Vaughan Jones

The authors of the Inside Out coursebooks talk about the use of Anecdotes for speaking practice in the ELT classroom.

For more information see www.insideout.net or www.macmillanenglish.com.

Watch the video by clicking this link: <http://eltweekly.com/more/2009/04/28/eltweekly-issue18-video-of-the-week-anecdotes-in-the-elt-classroom-sue-kay-vaughan-jones/>

Worldwide ELT news

***** British Council's first English language teaching centre soon *****

Chennai , Apr 24 The British Council will soon open its first English language teaching Centre in Chennai , offering language courses for professional and personal development, specially tailored to needs of Indian learners.

The centre would initially open in three classrooms in the Regus Citi Centre, while existing premises on Anna Salai would be renovated, a British Council press release said here today.

The Council is equipped to offer courses to more than 750 adult students and would have 12 teachers from India and three academic managers from the UK."All of them are specially trained to deliver courses using an interactive, 'learning through doing' approach," it said.

Read the complete news item here: <http://www.indopia.in/India-usa-uk-news/latest-news/557437/National/1/20/1>

***** Children With 'Word Poverty' Will Be Taught How to Speak Proper English *****

British children will have lessons on how to speak proper English in formal settings, under an overhaul of the curriculum for 7 to 11-year-olds.



The proposals, from Sir Jim Rose, a former head of Ofsted, place a strong emphasis on teaching children to “recognize when to use formal language, including standard spoken English.” They include how to moderate tone of voice and use appropriate hand gestures and eye contact.

The reforms come in response to concern that an increasing number of children suffer from ‘word poverty’ and are unable to string together a coherent sentence by the time that they start school.

Read the complete news item here: <http://www.foxnews.com/story/0,2933,518092,00.html>

*** On language schools and weirdo ads ***

Recently I mentioned “weirdo language school ads” with an apparent bondage theme, and quoted a reader who had taught English in Japan and offered some psycho-sexual interpretation of the ads. Two updates:

First, the latest entry in this category, from a billboard in Beijing yesterday. Speaking personally, nothing could give me greater confidence in the quality of English language instruction than the slogan, “Talenty English, Talenty Education.”

Read the complete news item here:

http://jamesfallows.theatlantic.com/archives/2009/04/on_language_schools_and_weirdo.php

***** ILLINOIS STYLE: Man teaches English in Japan *****

MOUNT VERNON, Ill. - While helping college-aged students in Japan better understand the English language, Tom Williams of Mt. Vernon has discovered that living overseas and speaking their language on a daily basis has also helped him as he continues learning Japanese.



“I learned more in one year in Japan than three years in the classroom,” Williams said. “Classrooms can teach you grammar, but you have to be in a situation where you can use it every day to improve.”

A little more than one year ago, Williams left for Japan to serve as lecturer at the Ashikaga Institute of Technology. The institute is a sister school to the University of Illinois-Springfield, where his cousin attended graduate school and learned about the position.

After applying for and receiving the job, Williams spent one year in Japan, and then renewed another yearlong contract to begin this month. William’s brother, John, is also finishing serving as an assistant language teacher in Ota.

Read the complete news item here: <http://www.chicagotribune.com/news/chi-ap-il-teachinginjapan,0,5728255.story>

***** The World's Leading English Test Celebrates Twenty Years of Growth *****

New Delhi, Delhi, India, Saturday, April 25, 2009 – (Business Wire India)



The International English Language Testing System (IELTS) is proud to celebrate its twentieth anniversary in 2009, marking its unprecedented international growth and success in setting the standard of English language proficiency for Higher Education and migration. Since IELTS was introduced in 1989, it has developed into a global leader, with annual candidate numbers rising to well over one million in 2008, and accepted by over 6,000 organisations worldwide. In India in 2008, over 200,000 people took IELTS.

Speaking of IELTS' phenomenal growth, Kevin McLaven, First Secretary (Educational Services) British Council India observes, "Over the last two decades IELTS has become the leading and most widely accepted international English language test in the world. Whether for work or study, millions of ambitious candidates have benefited from the life-changing opportunities that IELTS enables.

Read the complete news item here: <http://www.businesswireindia.com/PressRelease.asp?b2mid=18780>

***** Forget Math. Women Lag in Becoming English Profs! *****

So much for the theory that maternity leave and childrearing are responsible for slowing women's climb up the employment ladder. Despite increasing efforts to mint more female professors in recent years, a new report from the Modern Language Association of America shows that women take longer than men to get promoted from associate professor to full professor — regardless of whether they are married or have children.

TIME The report, based on a March 2006 survey of 401 English and foreign-language professors, finds that women take between 1 and 3.5 years longer than men to attain the rank of professor, depending on the size and nature of their school, with the largest gap at private colleges and universities. “That’s a staggering difference,” says lead author Kathleen Woodward, an English professor at the University of Washington.

Read the complete news item here: <http://www.time.com/time/nation/article/0,8599,1894025,00.html>

Worldwide ELT events

***** 2009 EUROCALL: New Trends in Computer Assisted Language Learning, Gandia, September 9-12 *****



After 13 years EUROCALL returns to Valencia. Some of the more senior members of EUROCALL will recall the 1995 Conference which took place in September that year, hosted by the Department of Modern Languages. Although e-mail was only slowly emerging at the time, EUROCALL '95 was one of the first conferences in Spain to digitise and publish the abstracts of all the presentations on the web. An emerging world wide web that seemed revolutionary at the time. For anybody who might be nostalgic, the 1995 abstracts can still be accessed at <http://eurocall.webs.upv.es/euro95/home.htm>. The proceedings of the '95 conference are also a valuable witness of what was prominent at the time in relation to CALL and TELL.

Looking back we can see that some of the concerns in the mid nineties are still valid today, for example issues such as integrating CALL into the language curriculum, incorporating speech recognition tools into language courseware, parser analysers, interactive learning environments and so forth.

EUROCALL 2009 will also be hosted by the Universidad Politécnic de Valencia, but this time it will take place at the Higher Polytechnic School of Gandia, also known as the UPV Gandia Campus site. The Gandia campus is located in one of the most privileged Valencian regions known as “La Safor” where the Mediterranean Sea and a historical agricultural tradition meet. Well known for its wide golden beaches, Gandia is also historically renowned for its 14th Century Palacio Ducal, house to the Borgia family.

The 2009 EUROCALL conference will focus on New Trends in Computer Assisted Language Learning with a special emphasis on innovative ways of collaborating and working together in the advancement of language learning and teaching. The conference sub-themes are an example of the numerous branches that have grown out of the CALL tree and is an illustration, we think, of the roots that this area has planted in a collective will to actively contribute towards better understanding and improving language learning with the assistance of information and communications technologies. CALL researchers, developers and practitioners are therefore invited to submit proposals relating to any of the following subthemes which, we think, summarise current interests and concerns in CALL:

- Curriculum development for CALL

- Assessment, testing, feedback and guidance in CALL
- Pedagogical change in technology integration
- Catering for Less Widely Used and Taught Languages in CALL
- Research in new language learning environments
- Innovative e-learning solutions for languages
- Building national/international partnerships for networked language learning
- New role of writing as a tool for communication
- New developments in multimedia courseware design
- Networked language learning in adult education
- Learning Management Systems
- Mobile Learning
- Virtual Worlds
- Corpora
- CALL supported Content Integrated Language Learning (CLIL)
- Computer Mediated Communication (CMC)
- Computer Assisted Translation
- Formal and informal language learning

For further details and pre-registration, please visit: <http://eurocall.webs.upv.es/eurocall2009/>

***** The International Conference on Applied Linguistics: Developments, Challenges, and Promises - September 26-27, 2009 *****

The International Conference on Applied Linguistics: Developments, Challenges, and Promises will be held in Tehran's Milad Tower Conference Hall on September 26-27, 2009. The conference aims at exploring some vital issues in applied linguistics that have shaped, and are still shaping the identity of the profession. Applied linguists from across the globe are invited to contribute to a lively debate that would include ideas from some of the prominent figures of the field.



Different themes will be explored in the course of the two-day conference: applied linguistics and its definitions; globalization and its impact on ELT; applied linguistics and English as the world's lingua franca; post method era and teacher qualifications; and research debates in applied linguistics.

The keynote speakers for the conference are (alphabetically arranged):

- Professor Guy Cook, The Open University
- Professor Hossein Farhady, American University of Armenia
- Professor Alastair Pennycook, University of Technology Sydney
- Professor Barbara Seidlhofer, University of Vienna
- Professor Henry Widdowson, University of Vienna

Pre-conference workshop (September 25):

Alternative assessment, by Dr.Christine Coombe, Higher College of Technology, UAE

The deadline for abstract submission is June 14, 2009. Notification of acceptance will be sent by July 10.

Early registration deadline is August 5.

For further details and pre-registration, please visit: <http://www.appliedlinguistics.ir/>

***** Language policy and learning: University of Limerick, June 2009 *****

The Irish Association for Applied Linguistics / Cumann na Teangeolaíochta Feidhmí will host this large international conference immediately after a meeting of the AILA Executive Board and International Committee in the university.



The conference is concerned with all aspects of language policy and the learning of languages. It will address the status and form of languages as well as acquisition policies pertaining to their teaching and learning. It will welcome papers, posters and panels on promoting and managing language policy and research on the development, implementation and effects of language policy in all regions of the world. The organisers will particularly

welcome studies that contribute to language policy theory, both in regard to language learning and other domains.

The organising committee looks forward to welcoming delegates to the University of Limerick, which is located on extensive scenic parkland spanning the two banks of the River Shannon in western Ireland. The plenary speakers will be:

- Jennifer Jenkins, University of Southampton
- Kendall King, University of Minnesota
- Muiris Ó Laoire, Institute of Technology Tralee
- Mark Sebba, Lancaster University

For further details and pre-registration, please visit: <http://www.ul.ie/~lcs/lpll2009/index.php?page=home>

***** 7th TELLSI Conference, Iran, October 20-22 *****

The conference will be innovative, reflective, and stimulating based on the theme “New Horizons in Language Education”. It will be jointly organized by Teaching English Language and Literature Society of Iran (TELLSI) and Yazd University and will be hosted by English Department at Yazd University, IRAN. We are looking forward to an interesting program and invite abstracts for papers, posters, as well as



The 7th International TELLSI Conference 'New Horizons in Language Education'

TELLSI & English Dept. of Yazd University
October 20-22, 2009



workshops and colloquia covering different aspects of Language Education and English Literature as outlined below.

Abstracts are invited for talks or posters on the following

major (but not limited to) themes of the Conference:

- Language Teaching & Learning/ Second Language Acquisition
- Teacher Education
- Sociolinguistics/ Discourse analysis/ Psycholinguistics
- Curriculum and Materials Development/ English for Specific Purposes
- Language Testing and Assessment
- CALL/ Multimedia and ICT in Language Classroom
- Language and Literature
- English Translation.

For further details and pre-registration, please visit: <http://tells7.com/english/>

***** FAAPI 2009 IN BAHÍA BLANCA, September 24-26 *****

Organized by APIBB , XXXIV FAAPI CONGRESS , the most important academic event of the year , will take place in Bahía Blanca, on 24th, 25th & 26th September 2009 and it will be held at the Campus of Universidad Nacional del Sur. The topic chosen is “Teachers in Action: Making the latest trends work in the classroom” being its aim to give participants an opportunity to analyse problems arising from our everyday teaching practise.

The number of participants is limited to one thousand, having graduate teachers the benefit of enrolling first.

Organizing Committee:

- Prof. Patricia M. Pérez
- Prof. Soledad García Luna
- Prof. Alicia Ruiz
- Prof. Natalia Centoira
- Prof. Ana María Pettinari
- Prof. Karina Sansone
- Prof. Alejandra Fernández
- Prof. Graciela Properzi

- Prof. Analía Carrio
- Prof. Nilda Resasco
- Prof. Eduardo Lamponi
- Prof. María del Carmen Pirillo
- Prof. Cristina Iturrioz.

For further details and pre-registration, please visit: <http://www.apibb.org.ar>.

* FAAPI 2009 information has been submitted by **Prof. Patricia M. Pérez**, APIBB President.

Book of the week

Teaching Reading to English Language Learners: Differentiated Literacies

By **Socorro Herrera**

Book Description

This is a practical, research-based text designed to guide teachers in the development and implementation of programs for second language learners. This text blends theory and practice to provide grade-level and ESL teachers with the tools they need to differentiate literacy instruction for ELL students. pre-service teachers.

From the Back Cover

Finally! A new and different guide to creating successful literacy programs for English language learners!

Teaching Reading to English Language Learners: Differentiated Literacies is a unique text that stresses meaning and relevance as the basis for all instructional activities and strategies for reading and writing instruction to be effective for culturally and linguistically diverse (CLD) students. Respected authors Herrera, Perez and Escamilla argue that if meaning is at the center, it is not necessary to delay literacy instruction in English while students are learning to understand and speak the language.

Practical and research-based, *Teaching Reading to English Language Learners: Differentiated Literacies* is organized around the major findings from the National Reading Panel Report and addresses a critical national need for teachers to have new and better information on addressing the literacy needs of ELLs. Eloquently, the authors tackle the need to move the field beyond the current ‘one size fits all’ paradigm and toward a broader view of how to create meaningful, relevant, and effective literacy programs for CLD students.

Features of the book:

- Discusses in detail how current techniques and approaches must be modified for ELLs.
- Strategies in Practice features exemplify the ways teachers can convert research into practical applications for their daily instructional practice with ELL students.
- Each chapter begins with an outline of major concepts and pedagogy from the viewpoint of ‘best practice’ for monolingual English students.
- New MyEducationLab created specifically to accompany *Teaching Reading to English Language Learners: Differentiated Literacies* provides lesson video clips that illustrate content concepts and provide examples of strategies in practice.
- Student Samples from multiple grade levels and language backgrounds have been included to illustrate the applications of strategies in practice.
- Teacher Voices are included to highlight teacher insights associated with the accommodation of literacy instruction for ELLs.

- Includes a brief overview of the approaches to reading instruction for alphabetic languages, and a review of the research findings from two major syntheses of research on literacy–teaching and learning.

Outstanding Endorsements for Teaching Reading to English Language Learners:

“I think this book is superb. The concepts are appropriately balanced between language acquisition and reading development in the capacity of best practice. The Critical Considerations before the content of the chapters is excellent and develops logically. I like that focus. The classroom scenarios presented throughout the book create an authentic picture of what it is like to have an EL in your classroom.” - Cheryl A. Slattery, Shippensburg University

“Strategies in action and samples of student work are very positive features of this text — the kinds of features that will make the text accessible to pre- and in-service teachers Games and activities throughout are excellent. Scenarios, Key Theories and Concepts, end-of-chapter questions and other tools are very helpful.” - Kimberley Kreicker, Emporia State University” –This text refers to the Paperback edition.

Book Details

Paperback: 289 pages

Publisher: Allyn & Bacon (January 19, 2009)

Language: English

ISBN-10: 0137147708

ISBN-13: 978-0137147700

Price: \$47.24

Buy this book from <http://www.amazon.com/gp/product/0137147708?ie=UTF8&tag=read034-20&linkCode=as2&camp=1789&creative=9325&creativeASIN=0137147708>

Article: 15 ways of combining listening and reading By Alex Case

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1. Radio news

Many sites that offer streaming or downloadable radio news also have a short text summarizing the story. Reading this before listening will make comprehension easier, especially if students discuss what they read and/ or think about what they might hear before they listen. Reading first also allows students to look up some of the difficult vocabulary in their dictionaries. In class, tasks that combine the two include predicting what extra information will be given in the listening text, writing questions that they still want answered after reading the text and listening for the answers, and expanding the written text with the information in the listening text.

2. Graded reader plus CD

Most graded readers (= easy readers- simplified and shortened books of stories etc especially for language learners) nowadays have some kind of recording. I usually recommend that students read through the whole book without the CD, then read and listen at the same time to check the pronunciation, then just listen to the CD on their MP3 player as many times as they can bear. If the whole class has a set of one particular graded reader you could do more interesting things like playing the first part of the story before they start reading to get them interested in the

whole story. With a range of different books, students could listen to a short extract of each book and decide from that which book they would like to take home.

3. Movie with subtitles

The advantages of having English subtitles include being able to easily look things up in a dictionary and learning the spelling and pronunciation at the same time. There is occasionally an argument for watching the film with subtitles in their own language, as understanding what is going on will make comprehension and so memorizing of the language easier the second time they watch it. The disadvantages with having any kind of subtitles are that students will come to rely on them and will get too used to being able to understand every word rather than pick out the message. In a similar way to the recommendation for graded readers above, I usually suggest watching the first time with English subtitles and the second time without. They will eventually need to work their way up to watching a film or episode of a TV series with no subtitles the first time too, and this can be made easier with careful selection of what they watch (e.g. the next episode of a series they know well or a film they already know the story of because they have read the book) or by turning the subtitles on every time they get completely lost and then back off when they know what is going on.

4. Book and movie

As I mentioned above, knowing the story before you start reading or watching a movie is a great help in making understanding easier and so improving motivation and making guessing of vocabulary from context easier. It also

allows them to both read and listen to the same vocabulary, reinforcing it and helping them learn both the meaning and pronunciation. This can be brought into class by using a short extract of a book and then watching the same segment of the movie, spotting and discussing the differences. Students can then discuss which one they preferred. Other activities include picturing characters and settings while you read, and then watching the film and checking if they match your imagination.

5. Read the summary or review before you watch the movie, radio play or TV episode

This is similar to the tips for radio news given above. Summaries of the film can be found on the back of the video box, on websites like Amazon where you can buy movies, and in airline, entertainment and TV listings magazines. After watching or listening, students can then discuss if the summary included the most important information and avoided spoilers, and can then write a slightly longer summary, using the original summary as a basis if they like.

6. Listen and read to check

This tip can be used without any preparation with almost any textbook listening task. After students have listened two or three times and more or less answered the textbook questions, get them to read the tapescript and listen one more time and check their answers. The tapescript can then be used for speaking tasks like reading it out in pairs and then doing variations on it like changing the names and places for freer speaking. The advantage of reading the tapescript is that it allows students to spot grammatical forms and unknown vocabulary that they might have missed when they were just listening. One possible disadvantage of this approach is that students come to rely too

much on being able to eventually read, and so become resistant to ignoring unknown words or moving on before they understand every word. Another thing to bear in mind is that for checking answers it is much more natural to read through slowly and carefully rather in time with the tape. You can therefore allow them to do this instead, before moving onto listening and reading using one of the approaches below.

7. Listen and read in preparation for speaking

Maybe after you have allowed students to check their answers to a listening with the answer key, you can ask them to read and listen at the same time in preparation for using the script for speaking. One task that really makes them listen carefully is Shadow Reading, where students try to speak exactly in time with the recording and then check whether they can still do so when the volume is turned down.

8. Mark the pron, then listen and check

This can be done before or after students listen for understanding. Things students can mark on the tapescript include pauses, linking of words, weak forms, and particular sounds such as schwa (the last sound in “computer”). These can also be done with film scripts.

9. Do a normal grammar exercise, then listen and check

For example, gapfills (cloze), spotting errors, and even sentence transformations. This also works well with songs and movies.

10. Match the listening to the texts

For example, “Which of the restaurants described here are the couple eating at?”

11. Listen to song and match to the description

As well as descriptions of the actual song, students could match the song to the work of art that inspired it, e.g. lots of Kate Bush songs are based on books and some songs are inspired by paintings.

12. Find the mistakes in the summary of the story

This is a fairly popular textbook task that you can easily prepare yourself by taking a summary from the back of the DVD box etc and changing some of the details to make them incorrect.

13. Listen to the critics

And try to spot the story, poem or song lyrics they are talking about from the selection on the page.

14. Jigsaw reading plus listening

Jigsaw listenings and readings are when students are given different texts and have to put the different information together. The same thing can be done with one group being given a listening and the other group being given a reading, but please note that students will probably need to be in different rooms while they are listening and

reading. Many of the tasks described in this article that involve comparing listening and reading texts can be used in a jigsaw way if they are set up carefully.

15. Set listening tasks for each other

Students prepare listen tasks for other groups of students by looking at the tapescript and writing questions for the other team to answer as they listen. This is particularly good for EFL exam preparation classes such as IELTS, TOEIC, FCE and CAE.

Contributed April 2009 by Alex Case

Alex Case is TEFL.net Reviews Editor and author of the popular blog TEFLtastic.

Alex Case has been a teacher, teacher trainer, Director of Studies, ELT writer and editor in Turkey, Thailand, Spain, Greece, Italy, Japan, UK and now Korea, and writes TEFLtastic blog (<http://www.tefl.net/alexcase>)

** ELTWeekly would like to thank Alex Case for contributing this article.

Article: Integration of Skills in English Language Teaching By Prof (Dr) Shefali Bakshi

Integration of skills is a very important practice in the teaching of any language. No skill can be taught in isolation and segregation. There exists a deep, profound and inseparable connection between language use and the context in which it is entrenched and embedded. A kind of connectedness exists in the way we use the primary skills of language, identified as listening, speaking, reading, and writing. The teacher faced with a set of predetermined and prearranged curricula and prescribed textbooks, what most of them do, is to place additional and extra emphasis on a specific skill designated for a specific class, while helping learners freely to use all the skills necessary for successfully carrying out a classroom activity. Even if the class is supposed to focus on one specific skill at a time, teachers and learners do the inevitable, namely, follow an integrated approach. By designing and using micro strategies that integrate language skills, we will be assisting learners to engage in classroom activities that involve a meaningful and simultaneous engagement with language in use. A discussion with examples from text can be initiated and participants can individually work on them. Let us take an example of teaching a poem to class I students, which is an authentic literary piece. It has not been simplified for the suitability of learners of primary section.

The skills of Listening and Speaking are the primary skills to be taught in the poem 'Frogs at School'. But without mentioning to the pupils, the teacher can integrate so many other skills, which would be useful at a later stage to

the students. When we begin the poem, the number system can be explained with twenty being linked to the plural form of 's'. Such as 'froggies', coats, vests. The singular form like 'pool' can be easily linked to the use of the article 'a'. Thus more examples at this point can be mentioned in order to drill the number system. The direct speech can be brought to attention at how when we talk, it must be put in quote marks. Adjectives such as 'rushy' 'green' 'white' etc can also be compared and contrasted with their opposites. Thus in this way the teaching of grammar is integrated while teaching this poem. I encourage you to look into many other aspects of grammar.

New vocabulary words such as pet name 'froggies', and then 'rushy' 'vests' and so on can be explained and pupils can be encouraged to give such kind of words.

Association of the poem and the picture must be developed by making the learners observe the following aspects. There are total 20 frogs in the picture too. It has been observed that the children actually count and they cannot be deceived, or made to doubt the teaching material as the base is being developed. There has to exist a kind of trust between the learner and the lesson. The 'coats of green' is not actually the coat but the outer skin of the frogs. Same goes with the inner white skin. Thus the aesthetic and creativity of the poet can be discussed with the pupils in a simple language and similes of such kind can be asked to vent the child's imagination.

Last but not the least; we must draw the attention of the learner towards the good habits to be inculcated in them. Neatness of school uniform, punctuality, the rules to be followed, first the pupil studies and then only can play and

so on. If the teacher gives moral lessons directly then they would not be so effective, but in this case the pupil would feel if froggies can do it then why can't I??

The poem is of the same level of the child. It refers to a genuine problem faced by teachers, pupils and parents. It takes the learner outside the classroom and he can relate it to his own condition and situation. Thus this is a great opportunity of inculcating so many ideas and thoughts in the minds of the learners, beside tone, intonation, rhyming sounds, rhythm, and so on, which may be looked into while teaching the skills of Speaking and Listening. Reading will automatically come when the teacher and learner are reading and assimilating the whole poem. Later they can be asked to write too, if need be. Thus while teaching the feelings of the poet have to be transferred to the learners in order to gain maximum from the learning material.

Prof (Dr) Shefali Bakshi is the Deputy Director at Amity School of Languages. She has done a Project on “A Study of Verbal Interaction in Waiting for Godot” for the M.A. degree and has completed her PhD thesis on “A Study of Verbal Interaction in the plays of Samuel Beckett” for the Degree of Ph.D. at University of Lucknow, India. She has conducted over 75 workshops on ELT with St. Edmunds College in Shillong, with Ratna Sagar in Lucknow, with University of Yemen in Republic of Yemen and with Orient Longman and Macmillan in various parts of India for school teachers and principals.

** ELTWeekly would like to thank **Prof (Dr) Shefali Bakshi** for contributing this article.

Article: Word Structure By Dr.Pushpa Nagini Sripada

Abstract: An explanation of how words are formed based on various theories is explained in this article. A clear understanding of the structure of the word would help a teacher of English in focusing on teaching words in the classroom especially in L2 teaching contexts.

1. Word families

Words can be grouped together based on their structure. The following is an example of the word 'happy' and other associate word forms of it.

Happy happily happiness unhappy unhappily

Unhappier Unhappiest happier happiest

2. Inflection and Derivation

A word can be divided into minimal meaningful units called morphemes. For example the word 'unfriendliness', consists of four morphemes -un +friend +li +ness. In this word 'friend' is the 'root' because it cannot be divided further. The grammatical form of it is changed when 'ly' is added to 'friend'. Further, 'friendly' is the stem to which -'ness' (suffix) is added to change into noun.

3. Affixes

Derivational affixes add meaning to the word derived. For example, if - 'er' is added to 'sing', it is changed into a noun ie 'singer' (one who can sing). Various affixes - prefix and suffixes change the meaning and forms of the words. In English, the spelling of the base word is changed in order to accommodate the ending- e.g 'y' is replaced with an 'i' in 'happy' to 'happiness'.

Prefixes are 'fix'ed at the beginning ('pre') of the word. All prefixes change the meaning of the base word. The word 'happy' can be changed into its opposite by adding - 'un' happy.

4. Blends

Some words are formed by combining two well- established words

e.g. brunch = a meal that is a combination of breakfast and lunch.

Heliport: a place where helicopters can land and take off (helicopter + airport)

Smog: polluted fog (smoke + fog)

5. Phrasal Combinations with Verbs

Phrasal verbs are compound verbs consisting of a verb, like come or take and a particle (i.e. an adverb or a preposition), like off or up. They are a common or an important part of English, especially in speaking and in informal writing. Often they have an equivalent formal word, for example, make up (phrasal verb) and made up.

6. Lexical Phrases

Skehan (1992) sees lexical phrases as ‘ready made elements and chunks’, items that ‘can be deployed without the need to construct each chunk independently’. Sinclair (1988) talks of ‘semi’ pre-constructed phrases that constitute a single choice, even though they might appear to be analysed into segments. Some examples are ‘as a matter of fact’, ‘at least from a point of view’. Much of the English language consists of lexical phrases. For example the phrases ‘as a matter of fact’, ‘as a matter of frequency’ come as single units in discourse. Some phrases do not follow grammatical example, like ‘it’s a matter of opinion’ is not used ‘as a matter of opinion’ like the other phrases ‘as a matter of course’, ‘as a matter of fact’. Some phrases like ‘by and large’, ‘spick and span’ are used in fixed pattern. But ‘as a matter of fact’ allows ‘as a matter of urgency’, ‘as a matter of opinion’. Some phrases ‘would you mind?’ and ‘have you ever....?’ Allow a range of completions. The following are different types of lexical phrases.

6.1 Poly Words

Some phrases like ‘according to’ and ‘in my view’ are regarded as poly words. These phrases are made up of more than a single word, but they can be taught as single items since same string of words reoccur without variation.

6.2 Frames

According to Sinclair (1990) frames have productive features that would help in making individual choices to construct new sentences.

For example, from+ a+ adjective+ point of view. This frame can be used to limit or focus a statement.

e.g. Everything looks good from financial point of view.

That would be a risky decision from a political point of view.

‘Whatever ...are necessary’ and ‘are not... but’ have a frame that allows completion in any number of ways.

Phrases and frames are very much like vocabulary items. They are used as units and are slotted into the message like single items.

6.3 Sentence Stems

Some lexical phrases constitute full sentences like ‘How do you do?’ or ‘How are you?’

Some enquiries, ‘Do you think...I...?’ for introducing a request are sometimes referred to as form / function composites since the form strongly signals the function it fulfills. Some introductory stems or cleft and pseudo-cleft sentences are introduced by phrases such as ‘It was ...who’ and ‘X was the one who...’ ‘what I want /think do is...’ other phrases which highlight the use of the sentence or the other way it is to be interpreted ‘It is true that...’

‘It is likely that...’, ‘that’s why...’. There are also predictable ways of introducing a research topic like ‘The aim / purpose / object of this study is to analyse/ investigate / establish...’ etc.

6.4 Patterns

Wills (1990) explanation of patterns is worth mentioning here. He explains patterns as sub-class of lexical phrases. In his opinion they are like frames in that they are discontinuous and need to be completed, but, unlike frames, patterns are systematically related to identifiable sets of words as one looks at the pattern using ‘about’.

1. Concerning a particular subject: Think about it. I read a book about that recently.
2. Approximately: It takes about two hours to drive to Chennai. It will cost about a couple of hundreds.
3. To indicate general spatial orientation: It is late. There is nobody about. We spent the morning just walking about town.

Each of these meanings is likely to be found in association with predictable sets of words. With the first type (no. 1), one is likely to find verbs, such as ‘think, forget, talk and read’, nouns denoting items such as ‘a book’, ‘programme’, ‘story’ and ‘an article’, as well as nouns denoting acts of communication such as ‘advice’, ‘agreement’ and ‘opinion’. Adjectives that denote attitudes towards information, states or events, such as ‘happy’, ‘pleased’ and ‘sorry’. With no.2 the numbers are found such as ‘a hundred’, ‘a thousand’ or ‘a dozen’ measurements, such as ‘kilometer’, ‘an hour’ and ‘a half’ and ‘a ton’. In no.3 one finds phrases like ‘hanging

about', 'lying about', 'waiting about'. Computerised corpus available today on the net allows one to see all the words that collocate with 'about'. Most patterns involve the use highly frequent words in the language like 'about' and their relationship with identifiable sets of words. Many patterns with nouns, verbs or adjectives followed by clauses are introduced by 'that' and by 'wh'-words.

6.5 Collocations

The structure of some words allows them to go together even if it may not be possible to predict this association from the general meaning of the words. For example 'strong tea', 'weak tea', 'sour milk', 'drink lemonade/water' go together but not 'weak cheese' but 'mild cheese' and 'strong cheese'.

6.6 Types of Idioms

A. Verb- plus - Object

Table 1 : Idioms

Idiom	Meaning	Example
Ram something down	someone's throat	Impose one's ideas / views on someone
Just because you are a Marxist	you don't have to ram it down someone's throat.	

‘Draw the line at something’ Refuse to behave in a certain way because you think it is wrong I do use some strong language, but I draw the line at using offensive words.

‘Have second thoughts’ Change your opinion or begin to have doubts about it I am having second thoughts about accepting that job offer.

B. Prepositional Phrases (preposition plus noun phrase)

Our boss always keeps us in the dark about changes until the last minute. (uniformed)

Over hundred villagers were killed in cold blood by the soldiers. (deliberately, without emotion)

It just happened out of blue. (completely unexpected)

C. Compounds

Table 2 : Idioms

Idiom Meaning Example

‘A kick in the teeth’ An insult or an unfair act Not giving the job is a real a kick in the teeth for her.

‘A stumbling block’ An obstacle The terrorists are a stumbling block to progress.

‘Open-ended’ Having no planned ending, can be developed in many ways I have no idea to give open-ended commitment. I prefer to have an agreement in writing,

‘State-of-the-art’ Most modern, most technically advanced He has a state of the art computer.

Source: McCarthy and Felicity O’Dell (2002:194)

WORD CLASSES

It is often suggested that words are of two basic types ‘content words’ and ‘function words’, content words are words with meaning, while function words have a syntactic rather than semantic function. Nouns, verbs, adjectives and ad words are content words; prepositions, conjunctions and determiners are classified as function words. The distinction between content words and function words relates to how specific the word sense is - the more specific, the more ‘contentful’ the word is. This conclusion is more appropriate in explaining pronouns, which were held to be function words, but now they are included in the class of ‘noun’.

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Dr.Pushpa Nagini Sripada works as an Assistant Professor of English at Sathyabama University, Chennai. Write her at "pushpanagini AT yahoo DOT com"

** ELTWeekly would like to thank **Dr.Pushpa Nagini Sripada** for contributing this article.

Article: Learning-to-Learn: Vocabulary Mapping By Karenne Sylvester

This article first appeared on Kalinago English (<http://kalinago.blogspot.com/>)

How do you keep note of the new words you learn in your lessons, that you come across in newspapers and magazines, that you learn on this blog?

Are you making lists, doing this?

You are not alone.

So was my student, Gerhard. The truth is that I see many, many students who write out lists and lists and lists of vocabulary.

Some of them do it in little notebooks, some make flashcards and some people write these out on A4 sheets which they store in a file.

This is not a wrong thing to do.

These are, in fact, great things to do - if you follow up on them.

I guess the question is, do you go back and review your new words and how often do you do this?

Once a week? More? Less?

Regularly reviewing new vocabulary is the most important thing you can do to learn new words. Remember that your brain has a lot to do, there is a lot of other stuff going on in your life, right?

So, if the brain thinks a word isn't important because you didn't go back to it and say "hello again," it trashes the new vocabulary and doesn't store it in the long-term memory.

You know what I'm talking about.

On the other hand some people do go back to their word-lists and they still don't remember the words when they have to use them. This is very frustrating.

Quite often lists just don't help because they don't connect with anything else, they are just random words on a piece of paper with some translations next to them.

Your brain needs bridges. See more on this subject here.

Also, not everyone learns by making lists! As I mentioned in one of my earlier entries, different people learn in different ways.

Cosmic Fairy (the teacher with the ‘magic tricks’) has a couple of effective strategies for you to think about.

People who are visual learners will very much benefit from her advice.

Here’s what some of my students are doing:

Volker creates a mind map with the new words he learns and he connects them to phrases he would like to say.

He thinks about the context they will be used in and adds more words. He doesn’t translate.

Mirko doesn’t like his handwriting so he makes his word-maps using powerpoint.

If you have the time and tools, this is a really great option.

Nowadays, even Gerhard has a new trick!

Every morning he goes on to flickr and picks a picture that matches one of the new words he wants to learn.

They don’t have to be a literal representation - sometimes they are simply a bridge which will help him remember a particular word.

He then stores each new word on to his computer and using the preview option, matches the words to the pictures and regularly reviews his new lexis.

Can you guess what word this picture makes a bridge to in Gerhard's mind?

Have a look at his list above if you can't guess immediately.

Still not sure? 'Hover' your mouse over the picture, the answer's there!

What do you do to learn new words?

Do you have another suggestion?

Don't hesitate to let us know what it is by clicking on the comments. If you'd like to ask a question, go ahead!

My blogging colleague, Nik Peachey, has also written a lot about tools that can help you learn vocabulary. One of his posts is about a very interesting mind-mapping software, you can read that posting [here](#).

Descriptions of more software tools which do this [here](#).

For more useful tips, tricks and learning strategies from the Cosmic Fairy, [here](#).

Best,

Karenne

Karenne Sylvester is a certified TESOL trainer, working as a freelancer in Stuttgart, Germany and she specialize in teaching adult learners in the financial/ banking, energy, engineering and IT sectors.

She has lived and worked all over the world: from the Caribbean to the US, UK, Australia, Hong Kong and Ecuador.

She is the sole proprietor and webmaster of Kalinago English and author of SimplyConversationsTM, a pedagogically sound speaking skills system, designed to activate language learners' fluency.

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*** ELTWeekly would like to thank **Karenne Sylvester** for contributing this article.

Research paper: The Ecology of Communicative Language Teaching: Reflecting on the Singapore Experience

The Ecology of Communicative Language Teaching: Reflecting on the Singapore Experience

By **Zhang, Lawrence Jun**

Source: Online Submission, Paper presented at the Annual CELEA International Conference (Guangzhou, China, Nov 11-13, 2006)

Publication Date: 2006-11-11

Pages: 14

Abstract

This paper addresses the ecology of communicative language teaching (CLT) by reflecting on the Singapore experience. It reviews how CLT was conceptualized, advocated and implemented in stages/phases as reflected in the different syllabuses by the Ministry of Education, Singapore.

In anchoring the discussion against a historical backdrop and examining the ecology and evolution of English language teaching in Singapore, it focuses on two English Language syllabuses published in 1991 and 2001 respectively.

It illustrates the operational issues in reference to the two syllabuses, with a focus on the ecology of such pedagogical innovations and how the ecological nature of CLT is mirrored in the syllabuses.

Highlighting issues such as mismatches between what the syllabus documents stipulate and what practitioners bring into English language classrooms and how success in implementation can be achieved when training is provided timely, it also discusses theory-practice connection and the integration issue that is most often debated in the teacher-education literature.

It concludes with a discussion of possible implications of the Singapore CLT experience for ELT in China.
(Contains 1 table, 2 figures, and 1 footnote.)

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

Subscriber space: Research paper By Maleehah Mousavi

The Washback Effect of TEFL University Entrance Exam on Academic Behavior of Students and Professors

By Maleehah Mousavi, Payamenour University & Mehrdad Amiri, Iranian Architectural Center

Abstract

The present study was an attempt to investigate the washback effect of the Knowledge test of TEFL MA University Entrance Exam on students and professors. This section of TEFL MA UEE consists of three parts. They are related to the three areas of Linguistics, Testing, and Methodology. To this end, an observation checklist and two questionnaires, one for professors and the other one for the students based on the underlying theories of washback were developed. The questionnaires were answered by 32 professors and 210 students, in addition, 13 Linguistics, Testing, and Methodology classes were observed. Finally, to find the answers to research questions, the Chi - square test and frequency analysis were performed through SPSS. The result indicated that TEFL MA UEE has weak washback on students and professors academic behavior.

1. Introduction

One of the issues which has attracted the attention of not only testers in the general education, but also language testers is the “effect of the test on teachers, students, and their classroom behaviors” (Alderson& Wal,1993. Hughes,1989) which is called backwash. Scholars like Alderson, Wall, Watanabe, Davis and ... have worked on this phenomenon and investigated it from different perspectives ‘psychologically’ and ‘educationally’ since 1990’s.

Wantannabe (nd) has also found that “backwash is not a monolithic phenomenon and different factors such as the stake of test and the use of the tests’ score mediates the effect of it.

It should be, moreover mentioned that the intensity of the backwash of the tests depends on the social and educational use of the tests’ score. Cheng (1998) clarifies this issue by suggesting that the intensity of the washback may be a function of how high or low the stakes of the test are. That is, if the test is a low stake one, it will have a weak washback, and in case of being a high stake test, it will have a strong washback. Luxia (2005) also states that there is a general consensus that high stake tests produce strong washback. Bachman and Palmer (1996) defined high-stake decisions as “those decisions that are likely to have a major impact on the lives of large numbers of individuals, or on large programs”. Since high stake tests are employed to make important decisions all over the world, researchers have conducted several researches in order to determine the backwash effect of these tests; Meanwhile, Studies on backwash and it’s consequences have recorded a poor score in Iran, a country with a centralized educational system in which almost all youngsters at various levels are highly influenced by the effects of high stake tests. The only available research carried out on high stake tests in Iran backs to 2005 by

Nikoopour who has investigated the washback effect of State and Azad University English major test on Iranian EFL candidates and high school EFL teachers. Not only did he consider the washback effect of NDEMT, but also he took into account the content and the form of NDEMT. Nikoopour has finally reported some 7 positive and 15 negative washback of NDEMT. The significant negative washback effects reported could be taken into account by the Iranian Ministry of Education in order to revise the test and bring about positive washback, the very point which has been almost totally neglected by the authorities.

Hence, the washback effect of Azad University TEFL MA UEE was investigated as a step in this direction in the present study.

Download and Read the full paper by clicking here: http://eltweekly.com/TEFL_University_Entrance_Exam.doc

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About Dr. Ranganayaki Srinivas

Dr. Ranganayaki Srinivas, an ESL specialist, has been working online after VRS. She started with a teaching English site. She has been involved in projects with many online marketers. Webinars and web conferences appeal

to her idea of distance learning and continuing education. Hence her latest projects have been related to gathering information about webinars, web meetings and web conferencing services.

As part of her online learning she has learnt to design websites and blogs that are fully optimized. She has mastered the WordPress platform and has her own authority sites. She also designs professional sites and blogs for others.

She continues to teach students and train teachers online and offline and answers their questions in a special forum created for this purpose.

Visit <http://www.webinarreviews.org>

Blog of the week: Alex Case's TEFLtastic Blog

Tefltastic is loaded with the variety of resources for the teacher of English. Alex Case has posted multiple blogs and articles. He covers almost all the topics in relation to the teaching methodology. However, he has focused more on the linguistic areas useful in teaching English language.

Apart from linguistics he has also contributed a lot in the other areas such as how to deal with the students with different capabilities and students with some common problems i.e. shyness, hesitation, etc. Importantly, he also proposes few creative and innovative ways of teaching in the classroom.

In addition to this he also discusses various teaching methodology in different countries of the world. Hence, he discusses the problems faced by the teacher in the foreign country and how to overcome those problems with ease.

Indeed, for the teachers of English the blog created by him is full of worth. Lets see some of the topics he has discussed in his blog and some of is articles. The topics of various blog posts are as bellow.

- Corpus linguistics
- Discourse analysis
- EIL (English as an International Language)
- ELF- English as a Lingua Franca

- evolutionary linguistics
- Good language learners
- Teaching English Abroad
- Alternative teaching techniques
- Functional language
- ELT publishing
- and more.

To conclude I would say that he touches upon multiple issues related to the modern style of teaching. Importantly, he also shows in his posts how body language can create an effective teaching in the classroom and its significance in the classroom management.

Alex's TEFLastic blog is available at <http://www.tefl.net/alexcase/blog>

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